

# Professional Practice Expectations

## Tier I: Teachers & Counselors

### Initial Licensed & New to the District



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 September 2025

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# Professional Practice Expectations

## Tier I: Initial License and New to the District

### Initial Licensed Teacher (Years 1 & 2):

During the **first two (2) 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. The purpose of *Tier 1* is to generate multiple, usable, and reliable pieces of evidence that will support deciding to recommend a beginning teacher for a standard teaching license.
2. The procedures, processes, and relationships established and maintained within *Tier 1* should assist new teachers in:
  - a. Developing professionally and personally,
  - b. Promote a professional environment that encourages teachers and administration to understand the importance and usefulness of evaluation.
  - c. Support the practice of personal and peer reflection and continuous professional learning.
3. Participate in a beginning teacher mentoring and induction program to enhance the success of the beginning teacher in the classroom.
4. *Initial Licensed Certified 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 15th**.
5. 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 - Career Teacher*. Upon successful completion of *Tier I*, staff members are placed into *Tier II* of the *Professional Evaluation Process*.

### Experienced New to the District Teacher (Years 1 & 2)

In order for experienced, new to the District, teachers to quickly learn the district's values and expectations even though there is not a licensure decision made for a teacher possessing at least an Iowa standard teacher license.

This allows them to engage in professional learning (individually, small group and large group) to advance efforts in achieving district and building student learning goals outlined in the Comprehensive School Improvement Plan.

# Tier I Evaluation Process

The *Tier I* evaluation process consists of a minimum of three (3) 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 30th** 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 of three (3) formal observations must be completed by **October 31st** of each contract year.
- The second of the three (3) formal observations must be completed by **January 15th**.
- The third of three (3) formal observations must be completed no later than **March 31st** 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 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, and learning being observed.
2. Criteria used during the observation correlates with *Core Teaching Capabilities* in direct alignment with the *Iowa Teaching 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**.
4. 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 five (5) 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 Core Teaching Capabilities that are aligned with the Iowa Teaching Standards.
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 on their initial license and new to the district must collect specific artifacts for a required portfolio. Artifacts should be organized in a manner acceptable to the building principal.

At a minimum,

- Year 1: All *Tier I* certified staff members will collect required artifacts on standards 3, 4, and 6.
- Year 2: All *Tier I* certified staff members will collect required artifacts on all of *Iowa's Eight Teaching Standards*. Artifacts should be organized in a manner acceptable to the building principal.

Tier I - Year one and year two certified staff 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 staff members portfolio via *Frontline Professional Growth* or within the *Pre and Post Observation Form*.

## 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.

Each staff member must complete a reflection of the seven (7) *Core Teaching Capabilities* that are aligned to *Iowa's Eight (8) Teaching Standards*.

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 - Long Form*, the evaluator and staff member conduct a final conference to write and/or review the evaluation.
2. The written *Summative Evaluation - Long Form* must be submitted to the office of the Executive Director of Human Resources on or before **June 1st**.
3. Each evaluation is reviewed by appropriate district administrators and placed into the employee's file by **August 1**.
4. In the event a Tier I - Year two (2) teacher "does not meet standards," a written notification will be provided to the teacher identifying key improvement areas and continued placement at Tier I. This notice must be received by **May 15th** and may occur at any time prior.
5. Staff members will sign and receive a copy of the *Summative Evaluation - Long Form*.
  - a. The staff member's signature indicates that the staff member and the evaluator(s) have discussed the evaluation together.
  - b. It does not mean that the staff member agrees with all ratings or remarks contained in the evaluation.
6. At the conclusion of the Tier I evaluation process,
  - a. *Tier I* certified staff who are on the initial license upon successful completion of Tier I years one (1) and year two (2), may be placed into Tier II - Career Teacher for their third (3rd) year of employment.
  - b. **Tier I certified staff who are on the initial license** and **are not** successful in the completion of *Tier I* during their first two years as an initial licensed teacher, may have an option of a third (3rd) year of probation at *Tier I* if needed. This is optional and not required.
  - c. **Tier I experienced certified staff who are new to the District**, upon successful completion of Tier I after two (2) years of employment with the District, may move to Tier II - Career Teacher.
    - i. **Tier I experienced teachers who are new to the District** and **do not** successfully complete Tier I after two (2) years of employment **will not** have their probationary contract renewed.

# Iowa 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> <ul 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> </ul>		<p>The teacher:</p> <ul 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> </ul>
<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> <ul 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> </ul>		<p>The teacher:</p> <ul 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> </ul>
<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> <ul 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> </ul>		<p>The teacher:</p> <ul 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> </ul>

<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> <ul style="list-style-type: none"> <li>A. Aligns classroom instruction with local standards and district curriculum.</li> <li>B. Uses research-based instructional strategies that address the full range of cognitive levels.</li> <li>C. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs readiness, interests and learning profile/styles.</li> <li>D. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.</li> <li>E. Connects students' prior knowledge, life experiences, and interests in the instructional process.</li> <li>F. Uses available resources, including technologies, in the delivery of instruction.</li> </ul>		<p>The teacher:</p> <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>

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

# Iowa 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.

**These are not to be used as performance rating scales.** The student effect scales **are** to be used to focus professional conversations regarding student learning.

### Iowa 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.

Exemplary	Proficient	Basic	Unsatisfactory
The teacher provides frequent evidence of student learning to students and parents with student input. Other staff are involved as needed.	The 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.

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

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

Exemplary	Proficient	Basic	Unsatisfactory
Students are aware of how they are meeting the established standards and participate in planning the	Teacher uses assessment results to plan for individuals 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.

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

Exemplary	Proficient	Basic	Unsatisfactory
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 students 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.

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

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

Exemplary	Proficient	Basic	Unsatisfactory
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.

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

in preparing materials for their families.			
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## Iowa Teaching Standard #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.

Exemplary	Proficient	Basic	Unsatisfactory
Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge.	The teacher displays solid content knowledge and makes connections between the content and other parts of the discipline and/or other disciplines.	The 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.

Exemplary	Proficient	Basic	Unsatisfactory
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.

Exemplary	Proficient	Basic	Unsatisfactory
The 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.

Exemplary	Proficient	Basic	Unsatisfactory
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 the subject.

Exemplary	Proficient	Basic	Unsatisfactory
The teacher extends subject content through use of current and emerging ideas and perspectives to plan instruction.	The teacher uses current subject content and materials to plan instruction.	The teacher uses some current content, but also relies upon dated subject content and materials to plan instruction.	The teacher relies upon dated subject content and materials to plan instruction.

## Iowa Teaching Standard #3:

### Demonstrates competence in planning and preparing for instruction.

#### The Teacher:

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

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

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

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

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

Exemplary	Proficient	Basic	Unsatisfactory
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.	The teacher displays generally accurate knowledge of the developmental characteristics of age groups.	The teacher displays minimal knowledge of developmental characteristics of age groups.

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

Exemplary	Proficient	Basic	Unsatisfactory
<p>All students are cognitively engaged in the activities and assignments in their exploration of content.</p> <p>Students initiate or adapt activities and projects to enhance understanding.</p>	<p>Most activities and assignments are inappropriate for students in terms of their age or backgrounds.</p> <p>Almost all students are engaged mentally.</p>	Some activities and assignments are appropriate for students and engage them mentally, but others do not.	<p>Activities and assignments are inappropriate for students in terms of their age or backgrounds.</p> <p>Students are not engaged mentally.</p>

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

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

## Iowa Teaching 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.

Exemplary	Proficient	Basic	Unsatisfactory
Teacher's instruction aligns with district standards, benchmarks, and the 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 the 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.

Exemplary	Proficient	Basic	Unsatisfactory
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.

Exemplary	Proficient	Basic	Unsatisfactory
The teacher successfully makes a major adjustment to a lesson.	Teacher makes a minor adjustment to a lesson. And the adjustment occurs smoothly.	The teacher attempts to adjust a lesson, with mixed results.	The 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.

Exemplary	Proficient	Basic	Unsatisfactory
<p>All students are cognitively engaged in the activities and assignments in their exploration of content.</p> <p>Students initiate or adapt activities and projects to enhance understanding.</p>	<p>Most activities and assignments are inappropriate for students in terms of their age or backgrounds.</p> <p>Almost all students are cognitively engaged in them.</p>	<p>Some activities and assignments are inappropriate for students and engage them mentally, but others do not.</p>	<p>Activities and assignments are inappropriate for students in terms of their age or backgrounds.</p> <p>Students are not engaged mentally.</p>

(e) Connects students' prior knowledge, life experiences, and interests in the instructional process.

Exemplary	Proficient	Basic	Unsatisfactory
<p>The teacher displays knowledge of the students interests, prior knowledge, life experiences, or interests and recognizes the value of this knowledge.</p>	<p>The teacher displays knowledge of each student's interests, prior knowledge, life experiences, or interests.</p>	<p>The 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.</p>	<p>Teacher displays little knowledge of the student's interests, prior knowledge, life experiences, or interests and does not indicate that such knowledge is valuable.</p>

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

Exemplary	Proficient	Basic	Unsatisfactory
<p>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.</p>	<p>Instructional materials and resources are suitable to the instructional goals and engage students mentally.</p>	<p>Instructional materials and resources are partially suitable to the instructional goals, or the student's level of mental engagement is moderate.</p>	<p>Instructional materials and resources are unsuitable to the instructional goals or do not engage students mentally.</p>

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

Exemplary	Proficient	Basic	Unsatisfactory
<p>The 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.</p>	<p>The teacher makes the purpose of learning, academic standards, performance criteria, and/or student work responsibilities explicitly clear through statements and examples.</p>	<p>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.</p>	<p>The teacher does not make the purpose of learning, academic standards, performance criteria, and/or student work responsibilities explicitly clear.</p>

## Iowa Teaching Standard #5:

Uses a variety of methods to monitor student learning.

