

Diocese of Sioux City



Teacher Evaluation Handbook

for

Tier I/Initial/Beginning License

Tier II/Standard/Professional License

Tier III/Intensive Assistance

August 2018

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MISSION

Essential to the educational ministry of the Church, the Catholic Schools of the Diocese of Sioux City are fulfilling the Church's mission to teach as Jesus did. Together with the support of parents, teachers, administrators, clergy, parishioners and the community at large, we are committed to providing an education rooted in the Gospel of Jesus Christ where Catholic doctrine and values and academic excellence prepare each student for a life of faith, service and integrity.

PHILOSOPHY

OUR STUDENTS come from a tradition of lived faith, strong nuclear family membership, and an environment of togetherness and cooperation. In a period of transition that challenges the traditional role of child and parent and in a pluralistic environment which presents conflicting models of behavior and values, our students continue to be hopeful, competitive, creative, caring, focused, and ready to learn.

OUR CATHOLIC SCHOOLS are committed to transmitting to these students the beliefs, traditions, values, and practices of our Catholic heritage. The schools exist to form adult Catholics and American citizens who will foster a culture in which moral responsibility, stewardship, respect for life, family strength, fidelity to doctrine, and mutual respect for self and others are enhanced and promoted.

In a Christ-centered environment...

- Each person is seen as a unique creation of divine love.
- Each student is challenged to understand and value the religious, social, political, and historical heritage belonging to each.
- Each student is given the opportunity to value personal origins, while reaching a global awareness and universal outlook that avoids provincialism.
- Each student is extended the invitation to respond to the call received in Baptism to spread the Gospel to every creature that is initially realized in a distinctively inclusive family of students, teachers, and parents.

OUR ADMINISTRATORS, FACULTY, AND STAFFS, in a faithful imitation of Christ, the Master Teacher, lead students to reflect upon their own uniqueness as God's children, to follow the guidance provided by Gospel values, to form a mature conscience and to live a personal relationship with God. In creating a climate supportive of the program of Catholic education, all faculty and staff must be people of joyful dedication, true witness to our Catholic faith. They must exemplify forgiveness, compassion, non-judgmental attitudes and cooperation.

As a result of this dedicated ministry:

- Our students grow in self-knowledge, develop the skills to become lifelong learners, and progress towards mature Christian responsibility as citizens of the global community.
- Our young Catholics recognize and appreciate the diversity among people and cultures, acquire the skills necessary to communicate with a diversity of backgrounds, learn to deal with conflict in a constructive way and come to appreciate the importance of service to their Church and community.
- Our students learn what is helpful for them physically, socially, psychologically, and spiritually, and learn to use the talents and gifts, which will enable them to be servants and leaders in the Christian community.
- Our students are taught through methods and integrated curriculum content, though varying from school to school, which exhibit characteristics indispensable to Catholic identity and purpose. Gospel values are taught and learned through experiential learning and methods of instruction, which promote the development of self-esteem, cooperative efforts, partnership with parents, leadership opportunities, and life-long learning skills.

ACKNOWLEDGMENTS

2018

Schools:

| Representative | School |
|---------------------------------|--------------------------------|
| Kate Connealy | Bishop Heelan Catholic Schools |
| Ted Garringer Kathi Milligan | Kuemper Catholic School |
| Lorie Nussbaum | Gehlen Catholic School |

Diocesan Staff:

| Representative | Department |
|----------------|---------------------------|
| Patty Lansink | Superintendent of Schools |

We are grateful to the competent and dedicated committee members who gave generously of their time and energy.

**TEACHER EVALUATION PROCESS
REQUIRED COMPONENTS**

- **Use of Iowa Teaching Standards for both beginning teachers and career teachers**
- **Comprehensive Evaluation for beginning teachers**
- **Performance Review for career teachers at least once every three years**
- **Development of an Individual Career Development Plan by a career teacher in consultation with the evaluator**
- **Annual meeting between the evaluator and the teacher to discuss the progress on the career development plan**
- **Provision of intensive assistance for career teachers who are not meeting the Diocesan/Iowa Teaching Standards**
- **Trained evaluators**

Sioux City Diocese Catholic School Professional Learning Community Vision and Beliefs: The Theory Behind the Plan

We are a professional learning community totally focused on teaching, learning, and spiritual development.

The Diocese of Sioux City Catholic School Belief Statements

- The teacher evaluation system should be manageable for all stakeholders, have longevity, and be implemented consistently throughout the Diocese.
- The relevance of the teacher evaluation program will be qualitative and quantitative, purposeful, and productive. The evaluation program will improve teacher performance and ultimately, student learning.
- Improved student learning will result with ongoing teacher self-reflection on instructional practices.
- The evaluation system will have clearly defined expectations, timelines, and procedures.

In summary, our total **focus** is: Improved student learning through a focus on best practice instruction while increasing enthusiasm for learning.

“A school teaches in three ways: by what it teaches (rigor), by how it teaches (relevance), and by the kind of place it is (relationships).”

– *Lawrence Downey*

Teacher Evaluation Overview Tiers I, II, and III

The purpose of the Professional Staff Evaluation is to provide a structured, supportive, and collaborative environment to promote professional development that will further the system's Comprehensive School Improvement Plan (CSIP) and enhance student achievement. The procedures, processes, and relationships established and supported within the system should also help staff develop professionally and personally, promote an environment that will encourage teachers and administrators to understand the importance and usefulness of evaluation, and support the practice of reflection and continuous professional development. The forms included are recommended for use by administrators.

Overview

The evaluation system shall consist of formal and informal observations, artifact collection, and review of additional data gathered by the administrator.

During the first two years of employment with the Sioux City Diocese, all beginning teachers will participate in Tier I/Initial License of the Professional Staff Evaluation System. A primary purpose of Tier I is to generate usable and reliable data that will support making a decision to recommend for licensure a beginning teacher and will support the movement of the beginning teacher to the Tier II level. Upon successful completion of Tier I, teachers will be placed on Tier II Career Teacher of this system.

Professional staff on Tier II will be involved in developing, implementing, and assessing Career Development Plans. During this three-year cycle, staff members will have conversations with the evaluator(s) about progress toward meeting the Iowa Teaching Standards and Criteria. The evaluator(s) will also conduct one formal observation of each staff member during Year 3 of the three-year cycle. Additional observations – informal and formal – may be conducted, and walk-throughs will also occur. A Comprehensive Evaluation will occur at the end of Year Three.

Definitions

1. *Comprehensive Evaluation* shall mean a summative evaluation of a Tier 1 or a Tier II Probationary Career teacher conducted by an evaluator for the purposes of determining a teacher's competency relative to the Iowa teaching standards. For Tier 1 teachers, the *Comprehensive Evaluation* will also be used for recommendation for licensure.
2. *Performance Review* shall mean a summative evaluation of a teacher other than a Tier 1 or Tier II Probationary Career teacher used to determine the teacher's practice meets Diocesan school expectations and the Diocesan/Iowa teaching standards.
3. *Tier 1, Initial License/Beginning Teacher*, shall mean an individual serving under an initial provisional license, issued by board of educational examiners under chapter 272 who is assuming a position as a classroom teacher.
4. *Tier II Career Teacher* means an individual who holds a valid practitioner's license and who has been employed in the Diocese for more than one year.
5. *Formal Observation* shall mean the observation of a teacher's performance, as outlined in the process on page 9.
6. *Informal Observation* shall mean the unannounced observation of a teacher's performance.
7. *Walk-through* means an announced or unannounced brief observation of a teacher's performance and classroom. A checklist and comment page are completed.
8. *Teacher* means an individual holding a practitioner's license issued under chapter 272, who is employed in a non-administrative position as a teacher, librarian, or counselor.

If an evaluator determines, at any time, as a result of a teachers' performance, that the teacher is not meeting Diocesan expectations under the Iowa Teaching Standards and Criteria, and any other standards and criteria established by the Diocese, the evaluator shall, where appropriate, recommend the teacher participate in Tier III, an intensive assistance program **and notify the superintendent of this action.**

Note: Principals need to be aware of the policies in the Administrative Manual in the event of a termination of a contract or not offering a contract for next year is being considered. Nothing in this handbook is intended to alter the terms of the Administrative Manual or the Teacher Contract that has been signed by the teacher.

Tier I, II, III Notification

The professional growth process includes three tiers:

- Tier I: Beginning Teacher
- Tier II: Career Teacher
- Tier III: Intensive Assistance Cycle

By September 30th of each school year, a member of the administrative staff shall acquaint employees with the evaluation procedures, criteria, and instruments, including any walk-through observation forms that may vary from year to year depending upon building-wide initiatives and staff development. An employee starting work after the beginning of the school year shall be given such notification no later than one (1) week prior to the first formal evaluation.

Tier I, II, and III

Observation of work performance of a teacher shall be conducted openly. A copy of the Post-Observation Reflection Form shall be given to the principal within 5 working days of the observation. A conference shall be held between the principal and the teacher within ten days of the observation. This time may be extended by mutual agreement. The teacher shall sign the evaluator's copy acknowledging receipt of the teacher's copy. The teacher's signature on the evaluation form shall be understood to indicate his or her awareness of the material but in no instance shall said signature be interpreted to mean agreement with content of the material.

Note: A staff member's participation in any phase of the evaluation process does not mean that an administrator may not visit that staff member's classroom or observe sessions conducted by the staff member at any time. Administrators will continue to monitor the performance of all staff and will address concerns with staff members as they arise.

Tier I

Tier I: Beginning Teacher Evaluation

The purpose of the Tier I Cycle is to assist beginning teachers in becoming a contributing member of the Sioux City Diocese teaching staff. Focused upon the first three years of employment, it shall include the following components: informal mentoring, formal, informal, and walk-through classroom observations, participation in an individual career development plan and summary meeting, and evidence of meeting the Diocesan/Iowa Teaching Standards and Criteria for purposes of licensure.

Tier I: Formal Classroom Observations

Tier I teachers will be formally observed by a licensed evaluator at least two times annually at mutually agreed upon times, for a period of 3 years. These observations will include a pre-observation conference, a classroom observation, and a post-observation conference. These formal observations and a summative report will be completed no later than April 1 of each contract year.

Formal Observation Process for Tiers I, II, and III

1. Formal observations shall include pre- and post-observation conferences that will be scheduled for dates and times mutually agreeable to the staff member and the evaluator(s). For staff members in Tier I, the evaluator(s) shall conduct a minimum of two formal observations in each of the first three years before April 30. For staff members in Tier II, the evaluator(s) shall conduct a minimum of one formal observation during year three of a three-year cycle. In the Tier II and III process, formal observations may be conducted at any stage of the process.
2. The formal observation process shall consist of:
 - a) Pre-Observation Conference
 - i. The pre-observation conference is the opportunity for the professional staff member and evaluator(s) to provide each other with information that will be helpful to the observation process.
 - ii. At or before the pre-observation conference, the staff member will submit the completed Pre-Observation Form for the session to be observed. (See page 18)
 - iii. At this pre-observation conference, the staff member may submit other artifacts or planning data.
 - b) Observation
 - i. During the observation, the evaluator will gather data that is descriptive of the teaching/learning situation.
 - ii. Standards and criteria used during the observation will be the Diocesan/Iowa Teaching Standards and Criteria with focus on: Standard 2 - Content Knowledge; Standard 3 - Planning and Preparation; Standard 4 - Delivery of Instruction; Standard 5 - Monitoring Student Learning; Standard 6 - Classroom Management; and Standard 9 - Faith Community Member.
 - iii. All formal observations will be of sufficient length to observe the lesson/entire session agreed upon for observation. Formal observations will be conducted openly with the full knowledge of the staff member.
 - c) Post-Observation Conference
 - i. The post-observation conference is an open and honest discussion of the observation between the professional staff member and the evaluator(s).
 - ii. It is recommended the post-observation conference will be held within ten working days of the observation or later if mutually agreed upon.

