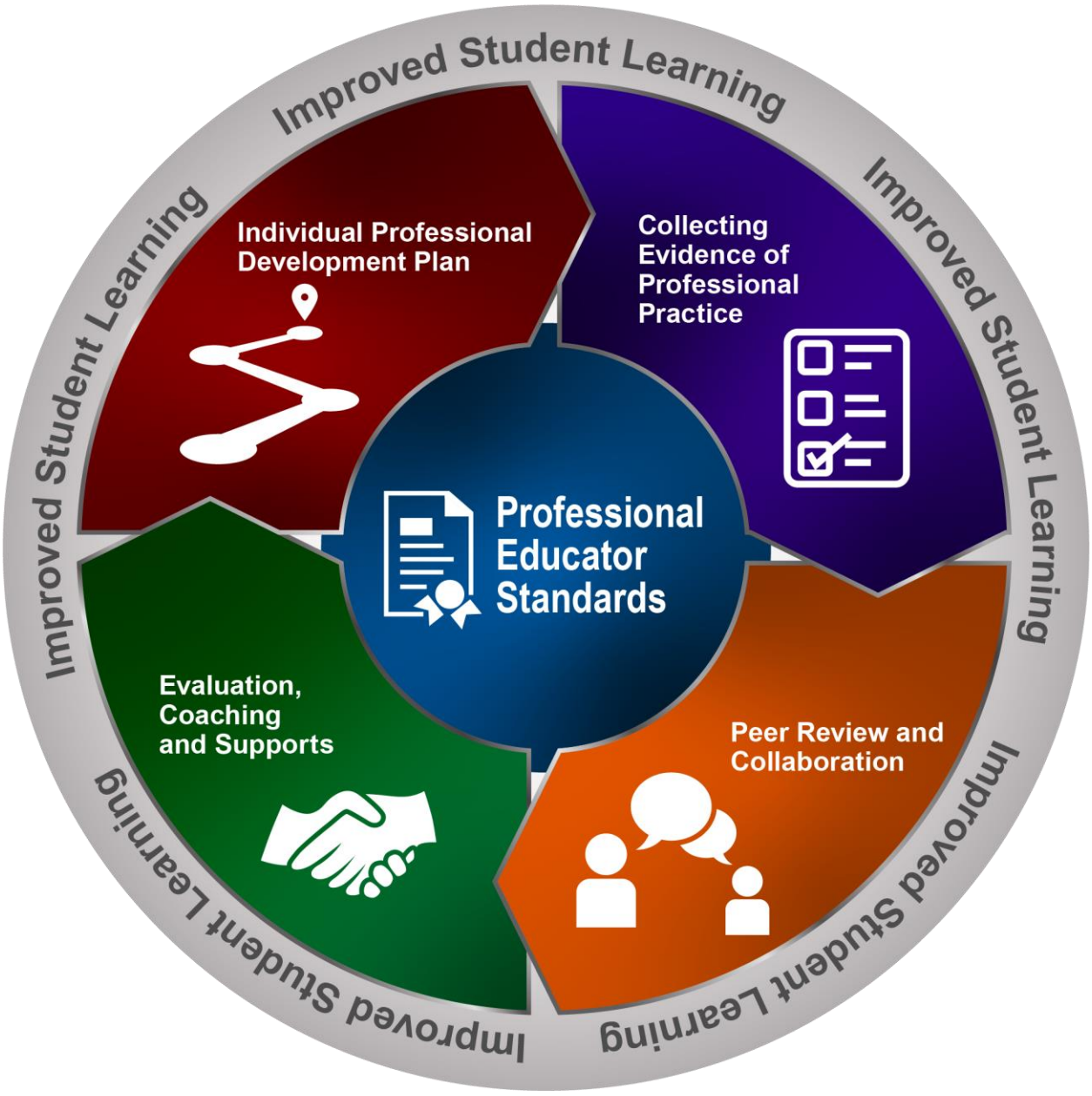
The Iowa Model Educator Evaluation System

User Guide 2021-2022



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The Iowa Model Educator Evaluation User Guide Purpose

The Iowa Model Educator Evaluation User Guide serves as a framework required from the Iowa Department of Education in accordance with Iowa Code 284.3(2a). This document is intended to provide the information needed for implementing teacher and administrator evaluation aligned to Iowa Code. **The document will be updated as legislation, rules, or forms change** so refer to the online document for the most accurate, up-to-date information.

Introduction

Educating students is a complex activity requiring a set of knowledge, skills, and dispositions. An effective Iowa educator seeks to develop, support, and engage all students in learning and achieving at high levels. Iowa expects that effective educators will not only ensure student academic growth, but they will also:

- Provide all students opportunities to learn in ways that will prepare them to be college and career ready when they graduate from high school,
- Insure all students reach high and rigorous academic standards, and
- Engage in ongoing goal-setting and professional development as outlined in the Iowa Professional Development Model.

History of Professional Educator Standards & Evaluation

Iowa's educator quality efforts are meant to promote student achievement and enhance an educator's practice. The history of professional educator standards and evaluation in Iowa stems back to the late 1990's. In 2001 Iowa's educational system adopted the Iowa Teaching Standards and Criteria, a Model Framework for Designing a Local Staff Evaluation System, and a beginning teacher's mentoring and induction program. Then in 2007, educational leaders were introduced to the Iowa Standards for School Leaders, a model for school leadership evaluation, and a beginning administrator mentoring and induction program. In an effort to support the use of these standards, frameworks, and a program, the Department of Education, Area Education Agencies, and other educational organizations designed and implemented learning opportunities for teachers and leaders.

Iowa Teaching Standards & Criteria

The Iowa Teaching Standards and Criteria (ITSC) were introduced to Iowa educators in 2001. The standards and criteria provide a foundation for a summative or comprehensive evaluation and the ongoing professional growth of teachers. These are the Iowa Teaching Standards (Iowa Code 284.3(1)):

1. Demonstrates ability to enhance academic performance and support for and implementation of the school district's student achievement goals.
2. Demonstrates competence in content knowledge appropriate to the teaching position.
3. Demonstrates competence in planning and preparing for instruction.
4. Uses strategies to deliver instruction that meets the multiple learning needs of students.
5. Uses a variety of methods to monitor student learning.
6. Demonstrates competence in classroom management.
7. Engages in professional growth.
8. Fulfills professional responsibilities established by the school district.

In 2007, alternative criteria for each of the eight teaching standards were developed to support Area Education Agency staff members who meet the definition of teacher (Iowa Code 284.2(11)).

Iowa Standards for School Leaders

Beginning in 2008, the Iowa Standards for School Leaders (ISSL) were integrated into Iowa's educator quality system. Just like the Iowa Teaching Standards, the leadership standards provide the basis for the yearly evaluation and the ongoing professional growth of school leaders. The Iowa Standards for School Leaders (281—IAC 83.10) are:

1. Shared Vision
2. Culture of Learning
3. Management
4. Family and Community
5. Ethics
6. Societal Context

Iowa Evaluator Approval Training

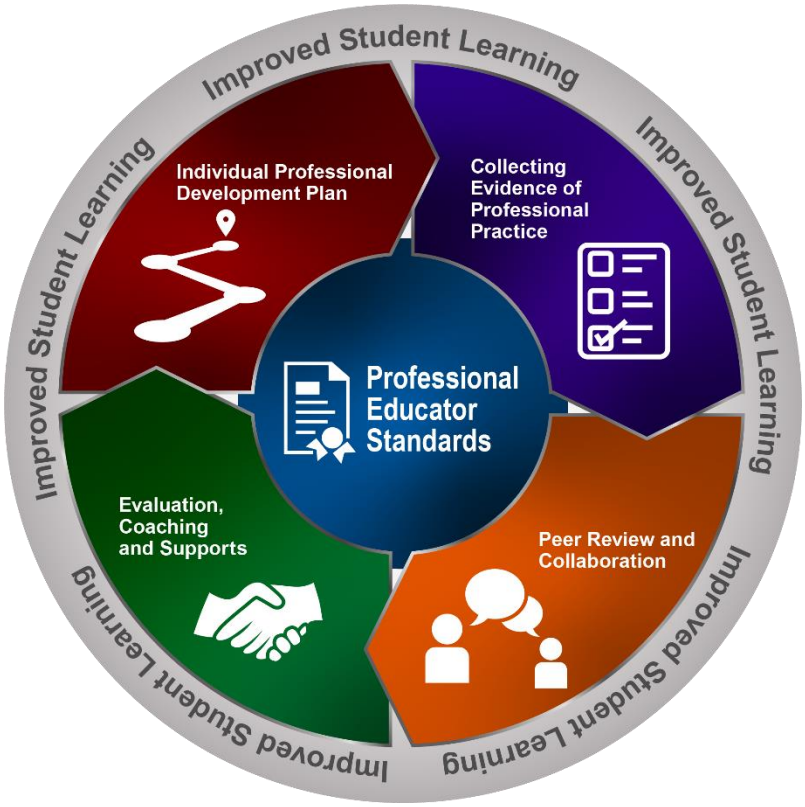
In 2002, the Iowa Evaluator Approval Training (Iowa Code 284.10) required for principals and superintendents, needing to obtain an evaluator license as part of an administrative license requirement in accordance with the Board of Educational Examiners (282—IAC 19.7). The educator quality legislation, first in 2002, centered on the Iowa Teaching Standards and the evaluation of teachers – beginning and career. In 2007, Iowa Standards for School Leaders and the evaluation of school administrators (Iowa Code 284A) took center stage. As a collaborative effort amongst multiple stakeholders – the Iowa Department of Education, the Board of Educational Examiners, local school districts, area education agencies, institutions of higher education, School Administrators of Iowa, Iowa Association of School Boards, and other educational agencies/organizations – Iowa Evaluator Training Program was developed and focused on improving teaching and learning through quality leadership.

The collaborative efforts have resulted in multiple learning opportunities focused on improving an educational evaluator's knowledge and skills regarding professional educator standards, observations, evidence, coaching, feedback, and professional development. In the 2002-2003 school year, the creators of evaluator training program unveiled Level I training across the state with a focus on:

a. Iowa Teacher Quality legislation (Iowa Code 284)
b. Iowa Teaching Standards
c. Coaching and feedback
d. Observational techniques
e. Procedures for beginning and career teachers

By 2007, the Iowa Evaluator Approval Training Program continued to evolve with additional trainings focused on the evaluation of teachers (Level II: Evaluation of Teachers) and school administrators (Level II: Evaluation of Administrators). With some administrators being prepared outside of Iowa and seeking school administrative positions in Iowa districts, the department developed an online option, iEvaluate, initially with School Administrators of Iowa and then in conjunction with AEA Learning Online. Then in 2012, the department and its educational partners created and supported additional evaluator approval training for evaluators: Assessing Academic Rigor and Fierce Conversations. Currently, the department is accepting evaluator training proposals that align with regulations specified in IAC 83.5 and collaborating with other partners to define other evaluator approval training structures.

The Educator Evaluation Model



The figure above represents the Educator Evaluation Model. The development of the model was guided by these characteristics:

- Ensuring that there are quality educators in every school building and classroom
- Focusing on improved student learning
- Providing meaningful and actionable feedback that improves the educator's performance.
- Fostering an educator evaluation system that exemplifies continuous growth and development.
- Using multiple data points to inform and support the educator's practice.
- Developing and implementing an educator evaluation system that engages stakeholders in a collaborative process.

The implementation of the Educator Evaluation Model should be understood as an ongoing process rather than a single event. Gathering evidence related to the professional educator standards, reflecting on an educator's practice, collaborating with colleagues to improve practice and student learning, and providing and using feedback are attributes of continuous improvement in a quality educator evaluation system.

Iowa educators must be evaluated on the professional educator standards (ITSC, ITS and AEA criteria, or the ISSL) supported by multiple measures. Accredited local school districts or Area Education Agencies may include additional standards and criteria, but eliminating the state approved professional educator standards is not allowed. The Iowa Model Educator Evaluation System supports gathering evidence through observation; engaging in structured conversations (pre-, post-, and individual professional development conferences); developing and supporting short- and/or long-term goals;

building and sustaining a collaborative culture through ongoing peer reviews and supports from a teacher leader; and focusing on individual, school-level, and/or system-level professional growth.


Teacher Evaluation

Iowa Teaching Standards and Model Criteria

The Iowa Teaching Standards appear in Iowa Code 284.3(1). The Model Criteria were developed by the Iowa Department of Education in collaboration with various stakeholders and adopted by State Board of Education on May 10, 2002. The criteria are specifically addressed in IAC 281—83, Teacher and Administrator Quality Programs. A change to the criteria was adopted by the State Board of Education on May 13, 2010, to strengthen Iowa's commitment to using student performance data to evaluate Iowa teachers.

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

The teacher:

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

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.
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.

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 instruction.
b. Sets and communicates high expectations for social, behavioral, and academic success of all students.
c. Uses student's developmental needs, backgrounds, and interests in planning for instruction.
d. Selects strategies to engage all students in learning.
e. Uses available resources, including technologies, in the development and sequencing of instruction.

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

The teacher:

a. Aligns classroom instruction with local standards and district curriculum.
b. Uses research-based instructional strategies that address the full range of cognitive levels.

c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.
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.

Standard 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 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.

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.
b. Establishes, communicates, models, and maintains standards of responsible student behavior.
c. Develops and implements classroom procedures and routines that support high expectations for student learning.
d. Uses instructional time effectively to maximize student achievement.
e. Creates a safe and purposeful learning environment.