The teacher:

(a) Aligns classroom assessment with instruction.

Exemplary	Proficient	Basic	Unsatisfactory
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 lacks congruence with instructional goals.

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

Exemplary	Proficient	Basic	Unsatisfactory
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.

Exemplary	Proficient	Basic	Unsatisfactory
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.

Exemplary	Proficient	Basic	Unsatisfactory
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.

Exemplary	Proficient	Basic	Unsatisfactory
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 manners.	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.

Exemplary	Proficient	Basic	Unsatisfactory
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 resources to help improve student achievement.	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.

## Iowa Teaching Standard #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.

Exemplary	Proficient	Basic	Unsatisfactory
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.

Exemplary	Proficient	Basic	Unsatisfactory
Standards of conduct are clear to all students and appear to have been with student participation. Monitoring by the 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. The 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. The teacher is generally aware of student behavior but may miss activities of some students. The 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 the teacher is unaware of what students are doing. The 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.

Exemplary	Proficient	Basic	Unsatisfactory
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 work independently with students assuming some responsibility for productivity.	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 times.	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 off-task behaviors when the teacher is involved with another group.	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.

(d) Uses instructional time effectively to maximize student achievement.

Exemplary	Proficient	Basic	Unsatisfactory
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.

Exemplary	Proficient	Basic	Unsatisfactory
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 the classroom is not suited to the lesson activities or both.

## Iowa Teaching Standard #7:

### Engages in professional growth.

#### The teacher:

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

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

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

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

(c) Applies research, knowledge, and skills from professional development opportunities to improve practice.

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

(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.

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

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

Exemplary	Proficient	Basic	Unsatisfactory
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.

## Iowa Teaching Standard #8:

**Fulfills professional responsibilities established by the school district.**

**The teacher:**

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

Exemplary	Proficient	Basic	Unsatisfactory
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.

Exemplary	Proficient	Basic	Unsatisfactory
The teacher's professional or ethical practices follow the Iowa Code and/or district policies and actively works to add improvements in these areas.	The teacher's professional or ethical practices follow the Iowa Code and/or district policies.	Teacher exhibits questionable professional or ethical practices as established in the Iowa Code and/or district policies and has to be reminded of their consequences.	Teacher exhibits questionable professional or ethical practices as established in the Iowa Code and/or district policies.

(c) Contributes to efforts to achieve district building goals.

Exemplary	Proficient	Basic	Unsatisfactory
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.	The teacher sees some connection between what is happening in her/his classroom and the district's or building's student achievement goals.	The 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.

Exemplary	Proficient	Basic	Unsatisfactory
The teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for the 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.

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

Exemplary	Proficient	Basic	Unsatisfactory
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.





## Teacher Pre & Post Observation Form Tier I - Year I: Initial License and New the District

[Pre/Post Observation #1](#): Core Teaching Capability [1](#)

[Pre/Post Observation #2](#): Core Teaching Capability [3](#)

[Pre/Post Observation #3](#): Core Teaching Capabilities [2](#) & [4](#)

[Iowa Teaching Standard #8](#)

**All Certified Staff are to reflect on Iowa Teaching Standard #8**

Teacher's Name		Evaluator	
Grade/ Subject		Building	Crest ▾

Professional Learning Goal in SMART Goal format from your PLP.

See PLP in Frontline

Pre & Post Observations Meetings	Pre-Observation Date	Post Observation Date	Core Teaching Capability Areas of Focus	Items to Bring to All Observation Meetings
<b>Meeting #1</b> Observation is to be conducted no later than <b>October 31st</b>			Core Teaching Capabilities #1	<input type="checkbox"/> A systematic written plan for addressing classroom expectations, routines, and procedures, and classroom community (LINK HERE). <input type="checkbox"/> Home-School communication log. (LINK or bring a hard copy to all observation meetings)
<b>Meeting #2</b> Observation is to be conducted no later than <b>Jan 15th</b>			Core Teaching Capabilities #3	<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) <input type="checkbox"/> Home-School communication log. (LINK or bring a hard copy to all observation meetings)
<b>Meeting #3</b> Observation is to be conducted no later than <b>March 31st</b>			Core Teaching Capabilities #2 and #4	<input type="checkbox"/> Completed parent feedback surveys, analysis of the results, and next steps (LINK HERE)
<b>Summative Meeting</b> No later than <b>June 1st</b>	Date:		Not Applicable	Not Applicable
Throughout the observation and evaluation process			Iowa Teaching Standard #8	Continual reflection on meeting Iowa Teaching Standard 8 - Professional Practices

## Core Teaching Capability #1

Core Teaching Capabilities #1: Establishes and Maintains a Culture of Safety, Respect and Rapport	Iowa Teaching Standards and Criteria	Guiding Questions
<ul style="list-style-type: none"> <li>1.1 Builds relationships with and among students.</li> <li>1.2 Ensures a safe and inclusive learning environment that respects diversity.</li> <li>1.3 Develops routines, procedures, and norms that support learning.</li> <li>1.4 Conveys and encourages high expectations.</li> <li>1.5 Students demonstrate that they feel safe by taking intellectual risks and persevering with challenging tasks.</li> <li>1.6 Maintain high standards for behaviors and respectful interactions</li> <li>1.7 The teacher collaborates with colleagues, resource personnel, and families to support student learning.</li> </ul>	<ul style="list-style-type: none"> <li>1.e: Creates an environment of mutual respect, rapport, and fairness.</li> <li>1.d: Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.</li> <li>1.f: Participates in and contributes to a school culture that focuses on improved student learning.</li> <li>3.b: Sets and communicates high expectations for social, behavioral, and academic success of all students.</li> <li>4.d: Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.</li> <li>5.d: Guides students in goal setting and assessing their own learning.</li> <li>6.a: Creates a learning community that encourages positive social interaction, active engagement, and self regulation for every student.</li> <li>6.b: Establishes, communicates, models, and maintains standards of responsible student behavior.</li> <li>6.c: Develops and implements classroom procedure and routines that support high expectations for student learning.</li> <li>8.a: Adheres to board policies, district</li> </ul>	<p><b>In what ways do you:</b></p> <ul style="list-style-type: none"> <li>Apply the 10 Effective Classroom Practices for SEBH in your classroom?</li> <li>Build relationships with and among your students, ensuring a safe and inclusive learning environment that respects diversity?</li> <li>Develop and implement routines, procedures, and norms that support student learning?</li> <li>Convey high expectations for all students?</li> <li>Establish and maintain a culture of safety, respect, and rapport?</li> </ul> <p><b>In what ways do your students:</b></p> <ul style="list-style-type: none"> <li>Demonstrate that they feel safe by taking intellectual risks and persevering with challenging tasks?</li> <li>Maintain high standards for behaviors and respectful interactions?</li> <li>Collaborate effectively with peers and teachers?</li> </ul>

	<p>procedures, and contractual obligations.</p> <ul style="list-style-type: none"> <li>● 8.b: Demonstrates professional and ethical conduct as defined by state law and district policy.</li> <li>● 8.d: Demonstrates an understanding of and respect for all learners and staff.</li> </ul>	
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<b>Rubric for Reflection Core Teaching Capabilities #1:</b> Establishes and maintains a culture of safety, respect and rapport.														
Emerging 1 2 3			Exploring 4 5 6			Applying 7 8 9			Integrating 10 11 12			Innovating 13 14 15		
Adheres to local policies and state laws regarding physical safety.			Provides students with guidelines for supporting physical and emotional safety.			Teaches skills to develop reflective listening, empathy, social skills and resilience in an atmosphere where mistakes are opportunities to learn.			Supports students to understand, value, and respect one another across cultural, race, class, language, sexual orientation, and other differences.			Facilitates a safe and inclusive learning environment in which students respectfully support each other to take risks and be resilient in advancing their emotional, social, and intellectual capabilities.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Builds rapport with most students.			Interacts and connects with students on non-academic topics in ways that strengthen relationships.			Utilizes strategies that support students to work cooperatively and improve peer relationships.			Explicitly supports students in developing skills in relationship-building, self-awareness and self-management.			Facilitates a classroom community in which students actively engage in relationship-building, self-awareness and self management.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

<b>Rubric for Reflection Core Teaching Capabilities #1:</b> Establishes and maintains a culture of safety, respect and rapport.														
<b>Emerging</b> <b>1 2 3</b>			<b>Exploring</b> <b>4 5 6</b>			<b>Applying</b> <b>7 8 9</b>			<b>Integrating</b> <b>10 11 12</b>			<b>Innovating</b> <b>13 14 15</b>		
Establishes expectations, rules, and consequences for individual and group behavior.			Involves students in developing expectations for individual and group behavior and establishes routines, and procedures.			Engages students in the development and support of classroom norms to maintain a trusting and respectful learning environment.			Guides and supports students to uphold classroom norms of trust, respect, and inclusiveness.			Facilitate a positive environment respectful of diversity using systems that ensure students take an active role in monitoring and maintaining norms.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Is aware of the importance of maintaining high expectations for students.			Demonstrates high expectations for most students.			Holds high and equitable expectations for students, demonstrating in word and action that each student can be successful.			Supports students equitably to meet high expectations through use of targeted scaffolds and challenges.			Guide students equitably in utilizing a wide range of differentiated strategies to meet high expectations.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