- iii. During the post-observation conference, or within ten working days after that conference, the evaluator(s) will provide brief written feedback to the staff member based on the Iowa Teaching Standards and Criteria.
- iv. At the post-observation conference, the staff member will submit a completed Post-Observation Form and may submit additional artifacts or data to assist in a review of the lesson/session observed. (see page 25)

Additional Data and Input

Informal or unannounced observations, walk-throughs, 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, or other staff members, professional involvement, management of conferences, work on committees, interactions with community agencies, participation in staff meetings or work on teams with fellow staff members. All non-confidential data and input that is gained from other sources will be made available to the staff member.

Informal Mentoring Program

1. Teachers who hold an initial license will be assigned a staff member to mentor them informally during the first three years of employment.
2. It is suggested teachers new to the Sioux City Diocese, but not new to the profession, will be assigned a staff member to mentor them their first year of employment.

Individual Career Development Plan

Because all teachers must participate in building-wide staff development, all teachers must complete an individual career development plan (ICDP). (See page 39.) For Tier I teachers, this plan must include the building-wide staff development initiatives and may include at least one personalized goal and implementation plan. For Tier II teachers, the plan must include both the building-wide staff development initiatives and at least one personalized goal and implementation plan. Librarians and guidance counselors will also complete an ICDP, but it may be different than teachers, as agreed upon by the staff member and administrator. Towards the end of the school year, staff members must complete the summary report (page 40) and meet with the administrator to discuss progress on the ICDP.

Comprehensive/Summative Evaluation Overview for Tiers I and II

1. For teachers with an initial license, the Comprehensive/Summative Evaluation Form (see page 32) must include the administrator's licensure recommendation. The administrator will use the Teacher Reflection Guide as a tool in the evaluation of the teacher.
2. For Tier II teachers, the Comprehensive/Summative Evaluation will be based on the teacher's overall performance in meeting the Diocesan/Iowa Teaching Standards and Criteria and the Individual Career Development Plan, (see page 39) as well as information collected during the continuous assessment of their performance throughout the three-year cycle. The administrator may use the Teacher Reflection Guide (Appendix) as a tool in the evaluation of the teacher.
3. Prior to the filing of the Comprehensive/Summative Evaluation, the evaluator(s) and teacher will have a final conference to review the evaluation. The teacher will sign and receive a copy of the evaluation. The teacher's signature indicates that he/she and the evaluator(s) have discussed the

evaluation together. It does not necessarily mean that the teacher agrees with all ratings or remarks contained in the evaluation. The evaluator will maintain a copy of this evaluation in the teacher's personnel file.

4. The completed Tier I Comprehensive/Summative Evaluation form must be in the beginning teacher's personnel file. The completed Tier II Comprehensive/Summative Evaluation form must be in the Tier II teacher's personnel file.

TIER I CYCLE CALENDAR

Year One and Two:

- Communication with staff to provide an overview of evaluation process (by Sept 30)
- Teacher completes ICDP by September 30
- Evaluator meets with each teacher in the spring: 1) To complete the summary report (page 2 of ICDP document), and 2) To discuss school and professional goals contained in the Individual Career Development Plan
- Two formal Observations by evaluator(s) (Prior to April 1)
 - Pre-observation conference
 - Observation
 - Post-observation conference and review of evidence collection
- Suggested participation in the mentor program (on-going)

Year Three:

- Meeting with Staff to provide an overview of evaluation process (by Sept 30)
- Teacher completes ICDP by September 30
- Evaluator meets with each teacher in the spring: 1) To complete the summary report (page 2 of ICDP document), and 2) To discuss school and professional goals contained in the Individual Career Development Plan
- Two Formal Observations by evaluator(s), (prior to April 1)
 - Pre-observation conference
 - Observation
 - Post-observation conference and review of evidence collection
- Suggested participation in the informal mentor program (on-going)
- Tier I Comprehensive/Summative Evaluation by evaluator(s) at the end of year three.
- Must have demonstrated the ability to meet the Iowa Teaching Standards & Criteria

Note – Principals need to be aware of the policies in the Administrative Manual in the event of a recommendation for termination or not offering a contract. Deadline for written notice of non-renewal of contract is April 15. (4119.4b and/or 4c)

Sioux City Diocese/Iowa Teaching Standards and Criteria

| | |
|---|--|
| <p>STANDARD 1: Demonstrates ability to enhance academic performance and support for implementation of the school district’s student achievement goals.</p> | <p>STANDARD 2: Demonstrates competence in content knowledge appropriate to the teaching profession.</p> |
| <p>The Teacher:</p> <ul style="list-style-type: none"> a. Provides multiple forms of evidence of student learning and growth to students, families, and staff. b. Implements strategies supporting student, building, and system goals. c. Uses student performance data as a guide for decision making. d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student. e. Creates an environment of mutual respect, rapport, and fairness. f. Participates in and contributes to a school culture that focuses on improved student learning. g. Communicates with students, families, colleagues, and communities effectively and accurately. | <p>The Teacher:</p> <ul style="list-style-type: none"> a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area. b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student. c. Relates ideas and information within and across content areas. d. Understands and uses instructional strategies that are appropriate to the content area. |
| <p>STANDARD 3: Demonstrates competence in planning and preparation for instruction.</p> | <p>STANDARD 4: Uses strategies to deliver instruction that meets the multiple learning needs of students.</p> |

| | |
|--|--|
| <p>The Teacher:</p> <ol style="list-style-type: none"> Uses student achievement data, local standards and the system curriculum in planning for instruction. Sets and communicates high expectations for social, behavioral, and academic success of all students. Uses student developmental needs, background, and interests in planning for instruction. Selects strategies to engage all students in learning. Uses available resources, including technologies, in the development and sequencing of instruction. | <p>The Teacher:</p> <ol style="list-style-type: none"> Aligns classroom instruction with local standards and system curriculum. Uses research-based instructional strategies that address the full range of cognitive levels. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth. Connects students' prior knowledge, life experiences, and interests in the instructional process. Uses available resources, including technologies, in the delivery of instruction. |
| <p>STANDARD 5: Uses a variety of methods to monitor student learning.</p> | <p>STANDARD 6: Demonstrates competence in classroom management.</p> |
| <p>The Teacher:</p> <ol style="list-style-type: none"> Aligns classroom assessment with instruction. Communicates assessment criteria and standards to all students and parents. Understands and uses the results of multiple assessments to guide planning and instruction. Guides students in goal setting and assessing their own learning. Provides substantive, timely, and constructive feedback to students and parents. Works with other staff and building and system leadership in analysis of student progress. | <p>The Teacher:</p> <ol style="list-style-type: none"> Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student. Establishes, communicates, models and maintains standards of responsible student behavior. Develops and implements classroom procedures and routines that support high expectations for learning. Uses instructional time effectively to maximize student achievement. Creates a safe and purposeful learning environment. |
| <p>STANDARD 7: Engages in professional growth.</p> | <p>STANDARD 8: Fulfills professional responsibilities established by the school system.</p> |

| | |
|--|---|
| <p>The teacher:</p> <ul style="list-style-type: none"> a. Demonstrates habits and skills of continuous inquiry and learning. b. Works collaboratively to improve professional practice and student learning. c. Applies research, knowledge, and skills from professional development opportunities to improve practice. d. Establishes and implements professional development plans based upon the teacher needs aligned to the Iowa Teaching Standards and system/building student achievement goals. | <p>The Teacher:</p> <ul style="list-style-type: none"> a. Adheres to Diocesan and local board policies, procedures, and contractual obligations. b. Demonstrates professional and ethical conduct as defined by state law and Diocesan policy. c. Contributes to efforts to achieve system 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. |
|--|---|

STANDARD 9: Fulfills professional responsibilities as a Faith Community Member

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|--|
| <p>The teacher:</p> <ul style="list-style-type: none"> a. Adheres to the Diocesan Administrative Manual and the school handbook. b. Models the mission of _____ Catholic School. c. Facilitates formation and service opportunities outside the classroom. d. Creates a faith-filled learning environment, including faith formation, prayer, and liturgy. e. Ensures knowledge of the Catholic Faith and integrates within the academic program. |
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**Diocese of Sioux City
Pre-Observation Form:
TIERS I, II, AND III**

| | |
|----------------------|-------------------------------|
| Name: | Administrator: |
| Pre-Conference Date: | Date and Time of Observation: |
| Grade/Subject: | |

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

2. What are the goals for the lesson? What do you want the student to learn?

3. How do these goals support the diocese's curriculum?

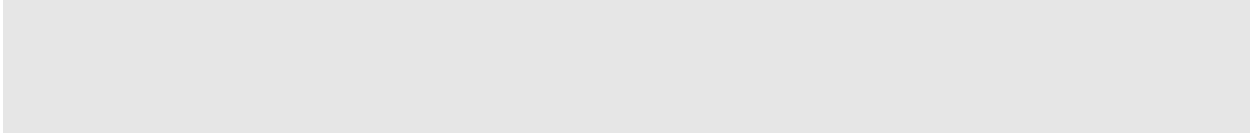
4. How do you plan to assess student achievement of the goals? What procedures will you use?
(Attach any tests or performance tasks, with rubrics or scoring guides.)

5. How do you plan to engage students in the content? What will you do? What will the students do?

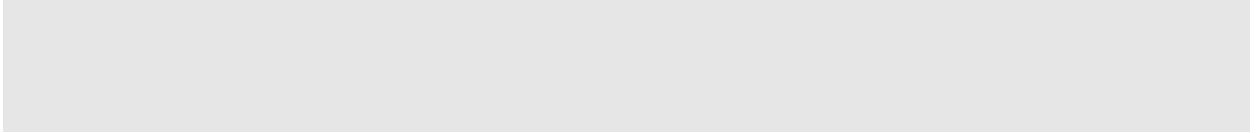
6. What difficulties do students typically experience in this area, and how do you plan to anticipate these difficulties?

7. Describe what, if anything, from staff development that will be observed?

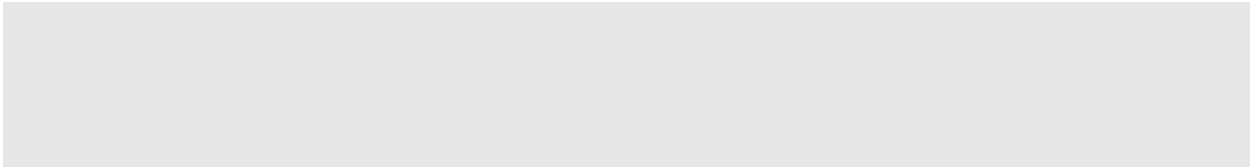
8. What instructional materials or other resources, if any will you use? (Attach sample materials you will be using in the lesson)



9. What Iowa teaching standards/criteria will be demonstrated in this observation?



10. List any items you might want to call to the attention of the administrator or areas you would like the administrator to observe.