Standard 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's needs aligned to the Iowa Teaching Standards and district/building student achievement goals.
e. Provides an analysis of student learning and growth based on teacher created tests and authentic measures as well as standardized and district-wide tests.

Standard 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 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.

Model Descriptors and Evidence

The model descriptors are intended to depict behaviors of a career teacher that support the criteria for the Iowa Teaching Standards (IAC 281—83.4). The descriptors are examples that may be used to guide conversations during the evaluation process.

The local districts, including their Teacher Quality Committee (Iowa Code 284.4(1b); IAC 281—83.7), are responsible for determining evidence to support the Iowa Teaching Standards and Criteria. Evidence is not needed for each of the 42 criteria. It is the presence of quality evidence under a standard that should determine if a teacher meets a particular Iowa Teaching Standard. The determination of quality is defined by the licensed Iowa evaluator, the professional conversation between the evaluator and the teacher about the evidence, and the district guidelines for evaluation set by the Teacher Quality Committee. Evidence used to show competence in one standard and criteria can and should be used for showing competence in other standards and criteria. The State of Iowa does not require a teacher (beginning or career) to create a portfolio of evidence. It is a local district's responsibility to determine how evidence will be organized, shared, and if certain pieces of evidence are required for the district's teachers.

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

Criteria	Descriptor	Evidence
a. The teacher provides evidence of student learning to students, families, and staff.	The teacher documents student learning with meaningful measures using data that is understandable. Shares individual and classroom goals and results with students, families, and staff members. The teacher uses multiple artifacts, including achievement trends for local standards and benchmarks, to document and provide evidence of student learning to students, families, and staff members. The teacher plans on going communications with parents, families, and colleagues, so his/her teacher learning objectives have the greatest likelihood of serving the students' best interests.	1. Follows Comprehensive School Improvement Plans, School Improvement Plans, Individual Education Plans, and 504 Plans 2. Observation notes 3. Individual Professional Development Plans 4. Volunteers for district committees to support academic performance 5. Creates lesson to meet curriculum standards 6. Grade level and/or building SMART goal data 7. Data review notes 8. Communications sent to families

Criteria	Descriptor	Evidence
b. The teacher implements strategies supporting student, building, and district goals.	The teacher knows the short and long-range building and district goals for student learning and implements classroom instructional strategies that clearly align with these goals. The teacher effectively communicates these goals and accomplishments to various constituents including students, families, and colleagues.	1. Class test results 2. Lesson plans 3. Team meeting minutes 4. Differentiated lessons 5. Documentation of alignment of instruction to Individual Education Plan accommodations, modifications, and goals 6. Running records and other data gathering evidence 7. Show concurrent lesson plans 8. Evidence of goal setting with students and communication with families
c. The teacher uses student performance data as a guide for decision making.	The teacher uses performance data collected through formal and informal measures to profile student learning. The teacher analyzes data from various formative, screening, diagnostic and summative assessments to make decisions regarding student progress and bases curricular and instructional decisions on student performance data. The teacher also uses individual student's performance data to make decisions about individual student needs.	1. Modification and accommodation plans 2. Multiple assessments 3. Formative assessment data collection and organization tools 4. Differentiated lesson plans for varying abilities 5. Small group targeted lesson plans and learning goals 6. Data review session and resulting lesson plans aligned to student needs 7. Collection of observations and artifacts for GOLD assessment, including observations from para-educators and families
d. The teacher accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.	The teacher develops and communicates high expectations to motivate students to make positives choices regarding their own learning. The teacher acts in accordance with the belief that all students can learn. The teacher encourages students to work cooperatively as	1. Class rules and expectations posted 2. Community building activities 3. Observation notes 4. Bulletin boards 5. Lesson plans 6. Collaboration notes with support teachers – interventionist, special education teachers, etc.

Criteria	Descriptor	Evidence
	well as independently and includes students in decision making when appropriate.	7. Video evidence of cooperative learning structures 8. Visual supports for students (schedules, expectations, etc.) 9. Evidence of classroom supports for students needing to take a break (e.g., location in room, posted procedures, break box, etc.) 10. Social contract or class agreement
e. The teacher creates an environment of mutual respect, rapport, and fairness.	The teacher demonstrates clear expectations of developing responsible, self-directed learners and model acceptance of all students based on awareness of individual student differences. The teacher facilitates ways to get students to cooperate with one another and take responsibility for their work.	1. Evidence of cooperative learning structures (e.g., video, lesson plans, anchor charts with sentence frames, roles, procedures, etc.) 2. Adherence to Individual Education Plans and 504 accommodations 3. Community building activities such as morning meeting or class meetings 4. Social contracts or class agreements 5. Materials and literature that help to challenge stereotypes and biases with various differences (disabilities, gender, race, etc.) 6. Evidence of restorative justice within classroom practice 7. Evidence of trauma informed classroom practices.
f. Participates in and contributes to a school culture that focuses on improved student learning.	The teacher develops strategies with colleagues who share responsibility for a student(s) to increase the likelihood of success and engages in active inquiry with colleagues about the school's fulfillment of instructional goals. The teacher provides opportunities for families and community members to take an active role in the classroom, the school, and the school district.	1. Action steps – teacher actions 2. Notes from child study, problem solving, and instructional decision making meetings 3. E-mail examples 4. Classroom newsletter 5. Phone call log 6. Thank you notes received 7. Professional Learning Community meeting notes

Criteria	Descriptor	Evidence
	The teacher accepts personal responsibility for nurturing the school as a community of learners.	8. Data review meeting agenda and/or notes reflecting collaboration
g. The teacher communicates with students, families, colleagues, and communities effectively and accurately.	The teacher demonstrates professionalism and self-confidence in routine circumstances and eases stressful situations when they occur. The teacher uses appropriate spelling, grammar, mechanics and style and varies vocal cues, rate, and volume. The teacher demonstrates and leads quality discussions.	1. Copies of handouts 2. Videos used, CD's 3. Notes on lesson plans 4. Log of area education agency involvement 5. Observation notes 6. Copies of family night communications and presentations 7. Copies of family newsletters or links to webpages

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

Criteria	Descriptor	Evidence
a. The teacher understands and uses key concepts, underlying themes, relationship and different perspectives related to the content area.	The teacher knows the content that supports common core state standards in the grade level courses that the teacher is assigned and uses an integrative approach for content that supports those standards. There is incorporation of accurate content knowledge into instruction aligned with the common core state standards. The teacher locates and uses multiple resources to expand subject matter beyond manuals, texts, and curriculum guides.	1. Lesson plans 2. Unit plans that include multiple cross-curricular resources 3. Evidence of supporting common core state standards work in district committees and Professional Learning Communities 4. Notes planning meeting 5. Observation notes
b. The teacher uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.	The teacher knows the content appropriate to the learner needs and selects meaningful instructional objectives aligned with those students' learning needs. The teacher provides	1. Assessments 2. Evaluator observation notes 3. Lesson plans 4. Differentiated student work samples

Criteria	Descriptor	Evidence
	significant, challenging, varied, and appropriate learning goals designed to meet the learning needs of each student. The teacher knows when it is appropriate to use adaptations and accommodations to meet individual student needs, including curriculum compacting, enrichment, and acceleration. The teacher uses appropriate assessment techniques to assess the learning experiences provided in the classroom. Technology is integrated to achieve student learning targets.	5. Proficiency scales with embedded learning targets 6. "I can" statements with success criteria for student learning 7. Standards-based assessments that give students opportunity to demonstrate performance at all levels on a proficiency scale
c. The teacher relates ideas and information within and across content.	The teacher organizes curricular materials to facilitate understanding of central themes, concepts, and skills. The teacher knows the content taught at grade levels below and above the current grade level taught and interrelates ideas and information within and across curricular areas to assist or facilitate student understanding. The teacher uses multiple questioning techniques for student inquiry within and across disciplines and knows when appropriate technology can be used to assist student application of knowledge and skills across content areas.	1. Integrated and/or inquiry unit plans 2. Lesson plans that include possible questioning sequences 3. Video of lessons that include evidence of questions that progress in complexity 4. Vertical Professional Learning Community discussions
d. The teacher understands and uses instructional strategies that are appropriate to the content area.	The teacher knows when and how a variety of instructional strategies can be used in the content area to improve student learning and uses those strategies as appropriate. The teacher also knows which strategies are developmentally appropriate for various groups of students and applies that knowledge as needed. The teacher integrates the use of technology as an instructional strategy when it	1. Lesson plans that includes evidence of instructional strategies 2. Student work samples that includes the use of technology

Criteria	Descriptor	Evidence
	supports and enhances learning for the content area.	

Standard 3: Demonstrates competence in planning and preparing for instruction.

Criteria	Descriptor	Evidence
a. The teacher uses student achievement data, local standards, and the district curriculum in planning for instruction.	The teacher designs and uses a variety of instructional strategies and classroom materials that align with local content standards, benchmarks, and district curricular expectations. The teacher uses these local content standards and benchmarks to determine what students should know and be able to do. The teacher analyzes individual student and classroom achievement data to determine the sequencing of and adjustments to instructions.	1. Lesson plans documenting the use of student data to drive instruction and student learning outcomes 2. District-wide assessment results 3. Classroom/grade-level formative and summative assessments 4. Photos of student successes 5. Survey results of student responses to classroom climate 6. Observation notes, videos, websites, etc. 7. Evidence of Professional Learning Community work
b. The teacher sets and communicates high expectations for social, behavioral, and academic success of all students.	The teacher establishes classroom goals for social, behavioral and academic success and develops classroom routines to support these goals. The teacher provides timely feedback to students and routinely assesses their progress toward these goals.	1. Family letters or surveys 2. Lesson plans 3. Variety of project choices for a lesson 4. Classroom expectations (Positive Behavioral Interventions and Supports) 5. Samples of feedback forms
c. The teacher uses student developmental needs, background, and interests in planning for instruction.	The teacher seeks ad collects information to understand students' needs and interests for use in planning and designs and uses lessons and units that provide for varied student learning needs. The teacher incorporates multiple levels	1. Observable teaching techniques- cooperative learning, projects, presentations, etc. 2. Copies of lesson plans reflecting differentiation of instruction 3. Student evaluation of completed project

Criteria	Descriptor	Evidence
	of thinking and conceptualization into planning for instruction and incorporates multiple mechanisms for students to attain knowledge and skills in varied modalities.	4. Photos and/or video of students engaged in learning activities 5. Observation notes 6. Student interest surveys
d. The teacher selects strategies to engage all students in learning.	The teacher knows or actively seeks instructional strategies that produce increased student learning. Lesson plans incorporate a variety of effective instructional strategies, facilitation techniques, and classroom activities that actively engage students in learning. The teacher organizes content in a manner that facilitates each student's construction of his or her learning and incorporates inquiry methods to encourage critical and creative thinking. The teacher differentiates instruction to meet student learning needs based on the assessment of student progress.	1. Observation of integrating technology to advance student learning goals 2. Evidence of technology-based lesson plans 3. Technology usage that supports student engagement in a learning environment 4. Examples of strategies used within lesson plans 5. Observation notes 6. Bibliography of resources used in planning 7. Photo documentation 8. Field trip summaries 9. Observation of community speaker utilization
e. The teacher uses resources, including technologies, in the development and sequencing of instruction.	The teacher integrates resources in developing and sequencing instruction that are appropriate to the content, to curriculum alignment, and to students' prior learning. The teacher uses challenging resources that are mentally, visually, aurally, ad kinesthetically stimulating and integrates the use of technology as a curricular support when appropriate. The teacher assesses students' use of technological resources before integrating into student expectations.	1. Teacher to student communication tools (i.e., Google Classroom, Blackboard, etc.) 2. Bibliography of online resources used with students 3. Content integration using technology 4. Lesson plans outlining the resources that will be utilized during instruction 5. Potential planning protocols from working with an instructional coach

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

Criteria	Descriptor	Evidence
a. The teacher uses research-based instructional strategies that address the full range of cognitive levels.	The teacher incorporates differentiated instructional strategies that are effective for students at varied cognitive levels and is able to adjust strategies during instruction to meet individual student learning needs. The teacher uses questioning techniques that foster classroom discussion to increase student knowledge and skills and monitors students' learning.	1. Observable use of accommodation and modification 2. Copy of instructional decision making plans 3. Student work showing evidence of positive results 4. 504, IEP accommodation plans 5. Use of various strategies for the same content
b. The teacher aligns classroom instruction with local standards and district curriculum.	The teacher works collaboratively to support the common core state standards and performance assessments for student achievement. The teacher implements classroom instructional strategies that align with the common core state standards across all content areas.	1. Examples of student work 2. Examples of research reviewed and used 3. Teacher self- assessment 4. Workshop implementation 5. Logs and evaluator observation notes 6. Lesson plans 7. Evidence of Professional Learning Communities – logs, instructional coach collaboration, etc.
c. The teacher demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.	The teacher uses appropriate curriculum, instruction, and assessments to accommodate individual needs and uses analysis of student learning before, during, and after instruction to make instructional decisions. The teacher adjusts instructional strategies as needed to meet student learning needs for intervention, differentiation, and extension for standards and benchmarks attainment. The instruction is paced to optimize effective learning by all students, provide clear directions, provide timely feedback and use spontaneous events as a teaching and learning opportunity. Evidence of formative	1. Student work samples 2. Photos of students engaged in their work 3. Surveys results from students 4. Evidence of teacher being involved in a coaching cycle 5. Sample of formative assessments and lesson plans showing change based on the assessments 6. Interventions – individual and small group and class-wide 7. Lesson plans 8. Observation notes

