

# Professional Practice Expectations

## Tier II: Career Teacher & Counselors



As professionals of the College Community School District, we **use** best practices, **share** learning with others, and **study** the **effects** on student achievement.

**Mission: To Ensure Quality Learning Today for Tomorrow**

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# Professional Practice Expectations

## Tier II: Professional Practice Analysis

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

### 1. Professional Learning Plan

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

### 2. Three Year Formal Evaluation

The purpose of the *Three Year Formal Evaluation* is to document the relationship between an individual's professional practices and the District's personnel performance standards which are based upon the *Core Teaching Capabilities* and aligned with the *Iowa Teaching Standards*.

## Professional Learning Plan Procedure

1. Professional staff not in Tier I and not in Tier III are required to develop an annual *Professional Learning Plan* as Tier II participants.
2. Each year this plan's goals and action plan must be submitted to the building principal by **October 31st**. These plans may extend beyond a year, may be modified during the year, or modified year-to-year.
3. The staff member will discuss proposed changes with their administrator and submit a revised plan by **November 15th** that includes the agreed upon changes.
4. These plans may include other professional staff and are required artifacts for the *Three Year Formal Evaluation*.
5. Each plan must include the following components and be completed online:
  - Student Achievement SMART Goal
  - Professional Learning SMART Goal (aligned with District or building improvement plan)
  - Action Plan
  - Reflection, Evidence, and Artifacts
    - Use - Level of use of best practice
    - Sharing - Collaborative efforts to improve both student and adult learning
    - Effect - Positive impact in students' learning and growth supported by multiple forms of evidence.

6. Informal discussion of the progress being made toward completing the plan may be initiated by either the staff member or the administrator at any time throughout the duration of the plan.
7. If, during the term of the *Professional Learning Plan (PLP)*, a staff member changes level or curriculum area assignment (e.g., elementary to secondary or classroom to specialist), he or she must prepare an amended plan. The amended plan must be submitted by **November 15**.
8. By the end of each school year, each staff member must complete an online self-assessment within *Frontline Professional Growth* and confer with their principal regarding their learning plan progress.

## Three Year Formal Evaluation Procedures

Each staff member must participate in a formal evaluation process every three years. This process focuses upon *Iowa Core Teaching Capabilities* with a direct alignment to all eight teaching standards. This consists of formal observations, required artifacts, and review of additional data by the administrator.

The evaluation process begins with written notification to the staff member by **September 30th** or, for persons hired after September 10, no later than one (1) week prior to the first formal evaluation.

Each staff member must participate in an individual or group orientation session prior to the beginning of the observation process. During this orientation conference, the procedures, forms, criteria, and timelines for evaluation are reviewed and discussed.

## Observation Process

A **minimum of two (2) formal observations** shall be conducted by the evaluator(s). The observations must include a pre and post observation conference.

### Pre-Observation Conference

1. The pre-observation conference is the opportunity for the professional staff member and evaluator to provide each other with information that will be helpful to the observation process.
2. At or before the pre-observation conference, the staff member submits the *Pre-Observation Reflection Form* for the session to be observed.
3. At this pre-observation conference, the staff member may submit other artifacts or planning data.

## Observation

1. During the observation, the evaluator gathers data, descriptive of the teaching, and learning being observed.
2. Criteria used during the observation correlates with *Core Teaching Capabilities* in direct alignment with the *Iowa Teaching Standards 1-8*.
3. All formal observations must be of sufficient length to observe the entire sessions agreed upon for observation. At least one of those observations must be for a minimum of 45 minutes.
4. Observations must be conducted openly with the full knowledge of the staff member.

## Post Observation Conference

1. The post-observation conference is an open and honest discussion between the professional staff member and the evaluator(s) regarding the staff member's professional practices.
2. The post-observation conference must be held within five (5) working days of the observation, except in unusual circumstances.
3. During the post-observation conference, or within 5 working days after that conference, the evaluator must provide brief written feedback to the staff member based upon the *Core Teaching Capabilities* that are aligned with the *Iowa Teaching Standards*.
4. At the post-evaluation conference, the staff member may submit additional artifacts or data to assist in a review of the session observed.

## Additional Data and Input

Informal walk-through or unannounced observations and other informal input may be used to provide additional data in the evaluation process.

Other information may include (but is not limited to) observations of the staff member's:

- Interactions with students, parents, other staff members.
- Involvement in professional development sessions, faculty meetings, committee work, department/grade level or team work, parent conferences, and interactions with community agencies and business partners.

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

All data and input obtained from other sources must be made known to the staff members.

## Summative Evaluation

1. Prior to the filing of the *Summative Evaluation*, the evaluator and staff member conduct a final conference to write and/or review the evaluation.
2. The written *Summative Evaluation* must be submitted to the office of the Executive Director of Human Resources on or before **June 1**.
3. Each evaluation is reviewed by appropriate district administrators and placed into the employee's file by **August 1**.
4. In the event a teacher "*does not meet standards*," a written notification of placement into *Tier III: Intensive Assistance Plan* must be provided by the evaluator(s). This notice may occur at any time.
5. Staff members will sign and receive a copy of the *Summative Evaluation*.
  - a. The staff member's signature indicates that the staff member and the evaluator(s) have discussed the evaluation together.
  - b. It does not mean that the staff member agrees with all ratings or remarks contained in the evaluation.