## Core Teaching Capability #2

<b>Core Teaching Capability #2:</b> Makes grade-level content accessible to every learner.	<b>Iowa Teaching Standards and Criteria</b>	<b>Guiding Questions</b>
<ul style="list-style-type: none"> <li>• 2.1 Provides structures for academic content access and language/literacy development</li> <li>• 2.2 Uses targeted instructional strategies and scaffolds to meet grade-level expectations and to support growth mindsets.</li> <li>• 2.3 Commits to knowing students and their culture contexts for learning and ensures that instruction is relevant.</li> </ul>	<ul style="list-style-type: none"> <li>• 1.d: Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.</li> <li>• 2.a: Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.</li> <li>• 2.b: Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.</li> <li>• 2.d: Understands and uses instructional strategies that are appropriate to the content.</li> <li>• 3.c: Uses a student's developmental needs, backgrounds, and interests in planning for instruction.</li> <li>• 3.d: Selects strategies to engage all</li> <li>• 3.e: Uses available resources, including technologies, in the developing and sequencing of instruction.</li> <li>• 4.a: Aligns classroom instruction with local standards and district curriculum.</li> <li>• 4.b: Uses research-based instructional</li> </ul>	<p><b>In what ways do you:</b></p> <ul style="list-style-type: none"> <li>• Provide structures for academic content access and language/literacy development?</li> <li>• Use targeted instructional strategies and scaffolds to meet grade-level expectations and support growth mindsets?</li> <li>• Commit to knowing your students and their cultural contexts for learning and ensuring that your instruction is relevant?</li> <li>• Use data to inform student groupings?</li> <li>• Differentiate based on student- need, or the way students access the content is differentiated based on their needs?</li> </ul>

	<p>strategies that address the full range of cognitive levels.</p> <ul style="list-style-type: none"> <li>● 4.c: Demonstrate flexibility and responsiveness in adjusting instruction to meet student needs.</li> <li>● 4.d: Engages students in varied experiences that meet diverse student needs and promote social, emotional, and academic growth.</li> <li>● 4.e: Connects students' prior knowledge, life experiences, and interests in the instructional process.</li> <li>● 4.f: Uses available resources, including technologies, in the delivery of instruction.</li> <li>● 6.e: Creates a safe and purposeful learning environment</li> </ul>	
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<b>Rubric for Reflection Core Teaching Capabilities #2:</b> <b>Makes grade-level content accessible to every learner.</b>														
<b>Emerging</b> <b>1 2 3</b>			<b>Exploring</b> <b>4 5 6</b>			<b>Applying</b> <b>7 8 9</b>			<b>Integrating</b> <b>10 11 12</b>			<b>Innovating</b> <b>13 14 15</b>		
Teaches vocabulary and literacy skills following curricular guidelines.			Explains academic language when confusions are identified and provides some opportunities for structured oral language.			Supports language development through regular explicit teaching of academic language and structured oral language.			Teaches specific academic language and structured oral language for students of all abilities and language levels.			Ensure equitable access to subject matter vocabulary through ongoing, responsive, and explicitly teaching of academic language and structured oral language.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Uses strategies and available technologies to support students to demonstrate learning.			Examines curriculum and literacy skills and makes some adjustments to curriculum and instruction within and across content areas and/or units to improve skills.			Develops an instructional approach that supports development of literacy skills across content areas and/or across units within content areas.			Integrates knowledge of curriculum, literacy skills, and thematic connections within and across content areas and/or units to guide instruction in ways that improve skills.			Draws on and adapts a wide repertoire of interdisciplinary and/or thematic approaches across and/or within content to advance literacy skills.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

<b>Rubric for Reflection Core Teaching Capabilities #2:</b> <b>Makes grade-level content accessible to every learner.</b>														
<b>Emerging</b> <b>1 2 3</b>			<b>Exploring</b> <b>4 5 6</b>			<b>Applying</b> <b>7 8 9</b>			<b>Integrating</b> <b>10 11 12</b>			<b>Innovating</b> <b>13 14 15</b>		
Uses strategies provided in subject matter resources and available technologies to support student learning.			Explores use of subject-specific strategies, culturally responsive pedagogy, and some technologies to support student access to resources and demonstrate learning.			Uses subject-specific strategies, culturally responsive pedagogy, and varied technologies to provide students access to resources and to demonstrate learning.			Adapts, creates, and integrates subject-specific strategies, culturally responsive pedagogy, and wide use of technologies to ensure multiple ways for students to access resources and demonstrate learning.			Refines the flexible use of subject-specific strategies, culturally responsive pedagogy, and a repertoire of technologies to maximize student access to resources and extend multiple and varied opportunities to demonstrate learning.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

## Core Teaching Capability #3

<b>Core Teaching Capabilities #3:</b> Plans standards aligned instruction and formative assessments to support student independence.	<b>Iowa Teaching Standards and Criteria</b>	<b>Guiding Questions</b>
<ul style="list-style-type: none"> <li>• 3.1 Plans standards aligned instruction with scaffolding when necessary.</li> <li>• 3.2 Uses summative and formative assessment to guide instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• 1.c: Uses student performance data as a guide for decision making.</li> <li>• 3.a: Uses student achievement data, local standards, and the district curriculum in planning instruction.</li> <li>• 4.a: Aligns classroom instruction with local standards and district curriculum.</li> <li>• 5.a: Aligns classroom assessment with instruction.</li> <li>• 5.c: Understands and uses the results of multiple assessments to guide planning and instruction.</li> <li>• 7.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> <li>• 8.a: Adheres to board policies, district procedures, and contractual obligations. (see continuum for CC3.2)</li> </ul>	<p><b>In what ways do you:</b></p> <ul style="list-style-type: none"> <li>• Plan standards aligned instruction with scaffolding as necessary?</li> <li>• Plan standards-based instruction and formative assessments for transfer and independence?</li> <li>• Use summative and formative assessments to guide your instruction?</li> </ul>

<b>Rubric for Reflection Core Teaching Capabilities #3:</b> Plans standards aligned instruction and formative assessments to support student independence.														
<b>Emerging</b> <b>1 2 3</b>			<b>Exploring</b> <b>4 5 6</b>			<b>Applying</b> <b>7 8 9</b>			<b>Integrating</b> <b>10 11 12</b>			<b>Innovating</b> <b>13 14 15</b>		
Plans standards-based lessons using available content standards, curriculum, and pacing guides.			Plans standards-based instruction using principles of effective unit planning and lesson design.			Plans differentiated instruction that includes scaffolds and appropriate challenges for students based on a variety of assessments.			Plans differentiated lessons that include specific formative assessments to determine progress toward independence and inform the gradual release of scaffolds and increase of challenges.			Plans differentiated lessons based on multiple formal and informal assessments to guide the flexible use of specific formative assessments, appropriate scaffolds, and advanced challenges in ways that foster transfer and independence.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Implements required district, site, and/or textbook assessments.			Uses assessments to identify strengths and learning needs to guide planning and provide well-matched scaffolds and challenges.			Uses assessment information, including language proficiency, cultural background, conceptual understandings and misunderstandings, to guide planning.			Uses assessment information of achievement patterns of individuals and groups to guide planning.			Synthesizes assessment data from multiple contexts to identify the changing needs of students and guide responsive planning.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

## Core Teaching Capability #4

<b>Core Teaching Capability #4:</b> Uses a Variety of Instructional Strategies to develop student competencies and achieve learning goals.	<b>Iowa Teaching Standards and Criteria</b>	<b>Guiding Questions</b>
<ul style="list-style-type: none"> <li>• 4.1 Makes strategic use of formative assessment information to promote learner agency.</li> <li>• 4.2 Provides instruction that includes multiple pathways to learn and demonstrate learning.</li> </ul>	<ul style="list-style-type: none"> <li>• 4.b: Uses research-based instructional strategies that address the full range of cognitive levels.</li> <li>• 4.c: Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.</li> <li>• 4.d: Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.</li> <li>• 4.e: Connects students' prior knowledge, life experiences, and interests in the instructional process.</li> <li>• 4.f: Uses available resources, including technologies, in the delivery of instruction.</li> <li>• 5.c: guides students in goal setting and assessing their own learning.</li> </ul>	<p><b>In what ways do you:</b></p> <ul style="list-style-type: none"> <li>• Use a variety of instructional strategies to meet different student needs, develop student competencies, and achieve instructional purposes?</li> <li>• Provide instruction that includes multiple pathways for students to demonstrate learning?</li> <li>• Make strategic use of formative assessment strategies information to promote learner agency?</li> <li>• Provide students with flexibility in how they access content and demonstrate learning?</li> <li>• Check to determine whether the chosen path and pace best meets student needs?</li> <li>• Ensure learning is student-driven?</li> </ul>

<b>Rubric for Reflection Core Teaching Capabilities #4:</b> Uses a Variety of Instructional Strategies to develop student competencies and achieve learning goals.														
Emerging 1 2 3			Exploring 4 5 6			Applying 7 8 9			Integrating 10 11 12			Innovating 13 14 15		
Uses instructional strategies and identifies learning objectives as provided in textbooks and curriculum guides to meet common student needs.			Models and explains content and concepts and explores use of additional instructional strategies that connect to students' interests and life experiences to meet common needs and some exceptional needs.			Applies various instructional strategies, including tiered instruction and adaptive technologies that strategically address diverse individual learning needs.			Uses advanced instructional strategies, including tiered instruction and adaptive technologies that strategically address diverse, individual learning needs.			Synthesizes and creates specialized instructional strategies that strategically address diverse, individual learning needs and support shared, guided, and independent learning activities to maximize learning.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Notice students who need additional help during instruction and provide clarification and guidance.			Checks for student understanding and makes some adjustments during lessons to support student learning.			Uses regular checks for understanding and additional assessments of student understanding throughout instruction to make adjustments during lessons that support student learning.			Uses frequent and varied assessments of student understanding throughout lessons to make ongoing adjustments that improve student learning.			Uses multiple and strategic assessments of student understanding throughout lessons and makes responsive and flexible adjustments that maximize student learning.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

## Iowa Teaching Standard #8

### STANDARD 8: FULFILLS PROFESSIONAL RESPONSIBILITIES ESTABLISHED BY THE SCHOOL DISTRICT.

Criterion a: Adheres to board policies, district procedures, and contractual obligations.	Does not Meet Iowa Teaching Standard 8.a	Meets Iowa Teaching Standard 8.a
<b>Habits for Professional Success</b>	The teacher <b>occasionally</b> adheres to board policies, district procedures, and contractual obligations.	The teacher <b>consistently</b> adheres to board policies, district procedures, and contractual obligations.

