

# **PROFESSIONAL GROWTH and EVALUATION SYSTEM**



**GLENWOOD COMMUNITY SCHOOLS**

Prepared by the Glenwood Community Schools School Teacher Evaluation Committee  
Approved by the Glenwood Board of Education  
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# TABLE OF CONTENTS

<b>District Mission and Belief Statements</b>	p. 2
<b>Purpose &amp; Rationale</b>	p. 3
<b>Introduction</b>	p. 4
<b>Uses for the Professional Growth &amp; Evaluation System</b>	p. 5
<b>System Requirements Timeline</b>	p. 7
<b>System Requirements by Licensure Status</b>	p. 8
<b>Tiers of Professional Growth</b>	p. 9
• <b>Tier I: New Teachers</b>	p. 9
• <b>Tier II: Career Teachers</b>	p. 11
• <b>Tier III: Teacher Assistance</b>	p. 13
<b>FORMS SECTION</b>	
<b>Form A:</b> Individual Teacher Professional Growth Plan (ITPDP)	p. 18
<b>Form B:</b> ITPDP End of Year Summary	p. 19
<b>Form C:</b> Pre-Observation Conversation	p. 20
<b>Form D:</b> Post-Observation Reflection Conversation	p. 21
<b>Form E:</b> ITPDP Integrity Checklist - New Teachers	p. 22
<b>Form F:</b> ITPDP Integrity Checklist - Career Teachers	p. 24
<b>Form G:</b> Summative Review for New Teachers	p. 26
<b>Form H:</b> Summative Review for Career Teachers	p. 31
<b>Form I:</b> Peer Review	p. 33
<b>Form J:</b> Tier III Level 1 Teacher Awareness Plan	p. 34
<b>Form K:</b> Tier III Level 2 Teacher Assistance Plan	p. 36
<b>Form L:</b> Tier III Level 2 Acceptance/Denial of Plan	p. 37
<b>Form M:</b> Tier III Level 2 Summative Assessment	p. 38
<b>APPENDICES</b>	
<b>Appendix A: What Should I Bring to My ITPDP Meeting with Evaluator?</b>	
• Career Teacher - Cycle Year 1 ITPDP Meeting	p. 40
• Career Teacher - Cycle Year 2 ITPDP Meeting	p. 40
<b>Appendix B: Peer Review Process Guidance</b>	p. 42
<b>Appendix C: Danielson’s Framework for Teaching: Six Clusters That Support High Level Learning</b>	p. 45

## DISTRICT MISSION STATEMENT

The mission of the Glenwood Community School District is to develop in all students the knowledge and competencies required of responsible citizens in a global society.

### DISTRICT OUTCOMES

<p><b>Solve Problems Creatively and Resourcefully</b>                  Critical Thinking                  Creative Thinking/Producing                  Decision-Making</p>	<p><b>Work Productively</b>                  Cooperation                  Independence</p>
<p><b>Learn Constantly</b>                  Self-Assessment                  Wise Use of Leisure                  Aesthetic Awareness</p>	<p><b>Communicate Effectively</b>                  Writing                  Speaking                  Reading                  Listening</p>
<p><b>Act Responsibly</b>                  Environmental Awareness                  Empathy and Respect                  Citizenship</p>	<p><b>Use Technology Capably</b></p>

### District Beliefs

#### RESPECT

Definition: Respect is unconditional positive regard for people, property, and the environment.

##### Beliefs:

- A respectful individual is recognized by accepting differences of others and by extending common courtesy to all.
- A respectful individual shows an appreciation of everyone's need to feel valued.
- A respectful individual speaks and listens with an open mind.

#### RESPONSIBILITY

Definition: Responsibility is knowing what is expected and required while being accountable for obligations that lead toward fulfilling intended goals.

##### Beliefs:

- A responsible individual exercises self-discipline and takes pride in accomplishments which show quality, accuracy, and timeliness.
- A responsible individual fulfills commitments while maintaining professional and social integrity.
- A responsible individual is dedicated to lifelong learning and growth.

#### HONESTY

Definition: Honesty is an open interaction with others, which displays trustworthiness, genuineness, and personal integrity.

