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COLLEGE COMMUNITY SCHOOLS
Professional Practice Expectations
Tier III: Intensive Assistance Process



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
September, 2010

College Community Schools Professional Practice Expectations

TIER III: INTENSIVE ASSISTANCE PROCESS

The purpose of the Intensive Assistance Cycle is to provide a structured process for a non-probationary teacher who needs additional assistance and support to maintain an acceptable level of performance, as identified in the employee's job description and District Teaching Standards and Criteria. It is used when a teacher's future employment with the College Community Schools is being scrutinized and a potential termination of contract could result. This process is initiated in writing with all the requirements of due process met. It consists of two assistance levels: Level One (Intensified Principal Assistance) and Level Two (Multiple Evaluators).

Level One: Intensified Principal Assistance

1. Level One is initiated via a written communication from the teacher's immediate supervisor and includes the following:
 - A statement of the problem area(s) of concern;
 - A statement of how the principal and/or designee came to know that a problem area(s) exists;
 - A statement which recommends that the teacher be placed into the Intensive Assistance Cycle at Level One: Intensified Principal Assistance.
 - A brief description of Level One Assistance, including a timeline (with scheduled review dates), action plan, expected outcomes, and indicators of acceptable performance;
 - A record of the summative evaluative comments made to date.

If Level One does not result in satisfactory progress toward meeting the Iowa Teaching Standards and Criteria, the principal and/or designee will communicate in writing that the teacher be placed into Level Two Intensive Assistance.

Level Two: Multiple Evaluators

Level Two is initiated via a written communication which must include:

1. A statement of problem area(s) of concern which still exists;
2. A statement of how the principal and/or designee and teacher know that problem areas still exist;
3. A statement of when and how the teacher was made aware of the problem areas;
4. A statement of how the teacher has responded to date, citing how the situation still remains unacceptable;
5. A statement to the Superintendent or his/her designee and the teacher that the teacher is to be placed into Level Two Assistance.

The Superintendent or his/her designee will then organize an evaluation team (consisting of two (2) or more new state licensed evaluators) to observe and work with the teacher. Each member of this team must have successfully completed the state-mandated requirements for evaluator approval. This team will include administrators only. Level Two will consist of the same procedural components as Level One.

Upon the completion of Level Two, a written summary will be made which either recommends termination to the Superintendent or continued employment with a specified Professional Improvement Plan, which must include Level One Intensified Assistance. If performance problems or areas of concern re-emerge, the individual will automatically be placed into Level One Intensive Assistance.

This Assistive Cycle is intended to allow the organization itself to remain totally responsible for the elimination of marginal or unacceptable practices and simultaneously reduce the unnecessary anxiety, fear, and concern from those faculty members who are involved in other professional evaluation processes.

Nothing in this section precludes the District from initiating termination procedures at any time under Chapter 279 of Iowa Code for just cause.

Observation of work performance of an employee in Tier III shall be conducted openly. A copy of each formally written evaluation shall be given to the employee and a conference shall be held between employee and the evaluator within five (5) school days following the observation. This time may be extended by mutual agreement. The employee shall sign the evaluator's copy acknowledging receipt of the employee's copy. The employee's signature on the evaluation form shall be understood to indicate his or her awareness of the material but in no instance shall said signature be interpreted to mean agreement with the content of the material. The employee shall have the right to submit a written response regarding any aspect of the evaluation. The written response shall be made on the form provided by the District and should be submitted within two (2) working days of the conference. Any material, including written complaints used for evaluation purposes, shall not be placed in the employee's personnel file without the employee's knowledge. The employee shall have the right to attach a written response.

In any proceeding in which the District attempts to use past evaluations to support adverse actions against a teacher, the teacher or exclusive representative may challenge the fairness and accuracy of those evaluations through the grievance procedure. "Adverse action" shall include termination, suspension, layoff, placement on probation, and withholding of a step increase. The timeline for filing a grievance shall commence when adverse action is taken.

Informal classroom visits by the (superintendent or designee) may occur at any time.

The above provisions deal with but a single method of employee evaluation, i.e., evaluation of classroom teaching performance. Nothing in this article is to be construed as precluding formal or informal evaluation of employees at any time during their working hours.

**College Community Schools
Teaching Standards**

<p>1 STANDARD: Demonstrates ability to enhance academic performance and support for implementation of the school district’s student achievement goals.</p>	<p>5 STANDARD: Uses a variety of methods to monitor student learning.</p>
<p>The teacher:</p> <ul style="list-style-type: none"> 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. 	<p>The teacher:</p> <ul style="list-style-type: none"> 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.
<p>2 STANDARD: Demonstrates competence in content knowledge appropriate to the teaching position.</p>	<p>6 STANDARD: Demonstrates competence in classroom management.</p>
<p>The teacher:</p> <ul style="list-style-type: none"> 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. 	<p>The teacher:</p> <ul style="list-style-type: none"> 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.
<p>3 STANDARD: Demonstrates competence in planning and preparing for instruction.</p>	<p>7 STANDARD: Engages in professional growth.</p>
<p>The teacher:</p> <ul style="list-style-type: none"> 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. 	<p>The teacher:</p> <ul style="list-style-type: none"> 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.
<p>4 STANDARD: Uses strategies to deliver instruction that meets the multiple learning needs of students.</p>	<p>8 STANDARD: Fulfills professional responsibilities established by the school district.</p>
<p>The teacher:</p> <ul style="list-style-type: none"> 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 	<p>The teacher:</p> <ul style="list-style-type: none"> 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.

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