# Iowa Teaching Standards

1	<p><b>STANDARD: Demonstrates ability to enhance academic performance and support for implementation of the school district’s student achievement goals.</b></p>	5	<p><b>STANDARD: Uses a variety of methods to monitor student learning.</b></p>
	<p>The teacher:</p> <ul style="list-style-type: none"> <li>A. Provides multiple forms of evidence of student learning and growth to students, families and staff.</li> <li>B. Implements strategies supporting student, building, and district goals.</li> <li>C. Uses student performance data as a guide for decision making.</li> <li>D. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.</li> <li>E. Creates an environment of mutual respect, rapport, and fairness.</li> <li>F. Participates in and contributes to a school culture that focuses on improved student learning.</li> <li>G. Communicates with students, families, colleagues, and communities effectively and accurately.</li> </ul>		<p>The teacher:</p> <ul style="list-style-type: none"> <li>A. Aligns classroom assessment with instructions.</li> <li>B. Communicates assessment criteria and standards to all students and parents.</li> <li>C. Understands and uses the results of multiple assessments to guide planning and instruction.</li> <li>D. Guides and engages students in goal setting and assessing their own learning.</li> <li>E. Provides substantive, timely, and constructive feedback to students and parents.</li> <li>F. Works with other staff and building and district leadership in analysis of student progress.</li> </ul>
2	<p><b>STANDARD: Demonstrates competence in content knowledge appropriate to the teaching position.</b></p>	6	<p><b>STANDARD: Demonstrates competence in classroom management.</b></p>
	<p>The teacher:</p> <ul style="list-style-type: none"> <li>A. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.</li> <li>B. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.</li> <li>C. Relates ideas and information within and across content areas.</li> <li>D. Understands and uses instructional strategies that are appropriate to the content area.</li> </ul>		<p>The teacher:</p> <ul style="list-style-type: none"> <li>A. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.</li> <li>B. Establishes, communicates, models, and maintains standards of responsible student behavior.</li> <li>C. Develops and implements classroom procedures and routines that support high expectations for student learning.</li> <li>D. Uses instructional time effectively to maximize student achievement.</li> <li>E. Creates a safe, purposeful, and respectful learning environment.</li> </ul>
3	<p><b>STANDARD: Demonstrates competence in planning and preparing for instruction.</b></p>	7	<p><b>STANDARD: Engages in professional growth.</b></p>
	<p>The teacher:</p> <ul style="list-style-type: none"> <li>A. Uses student achievement data, local standards, and the district curriculum in planning for Instruction (unit/lesson plan, student learning activities, assignments, and assessments).</li> <li>B. Sets and communicates high expectations for social, behavioral, and academic success of all students.</li> <li>C. Uses student’s developmental needs, backgrounds, and interests in planning for instruction.</li> <li>D. Selects strategies to engage all students in learning.</li> <li>E. Uses available resources, including technologies, in the development and sequencing of instruction.</li> </ul>		<p>The teacher:</p> <ul style="list-style-type: none"> <li>A. Demonstrates habits and skills of continuous inquiry and learning.</li> <li>B. Works collaboratively to improve professional practice and student learning.</li> <li>C. Applies research, knowledge, and skills from professional development opportunities to improve practice.</li> <li>D. Establishes and implements professional development plans based upon the teacher’s needs aligned to the Iowa teaching standards and district/building student achievement goals.</li> <li>E. Provides an analysis of student learning and growth based on teacher-created tests and authentic measures as well as any standardized and district-wide tests.</li> </ul>



4	<b>STANDARD: Uses strategies to deliver instruction that meets the multiple learning needs of students.</b>	8	<b>STANDARD: Fulfills professional responsibilities established by the school district.</b>
	<p>The teacher:</p> <ul style="list-style-type: none"> <li>A. Aligns classroom instruction with local standards and district curriculum.</li> <li>B. Uses research-based instructional strategies that address the full range of cognitive levels.</li> <li>C. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs readiness, interests and learning profile/styles.</li> <li>D. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.</li> <li>E. Connects students' prior knowledge, life experiences, and interests in the instructional process.</li> <li>F. Uses available resources, including technologies, in the delivery of instruction.</li> </ul>		<p>The teacher:</p> <ul style="list-style-type: none"> <li>A. Adheres to board policies, district procedures, and contractual obligations.</li> <li>B. Demonstrates professional and ethical conduct as defined by state law and district policy.</li> <li>C. Contributes to efforts to achieve a district and building goals.</li> <li>D. Demonstrates an understanding of and respect for all learners and staff.</li> <li>E. Collaborates with students, families, colleagues, and communities to enhance student learning.</li> </ul>

# Professional Learning Plans: A Rationale For Using Student Effect Scales and Data

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

## Beliefs Statement

**We, as professional educators, believe that when all:**

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

**Then**, relying upon simple cause-effect judgments or isolated distant data sets to only inspect student progress, will no longer permeate our professional thinking. Our energy will continue to focus upon collaborative inquiry, action research, and feedback.

