COLLEGE COMMUNITY SCHOOLS
Professional Practice Expectations
Tier II: Professional Practice Analysis

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

Revised 6/10/16

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Professional Practice Expectations

TIER II: PROFESSIONAL PRACTICE ANALYSIS

The primary purpose of Tier II is to ensure that each staff member continues to develop and use effective teaching practices, collaborates with others, and uses student evidence to guide their own learning and growth. Tier II consists of two major dimensions:

1. Professional Learning Plan

> The purpose of the Professional Learning Plan is to study and document the effect of professional learning and collaboration upon teaching practices and student learning in the teacher's classroom or classrooms.

2. Three Year Formal Evaluation

> The purpose of the Three Year Formal Evaluation is to document the relationship between an individual's professional practices and the District's personnel performance standards.

Professional Learning Plan Procedure

1. Professional staff not in Tier I and not in Tier III are required to develop an annual Professional Learning Plan as Tier II participants. Each year this Plan's goals and action plan must be submitted to the building principal by October 15.   These plans may extend beyond a year, may be modified during the year, or modified year-to-year. The staff member will discuss proposed changes with their administrator and submit a revised plan including agreed upon changes. These plans may include other professional staff and are required artifacts for the Three Year Formal Evaluation.

2. Each plan must include the following components and be completed online:

   - Student Achievement SMART Goal
   - Professional Learning SMART Goal (aligned with District or building improvement plan)
   - Action Plan
   - Reflection, Evidence and Artifacts
     - Use- Level of use of best practice
     - Sharing- Collaborative efforts to improve both student and adult learning
     - Effect- Positive impact in students' learning and growth supported by multiple forms of evidence

3. Informal discussion of the progress being made toward completing the plan may be initiated by either the staff member or the administrator at any time throughout the duration of the plan.

4. If, during the term of the Professional Learning Plan, a staff member changes level or curriculum area assignment (e.g., elementary to secondary or classroom to specialist), he or she must prepare an amended plan. This amended plan must be submitted by November 15.

5. By the end of each school year, each staff member must complete an online self-assessment and confer with their principal regarding their learning plan progress.

Three Year Formal Evaluation Procedures

Each staff member must participate in a formal evaluation process every three years. This process focuses upon all eight teaching standards and consists of formal observations, required artifacts, 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 evaluation. Each staff member must participate 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 two formal observations shall be conducted by the evaluator(s). These observations must include a pre and post observation conference.

Pre-Observation Conference

1. The pre-observation conference is the opportunity for the professional staff member and evaluator to provide each other with information that will be helpful to the observation process.
2. At or before the pre-observation conference, the staff member submits the Pre-Observation Refelction 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 1-8.
3. All formal observations must be of sufficient length to observe the entire sessions agreed upon for observation. At least one of those observations must be for a minimum of 45 minutes. Observations must be conducted openly with the full knowledge of the staff member.

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 two working days of the observation, except in unusual circumstances.

3. During the post-observation conference, or within 5 working days after that 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.

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 and their 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. Each staff member must complete a reflection an all eight (8) standards using the District's eight (8) essential questions. 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 must be submitted to the office of the Executive Director of Learning Services 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 teacher "does not meet standards," a written notification of placement into Tier III: Intensive Assistance Plan must be provided by the evaluator(s). This notice may occur at any time.
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.