Criteria	Descriptor	Evidence
	assessment to gauge student learning and prepare adjustments.	
d. The teacher engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.	The teacher uses individual, cooperative, and whole class instruction to promote maximum student participation and uses instructional materials that are mentally engaging to the student. The teacher invites outside resources, or uses alternative spaces to engage students.	1. Student interview data 2. Providing social activities 3. Parent input about student 4. Student work samples 5. Lessons with choices for student 6. Evidence of the use of outside-the-classroom spaces and field trips 7. Guest speakers
e. The teacher connects students' prior knowledge, life experiences, and interests in the instructional process.	The teacher draws on the prior knowledge, life experience, interest and language of students during instruction. They identify for learners the connections and potential applications of curriculum to real-life issues and problems. The teacher provides opportunities for the student to identify connections between curriculum and real-life problems. The teacher guides discussion and assigns in-class and homework tasks that provide students with links or transition to life experiences and interests.	1. Guest speakers 2. Lesson plans 3. Student research projects with a variety of presentation formats being observed 4. Website developed by teacher and/or students
f. The teacher uses available resources, including technologies, in the delivery of instruction.	The teacher provides classroom settings and activities that are mentally, visually, aurally, and kinesthetically stimulating and uses resources that are appropriate to the content and to students' prior learning. The teacher encourages students' use of technological resources and integrates the use of technology as an instructional support when appropriate.	1. Use of manipulatives and/or tablets and/or laptops 2. List of website/tutorials used in class 3. Teacher-created website 4. Administers learning management system, like Google Classroom

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

Criteria	Descriptor	Evidence
a. The teacher aligns classroom assessment with instruction.	The teacher uses instructional strategies that are effective for students at varied cognitive levels and is able to adjust strategies during instruction to meet student learning needs. The teacher uses questioning techniques that foster classroom discussion to increase student knowledge and skills and monitors students' learning. The teacher uses formative assessments that support and inform instruction. Instruction prepares students to perform the related assessment.	1. Observable use of accommodation and modification 2. Copy of instructional decision making plans 3. Student work showing evidence of positive results 4. 504, IEP accommodation plans 5. Sample of instruction aligned to assessment 6. Creation of formative assessments by Professional Learning Community
b. The teacher communicates assessment criteria and standards to all students and parents.	The teacher works collaboratively to support the Iowa Core Content Standards and performance assessments for student achievement. The teacher implements classroom instructional strategies that support the achievement the Iowa Core Content Standards. The teacher shares the Iowa Core Content Standards with students and parents.	1. Examples of student work 2. Examples of research reviewed and used 3. Teacher self- assessment 4. Workshop implementation 5. Logs and evaluator observation notes 6. Lesson plans 7. Website developed and maintained by the teacher 8. Photos of classroom posters and other visuals
c. The teacher understands and uses the results of multiple assessments to guide planning and instruction.	The teacher uses appropriate curriculum, instruction, and assessments to accommodate individual needs and uses analysis of student learning before and after instruction to make instructional decisions. The teacher adjusts instructional strategies as needed to meet student learning needs for remediation, differentiation, and extension for Iowa Core Content Standard attainment. The instruction is paced to optimize effective learning by all	1. Student work samples 2. Examples of multiple formative student assessments 3. Examples of student assessment options aligned with the Iowa Core Content Standards 4. Photos of students engaged in their work 5. Surveys results from students 6. Lesson plans 7. Observation notes

Criteria	Descriptor	Evidence
	students, provide clear directions, clarify when students are confused and use spontaneous events as a teaching and learning opportunity. The teacher uses varied dates point, like formative assessments, to assess student progress and guide instructional adjustments.	
d. The teacher guides students in goal setting and assessing their own learning.	The teacher guides students in the use of their achievement data to set goals. The teacher provides tools to assist students in assessing their own learning. The teacher models goal setting for individual student, small group and/or whole class goal setting.	1. Student interview data 2. Providing social activities 3. Parent input about student 4. Student work samples 5. Lessons with choices for student 6. Metacognition practices 7. Samples of individual, small group and/or whole class goals
e. The teacher provides substantive, timely, and constructive feedback to students and parents.	The teacher provides quality feedback using student-friendly language that is clear, concise, and familiar. To ensure learners make further progress the teacher monitors how students act on their feedback and articulate their next steps. Communicates constructive and frequent feedback on student learning to students, parents, and other stakeholders.	1. Examples of verbal student feedback 2. Written responses to student work 3. Samples of student progress reports 4. Samples of behavior charts or daily reports
f. The teacher works with other staff and building and district leadership in analysis of student progress.	The teacher collects valid and reliable student achievement data. The teacher collaborates with building and district leadership teas to analyze student achievement and progress within a Multi-tiered System of Support approach using data. The teacher works within a Professional Learning Community to create and use formative assessments.	1. Professional Learning Community agenda and minutes 2. Process for monitoring student progress 3. Analysis of formative assessment results

Standard 6: Demonstrates competence in classroom management.

Criteria	Descriptor	Evidence
a. The teacher creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.	The teacher creates and communicates clear expectations for individual student interaction, engagement, and self-regulation. Students are taught to become responsible and self-directed, consistent with students' developmental needs. The teacher encourages collaboration and self-reliance and interacts with students in a respectful and appropriate manner and creates a classroom with a climate of respect for all.	1. Expectations posted in classroom 2. My job and/or your job chart posted 3. Photos of agreements posted
b. The teacher establishes, communicates, models, and maintains standards of responsible student behavior.	The teacher clearly communicates guidelines for responsible student behavior and instructs students about behavioral expectations and appropriate social skills. The teacher maintains consistent and clear expectations and accountability and models positive social skills to students while providing opportunities for students to practice those skills.	1. Rules/expectations posted 2. Classroom agenda/calendar posted 3. Classroom contract/constitution posted 4. Elements of first three observable 5. Substitute folder available
c. The teacher develops and implements classroom procedures and routines that support high expectations for student learning.	The teacher consistently implements management techniques that create an engaging learning environment and make behavioral modifications in specific situations to support individual learning needs. The teacher develops and implements schedules, timelines, procedures, and routines to support high expectations for learning.	1. Students on-task – Observable 2. Smooth transitions – Observable 3. Observation notes 4. Posted Procedures and evidence that students understand and demonstrate the procedures
d. The teacher uses instructional time effectively to maximize student achievement.	The teacher develops and implements classroom procedures and routines that optimize learning time. Instructional time is used	1. Student behavior – observable 2. Charts such as my job/your job posted 3. Time audits

Criteria	Descriptor	Evidence
	effectively and productively for maximum student engagement with tasks.	
e. The teacher creates a safe and purposeful learning environment.	The teacher creates a classroom setting that is safe and provides an accessible learning environment for all students. They insist upon fairness and respect as elements in each interpersonal relationship and encourage each student to be self-reflective. The teacher provides learning opportunities for students to become responsible, self-reliant, and collaborative. They create opportunities for students to make decisions appropriate to students' developmental levels.	1. Observation of positive student-teacher interactions 2. Observation of students engaged in the work of learning 3. Classroom posters defining such things as fairness, respect, resilience, etc.

Standard 7: Engages in professional growth.

Criteria	Descriptor	Evidence
a. The teacher demonstrates habits and skills of continuous inquiry and learning.	The teacher actively pursues opportunities for learning embedded in daily experiences and engages in formal learning opportunities to increase his/her repertoire of knowledge and skills. Responsibility is accepted for his/her mental, physical, and social well-being. The teacher routinely reflects on his/her practices. There is a habit of reading current educational journals and other professional literature.	1. Lesson plans showing co-teaching 2. Peer evaluation 3. Evaluator observation of co-teaching 4. Engages productively in Professional Learning Community 5. Shares insights with colleagues in collaborative settings 6. Willingly seeks support as needed 7. Willingly works with an instructional coach/teacher leader
b. The teacher works collaboratively to improve professional practice and student learning.	The teacher collaborates with others to improve their teaching and their students' learning and	1. Innovative research-based lessons – observation notes

Criteria	Descriptor	Evidence
	supports joint efforts for the improvement of instruction. The teacher contributes experience and ideas toward the continuing development of the school/district as a learning community and builds relationships that enable them to become valuable members of the school community. The teacher plans lessons, rehearses strategies, demonstrates strategies, and observes with a mentor and/or peer coaching mentor.	2. Presentation of knowledge to groups 3. Teacher journal entries showing reflective teaching. 4. Engages productively in Professional Learning Community 5. Shares insights with colleagues in collaborative settings 6. Engages actively in professional development opportunities 7. Seeks out opportunities to learn with others 8. Willingly works with an instructional coach/teacher leader
c. The teacher applies research, knowledge, and skills from professional development opportunities to improve practice.	The teacher integrates his/her working knowledge of psychology (human development and motivation), sociology (organizational membership), pedagogy (instructional strategies) and subject matter to construct a coherent educational philosophy. Research ideas, knowledge, and skills are tried in the context of best practices. The teacher monitors the implementation and effect of using new learning within the classroom.	1. Show growth in student achievement 2. Individual professional development plans 3. Observation notes from evaluator 4. Gathers and shares implementation data 5. Seeks assistance from others to improve practice
d. The teacher establishes and implements professional development plans based upon the teacher's needs aligned to the Iowa teaching standards and district/building student achievement goals.	The teacher collaborates in the development of their own professional development plan to meet district/building goals. Suggestions are elicited about their teaching and adapt their teaching to new ideas, findings, ideals, and theories. The teacher routinely participates and contributes to collective study with colleagues in order to implement district career plans and uses data about student performance and his/her practice to design individual career development plans.	1. Well-developed individual professional development plan is created, implemented, and annually reviewed 2. Teacher collaboration notes 3. Professional Learning Community minutes showing use of student data to drive conversations 4. Evidence of self-reflection and improvement are shared

Criteria	Descriptor	Evidence
e. The teacher 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.		1. Multiple assessment data used to inform instruction 2. Engages productively with Professional Learning Community 3. Invites support and guidance from instructional coach/teacher leader and others in administering and understanding assessment measures.

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

Criteria	Descriptor	Evidence
a. The teacher adheres to board policies, district procedures, and contractual obligations.	The teacher demonstrates professional commitment and respects the contractual requirements of his/her employment. The teacher adheres to district policies and procedures, including but not limited to documentation of student learning reports, accounting, and communication. The teacher works in conjunction with other school employees to understand board policies and practices and their implementation around complex situations.	1. Evaluator observable notes 2. Documentation of mandatory training 3. Collaboration with other school employees around complex situations 4. Explicit connections between policies, procedures, and teacher practice 5. Meets contractual obligations
b. The teacher demonstrates professional and ethical conduct as defined by state law and district policy.	The teacher presents himself/herself to the school and community in a manner that elicits respect and complies with state laws defining the profession and in a manner that elicits respect, allowing for meaningful relationships with students, families, and colleagues.	1. Completion of online ethics module 2. Professional conduct that aligns to district policies 3. Engages with colleagues and students in professional manner

Criteria	Descriptor	Evidence
c. The teacher contributes to efforts to achieve district and building goals.	The teacher participates in professional development opportunities to improve achievement of district and building goals. They initiate sharing of ideas with colleagues and contribute to school-wide events and learning activities.	1. Participates in staff functions 2. Student work samples 3. Observation notes 4. Professional Learning Community agenda and minutes 5. Committee membership and activity minutes 6. Engages in professional development
d. Demonstrates an understanding of and respect for all learners and staff.	The teacher respects different values and beliefs other than one's own and works to ensure that all students are treated fairly. The teacher demonstrates cultural competence in engaging students and families.	1. Evidence of translation of school and/or teacher notes into native language of families 2. Evidence of incorporating family values, traditions and culture into classroom and learning experiences 3. Works to address issues of equity 4. Instructional strategies align to the needs of all learners
e. Collaborates with students, families, colleagues, and communities to enhance student learning.	The teacher values and respects others' roles in student learning and welcomes their participation in the teaching process. They build trusting relationships with students, colleagues, and families that are student-centered and conducive to learning. The teacher reaches out to others proactively to establish positive relationships and rapport especially in challenging situations.	1. Evidence of home visits 2. Evidence of involving others in behavior plans, transition plans and generalizing behavior and learning 3. Documentation of communication with a team concerning a challenging situation 4. Engages productively in parent communication and parent-teacher conferences

Model 3-Tiered Teacher Evaluation Framework

Tier 1: Beginning Teacher

Who: New beginning or new experience teacher

Purpose: Understanding and demonstrating the Iowa Teaching Standards

Process: Mentoring and induction; Collection of evidence related to the Iowa Teaching Standards; Regular observations and feedback by a trained evaluator; Comprehensive evaluation to determine licensure

Tier 2: Career Teacher

Who: All career teachers who demonstrate competence in the Iowa Teaching Standards

Purpose: Ongoing professional growth; Continuous implementation of the Iowa Teaching Standards

Process: Continuous review and documentation of evidence to support performance review every 3-years; Collaborative development of an individual professional development plan; Ongoing reflection and feedback on the individual professional development plan

Tier 3: Intensive Assistance

Who: Career teacher deficient in one or more Iowa Teaching Standards

Purpose: Enable a career teacher an opportunity to seek assistance in meeting the Iowa Teaching Standards; Provide a structured process for supporting and directing assistance related to the Iowa Teaching Standards

Process: Phases include awareness and assistance; Develop and implement professional assistance plan for no longer than 12 months; Ongoing evaluation of and feedback regarding the plan

Teacher evaluation is not an event. It is an ongoing learning opportunity that is intended to improve professional practice by engaging in peer reflection and coaching and continuous professional learning. Darling-Hammond and others (2012) have identified five attributes in high-quality, coherent and well-grounded teacher evaluation systems:

1. Common teaching standards related to meaningful student learning experiences;
2. Multi-faceted evidence linked to teacher practice, student learning and professional practices;
3. Well trained, knowledgeable and skilled evaluators that understand instruction;
4. Meaningful and useful coaching and feedback connected to professional development opportunities; and
5. Peer review and collaboration that promotes reflection and continuous improvement.