**Then**, we can produce a "system wide improvement effect" where understanding of learners and learning is institutionalized.

## Why We Focus Upon Student Achievement Data

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

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

There are many useful sources of data that can be used to analyze the effect of schooling on student achievement. This includes, but is not all inclusive, norm referenced tests, criterion referenced tests, public performance, teacher observations, student self-assessment, formative assessment, and summative assessments. Each approach has inherent strengths and limitations. Each can yield a perspective, but none will ever capture the whole picture of a student or professional's performance. A person's ability and potential will always be greater than any assessment instrument. Therefore, we believe it is essential that students be engaged

in a more elaborate assessment system, one that immerses them in self-assessment, feedback, and goal setting.

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

- To diagnose individual student strengths and needs.
- To guide instructional planning and preparation.
- To formulate annual professional learning plans.
- To design professional development experiences.
- To evaluate the impact or effect of our professional learning.
- To communicate evidence of student learning results.
- To align school/district improvement plans.
- To engage students in self-assessment.

## Tier II Conversation Guide

The purpose of these descriptive student effect scales is to provide clear common targets for Tier II teachers and principals to discuss instruction from a student results perspective when developing *Professional Learning Plans*.

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

### Iowa Teaching Standard #1:

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

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

### Data Indicators: Achievement Level Tests

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

### Data Indicators: Proficiency on Academic Standards

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

## Iowa Teaching Standard #2:

Demonstrates competence in content knowledge appropriate to the teaching position.

- A. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.
- B. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.
- C. Relates ideas and information within and across content areas.
- D. Understands and uses instructional strategies that are appropriate to the content area.
- E. Uses current content related to the subject.

### Student Performance Effects

Exemplary	Proficient	Improving	Unsatisfactory
<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>● Acquire additional knowledge beyond curricular expectations.</li> <li>● Transfer knowledge across disciplines.</li> <li>● Self-correct or identify their own misconceptions and misunderstandings.</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>● Show basic content area knowledge.</li> <li>● Use knowledge within the content area.</li> <li>● Make some connections between disciplines.</li> <li>● Provide evidence of long-term memory learning.</li> <li>● Self -assess misconceptions and misunderstandings.</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>● Exhibit basic content area knowledge with gaps (won't do).</li> <li>● Transfer prior knowledge to present learning with support.</li> <li>● Realize lack of knowledge, but exhibit no concern.</li> <li>● Provide evidence of working memory learning.</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>● Demonstrates little or no knowledge of content area (can't do)</li> <li>● Show gaps in prerequisite learning.</li> <li>● Show confusion on important concepts.</li> <li>● Do not realize the lack of prior knowledge.</li> </ul>

### Iowa Teaching Standard #3:

Demonstrates competence in planning and preparing for instruction.

- A. Uses student achievement data, local standards, and the district curriculum in planning for instruction (unit/lesson plan, student learning activities, assignments, and assessments).
- B. Sets and communicates high expectations for social, behavioral, and academic success of all students.
- C. Uses student’s developmental needs, backgrounds, and interests in planning for instruction.
- D. Selects strategies to engage all students in learning.
- E. Uses available resources, including technologies, in the development and sequencing of instruction.

#### Student Performance Effects

Exemplary	Proficient	Improving	Unsatisfactory
<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>● Extend teacher planning with personal examples related to learning.</li> <li>● Find support materials useful to their task; locate other resources or materials to extend class learning.</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>● Find the lesson connects to some prior learning and their learning style.</li> <li>● Find the support materials useful to their task.</li> <li>● Can state the learning objectives of the lesson (upon request).</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>● Find the lesson connects to some prior learning or interest.</li> <li>● Are beginning to use the materials related to the task.</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>● Find the lesson frustrating, too difficult or irrelevant.</li> <li>● Are confused about how to use the materials.</li> <li>● Ask questions related to the teacher's directions.</li> <li>● Are unable to use the materials provided.</li> </ul>

## Iowa Teaching Standard #4:

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

- A. Aligns classroom instruction with local standards and district curriculum.
- B. Uses research-based instructional strategies that address the full range of cognitive levels.
- C. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs readiness, interests, and learning profile/styles.
- D. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.
- E. Connects students' prior knowledge, life experiences, and interests in the instructional process. Uses available resources, including technologies, in the delivery of instruction.
- F. Makes the purposes of learning, academic, and work habit standards, performance criteria, and student responsibilities explicitly clear.

### Student Performance Effects

Exemplary	Proficient	Improving	Unsatisfactory
<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>● Can state objectives/purposes of learning and connect them to course standards.</li> <li>● Invent ways to more efficiently use tools/strategies based upon their readiness and learning styles to make connections beyond the critical content.</li> <li>● Use feedback to extend their own learning beyond the intended purposes.</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>● Can cite the purposes of the day's lesson and why it is important (upon request).</li> <li>● Use tools/strategies based upon readiness and/or to master learning styles to learn critical content.</li> <li>● Use feedback to adjust performance and meet the purposes of learning or standards.</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>● Are beginning to use tools/strategies to taking time from learning critical content.</li> <li>● Are beginning to ask questions related to the learning, not the teacher's work task directions.</li> <li>● Are beginning to recognize how feedback connects to intended learning or standards.</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>● Ask questions related to the teacher's directions.</li> <li>● Focuses upon the use of tools/strategies with little/no attention to the mastery of critical understandings or essential skills.</li> <li>● Does not utilize feedback at this time.</li> <li>● Does not connect the feedback provided to the intended learning or standards.</li> </ul>

## Professional Practices Standard #5:

Uses a variety of methods to monitor student learning.