College Community Schools
Teaching Standards

1	**STANDARD: Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.**	**5**	**STANDARD: Uses a variety of methods to monitor student learning.**
	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.		The teacher: a. Aligns classroom assessment with instructions. 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.
2	**STANDARD: Demonstrates competence in content knowledge appropriate to the teaching position.**	**6**	**STANDARD: Demonstrates competence in classroom management.**
	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.		The teacher: a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student. b. Establishes, communicates, models, and maintains standards of responsible student behavior. c. Develops and implements classroom procedures and routines that support high expectations for student learning. d. Uses instructional time effectively to maximize student achievement. e. Creates a safe, purposeful, and respectful learning environment.
3	**STANDARD: Demonstrates competence in planning and preparing for instruction.**	**7**	**STANDARD: Engages in professional growth.**
	The teacher: 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. Sets and communicates high expectations for social, behavioral, and academic success of all students. c. Uses student's developmental needs, backgrounds, and interests in planning for instruction. d. Selects strategies to engage all students in learning. e. Uses available resources, including technologies, in the development and sequencing of instruction.		The teacher: a. Demonstrates habits and skills of continuous inquiry and learning. b. Works collaboratively to improve professional practice and student learning. c. Applies research, knowledge, and skills from professional development opportunities to improve practice. d. Establishes and implements professional development plans based upon the teacher's needs aligned to the Iowa teaching standards and district/building student achievement goals. e. Provides an analysis of student learning and growth based on teacher-created tests and authentic measures as well as any standardized and district-wide tests.
4	**STANDARD: Uses strategies to deliver instruction that meets the multiple learning needs of students.**	**8**	**STANDARD: Fulfills professional responsibilities established by the school district.**
	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 profile/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.		The teacher: ● Adheres to board policies, district procedures, and contractual obligations. ● Demonstrates professional and ethical conduct as defined by state law and district policy. ● Contributes to efforts to achieve a district and building goals. ● Demonstrates an understanding of and respect for all learners and staff. ● Collaborates with students, families, colleagues, and communities to enhance student learning.

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

COLLEGE COMMUNITY SCHOOLS
Professional Learning Plans:
A Rationale For Using Student Effect Scales and Data

As we focus our district's teaching and administrative performance standards, job descriptions, and professional career development practices more upon the impact of our decisions on students and their learning, it is important that all share a common perspective regarding student learning and performance data. The following rationale describes why we, as professional educators, use student effect scales and data to guide our daily conversations and design professional learning plans.

We, as professional educators, believe that when all:

- Share a clear, common vision of student learning standards and student classroom performance effects, and data…
- Collaborate and focus upon professional dialogues on best practice elements and descriptive feedback…
- Strive to continuously learn and improve professionally…
- Accept and honor our individual talents, skills, roles, and responsibilities…
- Involve students and build their understanding and ownership for learning standards, performance effects, and data…

Then, relying upon simple cause-effect judgments or isolated distant data sets to only inspect student progress, will no longer permeate our professional thinking. Our energy will continue to focus upon collaborative inquiry, action research, and feedback. **Then,** we can produce a "system wide improvement effect" where understanding of learners and learning is institutionalized.

Why We Focus Upon Student Achievement Data

We believe that educators, similar to members of the medical, legal and financial professions, must center their career development conversations on best practice standards—learning design, instructional delivery, data interpretation, professional ethics, research, and "profession development."

We believe data, when used correctly in a high trust environment, can serve educators, parents, and other members of the public resulting in deep and rich conversations regarding comprehensive school improvement and student learning.

There are many useful sources of data that can be used to analyze the effect of schooling on student achievement— norm-referenced tests, criterion-referenced tests, public performance, teacher observations, student self-assessment, etc. Each approach has inherent strengths and limitations. Each can yield a perspective, but none will ever capture the whole picture of a student or professional's performance. A person's ability and potential will always be greater than any assessment instrument. Therefore, we believe it is essential that students be engaged in a more elaborate assessment system, one that immerses them in self-assessment, feedback, and goal setting.

Therefore, we use multiple sources of information to help us understand students, to help students understand the deeper aspects of learning itself, and to help us grapple with the effect of our instructional and policy decisions. Only then, can we improve our collective ability:

- To diagnose individual student strengths and needs.
- To guide instructional planning and preparation.
- To formulate annual professional learning plans.

- To design professional development experiences.
- To evaluate the impact or effect of our professional learning.
- To communicate evidence of student learning results.
- To align school/district improvement plans.
- To engage students in self-assessment.

College Community School District
Cedar Rapids Prairie
Tier II Conversation Guide

The purpose of these descriptive student effect scales is to provide clear common targets for Tier II teachers and principals to discuss instruction from a student results perspective when developing Professional Learning Plans. They are <u>not</u> used as rating scales. They are used to focus professional conversations regarding student learning.

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

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.

Data Indicators: Achievement Level Tests

Level 5	Level 4	Level 3	Level 2	Level 1	Level 0
% of students exceeding progress target.	% of students meeting progress target.	% of students making growth, but missing progress target.	% of students making no growth.	% of students regressing.	% of students with no data.