[Creating a Comprehensive System for Evaluating and Supporting Effective Teaching, SCOPE, 2012]

Teacher evaluation should provide opportunities for teachers at different developmental stages to be involved in processes and activities appropriate to their experience and expertise. Most importantly, the evaluation should promote professional development focused on improving student learning linked to building and district student achievement goals.

The Model Teacher Evaluation Framework is intended to depict an example of how a school district/area education agency embed and support the Iowa Teaching Standards and Criteria and above-mentioned attributes in a local teacher evaluation system. The model framework should serve as a guide to support the development and implementation of a quality teacher evaluation system. School districts/area education agencies will need to determine local policies, procedures and processes to ensure the appropriate use of the standards and criteria.

To assist local districts in designing and maintaining an effective teacher evaluation system, the Model Teacher Evaluation Framework outlines a basic 3-tiered approach to evaluation. A summary of each tier and a visual provides clarity about the tiers in regards to who, the purpose, the process, and additional resource.

Tier 1- Beginning Teacher Evaluation

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. The procedures, processes, and relationships established and maintained within Tier 1 should assist new teachers in developing professionally and personally, promote a professional environment that encourages teachers and administration to understand the importance and usefulness of evaluation, and support the practice of personal and peer reflection and continuous professional learning. Local districts must also develop and/or coordinate a local beginning teacher mentoring and induction program [Iowa Code 284.4; IAC 281—83.3(1); IAC 281—83.3(2)] to enhance the success of beginning teachers in the classroom.

Tier 1 is specifically designed for beginning teachers (i.e., possessing an initial teacher license); however, districts are encouraged to include newly hired veteran teachers during their first two years in the district. By having them involved in Tier 1, the teachers would 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.

It is essential for Tier 1 participants 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. The beginning teacher's involvement in these efforts should be adjusted to accommodate the demands of participating in mentoring and induction and the work load of a beginning teacher.

The district's teacher quality committee is responsible for developing model evidence for the Iowa Teaching Standards and Criteria. [Iowa Code 284.4(1b); IAC 281—83.7(2)] Therefore, the committee must determine what evidence (data, activities, etc.) provides sufficient information and experiences that will serve multiple purposes in Tier 1. In the review of best practices in teacher evaluation, three components were articulated:

1. Standards-based evaluation practices (observation, video clips, lesson plans, classroom assessments, etc.),
2. Evidence of teachers' contributions to the work of their colleagues and the school as a whole, and
3. Evidence of teachers' contributions to student learning through multiple sources.

[Creating a Comprehensive System for Evaluating and Supporting Effective Teaching, SCOPE, 2012]

These types of data are interrelated and should be considered equally in the review of the teacher's practice. Traditionally, observations, portfolios or other types of review have been used to demonstrate an understanding of the Iowa Teaching Standards and Criteria. A sample document (See Guidance for Using Model Descriptors and Evidence, p. 10-23) has been designed around those approaches; however, districts and the teacher quality committee are encouraged to be innovative in their design.

Tier 1 Activities:

- Pre-Evaluation Information – Building administrator (evaluator) meets with all beginning teachers within the first month of employment to discuss the district's beginning teacher evaluation plan and expectations, including a copy of the Iowa Teaching Standards and Criteria. The beginning teachers should also be provided copies of the evaluation guidelines and forms.
- Observations – The evaluator conducts three formal observations for each beginning teacher in year one and two with dates aligning with the local board educator evaluation policy. The observation cycle includes a pre-observation conference, the classroom observation, and a post-observation conference. The teacher completes any necessary pre- and post- observation forms and needs to be ready to share and discuss with the evaluator at the corresponding conferences. Additional observations may be conducted at the discretion of the evaluator.
- Informal Observations – Informal observations may be used at the discretion of the administrator to gather further evidence regarding the Iowa Teaching Standards and Criteria. These observations may include unannounced classroom observations or walkthroughs, professional behaviors in a variety of settings, involvement in extracurricular district activities, etc.
- Portfolio – The professional portfolio provides a beginning teacher an opportunity to collect individualized, credible, and factual evidence for evaluation and feedback purposes during the first and second year. The portfolio needs to serve as a catalyst to demonstrate substantive growth in the areas of teaching, philosophy, methods, and professional goals. An evaluator looks for concise, selective, evidence-based information from multiple sources that support the Iowa Teaching Standards and Criteria. During regularly scheduled conferences, the evaluator and teacher review and discuss the portfolio. The teacher may use the portfolio to reflect on the skills learned as part of the district's mentoring and induction program.
- Summative Conference – The licensed evaluator conducts a summative conference with the first-year teacher on or before the date articulated in local school board policy. The conference provides the teacher with a performance review based on the Iowa Teaching Standards and Criteria to include feedback and explanation from evidence gather through formal and informal evaluation activities conducted during year one.
- Comprehensive Evaluation – The licensed evaluator conducts a comprehensive evaluation with a second-year teacher on or before the date articulated in local school board policy. A written evaluation includes the evaluator's licensure recommendation for the teacher or a recommendation for continued participation in the district's mentoring and induction program that should not exceed one year. The school district uses the comprehensive evaluation provided by the Iowa Department of Education [See Appendix 3a and 3b]. (IAC 284.3, subsection 2, Code Supplement 2001)
- Individual Professional Development Plan – The evaluator and teacher meet in the first month of year three to cooperatively design an individual professional development plan. The plan focuses on areas of the Iowa Teaching standards and Criteria that the evaluator and the teacher have jointly determined ongoing skill development needed in particular teaching standards and criteria and to achieve student achievement goals of the attendance center.

Tier 2: Career Teacher Evaluation

Given that most teachers in a district are neither beginners or in need of assistance, Tier 2 becomes the dominant strand within a local teacher evaluation system. Tier 2 is focused on the ongoing assessment of a career teacher's mastery of the Iowa Teaching Standards and Criteria and developing and supporting the professional growth of teachers. The purpose of this tier is to provide a structured, supportive, and collaborative environment to support professional growth linked to advancing the teacher's individual professional development plan, the district's comprehensive school improvement plan, and most importantly, student learning. The evaluator has continuous responsibility of monitoring the teachers practice by using multiple alternative sources of data to include but not limited to formal and informal observations, measures of student learning, review of professional development plans, student and parent feedback, etc.

An individual professional development plan needs to emphasize a continuous appraisal of the career teacher's performance. The plan and process needs to flexible, creative, and stimulating. At a minimum, a teacher's plan should reflect the needs of the teacher, integrate the Iowa Teaching Standards and Criteria, and support the student learning goals of the attendance center. A teacher shares responsibility in developing and implementing the individual professional development plan with the evaluator and works collaboratively with colleagues in regularly monitoring and adjusting the plan. If summative and formative components of the teacher's evaluation indicate the teacher needs additional training and supports, the individual professional development plan should articulate the same skills and/or practices that are being studied collectively with other educational professionals. A team of teachers (e.g., grade-level, multi-grade, content specific, etc.) may collaboratively create, implement, monitor, and adjust a professional development plan if it suffices the same criteria as an individual professional development plan.

While developing the Tier 2 and individual professional development plan phase, local districts must address some issues:

- The relationship between formative and summative components;
- The focus, timeframe, and requirements for developing the individual professional development plans;
- The role and responsibilities of the administrator in developing, monitoring, and supporting the plans; and
- The appropriate ways to provide the necessary documentation and feedback.

  [Danielson, McGreal, Burke, and Beerens]

An individual professional development plan template [See Appendix 5a-5c] has been created to illustrate the alignment to district efforts and how these issues may be addressed within the Iowa Model Educator Evaluation System.

An evaluator needs to be satisfied that the plan addresses the building and/or district student learning goals and supports the Iowa Teaching Standards and Criteria. Individual or team professional development plan is reviewed, refined, and finalized annually and according to local board policy and performance review requirements for teachers outlined in IAC 284.8(1).

Tier 2 Activities:

The following Individual Professional Development Plan activities (areas of inquiry and/or investigations) could include but are not limited to:

- Refinement of Current Practice – Address the refinement of teaching skills and strategies (e.g., questioning, motivation techniques, small group instruction, cooperative learning, etc.) that the teacher is currently using in practice. The plan is generally done individually and is typically a short-term activity (one-year).
- Acquisition of New Skills – Assumes access to resources to acquire and support new skills or knowledge (e.g., integration of technology, research-based instruction strategies for a specific content area(s), teaching for understanding, etc.). The plan may be done by an individual but most likely by a team. It needs to clearly relate to the teaching discipline and the building improvement plan. The plan would likely be for two or three years.
- Redesign/Restructuring – Articulates a rationale for change, potential student outcomes, changes in curriculum and instruction, and an evaluation scheme. This plan requires additional resources, time, and district commitment. A redesign/restructuring plan is primarily a team activity that spans two or three years and connects directly to a building or district initiative (e.g., technology, personalized learning, multi-grade classrooms, standards-based grading, etc.).
- Development of Curriculum/Program – Three potential directions:
  - Deepening – Addresses moving curriculum coverage to a deeper level (i.e., focusing on themes rather than linear facts). Individuals or teams may engage in this work that generally spans one to three years.
  - Integrating – Focuses on developing integrated lessons and courses. A team approach is suggested with work spanning two to three years.
  - Engaging – Develops materials and activities with a focus on engaging students more in the work of the classroom. Individuals or teams may engage in this work that generally spans one to three years.
- Monitoring Student Outcomes/Progress – Addresses the development of new and/or alternative assessments that measure or describe student learning. The work may include collecting, interpreting, and disaggregating of student achievement data. An individual or team approach may be used spanning one to three years.
- Special Populations/Opportunities to Learn – Focuses on developing new or alternative learning opportunities for special needs students (e.g., gifted, at-risk, special education, etc.). An individual or team approach may be used spanning one to three years.
- Completing Requirements for Licensing Endorsements – Assists a teacher not fully licensed in an endorsement needed to instruct students in the teacher's educational setting.

Other Potential Strategies and/or Activities **Not limited to any combination of the following**		**Potential Products** **Not limited to any of the following**	
Action Research	Workshops/Conferences	Student Portfolios	Curriculum Units
Coaching	Visitation of Model Programs	Videotapes of lessons	Performance Assessments
Videotaping	Lesson Designs	Study Groups	Reflective Journal
Study Groups	Classroom Observations	Case Study Analysis	Professional Portfolios
Mentoring	Teacher Academies	Student Inventories	Published Work
College Courses	Peer Observations/Conferences		
Simulations	Virtual Networking		
Shadowing Experiences	Professional Dialogue		

As an individual professional development plan reaches closure, two separate actions occur. The first action (a formative component) is the creation of a written review of the progress and the outcomes of

the plan. The written review is the responsibility of the individual teacher or team with the support of the evaluator. [A proposed outline for the structure of the written review is found in Appendix 3a.] The teacher or team should be prepared to discuss the written review and share results and/or products related to the plan. The district is encouraged to develop criteria that allows the teacher or team to demonstrate the quality, progress, involvement, etc. in the plan. A copy of the individual professional development plan and the subsequent written review should be placed in the individual teacher's district file.

The second action (a summative component) involves the evaluator writing an evaluation of the teacher or each member of the team. The evaluator needs to engage in the continuous collection of evidence during the period of time articulated in the individual professional development plan. The written evaluation is then based on multiple sources of evidence related to the Iowa Teaching Standards and Criteria and local district expectations garnered by the evaluator. Although a plan may be written for one-, two-, or three-years, a summative evaluation must occur every three years as stipulated in Iowa Code 284.3. The written evaluation then needs to be presented to and discussed with the teacher. [Suggested templates are included in Appendix 3a.]

Tier 3: Intensive Assistance Plan

The purpose of the Intensive Assistance Plan is to provide organizational support and assistance to career teachers who are not meeting the Iowa Teaching Standards and Criteria. The existence of this plan makes it possible for Tier 2 to focus on professional growth rather than remediation. In designing Tier 3, local districts should continue to focus on quality assurance, with support, that is expected to characterize the beginning teacher plan (Tier 1) and the individual professional development plan (Tier 2). The Intensive Assistance Plan demonstrates the district's commitment to quality teaching by providing a structured and supported system of assistance to ensure that every career teach is meeting the Iowa Teaching Standards and Criteria. The decision regarding implementation of Tier 3 should be collaborative; however, it may be directive.

The Intensive Assistance Plan is further defined within Iowa Code section 284.8 and further explained in Iowa Administrative Rule 83.5(3). Specifically, if a supervisor or evaluator determines that a teacher's performance is not meeting the district expectations, the teacher will participate in an intensive assistance program. Once the teacher completes the intensive assistance plan, the evaluator re-evaluates the teacher's performance and evidence and makes the determination if the teacher successfully completed the program. If the teacher was not successful, the local school board may immediately terminate the teacher's contract, terminate the contract at the end of the school year, or continue the contract for no more than one year. If a teacher has previously participated in an Intensive Assistance Plan related to the Iowa Teaching Standards and Criteria, he or she may not participate in another intensive assistance program related to the same standards or criteria. The program and its implementation are not subject to negotiation or grievance procedures. A Tier 3 plan may begin at any time. Given the nature of the plan, confidentiality is expected by all parties.