- A. Aligns classroom assessment with instructions.
- B. Communicates assessment criteria and standards to all students and parents.
- C. Understands and uses the results of multiple assessments to guide planning and instruction.
- D. Guides and engages students in goal setting and assessing their own learning.
- E. Provides substantive, timely, and constructive feedback to students and parents.
- F. Works with other staff and building and district leadership in analysis of student progress.

### Student Performance Effects

Exemplary	Proficient	Improving	Unsatisfactory
<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>● Seek opportunities to extend their learning.</li> <li>● Strive to create and internalize their own criteria.</li> <li>● Formulate questions to focus or refine their problem solving.</li> <li>● See standards and criteria as essential to independent, continuous learning.</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>● Are actively engaged in the targeted learning objective.</li> <li>● Self-assess their own work and self-correct according to criteria or exemplar(s).</li> <li>● Manipulate learned strategies and resources to solve problems.</li> <li>● Use specific criteria to achieve personal learning goals.</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>● Engage in the targeted learning objective, but need teacher or peer support.</li> <li>● Self-asses with teacher assistance.</li> <li>● Use specific strategies and resources directed by the teacher.</li> <li>● Use criteria to meet performance requirements.</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>● Are not engaged; disruptive and/or disinterested.</li> <li>● Are frustrated and defiant about the learning process and/or product.</li> <li>● Are unaware of alternatives to solve problems.</li> <li>● View performance criteria as beyond own control.</li> </ul>



## Iowa Teaching Standard #6:

Demonstrates competence in classroom management.

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

### Student Performance Effects

Exemplary	Proficient	Improving	Unsatisfactory
<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>● Establish and internalize behavioral expectations.</li> <li>● Are engaged with the teacher's strategies and procedures.</li> <li>● Assess their work habits; adjust without guidance.</li> <li>● Describe work and learning achievements.</li> <li>● Respect feedback and counsel each other.</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>● Follow rules and regulations.</li> <li>● Are engaged with the teacher's strategies and procedures.</li> <li>● Assess their work habits; adjust with guidance.</li> <li>● Describe their achievements.</li> <li>● Accept and respond to feedback.</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>● Follow rules and regulations, but need teacher redirection.</li> <li>● Are generally engaged with the teacher's strategies and procedures, but need reminders.</li> <li>● Are beginning to assess their work habits; adjust with guidance.</li> <li>● Need instruction to accept feedback.</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>● Do not follow rules and regulations.</li> <li>● Do not respond to reminders or redirections.</li> <li>● Rely upon others to assess work habits.</li> <li>● Ignore and/or respond negatively to feedback.</li> </ul>

## Professional Practices Standard #7:

Engages in professional growth.

- A. Demonstrates habits and skills of continuous inquiry and learning.
- B. Works collaboratively to improve professional practice and student learning.
- C. Applies research, knowledge, and skills from professional development opportunities to improve practice.
- D. Establishes and implements professional development plans based upon the teacher's needs aligned to the *Iowa Teaching Standards* and district/building student achievement goals.
- E. Seeks and uses customer feedback to improve professional practice.

### Teacher Performance Effects

Exemplary	Proficient	Basic	Unsatisfactory
<p><b>Teacher collaborates with others and:</b></p> <ul style="list-style-type: none"> <li>● Aligns professional growth practices to student data to enhance student learning.</li> <li>● Initiates and applies professional growth to identified district achievement standards.</li> <li>● Actively seeks out and participates in school leadership capacities.</li> <li>● Creates and implements a professional growth plan that is reflective and impacts student learning in the present and future.</li> </ul>	<p><b>Teacher collaborates with others and:</b></p> <ul style="list-style-type: none"> <li>● Uses professional growth opportunities to enhance teaching practices.</li> <li>● Applies professional growth opportunities toward the achievement of identified district achievement standards.</li> <li>● Contributes to progress of school initiatives.</li> <li>● Implements a professional growth plan that is reflective and impacts student learning.</li> </ul>	<p><b>Teacher collaborates with others and:</b></p> <ul style="list-style-type: none"> <li>● Participates in all required professional growth opportunities.</li> <li>● Contributes to school initiatives (if requested).</li> <li>● Designs and implements a professional growth plan, but does not consider student impact.</li> </ul>	<p><b>Teacher collaborates with others and:</b></p> <ul style="list-style-type: none"> <li>● Attends most required professional growth opportunities.</li> <li>● Attends professional growth opportunities, but does not link them to district achievement standards.</li> <li>● Does not participate in school initiatives.</li> <li>● Views professional growth as a requirement.</li> <li>● Works against building and district initiatives.</li> </ul>

## Professional Practices Standard #8:

Fulfills professional responsibilities established by the school district.

