College Community School District

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

Teacher's Name		Evaluator	
Grade/ Subject		Building	Preschool ⌄

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
Meeting #1 Observation is to be conducted no later than **October 31st**			Core Teaching Capabilities #1 and #3	☐ A systematic written plan for addressing classroom expectations, routines, and procedures, and classroom community (LINK HERE). ☐ Home-School communication log. (LINK or bring a hard copy to all observation meetings)
Meeting #2 Observation is to be conducted no later than			Core Teaching Capabilities #2, #6 and #7	☐ 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)

K-6 Revision June 2025

Jan 15th				☐ Home-School communication log. (LINK or bring a hard copy to all observation meetings)
Meeting #3 Observation is to be conducted no later than **March 31st**			Core Teaching Capabilities #4 and #5	☐ Completed parent feedback surveys, analysis of the results, and next steps (LINK HERE)
Summative Meeting No later than **June 1st**	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

September 2025

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
1.1 Builds relationships with and among students. 1.2 Ensures a safe and inclusive learning environment that respects diversity. 1.3 Develops routines, procedures, and norms that support learning. 1.4 Conveys and encourages high expectations. 1.5 Students demonstrate that they feel safe by taking intellectual risks and persevering with challenging tasks. 1.6 Maintain high standards for behaviors and respectful interactions 1.7 The teacher collaborates with colleagues, resource personnel, and families to support student learning.	1.e: Creates an environment of mutual respect, rapport, and fairness. 1.d: Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student. 1.f: Participates in and contributes to a school culture that focuses on improved student learning. 3.b: Sets and communicates high expectations for social, behavioral, and academic success of all students. 4.d: Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth. 5.d: Guides students in goal setting and assessing their own learning. 6.a: Creates a learning community that encourages positive social interaction, active engagement, and self regulation for every student. 6.b: Establishes, communicates, models, and maintains standards of responsible student	**In what ways do you:** - Apply the 10 Effective Classroom Practices for SEBH in your classroom? - Build relationships with and among your students, ensuring a safe and inclusive learning environment that respects diversity? - Develop and implement routines, procedures, and norms that support student learning? - Convey high expectations for all students? - Establish and maintain a culture of safety, respect, and rapport? **In what ways do your students:** - Demonstrate that they feel safe by taking intellectual risks and persevering with challenging tasks? - Maintain high standards for behaviors and respectful interactions? - Collaborate effectively with peers and teachers?

	behavior. ● 6.c: Develops and implements classroom procedure and routines that support high expectations for student learning. ● 8.a: Adheres to board policies, district procedures, and contractual obligations. ● 8.b: Demonstrates professional and ethical conduct as defined by state law and district policy. ● 8.d: Demonstrates an understanding of and respect for all learners and staff.	

Rubric for Reflection Core Teaching Capabilities #1: 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.		
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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.		
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Rubric for Reflection Core Teaching Capabilities #1: 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.		
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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 world 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.		
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Core Teaching Capability #2

Core Teaching Capability #2: Makes grade-level content accessible to every learner.	Iowa Teaching Standards and Criteria	Guiding Questions
2.1 Provides structures for academic content access and language/literacy development 2.2 Uses targeted instructional strategies and scaffolds to meet grade-level expectations and to support growth mindsets. 2.3 Commits to knowing students and their couture contexts for learning and ensures that instruction is relevant.	1.d: Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student. 2.a: Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area. 2.b: Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student. 2..d: Understands and uses instructional strategies that are appropriate to the content. 3.c: Uses a student's developmental needs, backgrounds, and interests in planning for instruction. 3.d: Selects strategies to engage all 3.e: Uses available resources, including technologies, in the developing and sequencing of instruction. 4.a: Aligns classroom instruction with local	**In what ways do you:** - Provide structures for academic content access and language/literacy development? - Use targeted instructional strategies and scaffolds to meet grade-level expectations and support growth mindsets? - Commit to knowing your students and their cultural contexts for learning and ensuring that your instruction is relevant? - Use data to inform student groupings? - Differentiate based on student- need, or the way students access the content is differentiated based on their needs?