Tier 3 defines two phases – Awareness and Assistance:

1. Awareness Phase

   In the awareness phase, the evaluator identifies a problem relating to the Iowa Teaching Standards that is characteristic of a teacher's performance rather than anomaly. The evaluator needs to contact the teacher in writing, identifies the specific Iowa Teaching Standard(s) of concern, collaboratively develops a plan to resolve the problem, and schedules periodic meetings (not to exceed three months) with the teacher to discuss progress and potential barriers related to plan. While the teacher and evaluator attempt to resolve the problem, the

teacher remains in Tier 2 and works on the Individual Professional Development Plan. At the conclusion of plan, the evaluator will review the progress and evidence to make one of the following recommendations:

- The problem is resolved and the teacher is removed from the Awareness Phase and continues to work within Tier 2.
- If the issue is not resolved, the teacher is notified in writing and placed into the Assistance Phase. Placement in the Assistance Phase suggests that activities regarding the Individual Professional Development Plan would be suspended at the recommendation of the evaluator.

2. Assistance Phase

   After the final meeting of the Awareness Phase and determination is made to move to the Assistance Phase, a letter is sent to the teacher to formally notify him/her of placement. A copy of the letter is forwarded to the Superintendent and placed in the teacher's personnel file. A teacher may request assistance for the local teacher association. A meeting is held between the teacher and evaluator to develop an Assistance Plan that includes a problem statement related to one or more of the Iowa Teaching Standards and a specific growth promoting goals that are measurable, action-oriented, realistic, and time-bound. A plan needs to identify and apply strategies needed to achieve the goals, establishes reasonable timelines for strategic actions, and aligns specific criteria for evaluating the successful completion of the plan.

   A team of professionals, who have the knowledge and skills to assist the teacher in improving his/her performance, may be identified. The team may contribute to the development of the Assistance Plan, but they may not identify the standards by which the teacher is placed on intensive assistance or conduct the summative evaluation of the teacher. The designated and trained evaluator are responsible for conducting those actions

   At the end of the Assistance Plan's timeframe, one of three recommendations are made by the evaluator at the conclusion of the summative evaluation:

   - The problem is resolved. The teacher is removed from the Assistance Phase and returns to Tier II and the activities regarding the Individual Professional Development Plan.
   - Progress is noted and work continues in the Assistance Phase. The timeline is extended but may not exceed twelve months according to Iowa law.
   - No progress is noted to resolve the problem. Actions are taken by the evaluator and the district to move towards a recommendation for non-renewal of the contract or immediate termination.

A sample awareness phase, assistance phase, and final summary [See Appendix 6a – 6e] forms have been created to assist local districts.

Individual Educator Professional Development Plan

The Individual Educator Professional Development Plan (IEPDP) is intended to support the professional growth of individual educators as part of a district's focus on improving student learning. State of Iowa legislation requires each public-school district in Iowa have individual educator professional development plans in place for all career educators.

Iowa Administrative Rules – 281—83.6(284) and 281—83.12(284A) – outline the requirements for an IEPDP as follows:

- Each individual educator professional development plan shall align to the fullest extent possible with the district professional development plan.
- The purpose of the IEPDP is to promote individual and collective professional development.
- At a minimum, the goals for an IEPDP must be based on relevant Iowa Teaching Standards or the Iowa Standards for School Leaders that support the student achievement goals of the attendance center and school district or area education agency, as appropriate, as outlined in the comprehensive school improvement plan, and the needs of the educator.
- The goals shall go beyond those required under the attendance center/district professional development plan. The learning opportunities provided to meet the goals of the IEPDP include individual and collaborative study of district- or area education agency-determined content to the extent possible.
- The IEPDP shall be developed by the educator in collaboration with the educator's evaluator.
- An annual meeting shall be held between the educator and the evaluator to review the goals and refine the plan.

The IEPDP for a career educator may be congruent with the district- and building-level professional development plans, and the process described in the Iowa Professional Development Model (IPDM) may be used simultaneously to implement plans across all levels. Individual plans should address the district and building goals by extending collective learning to refine the educator's knowledge and skills. Individual plans are also intended to individualize the learning to address other standards and criteria as needed to build the educator's capacity to enhance student learning.

The purpose of quality professional development is to accomplish transfer of newly learned knowledge and skills throughout the educational system. To accomplish the district and/or building goals of improving learning for all students, all educators need to engage in professional growth to develop their practices. Educators learn best when they have frequent opportunities for engagement with colleagues in solving problems and learning new knowledge and skills that represent collective concerns.

As described in the rules, the educator's plan for professional development is to be crafted collaboratively with the educator's evaluator. The intent of this requirement is that the development and maintenance of the IEPDP be a collaborative process in which the educator and the evaluator work together to design an individual plan that will build the capacity of the educator and contribute to the overall professional learning goals established for the building and/or the district.

The Educator Quality Program states that goals must be based on the building-/district-level professional development plan. The rules require that the IEPDP also include goals that go beyond building-/district-level professional development priorities. In keeping with the Iowa Professional Development Model and the requirements for the individual plans, it is necessary to use data to determine goals for the educator's professional growth. The educator and the evaluator should look at the analysis of student learning data, the goals for the district professional development plan, and the goals established for the building-level professional development plan. Information about the educator's needs related to their respective professional standards (Iowa Teaching Standards or the Iowa

Standards for School Leaders) should be considered when deciding on the most important knowledge and skills to work on.

When professional growth for educators is based on district- and building-level student learning data, and student achievement goals, it is likely that the IEPDP for the career educator will focus on learning the knowledge and skills that address the priorities established in the district and building professional development plans, with specific refinement or extensions that personalize those district and/or building professional development priorities. For many educators, goals beyond the building- and/or district-level priority will add onto or complement the existing professional development priorities, because the same data used to set the building and/or district goal are used as the rationale for the individual goal. The learning opportunities for goals beyond the district and/or building goal should help the individual to apply what is being learned through the collective professional development and add to his or her repertoire in related content, pedagogy, or both. This type of plan will readily meet the requirement that the educator's individual plan align to the fullest extent possible with the district or school professional development plan.

For some educators, the data analysis and dialogue with the evaluator will suggest an additional area of need that is not related to the district- or building-level professional development goals. Goals for these educators will include learning about the district and/or building priority plus another area of focus. Goals that add another area of focus must be based on the educator's needs and on the relevant professional standards (Iowa Teaching Standards or the Iowa Standards for School Leaders) that support the student learning goals of the building and/or district (or area education agency). Information about the educator's strengths and needs gathered from the evaluation process is a useful source of data to help identify professional learning needs to address the professional standards.

Suggested Steps for Developing an Individual Educator Professional Development Plan

❑ Initial data analysis

Educators work collaboratively with the administrators and the professional development leadership team to:

- Review district, building, and classroom level student data
- Review the district- and building-level professional development plans
- Review the professional standards (i.e., Iowa Teaching Standards, Iowa Standards for School Leaders, etc.)

❑ Individual reflection and self-assessment to set goals

The educator uses the information gathered in the initial data analysis and extends the process:

- What do I need to learn to extend, refine, support, etc. my knowledge and skills in the identified goal area?
- What do I need to do to increase my application of these skills?
- Who might have similar individual goals that might work with me to extend my knowledge and skills?
- Have I gotten feedback and/or examined data from multiple sources that suggest my effectiveness in one or more of professional standards requiring attention and support? If yes, what knowledge and skill(s) do I need to acquire?
- What should I study and practice?
- Is this content and/or pedagogy research-based?

- Do my goals address specific professional standards (i.e., Iowa Teaching Standards, Iowa Standards for School Leaders, etc.)?
- How does this align with district and/or building priorities?

❑ Design the learning opportunities

Select or design ways to support the educator in learning knew knowledge and skills:

- What learning experiences would ensure that I master this priority?
- What support do I need?
- Who else can I study and learn with?
- How can I collaborate with others (e.g., plan lessons, observe others, study student work, etc.)?

❑ Indicators of success

List the indicators that will be used to document the accomplishment of the goal:

- How can I demonstrate to my evaluator that I have applied what I learned?
- How can I showcase how students benefited from this work?

❑ Establish a time line

- What is a good schedule for accomplishing my goal(s)?
- When should I share progress?

❑ Finalize the written plan

A written individual educator plan will be the product of ongoing discussion with the evaluator and possibly colleagues.

Samples and templates of IEPDP are provided in Appendix 5a – 5c.

Practitioner Collaboration and Peer Review

Practitioner collaboration and peer review are a means to enhance the education profession by providing educators opportunities to boost their practice through structured interactions with a focus on instruction. Schools and districts have implemented Teacher Leadership and Compensation (TLC), Professional Learning Communities (PLC), Authentic Intellectual Work (AIW), and other models to advance collaboration and peer review in educational setting.

In 2007, the DE released the Iowa Professional Development Model (IPDM) in an effort to establish an expectation that professional development be created, implemented, monitored, and adjusted to realize student learning gains at all levels. In 2013, the Iowa Legislature amended Iowa Code [Sections 284.6(8) and 284.8(1)] to again call for all educators to work collectively at improving teaching and leadership practice by requiring educators to engage in practitioner collaboration and peer review.

Practitioner Collaboration

In Iowa Code section 284.6(8), practitioner collaboration means the collaboration of practitioners to be intended broadly and is inclusive of teachers and school leaders working to improve instruction and, ultimately, student learning. To ensure and support regular and timely collaboration, the same Iowa Code section requires that at least 36 hours annually "outside of the minimum school day," during "non-preparation time or designated professional development time," must be used by "practitioners to collaborate with each other" or "to engage in peer review" activities.

The collaboration time or review time should not be confused with individual educator preparation time or traditional professional development, and districts should not count individual preparation time as collaboration time. Another distinguishing element of the practitioner collaboration is heavy reliance on the use of "one-to-one" or "many-to-many" collaborations among educators. It is expected that there is an authentic interaction among educators focused on instructional matters within their schools and districts. The professional learning intended in Iowa Code section 284.6(8) actively involves the educators and includes self-, peer-, or team-directed and active in nature.

Peer Review

Under Iowa Code section 284.8(1), school districts are required to conduct annual, rather than every third year, reviews of non-probationary teacher performance. The first and second years of such reviews are conducted by a peer group of teachers. The Iowa Legislature specifically prohibited peer reviews from being used as the basis for recommending that a teacher be placed in an intensive assistance program. As such, the peer review is intended for the purposes of coaching and improvement.

A peer review may be high quality when –

- Practitioners develop ownership of educator practices and move toward making its discussion and improvement more visible within the school community.
- A group of educators are analyzing, reflecting upon, and talking about their profession in an attempt to improve student learning.
- Districts use the evaluation framework as a basis for discussion, support, and planning – and not intended to inform the summative evaluation. The review should be used as an element of coaching with a focus on improvement.
- A peer review is reflective in nature by both the educator and the reviewer around their practice – openly sharing strengths, limitations, observations, etc. Reviewers should make thoughtful judgements about an educator's practice and consider each educator individually.

- Teacher leadership structures are used to promote collaboration by developing and supporting opportunities for teacher in schools to learn from each other to improve student achievement by strengthening instruction.


Teacher Evaluation
Area Education Agencies

Iowa Teaching Standards with AEA Criteria

Alternative criteria for Area Education Agency staff who meet the definition of “teacher”.

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

The staff member:

1. Uses knowledge and understanding of area education agency’s mission, goals, and strategic priorities to provide services that enhance academic performance.
2. Understands and uses knowledge of area education agency and district goals and data to provide services that enhance academic performance.
3. Participates in and contributes to a positive learning culture.
4. Communicates with students, families, colleagues, and communities effectively and accurately.
5. Uses area education agency, district, and student data as a guide for decision making.

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

The staff member:

1. Understands, communicates, and uses key concepts and best practice in fulfillment of area education agency roles and responsibilities.
2. Uses knowledge of child and adolescent development and of adult learning to make interventions and strategies meaningful, relevant, and accessible.
3. Relates professional knowledge and services within and across multiple content and discipline areas.
4. Understands and supports strategies and interventions that are best practice across content and discipline areas.

Standard 3: Demonstrates competence in planning and preparing for instruction.

The staff member:

1. Demonstrates the ability to organize and prioritize time, resources, and responsibilities.
2. Demonstrates the ability to individually and collaboratively plan and prepare professional services that address the range of district, teacher, parent, and student needs.
3. Uses district and student data to develop goals and interventions.
4. Demonstrates the flexibility to plan for professional services based on changing conditions of the work context and environment.
5. Uses available resources, including technology, to plan and develop professional services.

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

The staff member:

1. Aligns service delivery to district, teacher, parent, and student needs.
2. Provides consultation, instruction, interventions, and strategies that align with learner needs,
3. Demonstrates flexibility and responsiveness in adjusting services to meet diverse learner needs.
4. Uses and supports research-based and evidence-based practices to meet learner needs.
5. Uses available resources, including technology, to provide professional services that meet learner needs.

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

The staff member:

1. Uses appropriate assessment, data collection, and data analysis methods that support alignment of services with learner needs.
2. Works collaboratively within the learning community to establish measurable goals and to identify formative and summative methods to monitor progress and the quality of implementation.
3. Communicates the rationale and criteria of assessment and monitoring methods.
4. Elicits and provides timely and quality feedback on assessment and monitoring.

Standard 6: Demonstrates competence in classroom management.

The staff member:

1. Models respectful dialogue and behaviors within and across job responsibilities.
2. Promotes and maintains a positive, safe, and productive environment.
3. Works collaboratively and is flexible.
4. Communicates accurately and effectively.