- A. Adheres to board policies, district procedures, and contractual obligations.
- B. Demonstrates professional and ethical conduct as defined by state law and district policy.
- C. Contributes to efforts to achieve a district and building goals.
- D. Demonstrates an understanding of and respect for all learners and staff.
- E. Collaborates with students, families, colleagues, and communities to enhance student learning.

### Professional Performance Effects

Exemplary	Proficient	Basic	Unsatisfactory
<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>• Exceeds district's professional responsibility standards.</li> <li>• Is viewed by peers and administration as a model of professionalism.</li> </ul>	<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>• Meets the district's professional responsibility standards.</li> <li>• Does not need administrative or peer direction on this standard or any of the eight (8) <i>Iowa Teaching Standards</i>.</li> </ul>	<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>• Needs occasional administrative or peer direction to meet the <i>Iowa Teaching Standards</i>.</li> </ul>	<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>• Does not meet all eight (8) of the <i>Iowa Teaching Standards</i> as documented.</li> <li>• Teacher improvement conferences, plans, and/or disciplinary actions are documented by the teacher and administration.</li> </ul>





# Pre & Post Observation Form

## Tier II - Career Teacher or Career Counselor

Teacher's Name:

Evaluator:

Grade/Subject:

Building:

[Pre/Post Observation #1](#): Core Teaching Capabilities [1](#) , [3](#), and [7](#)

[Pre/Post Observation #2](#): Core Teaching Capabilities [2](#), [4](#), [5](#), & [6](#)

[Iowa Teaching Standard #8](#)

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

Professional Learning Goal in SMART Goal format from your PLP.

Pre & Post Observations Meetings	Pre-Observation Discussion Date	Post Observation Discussion Date	Core Teaching Capability Areas of Focus	Items to Bring to All Observation Meetings
<b>Meeting #1</b> Observation is to be conducted no later than <b>October 31st</b>			Core Teaching Capabilities #1, #3, and #7	<ul style="list-style-type: none"> <li>• Home-School communication log. (LINK or bring hard copy to all observation meetings)</li> <li>• Lesson plans that include learning targets, strategies/activities, assessments, student practice, and plans for differentiation. (LINK or bring hard copy to all observation meetings)</li> </ul> A systematic written plan for addressing classroom expectations, routines, and procedures, and classroom community (LINK HERE)
<b>Meeting #2</b> Observation is to be conducted no later than <b>March 31st</b>			Core Teaching Capabilities #2, #4, #5, and #6	Data analysis and a written plan for addressing needs you discovered in your analysis based on the data from a formative or summative assessment (LINK)  Completed parent feedback surveys, analysis of the results, and next steps (LINK HERE)
<b>Throughout the observation and evaluation process</b>			Iowa Teaching Standard #8	Continual reflection on meeting Iowa Teaching Standard 8 - Professional Practices

## Pre and Post Observation #1

To be held by October 31st

### Shared Pre-Observation Discussion Notes:

Core Teaching Capabilities Focus #1, #3, and #7

### Shared Post-Observation Discussion Notes:

Core Teaching Capabilities Focus #1, #3, and #7

## Core Teaching Capability #1

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



	<ul style="list-style-type: none"><li>● 8.a: Adheres to board policies, district procedures, and contractual obligations.</li><li>● 8.b: Demonstrates professional and ethical conduct as defined by state law and district policy.</li><li>● 8.d: Demonstrates an understanding of and respect for all learners and staff.</li></ul>	
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**Rubric for Reflection Core Teaching Capabilities #1:**  
Establishes and maintains a culture of safety, respect and rapport.

<b>Rubric for Reflection Core Teaching Capabilities #1:</b> Establishes and maintains a culture of safety, respect and rapport.														
<b>Emerging 1 2 3</b>			<b>Exploring 4 5 6</b>			<b>Applying 7 8 9</b>			<b>Integrating 10 11 12</b>			<b>Innovating 13 14 15</b>		
Adheres to local policies and state laws regarding physical safety.			Provides students with guidelines for supporting physical and emotional safety.			Teaches skills to develop reflective listening, empathy, social skills and resilience in an atmosphere where mistakes are opportunities to learn.			Supports students to understand, value, and respect one another across cultural, race, class, language, sexual orientation, and other differences.			Facilitates a safe and inclusive learning environment in which students respectfully support each other to take risks and be resilient in advancing their emotional, social, and intellectual capabilities.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Builds rapport with most students.			Interacts and connects with students on non-academic topics in ways that strengthen relationships.			Utilizes strategies that support students to work cooperatively and improve peer relationships.			Explicitly supports students in developing skills in relationship-building, self-awareness and self-management.			Facilitates a classroom community in which students actively engage in relationship-building, self-awareness and self management.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

**Rubric for Reflection Core Teaching Capabilities #1:**  
Establishes and maintains a culture of safety, respect and rapport.

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

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

**Teacher Provided Pre-Observation Response to Core Teaching Capability #1:**

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**Teacher Provided Post-Observation Response to Core Teaching Capability #1:**

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## Core Teaching Capability #3

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

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

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

**Teacher Provided Pre-Observation Response to Core Teaching Capability #3:**

**Teacher Provided Post-Observation Response to Core Teaching Capability #3:**

## Core Teaching Capability #7

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



**Rubric for Reflection Core Teaching Capabilities #7:**  
Collaborates with colleagues, resource personnel, and families to support student learning.