	standards and district curriculum. ● 4.b: Uses research-based instructional strategies that address the full range of cognitive levels. ● 4.c: Demonstrate flexibility and responsiveness in adjusting instruction to meet student needs. ● 4.d: Engages students in varied experiences that meet diverse student needs and promote social, emotional, and academic growth. ● 4.e: Connects students' prior knowledge, life experiences, and interests in the instructional process. ● 4.f: Uses available resources, including technologies, in the delivery of instruction. ● 6.e: Creates a safe and purposeful learning environment	

Rubric for Reflection Core Teaching Capabilities #2: Makes grade-level content accessible to every learner.														
Emerging 1 2 3			**Exploring** 4 5 6			**Applying** 7 8 9			**Integrating** 10 11 12			**Innovating** 13 14 15		
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.		
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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.		
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Rubric for Reflection Core Teaching Capabilities #2:
Makes grade-level content accessible to every learner.

Emerging 1 2 3	Exploring 4 5 6	Applying 7 8 9	Integrating 10 11 12	Innovating 13 14 15
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.

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Core Teaching Capability #3

Core Teaching Capabilities #3: Plans standards aligned instruction and formative assessments to support student independence.	Iowa Teaching Standards and Criteria	Guiding Questions
● 3.1 Plans standards aligned instruction with scaffolding when necessary. ● 3.2 Uses summative and formative assessment to guide instruction.	● 1.c: Uses student performance data as a guide for decision making. ● 3.a: Uses student achievement data, local standards, and the district curriculum in planning instruction. ● 4.a: Aligns classroom instruction with local standards and district curriculum. ● 5.a: Aligns classroom assessment with instruction. ● 5.c: Understands and uses the results of multiple assessments to guide planning and instruction. ● 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. ● 8.a: Adheres to board policies, district procedures, and contractual obligations. (see continuum for CC3.2)	**In what ways do you:** ● Plan standards aligned instruction with scaffolding as necessary? ● Plan standards-based instruction and formative assessments for transfer and independence? ● Use summative and formative assessments to guide your instruction?

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Rubric for Reflection Core Teaching Capabilities #3: Plans standards aligned instruction and formative assessments to support student independence.				
Emerging 1 2 3	**Exploring** 4 5 6	**Applying** 7 8 9	**Integrating** 10 11 12	**Innovating** 13 14 15
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.
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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.

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Core Teaching Capability #4

Core Teaching Capability #4: Uses a Variety of Instructional Strategies to develop student competencies and achieve learning goals.	Iowa Teaching Standards and Criteria	Guiding Questions
4.1 Makes strategic use of formative assessment information to promote learner agency. 4.2 Provides instruction that includes multiple pathways to learn and demonstrate learning.	4.b: Uses research-based instructional strategies that address the full range of cognitive levels. 4.c: Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs. 4.d: Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth. 4.e: Connects students' prior knowledge, life experiences, and interests in the instructional process. 4.f: Uses available resources, including technologies, in the delivery of instruction. 5.c: guides students in goal setting and assessing their own learning.	**In what ways do you:** - Use a variety of instructional strategies to meet different student needs, develop student competencies, and achieve instructional purposes? - Provide instruction that includes multiple pathways for students to demonstrate learning? - Make strategic use of formative assessment strategies information to promote learner agency? - Provide students with flexibility in how they access content and demonstrate learning? - Check to determine whether the chosen path and pace best meets student needs? - Ensure learning is student-driven?

Rubric for Reflection Core Teaching Capabilities #4: 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.

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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.