Standard 7: Engages in professional growth.

The staff member:

1. Demonstrates habits and skills of continuous inquiry and learning.
2. Works collaboratively to improve professional practices.
3. Applies and shares research, knowledge, and skills from professional development.
4. Establishes and implements professional development plans aligned to area education agency, district, and student learning goals.

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

The staff member:

1. Adheres to board policies, area education agency procedures, federal and state rules, and contractual obligations.
2. Demonstrates professional and ethical conduct as defined by state law and area educatin agency policies.
3. Contributes to efforts to achieve area education agency goals.
4. Demonstrates an understanding of and respect for all learners.
5. Collaborates with all learners.

Educator Evaluation System for AEA Contracted Staff

Current Iowa Code and Administrative Rules do not mandate a model educator evaluation system for AEA contracted staff. Each of the current AEAs use the eight Iowa Teaching Standards for AEA professionals who meet the definition of teacher in their respective evaluation systems. The agencies have also outlined three purposes related to an effective evaluation system in an AEA system:

- Provide clear performance expectations to promote quality assurance and accountability.
- Increase professional learning for professional educators in an effort to create and support a community of learners.
- Increase student learning.

AEA professionals and those responsible for evaluating contracted staff are encouraged to study and support their AEA evaluation system and the Iowa Teaching Standards and Criteria for AEA professionals. A well-designed and effectively implemented evaluation system is critical in achieving all three purposes.


School Administrator
Evaluation

Iowa Standards for School Leaders

The new Iowa Standards for School Leaders were adopted by the Iowa State Board of Education on November 18, 2020, and went into effect on July 1, 2021. The standards are placed in Iowa Administrative Rule [281—83.10] in to support the evaluation of school leaders. The Iowa Standards for School Leaders are organized around the domains, qualities, and values of leadership work that research and practice indicate contribute to students' academic success and well-being. The standards provide a framework to guide leadership practice and how leaders are prepared, hired, developed, supervised and evaluated. A local school board may establish additional administrator standards and related criteria, but shall at a minimum utilize the following standards:

STANDARD 1. MISSION, VISION, AND CORE VALUES

Educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

STANDARD 2. ETHICS AND PROFESSIONAL NORMS

Educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

STANDARD 3. EQUITY AND CULTURAL RESPONSIVENESS

Educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

STANDARD 4. CURRICULUM, INSTRUCTION, AND ASSESSMENT

Educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

STANDARD 5. COMMUNITY OF CARE AND SUPPORT FOR STUDENTS

Educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

STANDARD 6. PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL

Educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

STANDARD 7. PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF

Educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

STANDARD 8. MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY

Educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

STANDARD 9. OPERATIONS AND MANAGEMENT

Educational leaders manage school operations and resources to promote each student's academic success and well-being.

STANDARD 10. SCHOOL IMPROVEMENT

Educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

Adapted from National Policy Board for Educational Administration (2015). Professional Standards for Educational Leaders 2015. Reston, VA: Author.



Appendices

Appendix 1a – Sample Teacher Pre-observation Form

Educator: District/Building:

Date of Pre-conference: Date of Observation:

Grade Level/Curriculum Area Observed: Lesson Objectives:

Reference ORID

Pre-Observation Questions	Conference Notes
Briefly describe the students in this class, including those with special needs.	
How will students be grouped during the classroom observation? If necessary, please note any special arrangements.	
What Iowa Teaching Standards & Criteria will be observed in this lesson?	
How will prior knowledge be (or has been) assessed?	
What instructional strategies do you plan to use to engage students in the content?	

Pre-Observation Questions	Conference Notes
What instructional materials or other resources will you use during the lesson?	
What difficulties with the lesson do you anticipate the students might have?	
How do you plan to assess student achievement in meeting the lesson's objective? How will you use the results of the assessment?	
Please tell me any other information you feel pertinent to this lesson.	
What data and information will be collected during classroom observation?	
What other questions need to be asked prior to the classroom observation?	

Appendix 1b – Sample Teacher Pre-observation Form

Teacher: District/School:

Evaluator: Date of Pre-observation Conference:

Grade Level/Content: Date of Observation:

1. Briefly describe the students in the class, including those with special needs.

2. What are the goals for the lesson? What will the students learn?

3. How do these goals support the common core content standards?

4. How does the teacher plan to engage students in the content? What will the teacher do? What will the students do?

5. What difficulties do students typically experience with this content? How does the teacher plan to anticipate these difficulties?

6. What instructional materials or other resources, if any, will the teacher use? Share samples of the materials with the evaluator.

7. How do plan to assess student learning of the goals? What procedures will you use? Share any performance tasks, rubrics, scoring guides, tests, etc. with evaluator.

8. What Iowa Teaching Standards and Criteria will be demonstrated during the observation?

Teacher comments pertaining to the observation setting. The teacher is asked to list any item he or she might want to call to the attention of the evaluator.

Appendix 2 – Sample Observation Reflection

Teacher: District/School:

Grade Level/Content: Date of Observation:

1. List the Iowa Teaching Standards and Criteria related to the observed lesson.

2. As the teacher reflects on the observed lesson, to what extent were students actively engaged?

3. What evidence was collect during and/or after the observed lesson by the teacher to demonstrate that students learned what was intended?

4. How and why was the instructional plan altered to best meet the learning needs of students?

5. If given the opportunity to teach the lesson again to the same students, what would be done differently? Why?

6. Attach several student work samples related to the lesson that reflect the full range of student ability in the class and includes feedback provided to the students.

Appendix 3a – Comprehensive/Summative Teacher (Pk-12) Evaluation Form

Educator: Folder Number:

Evaluator: Folder Number:

Grade Level and/or Subject: Year: 1 2 3

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

The teacher:

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

Provide a narrative and additional documentation/artifacts to support MEETING or NOT MEETING the standard and criteria.	Circle or Highlight One:
	Meets Standard **Does Not Meet Standard**

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.
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.

Provide a narrative and additional documentation/artifacts to support MEETING or NOT MEETING the standard and criteria.	Circle or Highlight One:
	Meets Standard **Does Not Meet Standard**

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 instruction.
b. Sets and communicates high expectations for social, behavioral, and academic success of all students.
c. Uses student's developmental needs, backgrounds, and interests in planning for instruction.
d. Selects strategies to engage all students in learning.
e. Uses available resources, including technologies, in the development and sequencing of instruction.

Provide a narrative and additional documentation/artifacts to support MEETING or NOT MEETING the standard and criteria.	Circle or Highlight One:
	Meets Standard **Does Not Meet Standard**

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

The teacher:

a. Aligns classroom instruction with local standards and district curriculum.
b. Uses research-based instructional strategies that address the full range of cognitive levels.
c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.
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.

Provide a narrative and additional documentation/artifacts to support MEETING or NOT MEETING the standard and criteria.	Circle or Highlight One:
	Meets Standard **Does Not Meet Standard**

Standard 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 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.

Provide a narrative and additional documentation/artifacts to support MEETING or NOT MEETING the standard and criteria.	Circle or Highlight One:
	Meets Standard **Does Not Meet Standard**

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.
b. Establishes, communicates, models, and maintains standards of responsible student behavior.
c. Develops and implements classroom procedures and routines that support high expectations for student learning.
d. Uses instructional time effectively to maximize student achievement.
e. Creates a safe and purposeful learning environment.

Provide a narrative and additional documentation/artifacts to support MEETING or NOT MEETING the standard and criteria.	Circle or Highlight One:
	Meets Standard **Does Not Meet Standard**

Standard 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's needs aligned to the Iowa Teaching Standards and district/building student achievement goals.
e. Provides an analysis of student learning and growth based on teacher created tests and authentic measures as well as standardized and district-wide tests.

Provide a narrative and additional documentation/artifacts to support MEETING or NOT MEETING the standard and criteria.	Circle or Highlight One:
	Meets Standard **Does Not Meet Standard**

Educator:_____ Date:_____

Standard 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 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.

Provide a narrative and additional documentation/artifacts to support MEETING or NOT MEETING the standard and criteria.	Circle or Highlight One:
	Meets Standard **Does Not Meet Standard**

Comprehensive/Summative Evaluation Signature Section

Evaluation Period:

[Insert start date.] **TO** *[Insert end date.]*

Check all that apply:

- ❑ The teacher is a first year Beginning Teacher.
- ❑ The teacher is a second year Beginning Teacher.
- ❑ The teacher meets or exceeds all eight Iowa Teaching Standards and is recommended for a standard license.
- ❑ The teacher is being recommended for a third year before a license decision is made. *[The district must contact the Board of Educational Examiners to receive the necessary form needing to communicate the decision made on each second year Beginning Teacher or to extend the provisional license for a third year.]*
- ❑ The teacher does not meet the Iowa Teaching Standards.

Evaluator's Signature:_____ **Date:**_____

Teacher's Signature:_____ **Date:**_____

Appendix 3b – Comprehensive/Summative Teacher (AEA) Evaluation Form

Educator: Folder Number:

Evaluator: Folder Number:

Grade Level and/or Subject: Year: 1 2 3

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

The staff member:

1. Uses knowledge and understanding of area education agency's mission, goals, and strategic priorities to provide services that enhance academic performance.
2. Understands and uses knowledge of area education agency and district goals and data to provide services that enhance academic performance.
3. Participates in and contributes to a positive learning culture.
4. Communicates with students, families, colleagues, and communities effectively and accurately.
5. Uses area education agency, district, and student data as a guide for decision making.

Provide a narrative and additional documentation/artifacts to support MEETING or NOT MEETING the standard and criteria.	Circle or Highlight One:
	Meets Standard **Does Not Meet Standard**

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

The staff member:

1. Understands, communicates, and uses key concepts and best practice in fulfillment of area education agency roles and responsibilities.
2. Uses knowledge of child and adolescent development and of adult learning to make interventions and strategies meaningful, relevant, and accessible.
3. Relates professional knowledge and services within and across multiple content and discipline areas.
4. Understands and supports strategies and interventions that are best practice across content and discipline areas.

Provide a narrative and additional documentation/artifacts to support MEETING or NOT MEETING the standard and criteria.	Circle or Highlight One:
	Meets Standard **Does Not Meet Standard**

Standard 3: Demonstrates competence in planning and preparing for instruction.

The staff member:

1. Demonstrates the ability to organize and prioritize time, resources, and responsibilities.
2. Demonstrates the ability to individually and collaboratively plan and prepare professional services that address the range of district, teacher, parent, and student needs.
3. Uses district and student data to develop goals and interventions.
4. Demonstrates the flexibility to plan for professional services based on changing conditions of the work context and environment.
5. Uses available resources, including technology, to plan and develop professional services.

Provide a narrative and additional documentation/artifacts to support MEETING or NOT MEETING the standard and criteria.	Circle or Highlight One:
	Meets Standard **Does Not Meet Standard**

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

The staff member:

1. Aligns service delivery to district, teacher, parent, and student needs.
2. Provides consultation, instruction, interventions, and strategies that align with learner needs,
3. Demonstrates flexibility and responsiveness in adjusting services to meet diverse learner needs.
4. Uses and supports research-based and evidence-based practices to meet learner needs.
5. Uses available resources, including technology, to provide professional services that meet learner needs.

Provide a narrative and additional documentation/artifacts to support MEETING or NOT MEETING the standard and criteria.	Circle or Highlight One:
	Meets Standard **Does Not Meet Standard**

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

The staff member:

1. Uses appropriate assessment, data collection, and data analysis methods that support alignment of services with learner needs.
2. Works collaboratively within the learning community to establish measurable goals and to identify formative and summative methods to monitor progress and the quality of implementation.
3. Communicates the rationale and criteria of assessment and monitoring methods.
4. Elicits and provides timely and quality feedback on assessment and monitoring.

Provide a narrative and additional documentation/artifacts to support MEETING or NOT MEETING the standard and criteria.	Circle or Highlight One:
	Meets Standard **Does Not Meet Standard**

Standard 6: Demonstrates competence in classroom management.

The staff member:

1. Models respectful dialogue and behaviors within and across job responsibilities.
2. Promotes and maintains a positive, safe, and productive environment.
3. Works collaboratively and is flexible.
4. Communicates accurately and effectively.

Provide a narrative and additional documentation/artifacts to support MEETING or NOT MEETING the standard and criteria.	Circle or Highlight One:
	Meets Standard **Does Not Meet Standard**

Standard 7: Engages in professional growth.

The staff member:

1. Demonstrates habits and skills of continuous inquiry and learning.
2. Works collaboratively to improve professional practices.
3. Applies and shares research, knowledge, and skills from professional development.
4. Establishes and implements professional development plans aligned to area education agency, district, and student learning goals.

Provide a narrative and additional documentation/artifacts to support MEETING or NOT MEETING the standard and criteria.	Circle or Highlight One:
	Meets Standard **Does Not Meet Standard**

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

The staff member:

1. Adheres to board policies, area education agency procedures, federal and state rules, and contractual obligations.
2. Demonstrates professional and ethical conduct as defined by state law and area education agency policies.
3. Contributes to efforts to achieve area education agency goals.
4. Demonstrates an understanding of and respect for all learners.
5. Collaborates with all learners.