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

**Rubric for Reflection Core Teaching Capabilities #7:**  
Collaborates with colleagues, resource personnel, and families to support student learning.

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

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

**Teacher Provided Pre-Observation Response to Core Teaching Capability #7:**

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**Teacher Provided Post-Observation Response to Core Teaching Capability #7:**

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# Pre and Post Observation #2

To be held by March 31st

## Shared Pre-Observation Discussion Notes:

Core Teaching Capabilities Focus #2, #4, #5, and #6

## Shared Post-Observation Discussion Notes:

Core Teaching Capabilities Focus #2, #4, #5, and #6

## Core Teaching Capability #2

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

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

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

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

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



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

**Teacher Provided Pre-Observation Response to Core Teaching Capability #2:**

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**Teacher Provided Post-Observation Response to Core Teaching Capability #2:**

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## Core Teaching Capability #4

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

**Rubric for Reflection Core Teaching Capabilities #4:**

Uses a Variety of Instructional Strategies to develop student competencies and achieve learning goals.

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

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

**Teacher Provided Pre-Observation Response to Core Teaching Capability #4:**

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**Teacher Provided Post-Observation Response to Core Teaching Capability #4:**

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## Core Teaching Capability #5

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

**Rubric for Reflection Core Teaching Capabilities #5:**

Promotes conceptual understanding through critical thinking, complex problem-solving, academic discussions, and student reflection.

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

**Rubric for Reflection Core Teaching Capabilities #5:**

Promotes conceptual understanding through critical thinking, complex problem-solving, academic discussions, and student reflection.

<b>Emerging 1 2 3</b>			<b>Exploring 4 5 6</b>			<b>Applying 7 8 9</b>			<b>Integrating 10 11 12</b>			<b>Innovating 13 14 15</b>		
Asks students to share their reasoning.			Asks students to share evidence when explaining their reasoning.			Guides students in sharing their reasoning based on evidence with the teacher and each other.			Supports each student in using effective methods of expressing evidence-based learning.			Provides multiple opportunities for students to express their evidence-based reasoning in a variety of formats.		
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15

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

**Teacher Provided Pre-Observation Response to Core Teaching Capability #5:**

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**Teacher Provided Post-Observation Response to Core Teaching Capability #5:**

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## Core Teaching Capability #6

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

**Rubric for Reflection Core Teaching Capabilities #6:**

Analyzes student learning to determine impact of instruction, provide feedback, and plan instructional next steps.

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

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

**Teacher Provided Pre-Observation Response to Core Teaching Capability #6:**

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**Teacher Provided Post-Observation Response to Core Teaching Capability #6:**

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# Iowa Teaching Standard #8

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

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

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

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

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

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

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

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

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

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



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

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

**Teacher/Counselor Provided Pre-Observation Cycle Summary Response to  
Iowa Teaching Standard #8 Guiding Questions**

**In what ways do you:**

- Establish and maintain a culture of safety, respect, and rapport with both students, fellow staff, and families?
- Collaborate with colleagues, resource personnel, and families to support student learning?
- Ensure that employee professional practices and building/district protocols are met on a consistent basis?

**Teacher/Counselor Provided Post-Observation Cycle Summary Response to  
Iowa Teaching Standard #8: Guiding Questions**

**In what ways do you:**

- Establish and maintain a culture of safety, respect, and rapport with both students, fellow staff, and families?
- Collaborate with colleagues, resource personnel, and families to support student learning?
- Ensure that employee professional practices and building/district protocols are met on a consistent basis?

# Teacher Summative Evaluation: Short Form

Teachers Name:

Evaluation Date:

Evaluator:

Grade/Subject:

Building:

Type of Review:

<b>Teacher Professional Learning Goals:</b>
<b>Indicators of Progress:</b>
<b>Teacher Reflection:</b>
<b>Administrator Reflection:</b>
<b>Future Consideration:</b>

**Check One:**

Yes	No	
		Provided Evidence of District Required Artifacts
		Meets All Eight (8) Iowa Teaching Standards and Criteria

**Next Steps and Recommendation:**

	This is a 3-year evaluation for a Tier II teacher. The teacher met all eight (8) Iowa Teaching Standards and will continue on a Tier II evaluation cycle.
	The teacher has failed to meet all eight (8) Iowa Teaching Standards. I am recommending that the teacher move to Tier III - Improvement Plan Level 1: Awareness.