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Core Teaching Capability #5

Core Teaching Capability #5: Promotes conceptual understanding through critical thinking, complex problem-solving, academic discussions, and student reflection.	Iowa Core 21st Century Skills Students will be able to:	Guiding Questions
• 5.1 Creates opportunities for academic struggle, critical thinking, and problem solving. • 5.2 Provides support and scaffolds as needed, for challenging tasks and complex problems. • 5.3 Supports expression of evidence-based reasoning and thinking. • 5.4 Students respond to questions with real world applications. • 5.5 Students deepen conceptual understanding through structured conversations, arguments, and exchanges of thoughts and ideas. • 5.6 Students understand and self monitor learning goals and strategies	**Students will be able to:** • Communicate and work productively with others, incorporating different perspectives and cross cultural understanding, to increase innovation and the quality of work. • Adapt to various roles and responsibilities and work flexibility in climates of ambiguity and changing priorities. • Demonstrate leadership skills, integrity, ethical behavior, and social responsibility while collaborating to achieve common goals. • 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. • Demonstrate productivity and accountability by meeting high expectations. • Demonstrate critical thinking skills using appropriate tools and resources to plan and conduct research, manage projects, solve problems, and make informed decisions.	**In what ways do you:** • Create opportunities for academic struggle, critical thinking, and problem solving? • Provide support and scaffolds, as needed, for challenging tasks and complex problems? • Engage, challenge, and deepen students conceptual understanding through critical thinking, complex problem solving, academic discussions, and student reflection? • Support expression of evidence-based reasoning and thinking? **In what ways do your students:** • Respond to questions with evidence and real-world applications? • Deepen conceptual understanding through structured conversations, arguments, and exchanges of thoughts and ideas? • Understand and self-monitor learning goals and strategies? • Talk to each other to discuss content during a lesson? • Work collaboratively?

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Rubric for Reflection Core Teaching Capabilities #5:
Promotes conceptual understanding through critical thinking, complex problem-solving, academic discussions, and student reflection.

Emerging 1 2 3			Exploring 4 5 6			Applying 7 8 9			Integrating 10 11 12			Innovating 13 14 15		
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.		
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Notices 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.		
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Rubric for Reflection Core Teaching Capabilities #5: Promotes conceptual understanding through critical thinking, complex problem-solving, academic discussions, and student reflection.														
Emerging 1 2 3			Exploring 4 5 6			Applying 7 8 9			Integrating 10 11 12			Innovating 13 14 15		
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.		
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Core Teaching Capability #6

Core Teaching Capability #6: Analyzes student learning to determine impact of instruction, provide feedback, and plan instructional next steps.	Iowa Teaching Standards and Criteria	Guiding Questions
● 6.1 Uses a variety of assessments to identify instructional next steps. ● 6.2 Provides timely, relevant feedback	● 1.a: Provides multiple forms of evidence of student learning and growth to students, families, and staff ● 1.c: Uses student performance data as a guide for decision making ● 3.a: Uses student achievement data, local standards, and the district curriculum in planning for instruction ● 4.c: Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs ● 5.a: Aligns classroom assessment with instruction ● 5.b: Communicates assessment criteria and standards to all students and parents ● 5.c: Understands and uses the results of multiple assessments to guide planning and instruction ● 5.d: Guides students in goal setting and assessing their own learning. ● 5.e: Provides substantive, timely, and constructive feedback to students and parents. ● 5.f: Works with other staff and building and district leadership in analysis of student progress ● 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.	**In what ways do you:** ● Analyze student performance to determine the impact of instruction on student learning, to provide feedback, ● Use a variety of assessments to inform instructional next steps? ● Analyze student performance to determine the impact of instruction on student learning, to provide feedback, and plan for instructional next steps? ● Provide timely and relevant feedback to your students? ● Establish and maintain a culture of safety, respect, and rapport? ● Support students in setting, tracking and reaching their learning goals? ● Provide structured opportunities for students to reflect on their learning?

Rubric for Reflection Core Teaching Capabilities #6: Analyzes student learning to determine impact of instruction, provide feedback, and plan instructional next steps.				
Emerging 1 2 3	**Exploring** 4 5 6	**Applying** 7 8 9	**Integrating** 10 11 12	**Innovating** 13 14 15
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.

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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

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Core Teaching Capability #7

Core Teaching Capability #7: Collaborates with colleagues, resource personnel, and families to support student learning.	Iowa Teaching Standards and Criteria	Guiding Questions
7.1 Collaborates with peers and shares instructional strategies. 7.2 Supports family engagement. 7.3 Provides ongoing communication and academic feedback to families. 7.4 Collaborates and communicates with resource personnel	1.a: Provides multiple forms of evidence of student learning and growth to students, families, and staff. 1.f: Participates in and contributes to a school culture that focuses on improved student learning. 1.g: Communicates with students, families, colleagues, and communities effectively and accurately. 3.e: Uses available resources, including technologies, in the development and sequencing of instruction. 4.f: Uses available resources, including technologies, in the delivery of instruction. 5.b: Communicates assessment criteria and standards to all students and parents. 5.e: Provides substantive, timely, and constructive feedback to students and parents. 5.f: Works collaboratively to improve professional practice and student learning. 7.b: Works collaboratively to improve professional practice and student learning. 8.e: Collaborates with students' families, colleagues, and communities to enhance student learning.	**In what ways do you:** - Collaborate with colleagues and share instructional practices? - Collaborate and support family engagement in their students' learning? - Provide ongoing communication and academic feedback to families? - Collaborate and communicate with student support personnel? - Collaborate with resources personnel and families to further support student learning?