Teacher's Signature/Date

Administrator's Signature/Date

Sample Formal Observation Form as Completed by the Administrator/Observer

[Teacher's Name]

Date of observation: October 12, 2016

Time of observation: 9:30-10:15

Grade:

Subject Area Observed and Lesson Plan Goals: Literature. Introduction of memoirs

Observations:

[This section contains information about the classroom environment and what is taking place throughout the lesson.]

The desks were arranged in pairs except for four desks. At the front was a religiously decorated bulletin board. Editor's marks were on posters in the front, and several other charts/posters regarding the writing process were elsewhere in the room. Character education posters were displayed. Classroom rules were stated in the front. What's happening bulletin board was on the side. Study skills posters were also displayed. Friday folder names were on the board. Service project boxes were on the blackboard ledge. Strings with empty hooks hung down from the ceiling. Several extension cords were running across the floor in the back of the room near the pencil sharpener.

When the observation began, students were coming into the room. Ms. Smith announced to the few that they were to start doing their work on the board. Most students did not need this reminder. Ms. Smith went around the room and passed out a sheet of paper to everyone. Students continued to come into the room. By 9:34, everyone was in the room and working.

The work on the board was to brainstorm some memories that stand out in their lives. At 9:36, Ms. Smith asked students to write down one of their ideas on the back side. Ms. Smith called upon a few students to share the memory written on the back of the paper. Ms. Smith then had students read a section from a page in the textbook regarding memoirs.

Ms. Smith had students write down the five sense words branching off from what they had written on the sheet. She turned on the overhead and shared her experience. She had a student tell her the senses as she wrote them on the overhead. She had students help her to complete her graphic organizer about her experience. She called upon students who had their hands raised.

Ms. Smith gave students three minutes to work on their own and set the timer. She circulated about the room and checked students' work, making a few comments as she looked at their work. She also gave another general hint to the whole class. When the timer sounded, she asked everyone to stop even though they may not be finished. She told them they would be getting back to them.

Ms. Smith previewed that they would be reading about a selection from a memoir. She wrote the word on the board and asked students about the root word. She then said there were only five vocabulary words for the story. She adjusted a few students' locations, so they could have partners. She passed out vocabulary cards. Students seemed to know what to do even without instructions, although Ms. Smith also repeated the instructions for them. The words were also written on the board. Ms. Smith told students to write the vocabulary words in their notebooks when they finished with the cards.

Ms. Smith circulated about the room and made comments and offered suggestions as students worked. The praise that Ms. Smith used was specific and not general.

After about 3-4 minutes, Ms. Smith called up two groups to the front. Each of the four students read a sentence. In the interests of time, Ms. Smith said they would not do any more. She asked a student to pick up the cards that were not yet used.

Ms. Smith told students that they would stay in the same groups for the rest of their work and also mentioned that they may not finish due to the shortened class. Ms. Smith had students flip over their paper. She called upon a student to read the directions. Ms. Smith then talked more about the directions. They began reading the selection. Ms. Smith nonchalantly picked up the jar of sticks. After the first section, Ms. Smith paused to ask a couple of questions. She then called upon two students to continue reading, using the sticks.

After the first three sections, Ms. Smith gave the students the directions to continue. They were to read the rest as indicated on the sheet of paper and answer the questions. They could do it however they wanted. Whatever they did not finish together was their homework. It was 10:00 when they started.

Students began to work. Ms. Smith mentioned that she saw many students remember to stop at the noted place. Ms. Smith continued to circulate about the room. She also set the timer. When the timer sounded at 10:04, Ms. Smith told students to stop working for now. She told the three students who had moved to return to their seats. She asked them to review their homework. She praised a student who had raised his hand. Ms. Smith made several comments regarding the homework and answered any questions. She then dismissed the students.

Comments Related to the Iowa Teaching Standards and Criteria:

[This section provides a brief comment concerning the standards and criteria that were observed.]

1b – Graphic organizers, structural analysis. Well done

1d – Well done.

1e – Well done.

1f – Communication with students was well done.

2a-2d – Well done

3a-3e – Well done.

4a-4b, 4d-4f – Well done

5e – Some feedback given to students as you circulated about the room.

6a-6e – Well done.

8d – Well done.

Multicultural/gender fair approaches – random calling upon students by using sticks

Learning skills – graphic organizers, vocabulary approach

Commendations:

[This section offers praise for things that were well done.]

--Standards and criteria: 1b, 1d, 1e, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 3e, 4a, 4b, 4d, 4e, 4f, 6a, 6b, 6c, 6d, 6e, and 8d.

--Time on task at the beginning of class as students came into the classroom.

--Excellent connections made to students' backgrounds and interests.

--Good rapport with students.

--Participation and engagement of the students throughout the period.

--Graphic organizer

--Use of timer and drawing sticks was seamless.

--Transitions were seamless.

--Vocabulary activities, including exploring the root word and using vocabulary cards and sentences, were well done.

--There was a wide variety of activities throughout the class period. However, they did not seem rushed either, and transitions were smooth and controlled.

--Praise used was specific rather than general. For example, "You did a good job using context words in a sentence to help explain the term."

--Good review of vocabulary from a previous lesson/story.

--Transitions were orderly.

--Having students repeat directions to check for understanding.

--Use of multiple research based instructional strategies/best practices.

--All of class was quiet (as needed and even though group work was done) and orderly.

Required:

[These are areas that must be addressed and are relatively non-negotiable. Examples might include safety issues, classroom management issues, or other specific issues that absolutely must be addressed. The number of items in this section is relatively few, if any.]

Electrical cord management is a must. Determine a method by which the room can be arranged or use other means so that the electrical cords are not a tripping hazard.

Questions for reflection:

[This section previews questions for the teacher to consider and may also be referenced during the post observation conference. By including some ORID questions in this section, the administrator is reminded of the use of ORID questioning in the post-observation conference as well.]

--What is the purpose of the seating arrangement that has four desks on their own?

--With so much going on during the class, how can you ensure that students understand the homework assignment and stay organized?

--Did you differentiate for instruction in any way? Is there a way for differentiated instruction to be incorporated into this lesson or series of lessons dealing with memoirs?

--Did you use any innovations in this lesson that you had not used often in the past?

--Did you explain why students should learn about a memoir? What is its intrinsic value? How is it related to the curriculum guidelines and/or other types of assessments?

--What activities produced the highest levels of student engagement?

--Is your overhead or the transparency sheet yellowing and/or getting dark? How would the brightness affect student learning? Attitudes about learning?

--What did you learn from doing this lesson?

--Based on what you learned from doing this lesson, how will you conduct or experiment in future lessons?

General Comments:

[After analyzing the lesson and time period of the observation in detail, this section gives a short overview of the session as a whole.]

The use of time and variety of activities, including research-based activities, were outstanding. Although many different activities were done, the transitions and progress seemed effortless. Everything was smooth and well executed with nothing rushed or chaotic. Students were engaged, and the classroom was orderly and purposeful.

Signature of observer: _____ Date _____

Signature of teacher: _____ Date _____

(Teacher's signature indicates that he/she has seen and received a copy of the written feedback. It does not necessarily indicate agreement as to all the contents of the written feedback.)

Sample Formal Observation Form as Completed by the Administrator/Observer

[School Name]
Observation
Jenny Smith
Oct. 12, 2016

Script:

[This section contains a script of what was said and done throughout the lesson. Towards the right hand are references made to the teaching standards and criteria.]

9:15 yes it does stink, because onions are our plant cells. What two types. Animal and plant cells. Onion for plant and cheek for animal cells. There is a rubric for the lab so you know we are going to be looking for during this lab. Handing out rubric. **5b** You're going to working in groups of two. Alright if you look at top 4 points possible in each category. Sketching a plant cell. You will be sketching what you see. Fold this paper in half. Demonstrating on model Jenny already created. On your rubric, write down these cell membrane, cell wall, cytoplasm, nucleus, vacuole and chloroplasts and put a star by last two.

9:22 While you are writing down why did I choose those six things. Several answers. Exactly they are going to be visible parts. Because we know some are only in one cell. What about the nucleus? Both vacuole? Both. What is the difference between plant and animal? Open up the book to pg. 64-65. Vacuole in plant cell much larger than in animal cell. You might not see it Calling on a variety of students. 7-8 Students on focus. The four you have to have labeled are cell membrane/cell wall/cytoplasm/nucleus. Now going through rubric explanation. **6c** (directions) Write a paragraph five sentences. We got it out of the way ready to go. Let's talk about microscope. Should be sitting this way. You can pull it back to you. That it is on low power. Clicked into place. Not looking yet. These require you to find the light you will know when you catch the light because it will go from dark to light.

Don't move it once you find the light. Students checking microscopes. Back counter is station 1. Station 2 at table and station three at back counter. One of you **2b**

In the group prepares each cell. Each person will need a piece of paper. The person doing the onion cell comes back get a slid cover be careful not to break. Dime a dozen. Take cover slide put drops of water on there, then grab piece of onion, skin thinner better. Only need a small piece and then stick that into water stick cover slide and get rid of air bubbles. Now if you are the animal cell grab a slide take a toothpick and rub on toothpick. Demonstrating. You will know you have it when you see saliva on cover slide and I will put iodine on slide. **3c**

9:32 put cover slip on helps spread out and makes them pop out a little. Everybody grab piece of white paper. Wait. I think you are ready. Students moving around to different locations. Jenny helping group 3. Putting iodine on slides. Once you get **4c** them set go back to seats and I will show you a sample of what you should be looking for. Once you get both slides ready go back to seats. Also get your paper ready to **5a** label. Jenny getting microscope with tv ready. Students almost all back at seats. Working. Jenny checking on last groups' getting slides ready.

9:40 While last group finishing up look up here at screen, so you have an idea of what you are looking for. This what your onion cell is going to look like. Everybody look up here. Pointing at tv screen. What are these boxes? Definitely see cell

wall in onion. You will be able to see layers of cells if lucky just one. **2a** Why don't you go ahead and put onion cell in and see if you can find it. Just take one and start to sketch it. Answering questions. We have a really good one. This is really important you are drawing what you see in microscope not what you see in the book. Working to different groups. Helping students. Most groups moving forward. Victoria's group struggling. Helping them. Students on task.

9:50 Students drawing cells. Taking turns looking microscope. Talking to each **4f, 3e** (microscopes)

other about what they are seeing and their drawings. Can there be more than one vacuole? Yep. Moving around to all students. Victoria taking with other students Olinger both seem a little lost. Helping Victoria. Make sure we are talking about appropriate stuff not the costumes we wore last night. Couple of hands up. 9:55 I am going to show you a really good thin example up here on the tv. Sample on ty. That thick parts are cell wall. Can you see the cell membrane? Not really. But we know where it is. Those are air bubbles. Right now I want you get animal cells out so you get to look at them. If you are having trouble can you see that these aren't as organized as plant cell. Little discombobulated. Give me a time out. Sit down. Students back on focus. Look for a big cluster of cells. Back helping students now. 10:03 Students still working. Two off focus I am going to put samples on board if you didn't find all parts then you can get it. 7B it is time to switch I need you to listen, so we can get going. Wash off slides. Keep white sheets because we are going to be working on them tomorrow. Microscopes on back shelf. Students moving around.