Data Indicators: Proficiency on Academic Standards

Level 5	Level 4	Level 3	Level 2	Level 1	Level 0
% of students performing at the exemplary level on this academic standard.	% of students at the proficiency level on this academic standard.	% of students making growth, but not at proficiency level on this academic standard.	% of students making no growth on this academic standard.	% of students regressing on this academic standard.	There is no data available on this student on this academic standard.

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

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.

Student Performance Effects

Exemplary	Proficient	Improving	Unsatisfactory
Students…	Students…	Students…	Students…

● acquire additional knowledge beyond curricular expectations. ● transfer knowledge across disciplines. ● self-correct or identify own misconceptions and misunderstandings.	● show basic content area knowledge. ● use knowledge within content area. ● make some connections between disciplines. ● provide evidence of long-term memory learning. ● self -assess misconceptions and misunderstandings.	● exhibit basic content area knowledge with gaps (won't do). ● transfer prior knowledge to present learning with supports. ● realize lack of knowledge, but exhibit no concern. ● provide evidence of working memory learning.	● demonstrates little or no knowledge of content area (can't do) ● show gaps in prerequisite learning. ● show confusion on important concepts. ● do not realize lack of knowledge.

Professional Practices Standard #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.   Sets and communicates high expectations for social, behavioral, and academic success of all students.

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

    d.   Selects strategies to engage all students in learning.

    e.   Uses available resources, including technologies, in the development and sequencing of instruction.

Student Performance Effects

Exemplary	Proficient	Improving	Unsatisfactory
Students… ● extend teacher planning with personal examples related to learning. ● find support materials useful to their task; locate other resources or materials to extend class learning.	Students… ● find the lesson connects to some prior learning and their learning style. ● find the support materials useful to their task. ● can state the learning objectives of the lesson (upon request).	Students… ● find the lesson connects to some prior learning or interest. ● are beginning to use the materials related to the task.	Students… ● find the lesson frustrating, too difficult or irrelevant. ● are confused about how to use the materials. ● ask questions related to the teacher directions. ● are unable to use the materials provided.

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

    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 profile/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 purposes of learning, academic, and work habit standards, performance criteria, and student responsibilities explicitly clear.

Student Performance Effects

Exemplary	Proficient	Improving	Unsatisfactory
Students… • can state objectives/purposes of learning and connect them to course standards. • invent ways to more efficiently use tools/strategies based upon their readiness and learning styles to make connections beyond the critical content. • use feedback to extend own learning beyond the intended purposes.	Students… • can cite the purposes of the day's lesson and why it is important (upon request). • use tools/strategies based upon readiness and/or to master learning styles to learn critical content. • use feedback to adjust performance and meet the purposes of learning or standards.	Students… • are beginning to use tools/strategies to taking time from learning critical content. • are beginning to ask questions related to the learning, no the teacher's work task directions. • are beginning to recognize how feedback connects to intended learning or standards.	Students… • ask questions related to the teacher directions. • focus upon use of tools/strategies with little/no attention to mastery of critical understandings or essential skills. • do not use feedback at this time. • do not connect feedback to the intended learning or standards.

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

    a.   Aligns classroom assessment with instructions.
    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.

Student Performance Effects

Exemplary	Proficient	Improving	Unsatisfactory
Students… • seek opportunities to extend their learning. • strive to create and internalize their own criteria. • formulate questions to focus or refine their problem solving. • see standards and criteria as essential to independent, continuous learning.	Students… • are actively engaged in the targeted learning objective. • self-assess their own work and self-correct according to criteria or exemplar(s). • manipulate learned strategies and resources to solve problems. • use specific criteria to achieve personal learning goals.	Students… • engage in the targeted learning objective, but need teacher or peer support. • self-asses with teacher assistance. • use specific strategies and resources directed by teacher. • use criteria to meet performance requirement.	Students… • are not engaged; disruptive and/or disinterested. • are frustrated and defiant about the learning process and/or product. • are unaware of alternatives to solve problems. • view performance criteria as beyond own control.

Professional Practices Standard #6: Demonstrates competence in classroom management.

    a.   Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.
    b.   Establishes, communicates, models, and maintains standards of responsible student behavior.
    c.   Develops and implements classroom procedures and routines that support high expectations for student learning.
    d.   Uses instructional time effectively to maximize student achievement.
    e.   Creates a safe, purposeful, and respectful learning environment.