Provide a narrative and additional documentation/artifacts to support MEETING or NOT MEETING the standard and criteria.	Circle or Highlight One:
	Meets Standard **Does Not Meet Standard**

Comprehensive/Summative Evaluation Signature Section:

Evaluation Period:

[Insert start date.] **TO** *[Insert end date.]*

Check all that apply:

- ❑ The teacher is a first year Beginning Teacher.
- ❑ The teacher is a second year Beginning Teacher.
- ❑ The teacher meets or exceeds all eight Iowa Teaching Standards and is recommended for a standard license.
- ❑ The teacher is being recommended for a third year before a license decision is made.
  [The district must contact the Board of Educational Examiners to receive the necessary form needing to communicate the decision made on each second year Beginning Teacher or to extend the provisional license for a third year.]
- ❑ The teacher does not meet the Iowa Teaching Standards.

Evaluator's Signature:_____ **Date:**_____

Teacher's Signature:_____ **Date:**_____

Appendix 4 – SMART Goal Guidance

The Iowa Department of Education recommends the use of SMART goals when monitoring professional practice as part of continuously improving the professional practices of educators. SMART is an acronym standing for Specific, Measurable, Attainable, Results-based, and Time-bound.

SMART goals provide a clear understanding of expected levels of and articulate intended actions for improving an educator's professional practice. The goals provide focused attention and resources on what is most important so an educator can be successful in achieving personal and professional priorities on a daily basis.

What to consider when crafting a SMART Goal?

1. The educator needs to think about the whole job, the broad areas of responsibility and results, and the ongoing conversations with colleagues and the evaluator regarding student learning and professional practice.
2. Goals need to be high level enough to encompass the core outcomes for which the educator is responsible, but specific and clear enough so the educator will be able to measure success.
3. Goals should be on-going job responsibilities and linked to building/district learning priorities, district/building initiatives, or new projects.
4. If there are too many goals, it may be an indicator that the goals are scoped at too low a level and focused more on tasks than on end results.
5. If the goals are becoming too numerous and task-oriented, the educator and evaluator may want to consider combining several goal statements into a broader outcome.

Writing a SMART Goal

S – Specific

When setting a goal, the educator and evaluator need to be specific about what needs to be accomplished. Specific goals need to be well-defined and free ambiguity or generality. The consideration of "W" questions may assist in developing goals that are specific:

- ❑ Who – Who needs to be involved to achieve the goal?
- ❑ What – What will the goal specifically accomplish?
- ❑ When – When will the goal be attained?
- ❑ Where – Where will the educator accomplish this goal?
- ❑ Which – Which requirements or constraints are involved in achieving the goal?
- ❑ Why – Why was the goal chosen? (Reasons, purposes, benefits, etc.)

Specific actions may include verbs like – oversee, update, write, coordinate, process, supervise, develop, provide, manage, create, maintain, plan, implement, support, evaluate, transition, produce, administer.

M – Measurable

What metrics should the educator and evaluator use to determine goal attainment? There needs to be a source of information to measure or determine whether a goal has been achieved. The educator and evaluator should have ongoing conversations about relevant and feasible data sources and collection methods. Measurable goals need to have concrete criteria for measuring progress toward achievement. Criteria typically include quantitative (How much? How many?) measures as opposed to qualitative (What is it like?).

A – Attainable or Achievable

A goal is meant to inspire and motivate, not discourage. The educator and evaluator need to focus on how important the goal is to the educator's work and determine what they can do to make it attainable. New skill development and a possible attitude change may be needed; however, too far-reaching or sub-par goals become meaningless and should be avoided.

R – Relevant or Results-based

Relevance refers to focusing on something that makes sense with the broader district or building goals. The SMART goal needs to focus on results and relevant to the mission of the school/building, assisting the overall effort of the school forward.

T – Time-Bound

Time-bound goals occur within a specific and realistic timeframe. Often in schools and/or classrooms, a reasonable timeframe may be a school year, a semester, a quarter, or a multi-year goal. It will be dependent on local context and need.

SMART Goal Planning Template

Question	Plan Description
Specific Who will improve and by how much?	
Measurable How will the improvement be measured?	
Achievable What will the educator do to make sure students achieve?	
Relevant How does this align with district and/or building goals?	
Time Bound When will the change be measured?	
SMART Goal Statement	

Appendix 5a – Individual Educator Professional Development Plan Template

Individual Educator Professional Development Plan

School District: School Year:
Educator Name: Building:
Evaluator Name: Date:
General Individual Educator Professional Development Plan Focus:

Goal for Professional Growth (SMART Goal format is suggested.):

Individual Educator Professional Development Plan Rationale

Student Learning Needs Addressed (Include baseline data for analysis of the goal and progress.):

Alignment to Building and/or District Student Achievement Goals:

Professional Development Training/Learning Opportunities and Collaborative Team Activities:

Professional Standards and Criteria Aligned to the Desired Goal (Iowa Teaching Standards or Iowa Standards for School Leaders):

Indicators of Success Aligned to the Desired Goal:

Resources Needed to Implement the Plan:

Project Timeline to Achieve Desired Goal:

Individual Educator Professional Development Plan - Annual Review

	Summary of Goal Status	Additions (If additional goals are added, provide rationale, indicators, and resources needed.)	Date of Annual Review (Include Educator and Evaluator Initials.)
Year 1			
Year 2			

	Summary of Goal Status	Additions (If additional goals are added, provide rationale, indicators, and resources needed.)	Date of Annual Review (Include Educator and Evaluator Initials.)
Year 3			

Additional Goals

Goal for Professional Growth (SMART Goal format is suggested.):

Student Learning Needs Addressed (Include baseline data for analysis of the goal and progress.):

Alignment to Building and/or District Student Achievement Goals:

Professional Development Training/Learning Opportunities and Collaborative Team Activities:

Professional Standards and Criteria Aligned to the Desired Goal (Iowa Teaching Standards or Iowa Standards for School Leaders):

Indicators of Success Aligned to the Desired Goal:

Resources Needed to Implement the Plan:

Project Timeline to Achieve Desired Goal:

Educator Signature: Date:

Evaluator Signature: Date:

Appendix 5b – Individual Educator Professional Development Plan Template

Individual Educator Professional Development Plan

School District: School Year:
Educator Name: Building:
Evaluator Name: Date:
Professional Growth Goal (SMART Goal format is suggested.):

What student data suggest that the professional learning is necessary?

How will the goal contribute to student learning in the priority areas identified in the district and building plans?

Which professional standards and criteria (Iowa Teaching Standards or Iowa Standards for School Leaders) will be addressed by the goal?

What are the training/learning opportunities an educator engage in to support the goal?

How will the educator engage in collaborative efforts to learn and apply new knowledge and skills?

What indicators will the educator use to document the accomplishment of the goal?

(Include products and artifacts that document participation, implementation and student results.)

What supports are needed to implement the plan?

Individual Educator Professional Development Plan - Annual Review

	Summary of Status on Goal 1	Summary of Status on Goal 2	Summary of Status on Goal 3	Date of Annual Review (Educator and Evaluator Initials)
Year 1				
Year 2				
Year 3				

Additional goals (Add pages as needed.)

Comments:

Educator Signature: Date:

Evaluator Signature: Date:

Appendix 5c – Individual Educator Professional Development Plan Template

Individual Educator Professional Development Plan

School District: School Year:
Educator Name: Building:
Evaluator Name: Date:
Goal for Professional Growth (SMART Goal format suggested.):

Alignment to Building and/or District Student Learning Goals:

Action Plan

Actions Steps	Indicators of Success	Time Frame

Annual Review

	Summary of Goal Status	Additions (If additional goals are added, provide rationale, indicators, and resources needed.)	Date of Annual Review (Include Educator and Evaluator Initials.)
Year 1			
Year 2			
Year 3			

Educator Signature: Date:

Evaluator Signature: Date:

Appendix 6a – Tier 3 Intensive Assistance

Awareness Phase – Identification of Concern Form

Teacher:

Evaluator/Administrator:

Date:

Step 1: Identification of Specific Concerns Regarding the Iowa Teaching Standards

Iowa Teaching Standard and Criteria	Evidence to Support Concern

Step 2: Establish Meeting to Discuss Identified Standards and Supporting Evidence

Next Meeting Date:

Location:

Time:

Step 3: Signatures

Teacher Signature: Date:

Evaluator/Administrator Signature: Date:

Appendix 6b – Tier 3 Intensive Assistance

Awareness Phase – Final Summary Form

Teacher:

Evaluator/Administrator:

Date:

Step 1: Specific Concerns Regarding the Iowa Teaching Standards

Iowa Teaching Standard and Criteria	Evidence to Support Concern

Step 2: Evaluator/Administrator Comments and Recommendation(s) Addressing the Concerns

___ Concern Resolved. Return to Tier 2 – Career Teacher.

___ Concern Not Resolved. Recommend to Tier 3 Intensive Assistance – Assistance Phase.

Step 3: Teacher Comments

Step 4: Signatures

Teacher Signature: Date:

Evaluator/Administrator Signature: Date:

Appendix 6c – Tier 3 Intensive Assistance

Assistance Phase – Plan of Assistance Form

Teacher:

Evaluator/Administrator:

Date:

Specific Concern – Iowa Teaching Standard	Plan (Method/Strategies) to Address Concern	Proposed Timeline	Indicators/Evidence of Progress	Resources/Support Needed

Establish Next Meeting Date to Review Progress:

Teacher Signature: Date:

Evaluator/Administrator Signature: Date:

Appendix 6d – Tier 3 Intensive Assistance

Assistance Phase – Plan of Assistance Progress Form

Teacher:

Evaluator/Administrator:

Date:

Specific Concern – Iowa Teaching Standard	Plan – Method/Strategies used to date.	Indicators/Evidence of Progress	Resources/Support Utilized to Date	Next Steps to Achieving Success

Establish Next Meeting Date to Review Progress:

Teacher Signature: Date:

Evaluator/Administrator Signature: Date:

Appendix 6e – Tier 3 Intensive Assistance

Assistance Phase – Final Summary Form

Teacher:

Evaluator/Administrator:

Date:

Written Summary of Assistance Phase Plan Successes and Concerns

(Include specific evidence related to the Iowa Teaching Standards and Criteria collected throughout the Assistance Phase.)

What Iowa Teaching Standards and Criteria, if any, have not been met?

(Include specific evidence to make the determination.)

Future Considerations Regarding the Teacher's Practice

(Include specific concrete actions connected to the identified Iowa Teaching Standards and Criteria.)

Teacher Comments:

Evaluator/Administrator Comments:

Evaluator/Administrator Recommendation

___ Concern Resolved. Return to Tier 2 Career Teacher.

___ Progress Noted. Extend Assistance Plan Timeline. Develop and Implement a Revised Plan.

___ Concerns Not Resolved. No Progress Noted. Recommend Non-renewal of Contract.

Teacher Signature: Date:

Evaluator/Administrator Signature: Date:

Appendix 7 – School Counselor Supplement (Aligning Iowa Teaching Standards to the ASCA Standards)

The supplement is not meant to supplant the Iowa Teaching Standards, as Iowa Code requires professional school counselors to be evaluated on the eight standards. The document is meant to support the evaluator and the counselor through the evaluation process. It should also be used as a reflective tool to support individual professional growth.

The Iowa School Counselor Association recommends that the school counselor and the evaluator collaboratively review the rubrics and determine a level of performance for each standard. The rubrics articulate the work of a professional school counselor and provide a pathway to continuous improvement.

School Counselor Evaluation Supplement 2019

Glossary

Administrator – Also referred to as "School Leader." It is an individual holding a professional administrator license issued by the Board of Educational Examiners and is employed in a school district administrative position by a school district or area education. An administrator may be employed in both an administrative and a non-administrative position by a board of directors and considered a part-time administrator for the portion of time that the individual is employed in an administrative position.

[Ch 284A.2(2) Administrator Quality Program]

Artifact – Forms of evidence that support an educator's evaluation. An artifact may include lesson plans, examples of student work with feedback, professional development plans, logs of contacts with families, examples of meeting agendas, notes from education collaboration time, etc. Besides documents, artifacts may include videos of practice, electronic portfolios, etc.

Assessment – The variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students. There are typically two types of assessments in education – formative and summative. Educators use formative assessments of student learning multiple times during a unit, course, or academic program. Formative assessment provide educators feedback about what students are learning or not learning so that instructional approaches, teaching materials, and academic support can be modified accordingly. Summative assessments evaluate student learning at the conclusion of a specific instructional period (e.g., end of a unit, course, semester, program, or school year). Summative assessments are scored and graded tests, assignments, or projects that are used to determine if learners are able to demonstrate knowledge and skills.

Assistance Phase – Assistance Phase follows the Awareness Phase when a teacher has been identified for Intensive Assistance. The phase includes a problem statement related to one or more of the Iowa Teaching Standards (Standards 1-7) and specific growth promoting goals that are measurable, action-oriented, realistic, and time-bound. The resulting plan needs to identify and apply strategies needed to achieve the goals, establishes reasonable timelines for strategic actions, and aligns specific criteria for evaluating the successful completion of the plan.

Awareness Phase – The evaluator identifies a problem relating to the Iowa Teaching Standards (only in Standards 1-7) that is characteristic of a teacher's performance rather than anomaly. The evaluator contacts the teacher in writing, identifies the specific Iowa Teaching Standard(s) of concern, collaboratively develops a plan to resolve the problem, and schedules periodic meetings (not to exceed three months) with the teacher to discuss progress and potential barriers related to plan. The teacher remains in Tier 2 and works on the Individual Professional Development Plan. At the conclusion of plan, the evaluator reviews the progress and evidence to make one of the following recommendations:

The problem is resolved and the teacher is removed from the Awareness Phase and continues to work within Tier 2.

If the issue is not resolved, the teacher is notified in writing and placed into the Assistance Phase. Placement in the Assistance Phase suggests that activities regarding the Individual Professional Development Plan would be suspended at the recommendation of the evaluator.