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

<p><b>Criterion b:</b> Demonstrates professional and ethical conduct as defined by state law and individual district policy.</p> <p>This is further outlined by:</p> <ul style="list-style-type: none"> <li>• <a href="#">Iowa Code of Professional Conduct and Ethics</a></li> <li>• <a href="#">Iowa Administrative Code 282-26 Code of Rights and Responsibilities</a></li> </ul>	<p><b>Does Not Meet Iowa Teaching Standard 8.b</b></p>	<p><b>Meets Iowa Teaching Standard 8.b</b></p>
<p><b>Student Achievement and Growth</b></p>	<p>The teacher <b>occasionally</b> measures progress and success of each student through formative and summative assessments. Student data is occasionally up to date and accurate.</p> <p>The teacher <b>occasionally</b> works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of both readily achievable goals and stretch goals.</p>	<p>The teacher <b>consistently</b> measures progress of success of each student through the use of formative and summative assessments. Student data is consistently up to date and accurate.</p> <p>The teacher <b>consistently</b> works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of both readily achievable goals and stretch goals.</p>
<p><b>Safe, Secure, and Positive Learning and Working Environment</b></p>	<p>The teacher <b>occasionally</b> demonstrates the effort to raise the professional standards of themselves and others in order to support a safe, secure, and positive learning and working environment by personally fostering respectful relationships with students and fellow staff, creating a climate in which inquiry is encouraged, and the promotion of a physically safe environments by reporting safety concerns and needed repairs..</p> <p>The teacher <b>occasionally</b> engages in activities, interpersonal practices, and conversations that create an undercurrent of division and negativity that in turn undermine district and building goals.</p>	<p>The teacher <b>consistently</b> demonstrates effort to raise the professional standards of themselves and others in order to support a safe, secure, and positive learning and working environment by <b>consistently</b> personally fostering respectful relationships with students and fellow staff, creating a climate in which inquiry is encouraged, and the promotion of a physically safe environment by reporting safety concerns and needed repairs in a timely basis.</p> <p>The teacher <b>consistently</b> engages in activities, interpersonal practice and conversations that foster a positive learning and working environment that directly supports the district and building goals.</p>

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

<p><b>Criterion b:</b> Demonstrates professional and ethical conduct as defined by state law and individual district policy.</p> <p>This is further outlined by the:</p> <ul style="list-style-type: none"> <li>• <a href="#">Iowa Code of Professional Conduct and Ethics</a></li> <li>• <a href="#">Iowa Administrative Code 282-26 Code of Rights and Responsibilities</a></li> </ul>	<p><b>Does Not Meet Iowa Teaching Standard 8.b</b></p>	<p><b>Meets Iowa Teaching Standard 8.b</b></p>
<p><b>Employee Professional Conduct</b></p>	<p><b>Examples include, but are not all inclusive:</b></p> <ul style="list-style-type: none"> <li>• The teacher is absent <b>more than 3%</b> of their contract days with the exception of extenuating circumstances including FMLA or a Board approved leave of absence.</li> <li>• The teacher <b>occasionally</b> arrives at work and to their assigned duties on time.</li> <li>• The teacher <b>occasionally shares</b> confidential identifiable student information regarding a student or the student's family members that has been obtained in the course of professional service when disclosure <b>was not</b> required by law or is necessary for the personal safety of the student or others.</li> <li>• The teacher <b>occasionally</b> utilizes their professional position as a teacher for personal and/or private gain.</li> <li>• The teacher <b>occasionally utilizes</b> district owned items for personal use or monetary gain.</li> </ul>	<p><b>Examples include, but are not all inclusive:</b></p> <ul style="list-style-type: none"> <li>• The teacher is absent <b>less than 3%</b> of their contract days with the exception of extenuating circumstances including FMLA or a Board approved leave of absence,</li> <li>• The teacher <b>consistently</b> arrives to work and assigned duties on time.</li> <li>• The teacher <b>consistently maintains</b> the confidentiality of identifiable student information regarding a student or the student's family members that has been obtained in the course of professional service, unless the disclosure was required by law or is necessary for the personal safety of the student or others.</li> <li>• The teacher <b>consistently</b> does not utilize their professional position as a teacher for personal and/or private gain.</li> <li>• The teacher <b>consistently</b> ensures that district owned items are not utilized for personal use or monetary gain.</li> </ul>

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

<b>Criterion c:</b> Contributes to efforts to achieve district and building goals.	<b>Does Not Meet Iowa Teaching Standard 8.c</b>	<b>Meets Iowa Teaching Standard 8.c</b>
<b>Contributing to School Improvement Plan and/or the District Strategic Plan:</b>	The teacher <b>avoids or is minimally</b> involved in school and/or district projects.	The teacher <b>readily and/or frequently</b> volunteers and/or seeks out opportunities to participate in school and district teams, task forces, and/ or assumes leadership roles in school and/or district improvement projects.
<b>Contributing to Professional Growth</b>	The teacher makes <u>minimal effort and/or avoids</u> sharing knowledge, engaging in collaborative learning opportunities with others , and/or assuming additional professional responsibilities.	The teacher <b>frequently</b> initiates and/or engages in professional learning opportunities such as collaborating with a fellow staff member in an action research project, leading professional learning, engaging in peer observations and feedback, actively engaging in a building or district Teacher Leadership role, and/or working with an Instructional Coach.

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

Criterion d: Demonstrates an understanding of and respect for all learners and staff.	Emerging Does Not Meet Iowa Teaching Standard 8.d	Progressing Does Not Meet Iowa Teaching Standard 8.d	Integrating Meets Iowa Teaching Standard 8.d	Leading Meets Iowa Teaching Standard 8.d
<b>Relationships with Colleagues:</b> Demonstrating an understanding of and respect for all learners and staff.	The teacher's relationships with their colleagues are negative or self-serving or cordial in order to fulfill the duties that are required.	The teacher maintains cordial relationships with colleagues to fulfill the duties that the school or district requires.	Support and cooperation characterize the teacher's relationships with colleagues.	Support and cooperation characterize the teacher's relationships with colleagues. The teacher takes initiative in assuming leadership among the faculty.
<b>Creating an Environment of Respect and Rapport:</b> Teacher Interactions with Students	The teacher's interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for teacher.	Teacher-student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for the teacher.	The teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for the teacher as an individual, beyond that for that role.
<b>Showing Professionalism:</b> Advocacy	The teacher's contributions to school practices are self serving and result in some students being ill served by the school.	The teacher does not knowingly contribute to some students being ill served by the school.	The teacher works within the context of a particular team or department to ensure that all students receive a fair opportunity to succeed.	The teacher makes a particular effort to challenge negative attitudes and helps ensure that all students, particularly those traditionally underserved, are honored in the school.
<b>Showing Professionalism:</b> Service to Students	The teacher is not alert to students' needs.	The teacher's attempts to serve students are inconsistent.	The teacher is moderately active in serving students.	The teacher is highly proactive in serving students, seeking out resources when necessary.

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

<b>Criterion e:</b> Collaborates with students, families, colleagues, and communities to enhance student learning.	<b>Does Not Meet Iowa Teaching Standard 8.e</b>	<b>Meets Iowa Teaching Standard 8.e</b>
<b>Collaborative Relationships:</b> With Colleagues to Enhance Student Learning.	The teacher <b>does not</b> and/or <b>occasionally</b> engages in collaboration with colleagues in order to enhance student learning	Support, collaboration, and cooperation characterize the teachers relationships with colleagues.
<b>Communicating with Families:</b> Promoting Family Engagement in order to Enhance Student Learning.	The teacher makes <b>no attempt or inconsistent attempts</b> to engage families in the instructional program.	The teacher's efforts to engage families in the instructional program are consistent and successful.



## Teacher Pre & Post Observation Form Tier I - Year 2: Initial License and New the District

[Pre/Post Observation #1](#): Core Teaching Capabilities [1](#) & [3](#)

[Pre/Post Observation #2](#): Core Teaching Capabilities [2](#), [6](#), & [7](#)

[Pre/Post Observation #3](#): Core Teaching Capabilities [4](#) & [5](#)

[Iowa Teaching Standard #8](#)

**All Certified Staff are to reflect on Iowa Teaching Standard #8**

Teacher's Name		Evaluator	
Grade/ Subject		Building	Crest ▾

Professional Learning Goal in SMART Goal format from your PLP.
See PLP in Frontline

Pre & Post Observations Meetings	Pre-Observation Date	Post Observation Date	Core Teaching Capability Areas of Focus	Items to Bring to All Observation Meetings
<b>Meeting #1</b> Observation is to be conducted no later than <b>October 31st</b>			Core Teaching Capabilities #1 and #3	<input type="checkbox"/> A systematic written plan for addressing classroom expectations, routines, and procedures, and classroom community (LINK HERE). <input type="checkbox"/> Home-School communication log. (LINK or bring a hard copy to all observation meetings)
<b>Meeting #2</b> Observation is to be conducted no later than <b>Jan 15th</b>			Core Teaching Capabilities #2, #6 and #7	<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) <input type="checkbox"/> Home-School communication log. (LINK or bring a hard copy to all observation meetings)
<b>Meeting #3</b> Observation is to be conducted no later than <b>March 31st</b>			Core Teaching Capabilities #4 and #5	<input type="checkbox"/> Completed parent feedback surveys, analysis of the results, and next steps (LINK HERE)
<b>Summative Meeting</b> No later than <b>June 1st</b>	Date:		Not Applicable	Not Applicable
<b>Throughout the observation and evaluation process</b>			Iowa Teaching Standard #8	Continual reflection on meeting Iowa Teaching Standard 8 - Professional Practices