Exemplary	Proficient	Improving	Unsatisfactory
Students… ● establish and internalize behavioral expectations. ● are engaged with teacher's strategies and procedures. ● assess their work habits; adjust without guidance. ● describe work and learning achievements. ● respect feedback and counsel each other.	Students… ● follow rules and regulations. ● are engaged with teacher's strategies and procedures. ● assess their work habits; adjust with guidance. ● describe their achievements. ● accept and respond to feedback.	Students… ● follow rules and regulations, but need teacher redirection. ● are generally engaged with teacher's strategies and procedures, but need reminders. ● are beginning to assess their work habits; adjust with guidance. ● need instruction to accept feedback.	Students… ● do not follow rules and regulations. ● do not respond to reminders or redirections. ● rely upon others to assess work habits. ● ignore and/or respond negatively to feedback.

Professional Practices Standard #7: Engages in professional growth.

    a. Demonstrates habits and skills of continuous inquiry and learning.
    b. Works collaboratively to improve professional practice and student learning.
    c. Applies research, knowledge, and skills from professional development opportunities to improve practice.
    d. Establishes and implements professional development plans based upon the teacher's needs aligned to the Iowa teaching standards and district/building student achievement goals.
    e. Seeks and uses customer feedback to improve professional practice.

Teacher Performance Effects

Exemplary	Proficient	Basic	Unsatisfactory
Teacher collaborates with others and… ● aligns professional growth practices to student data to enhance student learning. ● initiates and applies professional growth to identified district achievement standards. ● actively seeks out and participates in school leadership capacities. ● creates and implements professional growth plan that is reflective and impacts student learning in the present and future.	Teacher collaborates with others and… ● uses professional growth opportunities to enhance teaching practices. ● applies professional growth opportunities toward the achievement of identified district achievement standards. ● contributes to progress of school initiatives. ● implements professional growth plan that is reflective and impacts student learning.	Teacher collaborates with others and… ● participates in all required professional growth opportunities. ● contributes to school initiatives (if requested). ● designs and implements professional growth plan, but does not consider student impact.	Teacher collaborates with others and… ● attends most required professional growth opportunities. ● attends professional growth opportunities, but does not link them to district achievement standards. ● does not participate in school initiatives. ● views professional growth as a requirement. ● works against initiatives

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

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

b. Demonstrates professional and ethical conduct as defined by state law and district policy.
c. Contributes to efforts to achieve a 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.

Professional Performance Effects

Exemplary	Proficient	Basic	Unsatisfactory
Teacher… ● exceeds district's professional responsibility standards. ● is viewed by peers and administration as a model of professionalism.	Teacher… ● meets district's professional responsibility standards. ● needs no administrative or peer direction on this standard.	Teacher… ● generally meets district's professional responsibility standards. ● needs occasional administrative or peer direction to meet this district standard.	Teacher… ● does not meet district's professional responsibility standards as documented. ● teacher improvement conferences, plans, and/or disciplinary actions are documented by teacher and administration.

Required Artifacts and Reflections for Evaluation - Tier II Teacher

Name:
School:
Grade level/Content area:
School Year:

Required Artifacts and Reflections:
Bring to all observation meetings: ❑ Home-School communication log (LINK or bring hard copy to all observation meetings)   ❑ Lesson plans that include learning targets, strategies/activities, assessments, student practice, and plans for differentiation (LINK or bring hard copy to all observation meetings)   **By first observation (no later than October 31st):**   ❑ A systematic written plan for addressing classroom expectations, routines, and procedures, and classroom community (LINK)   ❑ Teacher Reflections for Standard 3, 6   **By second observation (no later January 15th):**   ❑ 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)   ❑ Teacher Reflection for Standard 2, 4, and 5

By March 31st:
- ❑ Teacher Reflection for 1, 7, and 8

By summative evaluation:
- ❑ Completed parent feedback surveys, analysis of the results, and next steps (LINK)

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:

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.