Rubric for Reflection Core Teaching Capabilities #7: 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.		
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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.		
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Rubric for Reflection Core Teaching Capabilities #7:
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
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.

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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.

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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
Habits for Professional Success	The teacher **occasionally** adheres to board policies, district procedures, and contractual obligations.	The teacher **consistently** adheres to board policies, district procedures, and contractual obligations.

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

Criterion b: Demonstrates professional and ethical conduct as defined by state law and individual district policy. This is further outlined by: ● Iowa Code of Professional Conduct and Ethics ● Iowa Administrative Code 282-26 Code of Rights and Responsibilities	Does Not Meet Iowa Teaching Standard 8.b	Meets Iowa Teaching Standard 8.b
Student Achievement and Growth	The teacher **occasionally** measures progress and success of each student through formative and summative assessments. Student data is occasionally up to date and accurate. The teacher **occasionally** 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.	The teacher **consistently** measures progress of success of each student through the use of formative and summative assessments. Student data is consistently up to date and accurate. The teacher **consistently** 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.
Safe, Secure, and Positive Learning and Working Environment	The teacher **occasionally** 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.. The teacher **occasionally** engages in activities, interpersonal practices, and conversations that create an undercurrent of division and negativity that in turn undermine district and building goals.	The teacher **consistently** 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 **consistently** 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. The teacher **consistently** engages in activities, interpersonal practice and conversations that foster a positive learning and working environment that directly supports the district and building goals.

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

Criterion b: Demonstrates professional and ethical conduct as defined by state law and individual district policy. This is further outlined by the: ● Iowa Code of Professional Conduct and Ethics ● Iowa Administrative Code 282-26 Code of Rights and Responsibilities	Does Not Meet Iowa Teaching Standard 8.b	Meets Iowa Teaching Standard 8.b
Employee Professional Conduct	**Examples include, but are not all inclusive:** ● The teacher is absent **more than 3%** of their contract days with the exception of extenuating circumstances including FMLA or a Board approved leave of absence. ● The teacher **occasionally** arrives at work and to their assigned duties on time. ● The teacher **occasionally shares** 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 **was not** required by law or is necessary for the personal safety of the student or others. ● The teacher **occasionally** utilizes their professional position as a teacher for personal and/or private gain. ● The teacher **occasionally utilizes** district owned items for personal use or monetary gain.	**Examples include, but are not all inclusive:** ● The teacher is absent **less than 3%** of their contract days with the exception of extenuating circumstances including FMLA or a Board approved leave of absence, ● The teacher **consistently** arrives to work and assigned duties on time. ● The teacher **consistently maintains** 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. ● The teacher **consistently** does not utilize their professional position as a teacher for personal and/or private gain. ● The teacher **consistently** ensures that district owned items are not utilized for personal use or monetary gain.

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

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Criterion c: Contributes to efforts to achieve district and building goals.	Does Not Meet Iowa Teaching Standard 8.c	Meets Iowa Teaching Standard 8.c
Contributing to School Improvement Plan and/or the District Strategic Plan:	The teacher **avoids or is minimally** involved in school and/or district projects.	The teacher **readily and/or frequently** 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.
Contributing to Professional Growth	The teacher makes **minimal effort and/or avoids** sharing knowledge, engaging in collaborative learning opportunities with others , and/or assuming additional professional responsibilities.	The teacher **frequently** 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.

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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
Relationships with Colleagues: 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.
Creating an Environment of Respect and Rapport: 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.
Showing Professionalism: 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.
Showing Professionalism: 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.

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