# Core Teaching Capabilities Aligned to the Iowa Teaching Standards with Guiding Questions

## Core Teaching Capability #1

Core Teaching Capabilities #1: Establishes and Maintains a Culture of Safety, Respect and Rapport	Iowa Teaching Standards and Criteria	Guiding Questions
<ul style="list-style-type: none"> <li>1.1 Builds relationships with and among students.</li> <li>1.2 Ensures a safe and inclusive learning environment that respects diversity.</li> <li>1.3 Develops routines, procedures, and norms that support learning.</li> <li>1.4 Conveys and encourages high expectations.</li> <li>1.5 Students demonstrate that they feel safe by taking intellectual risks and persevering with challenging tasks.</li> <li>1.6 Maintain high standards for behaviors and respectful interactions</li> <li>1.7 The teacher collaborates with colleagues, resource personnel, and families to support student learning.</li> </ul>	<ul style="list-style-type: none"> <li>1.e: Creates an environment of mutual respect, rapport, and fairness.</li> <li>1.d: Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.</li> <li>1.f: Participates in and contributes to a school culture that focuses on improved student learning.</li> <li>3.b: Sets and communicates high expectations for social, behavioral, and academic success of all students.</li> <li>4.d: Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.</li> <li>5.d: Guides students in goal setting and assessing their own learning.</li> <li>6.a: Creates a learning community that encourages positive social interaction, active engagement, and self regulation for every student.</li> <li>6.b: Establishes, communicates, models, and maintains standards of responsible student behavior.</li> </ul>	<p><b>In what ways do you:</b></p> <ul style="list-style-type: none"> <li>Apply the 10 Effective Classroom Practices for SEBH in your classroom?</li> <li>Build relationships with and among your students, ensuring a safe and inclusive learning environment that respects diversity?</li> <li>Develop and implement routines, procedures, and norms that support student learning?</li> <li>Convey high expectations for all students?</li> <li>Establish and maintain a culture of safety, respect, and rapport?</li> </ul> <p><b>In what ways do your students:</b></p> <ul style="list-style-type: none"> <li>Demonstrate that they feel safe by taking intellectual risks and persevering with challenging tasks?</li> <li>Maintain high standards for behaviors and respectful interactions?</li> <li>Collaborate effectively with peers and teachers?</li> </ul>

	<ul style="list-style-type: none"> <li>● 6.c: Develops and implements classroom procedure and routines that support high expectations for student learning.</li> <li>● 8.a: Adheres to board policies, district procedures, and contractual obligations.</li> <li>● 8.b: Demonstrates professional and ethical conduct as defined by state law and district policy.</li> <li>● 8.d: Demonstrates an understanding of and respect for all learners and staff.</li> </ul>	
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<b>Rubric for Reflection Core Teaching Capabilities #1:</b> Establishes and maintains a culture of safety, respect and rapport.														
<b>Emerging</b> <b>1 2 3</b>			<b>Exploring</b> <b>4 5 6</b>			<b>Applying</b> <b>7 8 9</b>			<b>Integrating</b> <b>10 11 12</b>			<b>Innovating</b> <b>13 14 15</b>		
Adheres to local policies and state laws regarding physical safety.			Provides students with guidelines for supporting physical and emotional safety.			Teaches skills to develop reflective listening, empathy, social skills and resilience in an atmosphere where mistakes are opportunities to learn.			Supports students to understand, value, and respect one another across cultural, race, class, language, sexual orientation, and other differences.			Facilitates a safe and inclusive learning environment in which students respectfully support each other to take risks and be resilient in advancing their emotional, social, and intellectual capabilities.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Builds rapport with most students.			Interacts and connects with students on non-academic topics in ways that strengthen relationships.			Utilizes strategies that support students to work cooperatively and improve peer relationships.			Explicitly supports students in developing skills in relationship-building, self-awareness and self-management.			Facilitates a classroom community in which students actively engage in relationship-building, self-awareness and self management.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

<b>Rubric for Reflection Core Teaching Capabilities #1:</b> Establishes and maintains a culture of safety, respect and rapport.														
Emerging 1 2 3			Exploring 4 5 6			Applying 7 8 9			Integrating 10 11 12			Innovating 13 14 15		
Establishes expectations, rules, and consequences for individual and group behavior.			Involves students in developing expectations for individual and group behavior and establishes routines, and procedures.			Engages students in the development and support of classroom norms to maintain a trusting and respectful learning environment.			Guides and supports students to uphold classroom norms of trust, respect, and inclusiveness.			Facilitate a positive environment respectful of diversity using systems that ensure students take an active role in monitoring and maintaining norms.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Is aware of the importance of maintaining high expectations for students.			Demonstrates high expectations for most students.			Holds high and equitable expectations for students, demonstrating in word and action that each student can be successful.			Supports students equitably to meet high expectations through use of targeted scaffolds and challenges.			Guide students equitably in utilizing a wide range of differentiated strategies to meet high expectations.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

## Core Teaching Capability #2

<b>Core Teaching Capability #2:</b> Makes grade-level content accessible to every learner.	<b>Iowa Teaching Standards and Criteria</b>	<b>Guiding Questions</b>
<ul style="list-style-type: none"> <li>2.1 Provides structures for academic content access and language/literacy development</li> <li>2.2 Uses targeted instructional strategies and scaffolds to meet grade-level expectations and to support growth mindsets.</li> <li>2.3 Commits to knowing students and their culture contexts for learning and ensures that instruction is relevant.</li> </ul>	<ul style="list-style-type: none"> <li>1.d: Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.</li> <li>2.a: Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.</li> <li>2.b: Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.</li> <li>2.d: Understands and uses instructional strategies that are appropriate to the content.</li> <li>3.c: Uses a student's developmental needs, backgrounds, and interests in planning for instruction.</li> <li>3.d: Selects strategies to engage all</li> <li>3.e: Uses available resources, including technologies, in the developing and sequencing of instruction.</li> <li>4.a: Aligns classroom instruction with local standards and district curriculum.</li> </ul>	<p><b>In what ways do you:</b></p> <ul style="list-style-type: none"> <li>Provide structures for academic content access and language/literacy development?</li> <li>Use targeted instructional strategies and scaffolds to meet grade-level expectations and support growth mindsets?</li> <li>Commit to knowing your students and their cultural contexts for learning and ensuring that your instruction is relevant?</li> <li>Use data to inform student groupings?</li> <li>Differentiate based on student- need, or the way students access the content is differentiated based on their needs?</li> </ul>

	<ul style="list-style-type: none"> <li>● 4.b: Uses research-based instructional strategies that address the full range of cognitive levels.</li> <li>● 4.c: Demonstrate flexibility and responsiveness in adjusting instruction to meet student needs.</li> <li>● 4.d: Engages students in varied experiences that meet diverse student needs and promote social, emotional, and academic growth.</li> <li>● 4.e: Connects students' prior knowledge, life experiences, and interests in the instructional process.</li> <li>● 4.f: Uses available resources, including technologies, in the delivery of instruction.</li> <li>● 6.e: Creates a safe and purposeful learning environment</li> </ul>	
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**Rubric for Reflection Core Teaching Capabilities #2:**  
Makes grade-level content accessible to every learner.

<b>Emerging 1 2 3</b>			<b>Exploring 4 5 6</b>			<b>Applying 7 8 9</b>			<b>Integrating 10 11 12</b>			<b>Innovating 13 14 15</b>		
Teaches vocabulary and literacy skills following curricular guidelines.			Explains academic language when confusions are identified and provides some opportunities for structured oral language.			Supports language development through regular explicit teaching of academic language and structured oral language.			Teaches specific academic language and structured oral language for students of all abilities and language levels.			Ensure equitable access to subject matter vocabulary through ongoing, responsive, and explicitly teaching of academic language and structured oral language.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Uses strategies and available technologies to support students to demonstrate learning.			Examines curriculum and literacy skills and makes some adjustments to curriculum and instruction within and across content areas and/or units to improve skills.			Develops an instructional approach that supports development of literacy skills across content areas and/or across units within content areas.			Integrates knowledge of curriculum, literacy skills, and thematic connections within and across content areas and/or units to guide instruction in ways that improve skills.			Draws on and adapts a wide repertoire of interdisciplinary and/or thematic approaches across and/or within content to advance literacy skills.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

**Rubric for Reflection Core Teaching Capabilities #2:**  
Makes grade-level content accessible to every learner.

<b>Emerging 1 2 3</b>			<b>Exploring 4 5 6</b>			<b>Applying 7 8 9</b>			<b>Integrating 10 11 12</b>			<b>Innovating 13 14 15</b>		
Uses strategies provided in subject matter resources and available technologies to support student learning.			Explores use of subject-specific strategies, culturally responsive pedagogy, and some technologies to support student access to resources and demonstrate learning.			Uses subject-specific strategies, culturally responsive pedagogy, and varied technologies to provide students access to resources and to demonstrate learning.			Adapts, creates, and integrates subject-specific strategies, culturally responsive pedagogy, and wide use of technologies to ensure multiple ways for students to access resources and demonstrate learning.			Refines the flexible use of subject-specific strategies, culturally responsive pedagogy, and a repertoire of technologies to maximize student access to resources and extend multiple and varied opportunities to demonstrate learning.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