**Signatures:**

\_\_\_\_\_

Teacher's Signature

\_\_\_\_\_

Date

\_\_\_\_\_

Administrator's Signature

\_\_\_\_\_

Date

# School Counselor Summative Evaluation: Short Form

Teachers Name:

Evaluation Date:

Evaluator:

Grade/Subject:

Building:

Type of Review:

Counselor Professional Learning Goals:
Indicators of Progress:
Counselor Reflection:
Administrator Reflection:
Future Consideration:

**Check One:**

Yes	No	
		Provided Evidence of District Required Artifacts
		Meets All Eight (8) Iowa Teaching Standards and Criteria

**Next Steps and Recommendation:**

	This is a 3-year evaluation for a Tier II Counselor. The Counselor met all eight (8) Iowa Counselor Standards.
	The counselor has failed to meet all eight (8) Iowa Counselor Standards. I am recommending that the teacher move to Tier III - Improvement Plan Level 1: Awareness

**Signatures:**

\_\_\_\_\_

Counselor's Signature

\_\_\_\_\_

Date

\_\_\_\_\_

Administrator's Signature

\_\_\_\_\_

Date

# Teacher Artifact Examples for the Iowa Teaching Standards

Artifacts that are in **RED** are required artifacts. These are listed more than once due to that the identified artifacts support more than one Iowa Teaching Standard

The following examples of artifacts for the Iowa Teaching Standards are not all inclusive.

Iowa Teaching Standard 1: Student Achievement
<ul style="list-style-type: none"><li>● Individual Professional Growth Plan (IPDP) that includes a SMART goal that is aligned to and in support of the School Improvement Plan</li><li>● Documentation of running records/other data gathering and active review</li><li>● Grade book entries/classroom data</li><li>● Standards based rubrics</li><li>● Standards based goal charts</li><li>● Standards based formative and summative assessments</li><li>● Documentation of student goal setting and communication with families</li><li>● Documentation of student evaluation of their own learning</li><li>● Student portfolios</li><li>● Displayed student work with rubric(s) attached demonstrating meeting or exceeding the standard(s).</li><li>● Lesson plans that include learning targets, strategies/activities, assessments, student practice, and plans for differentiation</li><li>● Data analysis and a written plan for addressing needs you discovered in your analysis based on the student data.</li><li>● Use of IEP data monitoring to plan for instruction and assessment of learning and growth</li><li>● PLC team meeting agendas and notes</li><li>● Collaboration notes with support staff, paraprofessionals, special education teachers, other department teachers, and/or others.</li><li>● Home-School communication log</li><li>● Classroom Newsletters</li><li>● Evaluator observation notes</li><li>● Completed parent feedback surveys, analysis of the results, and next steps</li></ul>
Iowa Teaching Standard 2: Content Knowledge
<ul style="list-style-type: none"><li>● Individual Professional Development Plan (IPDP)</li><li>● Lesson plans that include learning targets, strategies/activities, assessments, student practice, and plans for differentiation</li><li>● Standards based rubrics</li><li>● Standards based formative and summative assessments</li><li>● Student evaluation of their own learning</li><li>● Student portfolios</li><li>● Use of IEP data monitoring to plan for instruction</li><li>● Evaluator observation notes</li></ul>
Iowa Teaching Standard 3: Planning
<ul style="list-style-type: none"><li>● Demonstration of formative assessment data utilized to refine and adjust planned lessons/units to meet the diverse learning needs of the students</li><li>● Rubrics that are directly tied to formative and summative assessments</li></ul>

- Photos/video of students engaged in learning activities
- Student evaluation of their own learning
- Student portfolio
- Student interest surveys
- Lesson plans that include learning targets, strategies/activities, assessments, student practice, and plans for differentiation
- Bibliography of resources utilized when planning
- PLC team planning minutes
- Use of IEP data monitoring to plan for instruction
- Evaluator observation notes

#### Iowa Teaching Standard 4: Diverse Learners

- Demonstration of formative assessment data utilized to refine and adjust planned lessons/units to meet the diverse learning needs of the students
- Standards based rubrics that are directly tied to formative and summative assessments
- Formative and summative assessment data demonstrating that 80% or more of learners meet the assessed standard(s).
- Data analysis and a written plan for addressing needs you discovered in your analysis based on the data from a formative or summative assessment
- Documented academic intervention plans for the whole class (Tier I) and smaller groups of students (Tier II) who have not mastered the assessed standard
- Lesson plans that include learning targets, strategies/activities, assessments, student practice, and plans for differentiation
- Use of IEP monitoring data to plan for and adjust instruction as needed
- Demonstrated accommodation of lesson plans for students with IEP's and 504's
- Photos/video of students engaged in diverse learning activities
- Student evaluation of their own learning
- Student portfolios
- Student interest surveys
- Evaluator observation notes

#### Iowa Teaching Standard 5: Assessment

- Demonstration of formative assessment data utilized to refine and adjust planned lessons/units to meet the diverse learning needs of the students
- Standards based rubrics that are directly tied to formative and summative assessments
- Student evaluation of their own learning
- Goal charts aligned to the Iowa Core and Extended Core Standards.
- Use of IEP data monitoring to plan for and adjust instruction as needed.
- Data analysis and a written plan for addressing needs you discovered in your analysis based on the data from a formative or summative assessment
- Evaluator observation notes

#### Iowa Teaching Standard 6: Classroom Management

- A systematic written plan for addressing classroom expectations, routines, and procedures, and classroom community
- Photos of classroom set-up and management systems (observable)
- Classroom expectations posted and verbal acknowledgement of meeting the expectations is provided on a consistent basis (observable)