Whole Lesson: 2d,3a lesson plans, 4a, 6d,1d

[This section lists, as a whole, other standards and criteria that were observed.]

Overview

[This section provides an overview and comments related to the time observed.]

I observed Jenny teach a science lesson to approximately 26 7th grade students. The lesson focused on animal and plant cells, which the students studied with microscopes.

Jenny began by giving instructions to the students on the rubric for the lesson, how to use the microscope and the details of the assignment. The students then moved into preparing the microscope slides and completing a drawing of the cell they viewed. The students continued working on this assignment until the end of class.

The strength of the lesson was the student interest in the material. Jenny facilitated the lesson, so students could interact by studying the cells themselves increasing their focus and attention. The students understood the procedures of the classroom and the lesson was organized in its presentation. Materials such as the rubric and microscope visual on the TV were also productive. To help students work more independently the steps could be written on the board or on a piece of paper allowing them to continue with the lesson.

Jenny spent a good deal of time working with different students/groups. An equal amount of time was spent with the various groups throughout the lesson. Questions were dispersed widely between different individuals. As a whole the lesson went very well.

[After analyzing the lesson and time period of the observation in detail, this section gives a short overview of the session as a whole.]

**DIOCESE OF SIOUX CITY
POST-OBSERVATION REFLECTION FORM
TIERS I, II, AND III**

| | |
|-----------------------|---------|
| Name: | School: |
| Grade/Subject: | |
| Observation Date: | Time: |
| Post-conference Date: | Time: |

1. As I reflect on the lesson, to what extent were students productively engaged?

2. Did the students learn what I intended? Were my instructional goals met? How do I know?

3. Did I alter my goals or instructional plan as I taught the lesson? If so, why?

4. How were elements learned from staff development, if any, incorporated into this lesson?

5. If I had the opportunity to teach this lesson again to this same group of students, what would I do differently? Why?

6. Provide several samples of student work related to this lesson. The samples should reflect the full range of student ability in your class and include the feedback you provide to students on their papers.

7. List the Diocesan/Iowa Teaching Standards/Criteria that were related to this lesson.



Teacher's signature/Date

Administrator's signature/Date

Administrator Feedback.

Strength:



Administrator Feedback.

Growth:



Sample ORID Questions

These questions are intended to provide focus for the post-observation conversation

| | |
|---|---|
| <p>Objective Questions: (They are easy to answer. They get to facts and information. They relieve stress and invite active participation.)</p> <p style="text-align: center;"><i>What?</i></p> <p>What do you remember most vividly about the lesson?</p> <p>What were the key points you listed in your lesson?</p> <p>What did the students actually do during the lesson?</p> <p>What did the students accomplish?</p> <p>What student behaviors did you observe?</p> <p>What body language did you notice?</p> <p>Which students were actively engaged?</p> <p>Which activity in the lesson took the most time?</p> <p>How many different resources did you use?</p> <p>What are some innovations that you used?</p> <p>Are there artifacts that I should examine?</p> <p>Where does this lesson fit into the curriculum?</p> | <p>Reflective Questions: (They elicit emotional responses and personal reactions. They invite a deepened level of participation: think, feel, gauge.)</p> <p style="text-align: center;"><i>Then What?</i></p> <p>How do you feel the lesson went?</p> <p>How did you feel as you were teaching this lesson?</p> <p>What did you do that made you feel most effective?</p> <p>What was exciting, surprising, or frustrating?</p> <p>What was the most/least successful thing you did in the lesson?</p> <p>What was the hardest/easiest part of the lesson?</p> <p>Where or when do you feel the students had difficulty?</p> <p>What seemed to really work (or not work)?</p> <p>Which activities do you think foster the highest engagement?</p> <p>What concerns/pleases you about these artifacts?</p> |
| <p>Interpretive Questions: (They invite sharing, and they build consciousness. They generate options and possibilities.)</p> <p style="text-align: center;"><i>So What?</i></p> <p>What did you learn about yourself through this experience?</p> <p>What could you have done to increase student engagement?</p> <p>What could you have done to extinguish undesirable student behaviors?</p> <p>What are some examples of classroom management techniques that worked during this lesson?</p> <p>What are some things that you might have done in the beginning, middle, or end of the lesson that would have enhanced learning?</p> <p>What do these results mean for future planning?</p> <p>What other ways could you assess student learning?</p> <p>What insights have you gained about how your teaching affects your students' behavior and/or achievement?</p> | <p>Decisional Questions: (They develop opinions that lead to future actions. They clarify expectations for improvement.)</p> <p style="text-align: center;"><i>Now What?</i></p> <p>What things will you do differently or the same in future lessons?</p> <p>Which of your skills will you further develop?</p> <p>What things will you do to increase student engagement?</p> <p>What things will you do in future lessons to ensure future success and/or prevent future failure?</p> <p>What things will you do during future lessons to sustain or extinguish student behavior?</p> <p>What supports will you need to continue to work on those areas of concern to you?</p> <p>What goals have you set for yourself that are related to our conversation and review of this lesson?</p> |

**These questions can be used in addition to, or instead of those listed on the post-observation form

Sample Walk-Through Form

Name _____ Date _____ Time _____

Orientation _____

Curricular Focus _____

Educational Decisions (The teacher chose to....) Circle possible reflection focus.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Walk the Walls:

Safety Issues:

Sample Walk Through Observation Worksheet

Name _____ Date _____ Subj _____
 Obs _____

Instructional Practices Inventory:

- Student Active Engaged Learning:** Active mental engagement such as authentic project work, cooperative learning, hands-on learning, demonstrations, and active research. Higher order thinking evident. Light bulb/aha moments. Some guided reading possible.
- Student Learning Conversations:** Active conversation among students with most or all engaged. Teacher initiated but not directed. Teacher may be a participant, but does not guide the discussion. Student to student conversations. Higher order thinking evident.
- Teacher-Led Instruction:** Teacher-led learning experiences such as lecture, question and answer, teacher giving directions, video instruction with teacher interaction. Discussion may occur, but instruction and ideas come primarily from teacher. Teacher controls the instruction.
- Student Work with Teacher Engaged:** Students working on worksheets, book work, tests, video with teacher viewing the video with the students, etc. Teacher assistance or support evident. Teacher doing what is expected in the circumstances.
- Student Work with Teacher not Engaged:** Students working on worksheets, book work, tests, viewing of video, etc. Teacher assistance or support not evident. Teacher not doing as expected in circumstances.
- Complete Disengagement:** Neither teacher nor students engaged in learning or teaching, such as watching video or doing activities not directly related to the curriculum.

Comments:

Students' Actions:

_____ On-task/Engaged

| | |
|---|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Test/Quiz/Assessment <input type="checkbox"/> At board/Overhead <input type="checkbox"/> Worksheet/textbook assignment <input type="checkbox"/> Answering knowledge level questions <input type="checkbox"/> Explaining their reasoning <input type="checkbox"/> Presenting to class <input type="checkbox"/> Group work <input type="checkbox"/> Transitioning <input type="checkbox"/> Can articulate what they are learning _____ | <ul style="list-style-type: none"> <input type="checkbox"/> Reading <input type="checkbox"/> Writing/editing original work <input type="checkbox"/> Listening to teacher <input type="checkbox"/> Answering higher order questions <input type="checkbox"/> Taking notes <input type="checkbox"/> Using technology <input type="checkbox"/> Hands-on activity |
|---|--|

Comments:

Teacher's Actions:

| | |
|--|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Giving directions <input type="checkbox"/> Asking knowledge level questions <input type="checkbox"/> Facilitating small groups <input type="checkbox"/> Working one on one w/students <input type="checkbox"/> Circulating about classroom <input type="checkbox"/> Transitioning <input type="checkbox"/> Using technology <input type="checkbox"/> Effective time management <input type="checkbox"/> Clear goals stated <input type="checkbox"/> Downtime | <ul style="list-style-type: none"> <input type="checkbox"/> Reading to students <input type="checkbox"/> Asking higher order questions <input type="checkbox"/> Lecturing <input type="checkbox"/> Modeling/Demonstrating <input type="checkbox"/> At board/Overhead <input type="checkbox"/> Checking papers <input type="checkbox"/> Whole class/group qck informal assess <input type="checkbox"/> Clear and accurate communication <input type="checkbox"/> Curriculum standards and benchmarks |
|--|--|

Comments

Strategies:

| | |
|--|---|
| <input type="checkbox"/> Graphic Org. (KWL, Venn, seq, web) | <input type="checkbox"/> Sustained silent reading |
| <input type="checkbox"/> Think Aloud | <input type="checkbox"/> Read Aloud |
| <input type="checkbox"/> Structural Analysis of unknown words | <input type="checkbox"/> Hands-on science |
| <input type="checkbox"/> Scientific method | <input type="checkbox"/> Inquiry-based science activity |
| <input type="checkbox"/> Fractions | <input type="checkbox"/> Multiple step problem |
| <input type="checkbox"/> Estimation | <input type="checkbox"/> Using technology |
| <input type="checkbox"/> Identifying similarities and diffs (compare, contrast, classify, metaphor, analogy) | <input type="checkbox"/> Notes (format, revisit, words, non-ling) |
| <input type="checkbox"/> Summarizing | <input type="checkbox"/> Recog and praise (general, w/goals) |
| <input type="checkbox"/> Reinforcing effort | <input type="checkbox"/> Using nonlinguistic representations |
| <input type="checkbox"/> Purpose of homework stated | <input type="checkbox"/> Set object. & provide feedback (self) |
| <input type="checkbox"/> Cooperative learning | <input type="checkbox"/> Use cues, ques, and advance organizers |
| <input type="checkbox"/> Generating and testing hypotheses | <input type="checkbox"/> Differentiated instruction |
| <input type="checkbox"/> Direct vocab instruction (imagery) | <input type="checkbox"/> Connects to prior knowl/life expers |
| <input type="checkbox"/> Use of rubrics (self-generated) | <input type="checkbox"/> Connections to students' interests |
| <input type="checkbox"/> Students setting goals | <input type="checkbox"/> Developmentally approp to students |
| <input type="checkbox"/> Relates ideas within/across content areas | |

Comments:

Climate and Environment:

| | |
|---|--|
| <input type="checkbox"/> Students show respect to teacher | <input type="checkbox"/> Teacher shows respect to students |
| <input type="checkbox"/> Students respect each other | <input type="checkbox"/> Teacher has positive attitude |
| <input type="checkbox"/> Students have positive attitude | <input type="checkbox"/> High expectations set |
| <input type="checkbox"/> Equitable, consistent application of rules | <input type="checkbox"/> Safety iss _____ |
| <input type="checkbox"/> Clear routines/procedures | <input type="checkbox"/> Room clean and neat |
| <input type="checkbox"/> Room decorated/set up appropriately | <input type="checkbox"/> Reference to character education |

Comments:

Reflection question(s):

Other Comments:

“SAMPLE”

The Differentiated School by Carol Ann Tomlinson, Kay Brimijoin and Lane Narvaez
 Figure 5.2 Example of Walkthrough Checklist to Assess Schoolwide Differentiation Patterns

| Respectful Classroom Environment | +/- | Ongoing Assessment and Use of Assessment | +/- | Powerful Curriculum | +/- |
|--|------------|--|------------|---|------------|
| Teacher calls on student equitably. | | Teacher makes continual efforts to know and understand each student as an individual learner. | | Curriculum is based on key concepts, principles, and skills to help students understand the purpose of the discipline. | |
| Teacher interacts respectfully with all students. | | Assessments contribute to teacher knowledge about readiness, interest and modes of learning. | | All students work with rich and important ideas and essential skills at levels of difficulty that are appropriately challenging for individuals. | |
| Routines and rituals are in place to assist each learner in feeling a sense of belonging and value in the class. | | Teacher consistently adapts instruction based on findings from both formal and informal assessment. | | Activities, discussions, materials, and products call on students to think at high levels and to grapple successfully with complex problems, ideas, issues and/or skills. | |
| Teacher helps students appreciated and affirms both their similarities and differences in learning, culture, background, and interest. | | Teacher develops assessment options to ensure that each student has an opportunity to show what he knows, understands and can do related to a topic. | | Teacher is passionate about content. | |
| Varied viewpoints on knowledge and classroom issues are sought and honored. | | Assessment includes the expectation that students will think about and use the knowledge, understanding, and skill. | | Teacher teaches for success. | |

Comments:

*Diocese of Sioux City
Professional Staff Evaluation*

**Comprehensive/Summative Evaluation Form
TIERS I AND II**

| | |
|------------------|-----------|
| Teacher: | Folder #: |
| Evaluator: | Folder #: |
| School Name: | |
| Grade Level: | Subjects: |
| Year: 1, 2, or 3 | |

Directions: In the narrative under each standard, the evaluator should incorporate and address each criterion. Contained in each section *may* be comments relating to the four levels at which teachers are meeting each criterion as determined in comparison to the “Teacher Reflection Guide” contained in the “Teacher Evaluation Handbook.” Absence of an indication should not be negatively interpreted.

1. DEMONSTRATES ABILITY TO ENHANCE ACADEMIC PERFORMANCE AND SUPPORT FOR AND IMPLEMENTATION OF THE SCHOOL SYSTEM’S STUDENT ACHIEVEMENT GOALS.

The teacher:

- a. Provides multiple forms of evidence of student learning and growth to students, families, and staff.
- b. Implements strategies supporting student, building, and system 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.

| | |
|--|--|
| Evidence to support attainment of or failure to meet standard: | Check one: |
| Evidence spaces are in Microsoft word. Just insert text and box will expand to fit size of text. | <input type="checkbox"/> Meets Standard. |
| | <input type="checkbox"/> Does not meet Standard. |

Additional documentation/artifacts applicable to this standard are attached in the appendix.

2. DEMONSTRATES COMPETENCE IN CONTENT KNOWLEDGE APPROPRIATE TO THE TEACHING POSITION.

The teacher:

- a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.
- b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.
- c. Relates ideas and information within and across content areas.
- d. Understands and uses instructional strategies that are appropriate to the content area.

| | |
|---|--|
| Evidence to support attainment of or failure to meet standard: | Check one: <input type="checkbox"/> Meets Standard. <input type="checkbox"/> Does not meet Standard. |
|---|--|

Additional documentation/artifacts applicable to this standard are attached in the appendix.

3. DEMONSTRATES COMPETENCE IN PLANNING AND PREPARING FOR INSTRUCTION.

The teacher:

- a. Uses student achievement data, local standards and the system curriculum in planning for instruction.
- b. Sets and communicates high expectations for social, behavioral, and academic success of all students.
- c. Uses student developmental needs, background, and interests in planning for instruction.
- d. Selects strategies to engage all students in learning.
- e. Uses available resources, including technologies, in the development and sequencing of instruction.

| | |
|---|--|
| Evidence to support attainment of or failure to meet standard: | Check one: <input type="checkbox"/> Meets Standard. <input type="checkbox"/> Does not meet Standard. |
|---|--|

Additional documentation/artifacts applicable to this standard are attached in the appendix.

4. USES STRATEGIES TO DELIVER INSTRUCTION THAT MEETS THE MULTIPLE LEARNING NEEDS OF STUDENTS.

The teacher:

- a. Aligns classroom instruction with local standards and system curriculum.
- b. Uses research-based instructional strategies that address the full range of cognitive levels.
- c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.
- d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.
- e. Connects students' prior knowledge, life experiences, and interests in the instructional process.
- f. Uses available resources, including technologies, in the delivery of instruction.

| | |
|---|--|
| Evidence to support attainment of or failure to meet standard: | Check one: <input type="checkbox"/> Meets Standard. <input type="checkbox"/> Does not meet Standard. |
|---|--|

Additional documentation/artifacts applicable to this standard are attached in the appendix.

5. USES A VARIETY OF METHODS TO MONITOR STUDENT LEARNING.

The teacher:

- a. Aligns classroom assessment with instruction.
- b. Communicates assessment criteria and standards to all students and parents.
- c. Understands and uses the results of multiple assessments to guide planning and instruction.
- d. Guides students in goal setting and assessing their own learning.
- e. Provides substantive, timely, and constructive feedback to students and parents.
- f. Works with other staff and building and system leadership in analysis of student progress.

| | |
|---|---|
| Evidence to support attainment of or failure to meet standard: | Check one: <input type="checkbox"/> Meets Standard. <input type="checkbox"/> Does not meet Standard. <input type="checkbox"/> Standard in Progress |
|---|---|

Additional documentation/artifacts applicable to this standard are attached as in the appendix.

6. DEMONSTRATES COMPETENCE IN CLASSROOM MANAGEMENT.

The teacher:

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

| | |
|---|--|
| Evidence to support attainment of or failure to meet standard: | Check one: <input type="checkbox"/> Meets Standard. <input type="checkbox"/> Does not meet Standard. |
|---|--|

Additional documentation/artifacts applicable to this standard are attached as in the appendix.

7. ENGAGES IN PROFESSIONAL GROWTH.

The teacher:

- a. Demonstrates habits and skills of continuous inquiry and learning.
- b. Works collaboratively to improve professional practice and student learning.
- c. Applies research, knowledge, and skills from professional development opportunities to improve practice.
- d. Establishes and implements professional development plans based upon the teacher needs aligned to the Iowa Teaching Standards and system/building student achievement goals.

| | |
|---|--|
| Evidence to support attainment of or failure to meet standard: | Check one: <input type="checkbox"/> Meets Standard. <input type="checkbox"/> Does not meet Standard. |
|---|--|

Additional documentation/artifacts applicable to this standard are attached in the appendix.

8. FULFILLS PROFESSIONAL RESPONSIBILITIES ESTABLISHED BY THE SCHOOL SYSTEM.

The teacher:

- a. Adheres to board policies, system procedures, and contractual obligations.
- b. Demonstrates professional and ethical conduct as defined by state law and individual system policy.
- c. Contributes to efforts to achieve system and building goals.
- d. Demonstrates an understanding of and respect for all learners and staff.
- e. Collaborates with students, families, colleagues, and communities to enhance student learning.

| | |
|---|---|
| Evidence to support attainment of or failure to meet standard: | Check one <input type="checkbox"/> Meets Standard. <input type="checkbox"/> Does not meet Standard. |
|---|---|

Additional documentation/artifacts applicable to this standard are attached in the appendix.

9. Demonstrates ability to enhance, support, and implement the school’s mission as a Catholic School.

The teacher:

- a. Adheres to the Diocesan Administrative Manual and the school handbook.
- b. Models the mission of _____ Catholic School.
- c. Facilitates formation and service opportunities outside the classroom.
- d. Creates a faith-filled learning environment, including faith formation, prayer, and liturgy.
- e. Ensures knowledge of the Catholic Faith and integrates within the academic program.

| | |
|---|---|
| Evidence to support attainment of or failure to meet standard: | Check one <input type="checkbox"/> Meets Standard. <input type="checkbox"/> Does not meet Standard. |
|---|---|

Additional documentation/artifacts applicable to this standard are attached in the appendix.

Tier I

- The teacher is a Tier I/ Beginning Teacher.
- The teacher meets or exceeds all nine Diocesan/Iowa Teaching Standards and is recommended for a standard license.
- The teacher fails to meet all nine Diocesan/Iowa Teaching Standards and is not recommended for a standard license.

Tier II

- The teacher meets or exceeds all nine Diocesan /Iowa Teaching Standards.
- The teacher fails to meet all nine Diocesan/Iowa Teaching Standards and is recommended for

Tier III

(see page 43 for Tier III Intensive Assistance Plan)

Tier III

- The teacher meets or exceeds all nine Diocesan/Iowa Teaching Standards and is recommended for a standard license.
- The teacher has made progress but will remain on Tier III for upcoming school year. (maintain or amend Tier III Intensive Assistance Plan)
- The teacher fails to meet all nine Diocesan/Iowa Teaching Standards and is not recommended for contract renewal

Evaluator's Signature: _____ Date: _____

Evaluation Period: _____, 20____ to _____, 20____

Teacher's Signature: _____ Date: _____

Signature of the teacher does not indicate that the teacher agrees with the content, only that he/she has received a copy.

Tier II/Standard Professional License

Tier II: Career Teacher

The purpose of Tier II is to extend and enrich the professional learning and growth of all teachers and significantly impact organizational performance. Tier II teachers shall annually design their own professional growth plan. These process plans are formulated into a written document called an “Individual Career Development Plan.” (See page 39) As teachers and staff members complete the ICDP, they may wish to review the Teacher Reflection Guide in the appendix.

Tier II - Performance Review

During year three, a Tier II teacher’s performance shall be evaluated by a building principal on each of the Diocesan/Iowa Teaching Standards and Criteria. Each standard will be rated as “meets standard” or “does not meet standard.” Each standard’s criteria will not be rated but will be used as a reference point for gathering evidence to overall performance on each standard. Artifacts related to each teacher’s annual professional learning plan would be used as documentation when completing the comprehensive/summative evaluation. (See page 32) The administrator may use the Teacher Reflection Guide as a tool in the evaluation of the teacher.

Tier II - Classroom Observation

Tier II teachers will be formally observed by their principal at least once during year three of the performance review cycle. The observation will occur at a mutually agreed upon time. The observation will focus on the Diocesan/Iowa Teaching Standards and Criteria. The observation will include a pre-conference, a post-conference, and written comments.