Beginning Administrator – Beginning Administrator means an individual serving under an administrator license, issued by the board of educational examiners under chapter 272, who is assuming a position as a school district principal or superintendent for the first time.

[Ch 284A.2(2) Administrator Quality Program]

Beginning Teacher – Beginning teacher means an individual serving under an initial or intern license, issued under chapter 272, who is assuming a position as a teacher. "Beginning teacher" includes an individual who is an initial teacher. For purposes of the beginning teacher mentoring and induction program created pursuant to section 284.5, "beginning teacher" also includes preschool teachers who are licensed under chapter 272 and are employed by a school district or area education agency. "Beginning teacher" does not include a teacher whose employment with a school district or area education agency is probationary unless the teacher is serving under an initial or teacher intern license issued under chapter 272.

[Ch 284.2(1) Teacher Performance, Compensation, and Career Development]

Career Teacher – "Teacher" means an individual who holds a practitioner's license issued under chapter 272, or a statement of professional recognition issued under chapter 272 who is employed in a nonadministrative position by a school district or area education agency pursuant to a contract issued by a board of directors under section 279.13. A teacher may be employed in both an administrative and a nonadministrative position by a board of directors and shall be considered a part-time teacher for the portion of time that the teacher is employed in a nonadministrative position.

[Ch 284.2(11) Teacher Performance, Compensation, and Career Development]

Coaching – A one-to-one conversation focused on the enhancing the learning and development by increasing self-awareness and a sense of personal responsibility. The coach facilitates the self-directed learning of the educator through questioning, active listening, and appropriate challenge in a supportive and encouraging climate.

Comprehensive Evaluation – A summative evaluation of a beginning teacher conducted by an evaluator for purposes of determining a beginning teacher's level of competency relative to the Iowa teaching standards and for recommendation for licensure based and to determine whether the teacher's practice meets the school district expectations for a career teacher. With respect to a beginning administrator, "comprehensive evaluation" means a summative evaluation of a beginning administrator conducted by an evaluator for purposes of determining a beginning administrator's level of competency for recommendation for licensure based on the Iowa standards for school administrators.

[Ch 284.2(2) Teacher Performance, Compensation, and Career Development]

Comprehensive School Improvement Plan (CSIP) – The plan charts a course for improved student learning. Through CSIP development, districts and schools work collaboratively to review data, set goals, determine strategies or actions to accomplish goals, and evaluate the results. This process of continuous improvement focuses efforts on instructional improvement linked to student learning.

Content Knowledge – Refers to the body of knowledge and information that teachers teach and that students are expected to learn in a given subject or content area, such as English language arts, mathematics, science, or social studies. Content knowledge generally refers to the facts, concepts, theories, and principles that are taught and learned in specific academic courses.

Culture – The way in which educators work together and the set of beliefs, values, and assumptions they share.

Curriculum – The lessons and academic content taught in a school or in a specific course or program.

Data Point – The type of information or the what of the information. The examples of the different types of data points are endless but may include: teacher artifacts, achievement data, classroom observation summaries, video, survey data, etc.

Data Source – The origin of the data or who provided the data. Examples may include: principals or other administrators (e.g., superintendent, associate/assistant administrator, central office administrator, director, etc.), the person being evaluated, parents/guardians, students, other education professionals, etc.

Educator Quality – Efforts focused on educator preparation, mentoring and induction, educator evaluation, and continuous professional growth. These efforts are focused on achieving equity and excellence in education to ensure a knowledgeable and skilled educator workforce.

Ethics – A set of principles governing the conduct of all persons governed by the rules established by the Board of Educational Examiners. Details regarding ethical rules may be found here.

Evaluator Approval Training – Training designed for administrators and other educators with evaluation responsibilities that leads to certification by Board of Education Examiners. It is aligned with the Iowa's professional educator standards, provides evaluators with the skills to conduct comprehensive evaluations and performance reviews as required by Iowa Code chapter 284, and provides for the evaluation of the progress made on individual professional development plans.

Evaluator – An administrator or other educator who successfully completes an evaluator training program.

[Ch 284.2(2) Teacher Performance, Compensation, and Career Development]

Evidence – Assessment or data measure used to determine progress towards an identified goal.

Feedback – Information about how an educator is doing in his/her efforts to reach a goal. Feedback should be meaningful, actionable, constructive, etc.

Formal Observation – Include a pre- and post-conference as an opportunity for an educator and an evaluator to have a conversation about the professional practice and student learning, to learn from each other and to adjust accordingly as a result of their conversation. Because these are scheduled and planned, both the educator and the evaluator have a scheduled time to talk about ongoing improvement to their professional practice.

Goal – An objective that an educator sets for himself or herself to achieve in a short-term or long-term. Principles of a quality goal are: clarity, challenge, commitment, feedback, and task complexity. SMART goals are goals which are specific, measurable, achievable, relevant, and time-bound.

Individual Educator Professional Development Plan – Promotes individual and collective professional development to support relevant Iowa Teaching Standards or the Iowa Standards for School Leaders and needs to be congruent with the district- and building-level professional development plans. The plan supports the student achievement goals of the attendance center and school district or area education agency and is developed by the educator in collaboration with the educator's evaluator

Informal Observation – Typically lasts anywhere from 10 minutes to a full class period. Informal observations can be announced or unannounced. These observations provide an administrator a glance at the teacher's daily practice. This is not a "gotcha" opportunity but rather a chance to

see the teacher in the daily routines of teaching. Feedback is often informal via notes to the teacher, emails, and brief conversations.

Initial Teacher License − A two-year license awarded at the completion of a full state of Iowa approved teacher preparation program for college semester hour credit including meeting at least one of our endorsement requirements. The license allows for full teaching instruction within grade levels and endorsements listed on the license. Also holds substitute authority including long-term subbing. Two renewals are available if needed. The second (and final) renewal requires proof of employment in a contracted position that will lead to the standard license. No credits required. Mandatory reporter training for child and dependent adult abuse is required.

Intensive Assistance Plan − A provision of organizational support and technical assistance to educators, other than beginning teachers, for the remediation of identified professional educator standard concerns for a period not to exceed 12 months.

Mentoring and Induction − Created to promote excellence in teaching or leading, enhance student achievement, build a supportive environment within school districts and area education agencies, increase the retention of promising beginning teachers or leaders, and promote the personal and professional well-being of the educator.

Model Descriptor − Depict behaviors of a career teacher that support the criteria for the Iowa Teaching Standards. The descriptors are examples that may be used to guide conversations during the evaluation process.

Multiple Measures − A variety of data points (i.e. lesson plans, professional development work, student work samples, parent communication, assessment data, etc.) from multiple sources (i.e. teacher, student, administrator, parents, community, etc.) to evidence professional growth and/or proficiency.

Observation − One source of evidence informing the evaluation. Observations may be announced (scheduled in advance, possibly with a pre- and/or post-observation conference) or unannounced; formal (lengthy and with conferences) or informal (short and impromptu). Observations are carried out by the educator's evaluator, who looks for evidence related to the professional educator standards.

Peer Review − Incorporates continuous feedback loops focused on improving instructional practices with a focus on individualized coaching and support. It is also engaging educators in self- and peer-reflections and involves authentic and open discussions about the professional educational practices. Confidentiality is maintained between the reviewer, the teacher, and the administrator. A peer review involves multiple authentic sources of data - classroom visits, review of course materials, a balanced inclusion of student outcomes, and incorporates the teacher's professional development plan for edits, revisions, or updates.

Performance Review − A summative evaluation of a career educator (teacher or school administrator) and used to determine whether the educator's practice meets school district expectations and the respective professional educator standards, and to determine whether the educator's practice meets school district expectations for career advancement.

[Ch 284.2(2) Teacher Performance, Compensation, and Career Development]

Portfolio − Portfolios provide documented evidence of an educator's practice from a variety of sources—not just student ratings—and provide context for that evidence. The process of selecting and organizing material for a portfolio can help one reflect on and improve one's

professional practice. Portfolios are a step toward a more public, professional view of education as a scholarly activity. It can offer a look at development over time, helping one see education as on ongoing process of inquiry, experimentation, and reflection. Educator portfolios capture evidence of one's entire professional career, in contrast to what are called course portfolios that capture evidence related to a single course.

Post-observation Conference − A conference that takes place after a formal observation during which the evaluator provides feedback verbally and in writing to the educator.

Pre-observation Conference − A conference that takes place before a formal observation during which the evaluator and teacher discuss important elements of the lesson or class that might be relevant to the observation.

Professional Development − Also referred to as professional learning within an area education agency or local district that is aligned with the state standards for teaching, leading, and learning and aligned to the standards for professional development. Professional learning increases educator effectiveness and results for all students when it: Occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.; Requires skillful leaders to develop capacity, advocate, and create support systems for professional learning.; Prioritizes, monitors, and coordinates resources for educator learning.; Uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate effectiveness of instruction.; Integrates theories, research, and models of human learning to achieve intended outcomes.; Applies research on change and sustains support for implementation of professional learning for long-term change.; Aligns its outcomes with educator performance and student curriculum standards.

[281—83.6(1) Professional development for school districts, area education agencies, and attendance centers]

Professional Educator Standards − Refers to the Iowa Teaching Standards and Criteria and/or the Iowa Standards for School Leaders.

Professional Learning Community (PLC) − A group of educators that meets regularly, shares expertise, and works collaboratively to improve educator knowledge, skills, and the academic performance of students. The small group collaboration is often used as a form of professional development. The PLC has two broad purposes: improving the skills and knowledge of educators through collaborative study, expertise exchange, and professional dialogue, and improving the educational aspirations, achievement, and attainment of students through stronger leadership and teaching.

Self-assessment − The process of making judgments about the appropriateness or effectiveness of an educator's knowledge, performance, beliefs, products, or effects, so that they can be improved or refined.

Student Performance Data − Any information that educators, schools, districts, and state agencies collect on individual students, including data such as personal information (e.g., a student's age, gender, race, place of residence), enrollment information (e.g., the school a student attends, a student's current grade level and years of attendance, the number of days a student was absent), academic information (e.g., the courses a student completed, the test scores and grades a students earned, the academic requirements a student has fulfilled), and various other forms of data collected and used by educators and educational institutions (e.g., information related to disciplinary problems, learning disabilities, medical and health issues, etc.).

Summative Conference − See “performance review.”

Teacher − An individual holding a practitioner’s license or a statement of professional recognition issued by the Board of Educational Examiners, who is employed in a non-administrative position by a school district or area education agency pursuant to a contract issued by a board of directors. A teacher may be employed in both an administrative and a non-administrative position by a board of directors and considered a part-time teacher for the portion of time that the teacher is employed in a non-administrative position.

[Ch 284.2(2) Teacher Performance, Compensation, and Career Development]

Teacher Effectiveness − The following qualities have been found as important attributes in defining teacher effectiveness – Demonstrate strong content knowledge pedagogy and skill in implementing productive teaching practices.; Understand all learners and how they develop, including students who have learning differences and students becoming skilled in language and content who are not already proficient.; Organize and explain ideas, as well as observe and reason in an effort to readily detect student successes and struggles.; Adapt instructional delivery in a given context in effort to respond to student needs.; Collaborate with colleagues, parents, and community to achieve individual professional goals and the goals of the school and district.; Strive to engage in continuous professional growth.

[Darling-Hammond, L. Getting teacher evaluation right: What really matters for effectiveness and improvement. 2013. Page 10.]

Teacher Quality Committee − The committee is subject to the requirements of the Iowa open meetings law. To the extent possible, committee membership shall have balanced representation with regard to gender. The committee is responsible for the following: Monitor the implementation of the requirements of statutes and administrative code related to Educator Quality legislation.; Monitor the evaluation requirements to ensure evaluations are conducted in a fair and consistent manner throughout the school district or agency. The committee develops model evidence for the Iowa teaching standards and criteria. The model evidence will determine which standards and criteria can be met through observation and which evidence meets multiple standards and criteria.; Determine the use and distribution of the professional development funds distributed to the school district or agency based upon school district or agency, attendance center, and individual teacher professional development plans.; Monitor the professional development in each attendance center to ensure that the professional development meets school district or agency, attendance center, and individual teacher professional development plans.; Determine the compensation for teachers on the committee for work responsibilities required beyond the normal workday.

[281—83.7 Teacher quality committee]

Tier 1 − Designed for the beginning teacher. Tier 1 generates multiple, usable, and reliable pieces of evidence that will support deciding to recommend a beginning teacher for a standard teaching license. The purpose of the tier is to build an understanding of and demonstrate the Iowa Teaching Standards. It involves mentoring and induction; collecting evidence related to the Iowa Teaching Standards; conducting regular observations and feedback by a trained evaluator; and leading comprehensive evaluation to determine licensure.

Tier 2 − Designed for career teachers who demonstrate competence in the Iowa Teaching Standards. It promotes ongoing professional growth and continuous implementation of the Iowa Teaching Standards. Tier 2 involves continuous review and documentation of evidence to support performance review every 3-years; collaborative development of an individual professional

development plan; and ongoing reflection and feedback on the individual professional development plan.

Tier 3 – Designed for career teachers deficient in one or more Iowa Teaching Standards. It provides a teacher an opportunity to seek assistance in meeting the Iowa Teaching Standards and provides a structured process for supporting and directing the assistance. Tier 3 involves two phases – awareness and assistance. The evaluator and identified teacher develop and implement professional assistance plan for no longer than 12 months and engages in ongoing evaluation of and feedback regarding the plan.