Characteristics of Effective Instruction and Guiding Questions	Teacher Response
Teaching for Understanding ● What essentials question(s) are you and your students exploring throughout the course of this unit? Iowa Teaching Standards: 1, 2, 3, 4	
Assessment for Learning ● What data have you considered as you planned for this lesson? ● What formative and/or summative assessments will be used to measure student progress toward the learning objective(s)? ● How do you plan to check for understanding throughout the lesson? Iowa Teaching Standards: 3, 5	
Rigor and Relevance ● What opportunities will all students have to engage in critical thinking and problem solving? ● How will all students use their new knowledge and skills in authentic ways? Iowa Teaching Standards: 1, 2, 3, 4	
Teaching for Learner Differences ● What common difficulties, errors, and/or misconceptions do you	

anticipate in teaching the lesson? ● How will you scaffold your instruction to improve student learning and to accommodate learner difference? Iowa Teaching Standards: 3, 4, 5, 6	
Student Centered Classrooms ● How do you incorporate students' prior knowledge and interests with the curriculum? ● How does this lesson allow students to construct meaning individually and to collaborate with others? Iowa Teaching Standards: 1, 2, 3, 4, 5	
Observation Focus Identify a focus related to the Iowa Teaching Standards that you would like your evaluator to give feedback on.	

Post Observation Guiding Questions – Teacher

Teacher Name _____ School _____
Grade/Subject_____ Observation 1   2   3
Observation Date _____ Observation Times _____
Pre-Conference Date _____ Pre-Conference Times _____

Characteristics of Effective Instruction and Guiding Questions	Teacher Response
Teaching for Understanding ● What connections did you and/or the students make related to the essential understandings of this unit? Iowa Teaching Standards: 1, 2, 3, 4	
Assessment for Learning ● What is your evidence that students learned what you intended? ● Which goals or instructional plans, if any, did you alter as you taught the lesson? If so, why? ● Based on what you learned from this lesson, what will you do in future lessons? Iowa Teaching Standards: 3, 5	

Rigor and Relevance ● What successes and challenges did you experience as you facilitated critical thinking and problem solving? Iowa Teaching Standards: 1, 2, 3, 4	
Teaching for Learner Differences ● How did your plans for differentiation support all students in meeting the learning targets? Support your reflection with individual or classroom data. Iowa Teaching Standards: 3, 4, 5, 6	
Student Centered Classrooms ● What evidence do you have that students took ownership for their learning? Iowa Teaching Standards: 1, 2, 3, 4, 5	

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:
	Meets Standard
	Does Not Meet Standard

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:
	Meets Standard
	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:
	Meets Standard
	Does Not Meet Standard

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

The teacher:

    a.   Aligns classroom instruction with local standards and district curriculum.

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

    c.   Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs, 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: Meets Standard 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: Meets Standard 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:
	Meets Standard
	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:	Check one:
	Meets Standard
	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 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: Meets Standard Does Not Meet Standard

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

        The teacher meets or exceeds all eight Prairie Teaching Standards and is recommended for a standard license.

        The teacher fails to meet some or all of the Prairie Teaching Standards.

        The teacher is being recommended for Tier III.

Evaluator's Signature: _____   Date: _____

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

Teacher's Signature: _____   Date: _____

College Community Schools Comprehensive Evaluation
Teacher Summative Evaluation
(Short Form)

Teacher: _____

Evaluator: _____

School Name: _____

Grade Level: _____ Subjects: _____

Teacher Professional Learning Goals:

Indicators of Progress:

Teacher Reflection:

Administrator Reflection:

Future Consideration:

Evidence of District Required Artifacts
    Yes   No

Meets the College Community Teaching Standards and Criteria
    Yes   No

Evaluator's Signature: _____ Date: _____

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: Meets Standard 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:
	Meets Standard
	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:
	Meets Standard
	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:
	Meets Standard
	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: Meets Standard Does Not Meet Standard

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: Meets Standard 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: Meets Standard 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: Meets Standard Does Not Meet Standard

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

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: _____

College Community Schools Comprehensive Evaluation
Counselor Summative Evaluation
(Short Form)

Counselor: _____

Evaluator: _____

School Name: _____

Counselor Professional Learning Goals:

Indicators of Progress:

Counselor Reflection:

Administrator Reflection:

Future Consideration:

Evidence of District Required Artifacts
   Yes   No

Meets the College Community Counselor Standards and Criteria
   Yes   No

Evaluator's Signature: _____ Date: _____

Counselor's Signature: _____ Date: _____