***Note - Principals need to be aware of the policies in the Administrative Manual in the event termination of a contract or not offering a contract for next year is being considered. Nothing in this handbook is intended to alter the terms of the administrative Manual or the Teacher Contract that has been signed by the teacher, including the contract’s one-year term.*

TIER II CYCLE CALENDAR

Year One:

- Communication with staff to provide an overview of evaluation process (by Sept 30)
- Teacher completes ICDP by September 30
- Evaluator meets with each teacher in the spring: 1) To complete the summary report (page 2 of ICDP document), and 2) To discuss school and professional goals contained in the Individual Career Development Plan

Year Two:

- Communication with staff to provide an overview of evaluation process (by Sept 30)
- Teacher completes ICDP by September 30
- Evaluator meets with each teacher in the spring: 1) To complete the summary report (page 2 of ICDP document), and 2) To discuss school and professional goals contained in the Individual Career Development Plan

Year Three:

- Communication with staff to provide an overview of evaluation process (by Sept 30)
- Teacher completes ICDP by September 30
- Evaluator meets with each teacher in the spring: 1) To complete the summary report (page 2 of ICDP document), and 2) To discuss school and professional goals contained in the Individual Career Development Plan
- Observation by evaluator(s)
 - Pre-observation conference
 - Observation
 - Post-observation conference and review of evidence collection
- Comprehensive/Summative Evaluation Form by evaluator(s) (by April 1)
 - Must have demonstrated the ability to meet the Diocesan/Iowa Teaching Standards & Criteria

DIOCESE OF SIOUX CITY
TIER I and II: INDIVIDUAL CAREER DEVELOPMENT PLAN
To be completed by September 30

Teacher

School

A. GENERAL FOCUS OF THE PLAN/SCHOOL IMPROVEMENT GOALS (REFERENCE CSIP/APR):

B. SCHOOL GOAL AND PERSONAL GOAL:
(Related to CSIP & Building Professional Development Plan)

C. DESCRIPTION OF THE PLAN, INCLUDING TIMELINES AND PROVIDERS:

D. INDICATORS OF PROGRESS: What artifacts will I collect to show I have accomplished my goals and that it impacted my practice?

Teacher's signature/date

Administrator's signature/date

DIOCESE OF SIOUX CITY
TIER II: SUMMARY REPORT
TO BE COMPLETED SPRING OF YEARS ONE AND TWO. OPTIONAL YEAR THREE

Teacher

School

1. How did implementing the plan impact student achievement? (Standard 1f)

[Grey response area]

2. How did implementing the plan impact your professional growth? (Standard 7a, 7b)

[Grey response area]

3. How did the implementation of your plan support the school improvement goals?

[Grey response area]

4. How did the plan address the Diocesan/Iowa Teaching Standards and Criteria? (Standard 7d)

[Grey response area]

Teacher's signature/date

Administrator's signature/date

TIER III/Intensive Assistance Intensive Assistance Overview

Intensive Assistance is designed to provide clear intervention and remediation for experienced teachers whose job performance has been determined not to meet one or more of the Diocesan/Iowa Teaching Standards. The procedures are meant to provide a structured process for teachers who have been identified by the principal as needing additional assistance and support in order to attain an acceptable level of performance.

Throughout the entire time of a teacher's employment with the Diocese, evaluators monitor the performance and will address concerns with the teacher as they arise. The decision regarding implementation of Intensive Assistance should be collaborative but may be at the discretion of the evaluator(s). This plan is intended to provide the highest likelihood for professional improvement. This process may begin at any time. Because of the personal nature of this plan, confidentiality is expected of all participants. Administrators can also consult with AEA personnel and/or Catholic Schools Office staff for assistance with the plan.

Intensive Assistance is not available for failure to meet Standard 8 of the Diocesan/Iowa Teaching Standards because Standard 8 deals with contracted and Diocesan/system obligations.

**Whenever consideration is being given to putting a teacher on Tier III, the administrator should consult with the Diocesan Superintendent.*

**To terminate or not offer a contract for the coming school year it is strongly recommended, but not required, that the teacher be placed on Tier III/Intensive Assistance.*

**Note - Principals need to be aware of the policies in the Administrative Manual in the event termination of a contract or not offering a contract for next year is being considered. Nothing in this handbook is intended to alter the terms of the Administrative Manual or the Teacher Contract that has been signed by the teacher.*

Tier III - Intensive Assistance Procedures

1. If, in the judgment of the administrator, an assistance phase is needed, such a decision may be made any time during the evaluation cycle.
2. The Tier III, Intensive Assistance Phase will begin with a formal meeting between the administrator and the teacher. During this meeting the administrator will convey to the teacher (in writing) the specific standard(s) not being met, including the information and evidence used as a basis for this judgment. Also, during this meeting, the administrator and teacher will partner and have an open conversation about the components of a remediation plan for improving performance.
3. The elements of the plan shall consist of the following:

- A. Action Plan: Identification of the improvement goal and specific steps to reach that goal;
 - B. Timeline: Specific checkpoints/endpoint;
 - C. Success Measure or Assessment Method: A description of how the administrator will determine whether there has been adequate improvement in the teacher's area of deficiency.
4. At the request of, or in agreement with the teacher, an assistance team may be created by the administrator. The team will consist of people who may have expertise or experience in the performance area(s) in which the teacher is in need of improvement. (Ex: other administrators, AEA consultants, other personnel with evaluation training, or other teachers.)
 5. If an assistance team is created, the administrator will convene the initial meeting of the assistance team and the teacher. The role of the assistance team will be to use data and information provided by the administrator and teacher to assist in developing a planned approach to help the teacher improve his/her performance in relation to the Iowa Teaching Standards and any additional standards adopted by the Diocese. The administrator's decision will be final if no consensus can be reached.
 6. The duration of an assistance plan will vary; however, it may not be more than twelve months. The plan may be discontinued earlier upon determination by the administrator that the teacher has met his/her goal(s) or where there is sufficient evidence that the teacher is not engaged in the process or is unable to achieve the stated goals.
 7. After the assistance plan has been completed or discontinued, the administrator will complete a final summary and make one of the following recommendations:
 - A. The concern is resolved, and the teacher returns to the Tier II;
 - B. Progress is noted; changes or modifications have been made to the existing plan
 - C. Concerns are not resolved, or insufficient progress has been made; a recommendation for termination during the school year or the teacher will not be offered a contract for the coming school year.
 8. All nonconfidential Tier III documentation will become part of the staff member's personnel file.

DIOCESE OF SIOUX CITY
Tier III - Intensive Assistance Plan

Teacher: _____ Date: _____

| | |
|---|------------------|
| Date(s) of Informal Discussions: <i>Text boxes are in Microsoft word. Just insert text and box will expand to fit size of text.</i> | |
| Identification of Specific Concern(s) Related to the following Iowa Teaching Standards: | |
| | |
| Information and Evidence Documenting the Specific Concern(s): | |
| | |
| Goals: | |
| Actions to Be Taken: | Timeline: |
| <i>Additional rows may be inserted using the table feature.</i> | |
| | |
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| | |
| Evidence of meeting the goal(s): | |
| | |
| Next Meeting Date: | |
| | |

Administrator's Signature: _____ Date: _____

Teacher's Signature: _____ Date: _____

Signature of the teacher does not indicate that the teacher agrees with the content, only that he/she has received a copy.

**DIOCESE OF SIOUX CITY
TIER III INTENSIVE ASSISTANCE FINAL SUMMARY**

Teacher: _____

Date: _____

Meeting Dates: _____

Plan Outcomes:

Comments regarding the Diocesan/Iowa Teaching Standards:

Future considerations:

Evaluator's comments:

Evaluator's recommendation:

CONCERN RESOLVED, RETURN TO TIER II

PROGRESS NOTED, CHANGES OR MODIFICATIONS HAVE BEEN MADE TO THE EXISTING PLAN

CONCERNS ARE NOT RESOLVED OR INSUFFICIENT PROGRESS,
RECOMMENDATION FOR
____TERMINATION OR
____NOT OFFERING CONTRACT FOR COMING SCHOOL YEAR.

Evaluator's Signature and Date: _____

Teacher's Signature and Date: _____

Signature of the teacher does not indicate that the teacher agrees with the content, only that he/she has received a copy.

APPENDIX



Teacher Reflection Guide

The following themes are embedded in the criteria/rubrics: **Equity, cultural sensitivity, high expectations, developmental-appropriateness, accommodating students with special needs, and appropriate use of technology.**

Teacher: _____ Grade or content: _____ Self-evaluation Date: _____

| Student-Centered Focus of Rubric | | Teacher-Centered Focus of Rubric | | |
|---|--|---|---|---|
| Standard 1: Demonstrates ability to enhance academic performance and support for implementation of the school district's <u>student achievement goals.</u> | | | | |
| CRITERIA | <i>Distinguished</i> | <i>Proficient</i> | <i>Basic</i> | <i>Unsatisfactory</i> |
| A. Provides evidence of student learning to students, families, and staff. | Teacher provides frequent evidence of student learning to students and parents with student input. Other staff is involved as needed. | Teacher provides frequent evidence of student learning to students, parents, and other staff. | Teacher provides some evidence of student learning to students, parents, and other staff. | Teacher provides little evidence of student learning to the student, parent, or other staff. |
| B. Implements strategies supporting student, building, and system goals. | Learning strategies are highly relevant to students or instructional goals. The progression of activities is coherent, producing a unified whole reflective of recent professional research. | Most of the learning strategies are suitable to students or instructional goals. Progression of activities is fairly even, and most activities reflect recent professional research. | Only some of the learning strategies are suitable to students or instructional goals. Progression of activities is uneven, and only some of the activities reflect recent professional research. | Learning strategies are not suitable to students or instructional goals. They do not follow an organized progression and do not reflect recent professional research. |
| C. Uses student performance data as a guide for decision making. | Students are aware of how they are meeting the established standards and participate in planning the next steps. | Teacher uses assessment results to plan for individual and groups of students. | Teacher uses assessment results to plan for the class as a whole. | Teacher does not use assessment results when planning for students. |
| D. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student. | Students and the teacher establish and maintain instructional strategies, activities, interactions, and the classroom environment for all students to achieve. | Instructional strategies and activities, interactions, and the classroom environment convey high expectations for all students to learn. | Instructional strategies and activities, interactions, and the classroom environment convey inconsistent expectations for all students to achieve. | Instructional strategies and activities, interactions, and the classroom environment do not convey expectations for all students to learn. |
| E. Creates an environment of mutual respect, rapport, and fairness. | Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for teacher as an individual, beyond that for the role. | Teacher-student interactions are friendly and demonstrate general warmth, caring and respect. Such interactions are appropriate to the developmental or cultural norms. Students exhibit respect for the teacher. | Teacher interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard to the age or culture of the students. Students exhibit only minimal respect for the teacher. | Teacher instruction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher. |
| F. Participates in and contributes to a school culture that focuses on improved student learning. | Both students and the teacher establish and maintain instructional strategies and activities, interactions, and the classroom environment. High expectations for student achievement. | Instructional strategies and activities, interactions, and the classroom environment convey high expectations for student achievement. | Instructional strategies and activities, interactions, and the classroom environment convey inconsistent expectations for student achievement. | Instructional strategies and activities, interactions, and the classroom environment do not convey expectations for student achievement. |

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| <p>G. Communicates with students, families, colleagues, and communities effectively and accurately.</p> | <p>Teacher provides frequent information to student, parents, and colleagues as appropriate about the instructional program. Students participate in preparing materials for their families. Communication is effective and accurate, and any misunderstandings are quickly resolved.</p> | <p>Teacher provides frequent information to students, parents, and colleagues as appropriate, about the instructional program. Communication is effective and accurate.</p> | <p>Teacher participates in the school's activities for student, parent, and colleague communication but offers little additional information. Communication is marginally effective and accurate.</p> | <p>Teacher provides little information about the instructional program to students, parents or colleagues. Communication is ineffective or inaccurate.</p> |
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Standard 2: Demonstrates competence in content knowledge appropriate to the teaching position.