##### Beliefs:

- An honest individual is genuine in his or her thoughts, words, and actions.
- An honest individual is able to stand for that which is right in the face of pressure.
- An honest individual will build trust and openness between people so they can work together constructively.
- An honest individual is essential to effectiveness.

#### COOPERATION

Definition: Cooperation is acting jointly with others by sharing and communicating ideas, listening to others, and overcoming differences in order to accomplish a common goal.

##### Beliefs:

- A cooperative individual shares ideas and listens with an open mind while respecting the views of others.
- A cooperative individual is willing to work as a member of a team, collaborating and problem solving to accomplish set goals.
- A cooperative individual is willing to work with decisions reached by consensus.

## PURPOSE & RATIONALE

### Our Theory of Action for Professional Growth and Evaluation

**IF** Glenwood's system of professional growth and development provides...

- **TIME** for the evaluator and teacher to engage in purposeful, meaningful, collaborative, and focused conversations about teaching and learning,
- Specific **CRITERIA**, anchored in state **STANDARDS**, to be evaluated,
- Clear and consistent **EXPECTATIONS** across all buildings,
- Multiple opportunities to **DEMONSTRATE** growth and improvement, and
- Support for formative **FEEDBACK** that is growth-oriented, reaffirming, and constructive

**AND...**

- Is grounded in trusting, quality relationships between teachers and evaluators

**THEN** we expect...

- Progress toward and attainment of teacher's individual and collective goals,
- Stronger, more impactful relationships,
- Teacher growth in effective instruction that leads to increased student learning.

### Purposes of Our Professional Growth Model

- Establish well-defined definitions of expertise and procedures for novice and advanced practitioners
- Utilize for a wide range of purposes, from meeting novices' needs to enhancing veterans' skills. Because teaching is complex, it is helpful to have a roadmap through the territory, structured around a shared understanding of teaching. Novice teachers are concerned with day-to-day survival; experienced teachers want to improve their effectiveness and help their colleagues to do so as well; accomplished teachers may want to serve as teacher leaders. A Professional Growth Model provides structure so that all educators (novice, experienced and accomplished) see their work as a continuous improvement process
- Enhance professionalism. Other professions such as medicine, accounting and architecture have well established definitions of expertise and procedures to certify novice and advanced practitioners. Such procedures are the public's guarantee that the members of a profession hold themselves and their colleagues to high standards of practice. Similarly a framework for teaching is useful not only to practicing educators but to the larger community, because it conveys that educators, like other professionals, are members of a professional community.
- Standardize a common language for professional conversation and reflection. During conversations about practice, particularly when such conversations are organized around a common framework, teachers are able to learn from one another and from their supervisors, to thereby enrich their own teaching. It is this joint learning that makes the conversations so rich and so valued.
- Utilize the framework for educators to self-assess, reflect and strengthen their practice
- Serve to structure conversations among educators about exemplary practice.

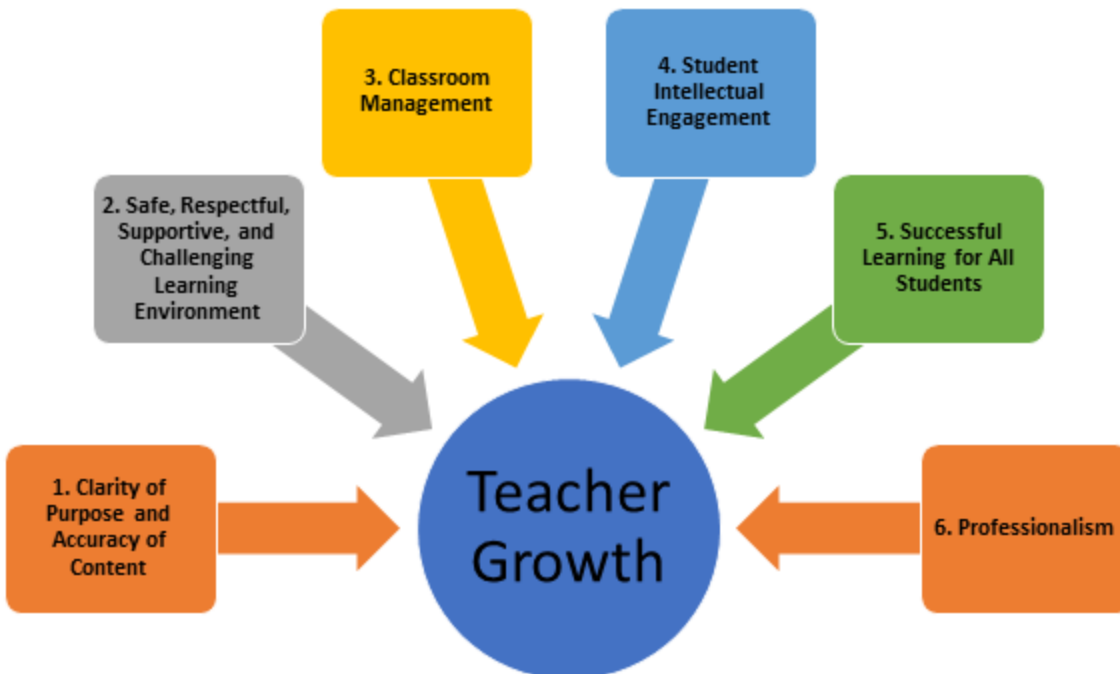
## INTRODUCTION to the Glenwood Professional Growth Model