## Core Teaching Capability #3

<b>Core Teaching Capabilities #3:</b> Plans standards aligned instruction and formative assessments to support student independence.	<b>Iowa Teaching Standards and Criteria</b>	<b>Guiding Questions</b>
<ul style="list-style-type: none"> <li>3.1 Plans standards aligned instruction with scaffolding when necessary.</li> <li>3.2 Uses summative and formative assessment to guide instruction.</li> </ul>	<ul style="list-style-type: none"> <li>1.c: Uses student performance data as a guide for decision making.</li> <li>3.a: Uses student achievement data, local standards, and the district curriculum in planning instruction.</li> <li>4.a: Aligns classroom instruction with local standards and district curriculum.</li> <li>5.a: Aligns classroom assessment with instruction.</li> <li>5.c: Understands and uses the results of multiple assessments to guide planning and instruction.</li> <li>7.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> <li>8.a: Adheres to board policies, district procedures, and contractual obligations. (see continuum for CC3.2)</li> </ul>	<p><b>In what ways do you:</b></p> <ul style="list-style-type: none"> <li>Plan standards aligned instruction with scaffolding as necessary?</li> <li>Plan standards-based instruction and formative assessments for transfer and independence?</li> <li>Use summative and formative assessments to guide your instruction?</li> </ul>

<b>Rubric for Reflection Core Teaching Capabilities #3:</b> Plans standards aligned instruction and formative assessments to support student independence.														
<b>Emerging</b> <b>1 2 3</b>			<b>Exploring</b> <b>4 5 6</b>			<b>Applying</b> <b>7 8 9</b>			<b>Integrating</b> <b>10 11 12</b>			<b>Innovating</b> <b>13 14 15</b>		
Plans standards-based lessons using available content standards, curriculum, and pacing guides.			Plans standards-based instruction using principles of effective unit planning and lesson design.			Plans differentiated instruction that includes scaffolds and appropriate challenges for students based on a variety of assessments.			Plans differentiated lessons that include specific formative assessments to determine progress toward independence and inform the gradual release of scaffolds and increase of challenges.			Plans differentiated lessons based on multiple formal and informal assessments to guide the flexible use of specific formative assessments, appropriate scaffolds, and advanced challenges in ways that foster transfer and independence.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Implements required district, site, and/or textbook assessments.			Uses assessments to identify strengths and learning needs to guide planning and provide well-matched scaffolds and challenges.			Uses assessment information, including language proficiency, cultural background, conceptual understandings and misunderstandings, to guide planning.			Uses assessment information of achievement patterns of individuals and groups to guide planning.			Synthesizes assessment data from multiple contexts to identify the changing needs of students and guide responsive planning.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

## Responses to Guiding Questions and/or Reflections Related to the Lesson

## Core Teaching Capability #4

<b>Core Teaching Capability #4:</b> Uses a Variety of Instructional Strategies to develop student competencies and achieve learning goals.	<b>Iowa Teaching Standards and Criteria</b>	<b>Guiding Questions</b>
<ul style="list-style-type: none"> <li>• 4.1 Makes strategic use of formative assessment information to promote learner agency.</li> <li>• 4.2 Provides instruction that includes multiple pathways to learn and demonstrate learning.</li> </ul>	<ul style="list-style-type: none"> <li>• 4.b: Uses research-based instructional strategies that address the full range of cognitive levels.</li> <li>• 4.c: Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.</li> <li>• 4.d: Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.</li> <li>• 4.e: Connects students' prior knowledge, life experiences, and interests in the instructional process.</li> <li>• 4.f: Uses available resources, including technologies, in the delivery of instruction.</li> <li>• 5.c: guides students in goal setting and assessing their own learning.</li> </ul>	<p><b>In what ways do you:</b></p> <ul style="list-style-type: none"> <li>• Use a variety of instructional strategies to meet different student needs, develop student competencies, and achieve instructional purposes?</li> <li>• Provide instruction that includes multiple pathways for students to demonstrate learning?</li> <li>• Make strategic use of formative assessment strategies information to promote learner agency?</li> <li>• Provide students with flexibility in how they access content and demonstrate learning?</li> <li>• Check to determine whether the chosen path and pace best meets student needs?</li> <li>• Ensure learning is student-driven?</li> </ul>

<b>Rubric for Reflection Core Teaching Capabilities #4:</b> Uses a Variety of Instructional Strategies to develop student competencies and achieve learning goals.														
Emerging 1 2 3			Exploring 4 5 6			Applying 7 8 9			Integrating 10 11 12			Innovating 13 14 15		
Uses instructional strategies and identifies learning objectives as provided in textbooks and curriculum guides to meet common student needs.			Models and explains content and concepts and explores use of additional instructional strategies that connect to students' interests and life experiences to meet common needs and some exceptional needs.			Applies various instructional strategies, including tiered instruction and adaptive technologies that strategically address diverse individual learning needs.			Uses advanced instructional strategies, including tiered instruction and adaptive technologies that strategically address diverse, individual learning needs.			Synthesizes and creates specialized instructional strategies that strategically address diverse, individual learning needs and support shared, guided, and independent learning activities to maximize learning.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Notice students who need additional help during instruction and provide clarification and guidance.			Checks for student understanding and makes some adjustments during lessons to support student learning.			Uses regular checks for understanding and additional assessments of student understanding throughout instruction to make adjustments during lessons that support student learning.			Uses frequent and varied assessments of student understanding throughout lessons to make ongoing adjustments that improve student learning.			Uses multiple and strategic assessments of student understanding throughout lessons and makes responsive and flexible adjustments that maximize student learning.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

## Core Teaching Capability #5

<b>Core Teaching Capability #5:</b> Promotes conceptual understanding through critical thinking, complex problem-solving, academic discussions, and student reflection.	<u>Iowa Core 21st Century Skills</u> <b>Students will be able to:</b>	<b>Guiding Questions</b>
<ul style="list-style-type: none"> <li>● 5.1 Creates opportunities for academic struggle, critical thinking, and problem solving.</li> <li>● 5.2 Provides support and scaffolds as needed, for challenging tasks and complex problems.</li> <li>● 5.3 Supports expression of evidence-based reasoning and thinking.</li> <li>● 5.4 Students respond to questions with real world applications.</li> <li>● 5.5 Students deepen conceptual understanding through structured conversations, arguments, and exchanges of thoughts and ideas.</li> <li>● 5.6 Students understand and self monitor learning goals and strategies</li> </ul>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>● Communicate and work productively with others, incorporating different perspectives and cross cultural understanding, to increase innovation and the quality of work.</li> <li>● Adapt to various roles and responsibilities and work flexibility in climates of ambiguity and changing priorities.</li> <li>● Demonstrate leadership skills, integrity, ethical behavior, and social responsibility while collaborating to achieve common goals.</li> <li>● Demonstrate initiative and self direction through high achievement and lifelong learning while exploring the ways and individual talents and skills that can be used for productive outcomes in personal and professional life.</li> <li>● Demonstrate productivity and accountability by meeting high expectations.</li> <li>● Demonstrate critical thinking skills using appropriate tools and resources to plan and conduct research, manage projects, solve problems, and make informed decisions.</li> </ul>	<b>In what ways do you:</b> <ul style="list-style-type: none"> <li>● Create opportunities for academic struggle, critical thinking, and problem solving?</li> <li>● Provide support and scaffolds, as needed, for challenging tasks and complex problems?</li> <li>● Engage, challenge, and deepen students conceptual understanding through critical thinking, complex problem solving, academic discussions, and student reflection?</li> <li>● Support expression of evidence-based reasoning and thinking?</li> </ul> <b>In what ways do your students:</b> <ul style="list-style-type: none"> <li>● Respond to questions with evidence and real-world applications?</li> <li>● Deepen conceptual understanding through structured conversations, arguments, and exchanges of thoughts and ideas?</li> <li>● Understand and self-monitor learning goals and strategies?</li> <li>● Talk to each other to discuss content during a lesson?</li> <li>● Work collaboratively?</li> </ul>

<b>Rubric for Reflection Core Teaching Capabilities #5:</b> Promotes conceptual understanding through critical thinking, complex problem-solving, academic discussions, and student reflection.														
<b>Emerging</b> <b>1 2 3</b>			<b>Exploring</b> <b>4 5 6</b>			<b>Applying</b> <b>7 8 9</b>			<b>Integrating</b> <b>10 11 12</b>			<b>Innovating</b> <b>13 14 15</b>		
Asks questions that focus on factual knowledge and comprehension to engage students in understanding subject matter concepts.			Asks questions that require recall, interpretation, and critical thinking to engage students in understanding subject matter concepts.			Applies use of questioning strategies, posing/solving problems regarding complex issues, and reflects on results to engage and challenge students to deepen conceptual understanding of subject matter.			Supports students to develop questions about subject matter, pose/solve problems regarding complex issues,, and reflect on multiple perspectives in ways that deepen their conceptual understanding.			Facilitates systematic opportunities for students to initiate and apply critical thinking and problem posing/solving to complex issues and to participate in evidence-based discussion in ways that engage, challenge, and deepen conceptual understanding.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Notifies when students have difficulty with complex problems.			Encourages persistence in staying with complex problems.			Supports students to sustain efforts with challenging tasks and complex problems.			Scaffolds students through challenging tasks and complex problems in ways that sustain efforts in learning.			Facilitates a learning environment in which students challenge and support one another to sustain efforts in learning.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

<b>Rubric for Reflection Core Teaching Capabilities #5:</b> Promotes conceptual understanding through critical thinking, complex problem-solving, academic discussions, and student reflection.														
<b>Emerging</b> <b>1 2 3</b>			<b>Exploring</b> <b>4 5 6</b>			<b>Applying</b> <b>7 8 9</b>			<b>Integrating</b> <b>10 11 12</b>			<b>Innovating</b> <b>13 14 15</b>		
Asks students to share their reasoning.			Asks students to share evidence when explaining their reasoning.			Guides students in sharing their reasoning based on evidence with the teacher and each other.			Supports each student in using effective methods of expressing evidence-based learning.			Provides multiple opportunities for students to express their evidence-based reasoning in a variety of formats.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