| CRITERIA | Distinguished | Proficient | Basic | Unsatisfactory |
|--|--|--|--|---|
| <p>A. Understands and uses underlying themes, relationships, and different perspectives related to the content area.</p> | <p>Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge, and makes connections between the content and other parts of the discipline and other disciplines.</p> | <p>Teacher displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines.</p> | <p>Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines. The teacher does not make content errors and corrects students when they do.</p> | <p>The teacher makes content errors or does not correct content errors students make.</p> |
| <p>B. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.</p> | <p>Teacher displays knowledge of student development to make learning experiences meaningful for every student.</p> | <p>Teacher displays knowledge of student development to make learning experiences meaningful, but they are not accessible for every student.</p> | <p>Teacher displays some knowledge of student development to make learning experiences meaningful, but they are not accessible for every student.</p> | <p>Teacher displays little uses of knowledge of student development in making learning experiences meaningful and accessible for every student.</p> |
| <p>C. Relates ideas and information within and across content areas.</p> | <p>Teacher thoroughly and seamlessly relates ideas and information within and across content areas.</p> | <p>Teacher's plans and practices relate ideas and information within and across content areas.</p> | <p>Teacher attempts to relate ideas and information within and across content areas.</p> | <p>Teacher does not relate ideas and information within and across content areas.</p> |
| <p>D. Understands and uses instructional strategies that are appropriate to the content area.</p> | <p>Teacher displays continuing search for best practices and uses a wide variety.</p> | <p>Teacher's instructional practices reflect current research on best strategies within the discipline, and he/she uses several.</p> | <p>Teacher displays basic understanding and limited usage of current instructional strategies appropriate for student learning.</p> | <p>Teacher displays little understanding of current instructional strategies appropriate for student learning.</p> |

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| Standard 3: Demonstrates competence in planning and preparing for instruction. | | | | |
| CRITERIA | Distinguished | Proficient | Basic | Unsatisfactory |
| A. Uses student achievement data, local standards, and the system curriculum in planning for instruction. | Planning for instruction includes the use of student achievement data, including both standardized assessment results and formative classroom assessment and is used extensively to plan for differentiated instruction for individuals and groups of students. The diocesan curriculum is thoroughly used and referenced in the planning for instruction. | Planning for instruction includes the use of student achievement data, including both standardized assessment results and formative classroom assessments for individuals and groups of students. Consistent references are made to the Diocesan curriculum. | Planning for instruction includes some evidence of the use of student achievement data and use of both standardized assessment results and formative classroom assessments for planning for the class as a whole. Some attention is given to Diocesan curriculum. | Planning for instruction includes minimal evidence of the use of student achievement data and/or does not include both standardized assessment results and formative classroom assessments. Minimal attention is given to Diocesan curriculum. |
| B. Sets and communicates high expectations for social, behavioral, and academic success of all students. | Standards of conduct are clear to all students and appear to have been developed with student participation. The classroom environment, established with student input, conveys high expectations for all students to learn. | Standards of conduct are clear to all students. The classroom environment conveys high expectations for all students to learn. | Standards of conduct appear to have been established for most situations, and most students seem to understand them. The classroom environment conveys an inconsistent expectation for all students to learn. | No standards of content appear to have established, or students are confused as to what the standards are. The classroom environment conveys only modest expectations for all students to learn. |
| C. Uses student's developmental needs, backgrounds, and interests in planning for instruction. | Teacher displays knowledge of typical developmental characteristics of age groups, exceptions to general patterns, and the extent to which each student follows patterns. | Teacher displays thorough understanding of the developmental characteristics of age groups as well as expectations to general patterns. | Teacher displays generally accurate knowledge of the developmental characteristics of age groups. | Teacher displays minimal knowledge of developmental characteristics of age groups. |
| D. Selects strategies to engage all students in learning. | All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance understanding. | Most activities and assignments are appropriate for students in terms of their age or backgrounds. Almost all students are cognitively engaged in them. | Some activities and assignments are appropriate for students and engage them mentally, but others to not. | Activities and assignments are inappropriate for students in terms of their age or backgrounds. Students are not engaged mentally. |
| E. Uses available resources, | Instructional materials and resources are | Instructional materials and resources | Instructional materials and resources | Instructional materials and |

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| including technologies, in the development and sequencing of instruction. | suitable to the instructional goals and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their own learning. | are suitable to the instructional goals and engage students mentally. | are partially suitable to the instructional goals, or student's level of mental engagement is moderate. | resources are unsuitable to the instructional goals or do not engage students mentally. |
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Standard 4: Uses strategies to deliver instruction that meets the multiple learning needs of students.

| CRITERIA | Distinguished | Proficient | Basic | Unsatisfactory |
|---|---|---|--|--|
| A. Aligns classroom instruction with local standards and system curriculum. | Teacher's instruction aligns with system standards/benchmarks and established curriculum and connects to other disciplines and content areas. | Teacher's instruction aligns with system standards/benchmarks and established curriculum. | Teacher's instruction sometimes aligns with system standards/benchmarks and established curriculum. | Teacher's instruction does not align with system standards/benchmarks and established curriculum. |
| B. Uses research-based instructional strategies that address the full range of cognitive levels. | Learning activities are highly relevant to students and instructional goals. They progress coherently, producing a unified whole reflecting recent professional research. | Most of the learning activities are suitable to students or instructional goals. Progression of activities in the unit is fairly even, and most of the activities reflect recent professional research. | Only some of the learning activities are suitable to students or instructional goals. Progression of activities in the unit is uneven, and only some of the activities reflect recent professional research. | Learning activities are not suitable to students or instructional goals. They do not follow an organized progression and do not reflect recent professional research. |
| C. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs. | Teacher successfully makes a major adjustment to a lesson. | Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly. | Teacher attempts to adjust a lesson, with mixed results. | Teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson. |
| D. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth. | All students are cognitively engaged in the activities and assignments, and the activities promote social and emotional growth. Activities are adapted to enhance understanding. Students initiate or adapt activities and projects to enhance understanding. | Most activities and assignments are appropriate for students' needs. Almost all students are cognitively engaged, and the activities promote social and emotional growth. | Some activities and assignments are inappropriate for students' needs. Some activities, but not all, engage students mentally and promote social and emotional growth. | Activities and assignments are inappropriate for students in terms of their age or backgrounds. Students are not engaged mentally, and their social and emotional growth is not addressed. |
| E. Connects students' prior knowledge, life experiences, and interests in the instructional | Teacher displays knowledge of each student's interests, prior knowledge, life | Teacher displays knowledge of the students' interests, prior experiences, | Teacher recognizes the value of the students' interests, prior knowledge, | Teacher displays little knowledge of the students' interests, prior |

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| process. | experiences, and recognizes the value of this knowledge. | life experiences, or interests for the class as a whole and for some individuals. | life experiences, or interests but does not implement in consistently for the class as a whole. | knowledge, life experiences, and does not indicate that such knowledge is valuable. |
| F. Uses available resources, including technologies, in the delivery of instruction. | Instructional materials and resources are suitable to the instructional goals and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their own learning. | Instructional materials and resources are suitable to the instructional goals and engage students mentally. | Instructional materials and resources are partially suitable to the instructional goals, or student's level of mental engagement is moderate. | Instructional materials and resources are unsuitable to the instructional goals or do not engage students mentally. |

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

| CRITERIA | Distinguished | Proficient | Basic | Unsatisfactory |
|---|--|--|--|---|
| A. Aligns classroom assessment with instruction. | The proposed approach to assessment is completely congruent with the instructional goals, both in content and process. | All instructional goals are nominally assessed through the proposed plan, but the approach is more suitable to some goals than others. | Some of the instructional goals are assessed through the proposed approach, but many are not. | Content and methods of assessment lack congruence with instructional goals. |
| B. Communicates assessment criteria and standards to all students and parents. | Assessment criteria and standards are clear and have been clearly communicated to students and parents. There is evidence that students contribute to the development of the criteria and standards. | Assessment criteria and standards are clear and have been clearly communicated to students and parents. | Assessment criteria and standards have been developed but they either are not clear or have not been clearly communicated to students and parents. | The assessment plan contains no clear criteria or standards. |
| C. Understands and uses the results of multiple assessments to guide planning and instruction. | Multiple assessments are used to guide the teacher's planning and instruction on a regular basis. Students have input to planning and instruction. | Multiple assessments are used to guide the teacher's planning and instruction on a regular basis. | Some assessments are used for teacher information. The assessments tend to be random and unrelated. | There are no assessments used in planning or for modifications to instruction. |
| D. Guides students in goal setting and assessing their own learning. | Students actively engage in their own goal setting with each unit. Students assess their own progress on standards and criteria and provide input to the teacher for further progress. | Students actively engage in their own goal setting with each unit. Students assess with their own progress on standards and criteria. | There is some evidence of student goal setting. Students occasionally assess their own progress on standards and criteria. | There is no evidence of student goal setting or assessing their own progress on standards and criteria. |
| E. Provides substantive, timely, and constructive feedback to | Feedback is consistently of high quality and given in a timely and effective | Feedback is consistently of high quality and given in a timely and | Feedback is inconsistent in quality and often not given in a timely manner. | Feedback is either not provided or is of uniformly poor quality. |

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| students and parents. | manner. Provision is made for students to use the feedback in a constructive manner. | constructive manner. | Some elements of high quality are present; others are not. | |
| F. Works with other staff and building and system leadership in analysis of student progress. | The teacher is highly proactive in serving the needs of students and works with other staff to accomplish greater student achievement. The teacher seeks out methods and resources to help improve student achievement. | The teacher is active in serving the needs of students and works with other staff to improve student achievement. | The teacher attempts to serve student needs on an inconsistent basis. | The teacher is not alert to student needs. |

Standard 6: Demonstrates competence in classroom management.

| CRITERIA | Distinguished | Proficient | Basic | Unsatisfactory |
|---|---|--|---|--|
| A. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student. | There is excellent social interaction between the students and the teacher; students not working with the teacher are engaged in learning activities; and seldom do students need regulation or direction. Students appear to be self-motivated and know how to proceed when finished with activities. | There is good social interaction between the students and the teacher; students not working with the teacher are generally engaged in learning activities; and very few students need regulation or direction. | There is some social interaction between the students and the teacher; some students not working with the teacher are not productively engaged in learning activities; and some students need constant regulation and direction. | There is little social interaction between the students and the teacher; students not working with the teacher are not productively engaged in learning activities; and students need constant regulation and direction. |
| B. Establishes, communicates, models, and maintains standards of responsible student behavior. | Standards of conduct are clear to all students and appear to have been developed with student participation. Monitoring by teacher is subtle and preventive. Students monitor their own behavior; correcting one another respectfully. Teacher response to misbehavior is highly sensitive to | Standards of conduct are clear to all students. Teacher is alert to student behavior at all times. Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student's behavior is generally appropriate. | Standards of conduct appear to have been established for most situations, and most students seem to understand what the standards are. Teacher is generally aware of student behavior but may miss activities of some students. Teacher attempts to respond to student misbehavior but with | No standards of conduct appear to have been established, or students are confused as to what the standards are. Student behavior is not monitored, and teacher is unaware of what students are doing. Teacher does not respond to misbehavior or the response is |