- Classroom procedures posted and verbal acknowledgement of following the posted procedures provided on a consistent basis (observable)
- Lesson objective and agenda for learning posted and up to date (observable)
- Seating charts
- Number of students on task and engaged in purposeful learning (observable)
- Planned transitions and implementation
- Small group learning opportunities with student assigned “team jobs”
- Student self evaluation of role, participation, and contribution to learning within the small group setting
- Implementation of BIP’s with fidelity - IEP progress monitoring data
- Student referral data
- Time audits of direct instruction (I Do), collaborative learning (We Do, and/or individual student learning (You Do)
- **Home-School communication log**
- Evaluator observation notes

### Iowa Teaching Standard 7: Professional Growth

- Individual Professional Growth plan (IPDP) that is well developed, implemented, and monitored with progress updates made throughout the school year
- Demonstrated growth in student achievement data
- Documentation of willingly working with the building Instructional Coach
- Collaboration notes from instructional planning and/or student data analysis with fellow staff member
- Notes and reflection from participation in the peer observation and feedback process
- PLC team notes from collaborative professional learning
- Personal journal or lesson/unit plan notes demonstrating personal reflection of teaching practices implemented and student outcomes
- Presentations to fellow educators both within and outside of the district
- Transcripts from professional learning and/or graduate work
- Advancement of degree
- Membership with professional organizations
- Bibliography or log of professional/journals books read

### Iowa Teaching Standard 8: Professional Responsibilities

- Demonstrated growth in student achievement
- Phone/e-mail log of communication with families
- Translation of school/district communication into the native language of families
- Evidence of participation in home visits
- Individual Professional Development Plan (IPDP)
- Documentation of mandatory training
- Committee membership
- Engagement in staff and district meetings and learning opportunities
- PLC meeting agenda and notes
- Documentation of collaboration with fellow staff around complex situations and problem solving
- **Completed parent feedback surveys, analysis of the results, and next steps**
- Personal demonstration of timely arrival to work and absentee rate of less than 3% (This is the equivalent of 6 days).

# School Counselor Artifact Examples for the Iowa Teaching Standards

Artifacts that are in **RED** are required artifacts. These are listed more than once due to that the identified artifacts support more than one Iowa Teaching Standard

The following examples of artifacts for the Iowa Teaching Standards are not all inclusive.

<b>Iowa Teaching Standard 1: Student Achievement</b>
<ul style="list-style-type: none"><li>• Annual scope and sequence for Universal SEBH Instruction</li><li>• Evidence of collaborative problem-solving for individual students related to behavior and learning expectations of the general education classroom</li><li>• Home-School communication log</li><li>• Lesson plans that include learning targets, strategies/activities, assessments, student practice, and plans for differentiation</li><li>• Data analysis and a written plan for addressing needs you discovered in your analysis based on the student data.</li><li>• Completed parent feedback surveys, analysis of the results, and next steps</li></ul>
<b>Iowa Teaching Standard 2: Content Knowledge</b>
<ul style="list-style-type: none"><li>• Implementation evidence that reflects best practice instruction for counseling (Examples include reflections, lesson plans, unit design, assessments, student work samples, etc.)</li></ul>
<b>Iowa Teaching Standard 3: Planning</b>
<ul style="list-style-type: none"><li>• Counseling lesson/unit sample</li><li>• Lesson plans that include learning targets, strategies/activities, assessments, student practice, and plans for differentiation</li></ul>
<b>Iowa Teaching Standard 4: Diverse Learners</b>
<ul style="list-style-type: none"><li>• PLC and Collaboration Notes</li><li>• Collaboration with school-based, district, and outside agencies</li><li>• Lesson plans that include learning targets, strategies/activities, assessments, student practice, and plans for differentiation</li></ul>
<b>Iowa Teaching Standard 5: Assessment</b>
<ul style="list-style-type: none"><li>• Evidence of student goal setting for individuals or groups (Examples include social skills, replacement behaviors, academic goals, etc.)</li><li>• Data analysis and a written plan for addressing needs you discovered in your analysis based on the student data.</li></ul>
<b>Iowa Teaching Standard 6: Classroom Management</b>
<ul style="list-style-type: none"><li>• Evidence of structures to build and maintain classroom/building community and positive classroom/building culture (Examples include lesson plans related to team building, incorporation of SEBH universal instruction, documentation of building-wide efforts related to students' character development, etc.)</li><li>• A systematic written plan for addressing student expectations, routines, procedures, and classroom/building community</li><li>• Home-School communication log</li></ul>



### Iowa Teaching Standard 7: Professional Growth

- Individual Professional Learning Plan (PLP)
- Evidence of professional learning attendance and implementation
- Data analysis and a written plan for addressing needs you discovered in your analysis based on the student data.
- Completed parent feedback surveys, analysis of the results, and next steps

### Iowa Teaching Standard 8: Professional Responsibilities

- Home-school communications log (Include both positive and problem solving communications)
- Data analysis and a written plan for addressing needs you discovered in your analysis based on the student data.
- Staff Professional Learning and/or Community Presentations (SEBH, Testing Integrity, Scholarships/FAFSA, etc.)
- Completed parent feedback surveys, analysis of the results, and next steps