## Core Teaching Capability #6

<b>Core Teaching Capability #6:</b> Analyzes student learning to determine impact of instruction, provide feedback, and plan instructional next steps.	<b>Iowa Teaching Standards and Criteria</b>	<b>Guiding Questions</b>
<ul style="list-style-type: none"> <li>6.1 Uses a variety of assessments to identify instructional next steps.</li> <li>6.2 Provides timely, relevant feedback</li> </ul>	<ul style="list-style-type: none"> <li>1.a: Provides multiple forms of evidence of student learning and growth to students, families, and staff</li> <li>1.c: Uses student performance data as a guide for decision making</li> <li>3.a: Uses student achievement data, local standards, and the district curriculum in planning for instruction</li> <li>4.c: Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs</li> <li>5.a: Aligns classroom assessment with instruction</li> <li>5.b: Communicates assessment criteria and standards to all students and parents</li> <li>5.c: Understands and uses the results of multiple assessments to guide planning and instruction</li> <li>5.d: Guides students in goal setting and assessing their own learning.</li> <li>5.e: Provides substantive, timely, and constructive feedback to students and parents.</li> <li>5.f: Works with other staff and building and district leadership in analysis of student progress</li> <li>7.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> </ul>	<p><b>In what ways do you:</b></p> <ul style="list-style-type: none"> <li>Analyze student performance to determine the impact of instruction on student learning, to provide feedback,</li> <li>Use a variety of assessments to inform instructional next steps?</li> <li>Analyze student performance to determine the impact of instruction on student learning, to provide feedback, and plan for instructional next steps?</li> <li>Provide timely and relevant feedback to your students?</li> <li>Establish and maintain a culture of safety, respect, and rapport?</li> <li>Support students in setting, tracking and reaching their learning goals?</li> <li>Provide structured opportunities for students to reflect on their learning?</li> </ul>

<b>Rubric for Reflection Core Teaching Capabilities #6:</b> Analyzes student learning to determine impact of instruction, provide feedback, and plan instructional next steps.														
<b>Emerging</b> <b>1 2 3</b>			<b>Exploring</b> <b>4 5 6</b>			<b>Applying</b> <b>7 8 9</b>			<b>Integrating</b> <b>10 11 12</b>			<b>Innovating</b> <b>13 14 15</b>		
Interprets required assessments and identifies student learning needs.			Interprets a few additional assessments to clarify students' learning needs. identify strengths, and inform learning objectives.			Interprets formal and informal assessments to clarify conceptual understandings and misunderstandings, target learning objectives, inform supports needed, and reflect on results of teaching.			Interprets a range of multiple assessments, including student perceptions, to identify underlying causes for achievement trends, target learning objectives, identify supports needed for individuals and groups, and reflect on impact of instructional decisions.			Interprets and reflects on frequent, strategic, and relevant assessments to inform progress on narrowing achievement gaps, identifying specific supports needed for individuals and groups, and guide the coordination of resources to maximize learning.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Provides students with feedback based on work and required assessments.			Seeks to provide feedback in ways that students understand and that helps them improve.			Provides students with clear, timely, and accurate feedback about strengths, needs, and strategies for improvement.			Uses formal and informal assessments to provide clear, timely, and accurate feedback to students in ways that improve learning.			Facilitates students' leadership in seeking and using ongoing feedback based on multiple assessments to improve and accelerate their learning		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

## Core Teaching Capability #7

<b>Core Teaching Capability #7:</b> Collaborates with colleagues, resource personnel, and families to support student learning.	<b>Iowa Teaching Standards and Criteria</b>	<b>Guiding Questions</b>
<ul style="list-style-type: none"> <li>7.1 Collaborates with peers and shares instructional strategies.</li> <li>7.2 Supports family engagement.</li> <li>7.3 Provides ongoing communication and academic feedback to families.</li> <li>7.4 Collaborates and communicates with resource personnel</li> </ul>	<p>1.a: Provides multiple forms of evidence of student learning and growth to students, families, and staff.</p> <p>1.f: Participates in and contributes to a school culture that focuses on improved student learning.</p> <p>1.g: Communicates with students, families, colleagues, and communities effectively and accurately.</p> <p>3.e: Uses available resources, including technologies, in the development and sequencing of instruction.</p> <p>4.f: Uses available resources, including technologies, in the delivery of instruction.</p> <p>5.b: Communicates assessment criteria and standards to all students and parents.</p> <p>5.e: Provides substantive, timely, and constructive feedback to students and parents.</p> <p>5.f: Works collaboratively to improve professional practice and student learning.</p> <p>7.b: Works collaboratively to improve professional practice and student learning.</p> <p>8.e: Collaborates with students' families, colleagues, and communities to enhance student learning.</p>	<p><b>In what ways do you:</b></p> <ul style="list-style-type: none"> <li>Collaborate with colleagues and share instructional practices?</li> <li>Collaborate and support family engagement in their students' learning?</li> <li>Provide ongoing communication and academic feedback to families?</li> <li>Collaborate and communicate with student support personnel?</li> <li>Collaborate with resources personnel and families to further support student learning?</li> </ul>

<b>Rubric for Reflection Core Teaching Capabilities #7:</b> Collaborates with colleagues, resource personnel, and families to support student learning.														
Emerging 1 2 3			Exploring 4 5 6			Applying 7 8 9			Integrating 10 11 12			Innovating 13 14 15		
Attends staff, grade level, department, and other required meetings and collaborations.			Consults with colleagues to improve teacher and student learning based on assessments.			Collaborates with colleagues to improve student learning and teacher practice through examining instruction, student work, and assessments.			Collaborate with colleagues to examine critical issues of practice and expand impact on teacher and student learning within the grade or department and/or whole school.			Facilities collaboration with colleagues across the district and in professional organizations to ensure broad positive impact on instructional practice and student achievement at school/district levels and the profession.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Is aware of the role of the family in student learning and the need for interactions with families.			Seeks to learn about students' families and invites family involvement at classroom/school events.			Encourages and welcomes family involvement and supports family contributions to the classroom and school.			Provides opportunities and support for families to actively participate in the classroom.			Structures a wide range of opportunities and support for families to contribute to the classroom and school community.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

<b>Rubric for Reflection Core Teaching Capabilities #7:</b> Collaborates with colleagues, resource personnel, and families to support student learning.														
<b>Emerging 1 2 3</b>			<b>Exploring 4 5 6</b>			<b>Applying 7 8 9</b>			<b>Integrating 10 11 12</b>			<b>Innovating 13 14 15</b>		
Notifies families of student proficiencies, challenges, and behavior issues through school-mandated procedures.			Communicates with families about student progress, strengths, and needs at reporting periods and contacts families as needs arise.			Provides opportunities for clear and timely two-way communications with families regarding student issues, support and progress.			Communicates regularly in ways that show understanding of and respect for cultural norms and are responsive to individual student and family needs.			Engages families in a variety of ongoing communications about individual student progress and ways to provide and monitor support.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Attends required meetings with resource personnel in support of students with exceptionalities and follows learning plans.			Cooperates with resource personnel during meetings and implements activities in support of learning plans and goals.			Communicates regularly with resource personnel to ensure that student services and support are provided and progress is made in learning plans and goals.			Communicates and collaborates with resource personnel to ensure appropriate levels of support and consistent instruction are provided in ways that improve student learning.			Communicates and collaborates with resource personnel in creating a coordinated program to optimize success for students with exceptionalities.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

## Iowa Teaching Standard #8

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

<b>Criterion a:</b> Adheres to board policies, district procedures, and contractual obligations.	<b>Does not Meet Iowa Teaching Standard 8.a</b>	<b>Meets Iowa Teaching Standard 8.a</b>
<b>Habits for Professional Success</b>	The teacher <b>occasionally</b> adheres to board policies, district procedures, and contractual obligations.	The teacher <b>consistently</b> adheres to board policies, district procedures, and contractual obligations.

## STANDARD 8: FULFILLS PROFESSIONAL RESPONSIBILITIES ESTABLISHED BY THE SCHOOL DISTRICT.

<p><b>Criterion b:</b> Demonstrates professional and ethical conduct as defined by state law and individual district policy.</p> <p>This is further outlined by:</p> <ul style="list-style-type: none"> <li>• <a href="#">Iowa Code of Professional Conduct and Ethics</a></li> <li>• <a href="#">Iowa Administrative Code 282-26 Code of Rights and Responsibilities</a></li> </ul>	<p><b>Does Not Meet Iowa Teaching Standard 8.b</b></p>	<p><b>Meets Iowa Teaching Standard 8.b</b></p>
<p><b>Student Achievement and Growth</b></p>	<p>The teacher <b>occasionally</b> measures progress and success of each student through formative and summative assessments. Student data is occasionally up to date and accurate.</p> <p>The teacher <b>occasionally</b> works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of both readily achievable goals and stretch goals.</p>	<p>The teacher <b>consistently</b> measures progress of success of each student through the use of formative and summative assessments. Student data is consistently up to date and accurate.</p> <p>The teacher <b>consistently</b> works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of both readily achievable goals and stretch goals.</p>
<p><b>Safe, Secure, and Positive Learning and Working Environment</b></p>	<p>The teacher <b>occasionally</b> demonstrates the effort to raise the professional standards of themselves and others in order to support a safe, secure, and positive learning and working environment by personally fostering respectful relationships with students and fellow staff, creating a climate in which inquiry is encouraged, and the promotion of a physically safe environments by reporting safety concerns and needed repairs..</p> <p>The teacher <b>occasionally</b> engages in activities, interpersonal practices, and conversations that create an undercurrent of division and negativity that in turn undermine district and building goals.</p>	<p>The teacher <b>consistently</b> demonstrates effort to raise the professional standards of themselves and others in order to support a safe, secure, and positive learning and working environment by <b>consistently</b> personally fostering respectful relationships with students and fellow staff, creating a climate in which inquiry is encouraged, and the promotion of a physically safe environment by reporting safety concerns and needed repairs in a timely basis.</p> <p>The teacher <b>consistently</b> engages in activities, interpersonal practice and conversations that foster a positive learning and working environment that directly supports the district and building goals.</p>