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| | student's needs, or student behavior is generally appropriate. | | uneven results or no serious disruptive behavior occurs. | inconsistent, overly repressive, or does not respect the student's dignity. |
| C. Develops and implements classroom procedures and routines that support high expectations for student learning. | Systems for performing non-instructional duties are well-established with students assuming considerable responsibility for efficient operation. Transitions are seamless with students assuming some responsibility for efficient operation. Groups work independently with students assuming some responsibility for productivity. | Systems for performing non-instructional duties results in little loss of instructional time. Transitions occur smoothly with little loss of instructional time. Tasks for group work are organized and groups are managed so most students are engaged at all times. | Systems for performing non-instructional duties result in loss of instructional time. Transitions are sporadically efficient resulting in some loss of instructional time. Tasks for group work are partially organized, resulting in some off-task behavior when the teacher is involved with another group. | Considerable instructional time is lost in performing non-instructional duties. Much time is lost during transitions. Students not working with the teacher are not productively engaged in learning. |
| D. Uses instructional time effectively to maximize student achievement. | Instructional time is used efficiently and effectively with students assuming some responsibility for efficient operations. | Instructional time is used efficiently and effectively. | Some instructional time is wasted or not used efficiently or effectively. | Instructional time is wasted or not used efficiently or effectively. |
| E. Creates a safe and purposeful learning environment. | The classroom is safe, and students and teacher adjust the condition/arrangement of the classroom to advance their own purposes in the learning activities. | The classroom is safe; and the condition/arrangement of the classroom is a resource for the learning activities. | The classroom is safe; and the condition/arrangement of the classroom is adjusted to the lesson activities with limited effectiveness. | The classroom is unsafe, or the condition/arrangement of the classroom is not suited to the lesson activities or both. |

Standard 7: Engages in professional growth.

| CRITERIA | Distinguished | Proficient | Basic | Unsatisfactory |
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| A. Demonstrates habits and skills of continuous inquiry and learning. | Teacher makes a thoughtful assessment of a lesson's effectiveness and the extent to which instructional goals were achieved and cites many specific examples from the lesson to support the judgment. Drawing from an extensive repertoire of skills, the teacher offers specific alternative actions, complete with probable successes of different approaches. Teacher continuously seeks continuing | Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which instructional goals were achieved and can cite general references to support the judgment. Teacher makes a few specific suggestions about how to improve the lesson. Teacher seeks continuous education related to an accurate assessment of his/her areas | Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were achieved. Teacher makes general suggestions about how a lesson may be improved. Teacher seeks continuous education, but not necessarily related to an accurate assessment of his/her areas of need. | Teacher does not know if a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson may be improved another time. Teacher does not seek continuous education. |

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| | educational opportunities in relation to an accurate assessment of his/her areas of needs. | of need. | | |
| B. Works collaboratively to improve professional practice and student learning. | Support and cooperation characterize relationships with colleagues. Teacher takes initiative in assuming leadership among the faculty. Teacher initiates important activities to contribute to the profession, such as mentoring, suggesting learning activities, or making presentations. | Support and cooperation characterize relationships with colleagues. Teacher participates actively in assisting other educators. | Teacher maintains cordial relationships with colleagues to fulfill the duties that the school or district requires. Teacher makes limited effort to share knowledge with others or to assume professional responsibilities. | Teacher's relationships with colleagues are negative or self-serving. Teacher makes no effort to share knowledge with others or to assume professional responsibilities. |
| C. Applies research, knowledge, and skills from professional development opportunities to improve practice. | Teacher seeks out opportunities for professional development and makes a systemic attempt to conduct action research in their classroom. | Teacher seeks out opportunities for professional development to enhance knowledge and pedagogical skills. | Teacher participates in professional activities to a limited extent when they are convenient. | Teacher engages in no professional development activities to enhance knowledge or skill. |
| D. Establishes and implements professional development plans based upon the teacher's needs aligned to the Iowa teaching standards and system/building student achievement goals. | Teacher has a continuous improvement plan for professional development that aligns with the Iowa teaching standards and the staff development goals outlined in the Comprehensive School Improvement Plan. The teacher implements the plan consistently and collaborates with building wide implementation. | Teacher has a continuous improvement plan for professional development that aligns with the Iowa teaching standards and the staff development goals outlined in the Comprehensive School Improvement Plan. The teacher implements the plan consistently. | Teacher has a continuous improvement plan for professional development that aligns with the Iowa teaching standards and the staff development goals outlined in the Comprehensive School Improvement Plan. Implementation of the plan is minimal. | Teacher has no professional development plan, or the plan lacks alignment with the Iowa teaching standards or the staff development goals outlined in the Comprehensive School Improvement Plan. |

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

| CRITERIA | Distinguished | Proficient | Basic | Unsatisfactory |
|--|---|--|--|---|
| A. Adheres to board policies, system procedures, and contractual obligations. | The teacher is active in framing Board policies, diocesan/building procedures, and contractual obligations and does not | The teacher is familiar with Board policies, diocesan/building procedures, and contractual | The teacher is vaguely familiar with Board policies, diocesan/building procedures, and contractual | The teacher is unaware of Board policies, diocesan/building procedures, and contractual |

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| | need a reminder of obligations in these areas. | obligations and is seldom reminded of obligations in these areas. | obligations and is sometimes reminded of obligations in these areas. | obligations and must be reminded of these areas on a regular basis. |
| B. Demonstrates professional and ethical conduct as defined by state law and system policy. | The teacher's professional or ethical practices follow the Iowa Code and/or diocesan/building policies and actively works to add improvements in these areas. | The teacher's professional or ethical practices follow the Iowa Code and/or diocesan/building policies. | Teacher exhibits a few questionable professional or ethical practices as established in the Iowa Code and/or diocesan/building policies and has to be reminded of their consequences. | Teacher exhibits some questionable professional or ethical practices as established in the Iowa Code and/or diocesan/building policies. |
| C. Contributes to efforts to achieve system and building goals. | The teacher connects what is happening in her/his classroom and the diocesan/building student achievement goals by instruction that implement the goals. Students are actively involved in the formation of activities to attain the goals. | Teacher makes the connection between what is happening in her/his classroom and the diocesan/building student achievement goals by designing instruction to implement the goals. | Teacher sees some connection between what is happening in her/his classroom and the diocesan/building student achievement goals. | Teacher sees little connection between what is happening in her/his classroom and the diocesan/building student achievement goals. |
| D. Demonstrates an understanding of and respect for all learners and staff. | Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for teacher as an individual, beyond that for the role. | Teacher-student interactions are friendly and demonstrate general warmth, caring and respect. Such interactions are appropriate to the developmental or cultural norms. Students exhibit respect for the teacher. | Teacher interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard to the age or culture of the students. Students exhibit only minimal respect for the teacher. | Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher. |
| E. Collaborates with students, families, colleagues, and communities to enhance student learning. | Teacher provides complete and frequent information to students, parents, and colleagues to enhance student achievement and the instructional program. Students participate in preparing materials for their families. Teacher helps formulate diocesan and building goals. | Teacher provides frequent information to students, parents, and colleagues as appropriate to enhance student learning and the instructional program. | Teacher participates in the school's activities for student, parent, and colleague communication but offers little additional information. | Teacher provides little information about the instructional program to enhance learning for students, parents, or colleagues. |
| Standard 9: <u>Fulfills responsibility as faith community member.</u> | | | | |
| CRITERIA | Distinguished | Proficient | Basic | Unsatisfactory |

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|---|--|--|---|--|
| A. Gives evidence of valuing Catholic philosophy of education. | Thoroughly models in actions and words respect for individuals as creations of God and succeeds in having students do likewise. Makes a thorough connection to the formation of the mind, body, and soul of students. | Models in most actions and words respect for individuals as creations of God, and students often do likewise. Reaches out to the formation of the mind, body and soul of students. | Models in most actions and words respect for individuals as creations of God, and students often do likewise. Reaches out to the formation of the mind, body and soul of students. | Teacher illustrates minimal respect for students as creations of God. Does not attempt to form the mind, body and soul of students. |
| B. Gives on-going support to the development and learning of a Christian faith community among faculty and students. | Thoroughly and seamlessly integrates references to Catholicism and Christianity in one's lessons and interactions with others, and students do likewise. The use of classroom space clearly fosters the religious dimension of Catholic education. Has leadership roles in the religious activities of the community. | Regularly makes references to Catholicism and Christianity in one's lessons and interactions with other, and students do likewise. The use of classroom space fosters the religious dimension of Catholic education. Actively participates in the religious activities of the community. | Makes some references to Catholicism and Christianity in lessons and interactions with others, but they are inconsistent, at times erroneous, or seem forced. Classroom arrangement or decorations contain religious elements. Attends the religious activities of the community. | Does not make any references to Catholicism and Christianity in lessons or interactions with others. Classroom arrangement or decorations do not foster the religious dimension of Catholic education. Does not support the religious activities of the community. |
| C. Demonstrates commitment to the values of personal prayer and participation in community worship. | Successfully plans for and leads others in prayer and worship opportunities beyond those that are required or assigned, where applicable. Involves students in the planning and leadership roles, where applicable. | Successfully plans for and leads others in prayer and worship opportunities as required or assigned. | Actively participates in prayer and worship opportunities as required or assigned. Planning for and leading students in these activities is somewhat difficult and without confidence and flow. | Fails to lead students in prayer and worship opportunities. Does not participate in community prayer and worship opportunities. |
| D. Fosters apostolic consciousness and an awareness of Peace and Justice issues in students by witnessing to and encouraging Christian services. | Thoroughly and competently, based on Church teachings, addresses Peace and Justice issues with students. Gives witness to and encourages both "acts of mercy" and social action. Students initiate actions as well. | Regularly addresses Peace and Justice issues with students. Gives witness to and encourages both "acts of mercy" and social action. | Occasionally addresses Peace and Justice issues with students. Gives witness to and encourages "acts of mercy" or social action. | Does not discuss or address Peace and Justice issues with students. Does not encourage Christian service. |
| E. Fosters awareness of multicultural nonsexist issues as justice issues. | Lessons, classes, and interactions with others are free of cultural and gender biases. Uses examples in lessons as well as units that are multicultural and nonsexist. Thoroughly, competently based upon Church teachings, and successfully addresses cultural and gender biases in societies as justice issues. Students also can initiate and articulate discussions concerning these issues. | Lessons, classes, and interactions with others are free of cultural and gender biases. Uses examples in lessons as well as units that are multicultural and nonsexist. Regularly addresses cultural and gender biases in societies as justice issues with good results. | Lessons, classes, and interactions with others are free of cultural and gender biases. Uses multicultural nonsexist themed units. Attempts to address cultural or gender biases in societies as justice issues with inconsistent results. | Has cultural or gender biases in one's lessons, classes, or interactions with others. Does not address cultural or gender biases in societies as justice issues. |