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

<p><b>Criterion b:</b> Demonstrates professional and ethical conduct as defined by state law and individual district policy.</p> <p>This is further outlined by the:</p> <ul style="list-style-type: none"> <li>• <a href="#">Iowa Code of Professional Conduct and Ethics</a></li> <li>• <a href="#">Iowa Administrative Code 282-26 Code of Rights and Responsibilities</a></li> </ul>	<p><b>Does Not Meet Iowa Teaching Standard 8.b</b></p>	<p><b>Meets Iowa Teaching Standard 8.b</b></p>
<p><b>Employee Professional Conduct</b></p>	<p><b>Examples include, but are not all inclusive:</b></p> <ul style="list-style-type: none"> <li>• The teacher is absent <b>more than 3%</b> of their contract days with the exception of extenuating circumstances including FMLA or a Board approved leave of absence.</li> <li>• The teacher <b>occasionally</b> arrives at work and to their assigned duties on time.</li> <li>• The teacher <b>occasionally shares</b> confidential identifiable student information regarding a student or the student's family members that has been obtained in the course of professional service when disclosure <b>was not</b> required by law or is necessary for the personal safety of the student or others.</li> <li>• The teacher <b>occasionally</b> utilizes their professional position as a teacher for personal and/or private gain.</li> <li>• The teacher <b>occasionally utilizes</b> district owned items for personal use or monetary gain.</li> </ul>	<p><b>Examples include, but are not all inclusive:</b></p> <ul style="list-style-type: none"> <li>• The teacher is absent <b>less than 3%</b> of their contract days with the exception of extenuating circumstances including FMLA or a Board approved leave of absence,</li> <li>• The teacher <b>consistently</b> arrives to work and assigned duties on time.</li> <li>• The teacher <b>consistently maintains</b> the confidentiality of identifiable student information regarding a student or the student's family members that has been obtained in the course of professional service, unless the disclosure was required by law or is necessary for the personal safety of the student or others.</li> <li>• The teacher <b>consistently</b> does not utilize their professional position as a teacher for personal and/or private gain.</li> <li>• The teacher <b>consistently</b> ensures that district owned items are not utilized for personal use or monetary gain.</li> </ul>

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

<b>Criterion c:</b> Contributes to efforts to achieve district and building goals.	<b>Does Not Meet Iowa Teaching Standard 8.c</b>	<b>Meets Iowa Teaching Standard 8.c</b>
<b>Contributing to School Improvement Plan and/or the District Strategic Plan:</b>	The teacher <b>avoids or is minimally</b> involved in school and/or district projects.	The teacher <b>readily and/or frequently</b> volunteers and/or seeks out opportunities to participate in school and district teams, task forces, and/ or assumes leadership roles in school and/or district improvement projects.
<b>Contributing to Professional Growth</b>	The teacher makes <b>minimal effort and/or avoids</b> sharing knowledge, engaging in collaborative learning opportunities with others , and/or assuming additional professional responsibilities.	The teacher <b>frequently</b> initiates and/or engages in professional learning opportunities such as collaborating with a fellow staff member in an action research project, leading professional learning, engaging in peer observations and feedback, actively engaging in a building or district Teacher Leadership role, and/or working with an Instructional Coach.

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

Criterion d: Demonstrates an understanding of and respect for all learners and staff.	Emerging Does Not Meet Iowa Teaching Standard 8.d	Progressing Does Not Meet Iowa Teaching Standard 8.d	Integrating Meets Iowa Teaching Standard 8.d	Leading Meets Iowa Teaching Standard 8.d
<b>Relationships with Colleagues:</b> Demonstrating an understanding of and respect for all learners and staff.	The teacher's relationships with their colleagues are negative or self-serving or cordial in order to fulfill the duties that are required.	The teacher maintains cordial relationships with colleagues to fulfill the duties that the school or district requires.	Support and cooperation characterize the teacher's relationships with colleagues.	Support and cooperation characterize the teacher's relationships with colleagues. The teacher takes initiative in assuming leadership among the faculty.
<b>Creating an Environment of Respect and Rapport:</b> Teacher Interactions with Students	The teacher's interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for teacher.	Teacher-student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for the teacher.	The teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for the teacher as an individual, beyond that for that role.
<b>Showing Professionalism:</b> Advocacy	The teacher's contributions to school practices are self serving and result in some students being ill served by the school.	The teacher does not knowingly contribute to some students being ill served by the school.	The teacher works within the context of a particular team or department to ensure that all students receive a fair opportunity to succeed.	The teacher makes a particular effort to challenge negative attitudes and helps ensure that all students, particularly those traditionally underserved, are honored in the school.
<b>Showing Professionalism:</b> Service to Students	The teacher is not alert to students' needs.	The teacher's attempts to serve students are inconsistent.	The teacher is moderately active in serving students.	The teacher is highly proactive in serving students, seeking out resources when necessary.

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

<b>Criterion e:</b> Collaborates with students, families, colleagues, and communities to enhance student learning.	<b>Does Not Meet Iowa Teaching Standard 8.e</b>	<b>Meets Iowa Teaching Standard 8.e</b>
<b>Collaborative Relationships:</b> With Colleagues to Enhance Student Learning.	The teacher <b>does not</b> and/or <b>occasionally</b> engages in collaboration with colleagues in order to enhance student learning	Support, collaboration, and cooperation characterize the teachers relationships with colleagues.
<b>Communicating with Families:</b> Promoting Family Engagement in order to Enhance Student Learning.	The teacher makes <b>no attempt or inconsistent attempts</b> to engage families in the instructional program.	The teacher's efforts to engage families in the instructional program are consistent and successful.



# **Teacher Performance Responsibilities & Action Examples**

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: honesty, 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 the 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 assignments 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 tools.
- 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, in-services, 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" of doing unto others as you would have done to you.

**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.



# Teacher Summative Evaluation

(Long Form)

Teachers Name:

Evaluation Date:

Evaluator:

Grade/Subject:

Building:

Type of Review:

## 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:

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

Evidence to support attainment of or failure to meet standards:	Check one:	
	Meets the Standard	Does Not Meet the 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 the subject.

Evidence to support attainment of or failure to meet standards:	Check one:	
	Meets the Standard	Does Not Meet the 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 the Standard	Does Not Meet the 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:	
		Meets the Standard	Does Not Meet the 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 the Standard	Does Not Meet the 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 the Standard	Does Not Meet the 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 the Standard	Does Not Meet the 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 the Standard	Does Not Meet the Standard

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

**Check One:**

	The teacher is a first year Beginning Teacher
	The teacher is a second year teacher and meets or exceeds all eight Prairie Teaching Standards. Recommend placement on Tier II and I will sign-off on a Standard License.
	The teacher is a second year teacher who is not meeting one or more of the Prairie Teaching Standards. I am recommending a third year on Tier I before a licensing decision or a decision about continued employment is made.
	The teacher is new to the District this year and meets all eight Prairie Teaching Standards. Will move to Tier II.
	This is a 3-year evaluation for a Tier II teacher. The teacher meets all eight Prairie Teaching Standards.
	The teacher fails to meet all eight Prairie Teaching Standards.
	Other: (please add comments for "other".)

**Signatures:**

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Teacher Signature

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Date

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Administrator Signature

---

Date



# School Counselor Summative Evaluation

## (Long Form)

**Teachers Name:**

**Evaluation Date:**

**Evaluator:**

**Grade/Subject:**

**Building:**

**Type of Review:**

### 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:

Provides annual evidence of student ability to develop and implement academic, career, and personal improvement plans.

- a. Uses student feedback and disaggregated data as a guide for decision-making.
- b. Accepts and demonstrates responsibility for creating a student service culture that supports the development of each student.
- c. Creates an environment of mutual respect, rapport, and fairness.
- d. Participates in and contributes to a school culture that is focused upon improved student learning.

Evidence to support attainment of or failure to meet standards:	Check one:	
	Meets the Standard	Does Not Meet the 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 the Standard	Does Not Meet the 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 the Standard	Does Not Meet the 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 the Standard	Does Not Meet the 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 the Standard	Does Not Meet the 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 the Standard	Does Not Meet the 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 the Standard	Does Not Meet the 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 the Standard	Does Not Meet the Standard

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

**Check One:**

	The counselor is a first year Beginning Counselor
	The counselor is a second year counselor and <u>meets or exceeds</u> all eight Prairie Counseling Standards. Recommend placement on Tier II and I will sign-off on a Standard License.
	The counselor is a second year counselor who <u>is not</u> meeting one or more of the Prairie Counseling Standards. I am recommending a third year on Tier I before a licensing decision or a decision about continued employment is made.
	The counselor is new to the District this year and meets all of the Prairie Counseling Standards. Will move to Tier II.
	This is a 3-year evaluation for a Tier II Counselor. Counselor meets all Prairie Counseling Standards.
	The counselor fails to meet the Prairie Counseling Standards.
	Other: (please add comments for “other”.)

**Signatures:**

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Teacher Signature

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Date

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Administrator Signature

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Date