The Glenwood Community School District Professional Growth Model, grounded in this theory of action, identifies those aspects of teacher practice that have been documented through empirical studies and theoretical research as ***predictive of student learning***.

Iowa uses **eight teaching standards** and related criterion for the purpose of professional growth and evaluation. In Glenwood CSD, these standards and criterion are embedded within the **Charlotte Danielson's *Framework for Teaching***. This framework divides the complex activity of teaching into **four domains of teaching responsibility**:

- Domain 1: Planning and Preparation
- Domain 2: Classroom Environment
- Domain 3: Instruction
- Domain 4: Professional Responsibilities

To understand and work with this framework, Danielson has developed **six clusters** that address all necessary standards and criteria for the Iowa teaching standards.



[See comparison](#)--Insert a piece that speaks to the change.

## Uses For Our Professional Growth Model

(How and where we will use Danielson's Framework for Teaching: Six Clusters)

### Who Uses the Professional Growth Model?

All certified teachers and counselors will use the model.

### The framework will be used in the following ways:

- Mentoring and Induction (as a roadmap for new teachers)
- Reflection and Self-Assessment
- Peer Review
- Supervision and Evaluation
- Structure for Focusing on Improved Teaching and Learning
- Structure for Setting Professional Goals

### Specific examples include:

- **Individual Teacher Professional Development Plan and Annual Conferences**

Teachers in Tier II will meet with their evaluator in the fall and spring. During the fall conference the evaluator and staff member engage in a collaborative conversation focused on the Individual Teacher Professional Development Plan (ITPDP) (FORM A). Together and in light of the building and district goals and the teacher's needs, they will determine a focus for the teacher's learning. The Danielson Framework for Teaching will ground conversation in a shared understanding of impactful, quality instruction and will provide teachers with a starting point for formulating their goals. The fall conference sets the stage for continuing conversations throughout the year as the staff member continually reflects upon practice. In the spring, the evaluator and staff member will engage in a follow-up conference to reflect upon growth and changes in practice and ultimately the impact on student learning.

- **Formal Observations (with pre/post conferences)**

Evaluators will make formal classroom observations of teachers in Tier I and Tier II. Using the Summative Evaluation Summary of Observations Form (Form G or H), evaluator feedback will align directly with the Iowa Teaching Standards and elements, which are embedded in Danielson's six cluster rubrics (refer to Appendix C) This ensures focus on the teaching practices that impact student achievement, as well as the collection of evidence described in each of the cluster rubrics. Evaluators and teachers will use the collected data to inform their conversations about professional practice and student learning.

This information is useful for the teacher when determining professional development goals/plans. This information will also be used during the Summative Evaluation year to summarize teacher performance within each cluster as Unsatisfactory, Basic, Proficient, or Distinguished.

- **Danielson Walk-Throughs**

For this purpose, a walk-through is defined as a brief (10-15 min), focused, intentional visit to the classroom for the purpose of observing any or all of the clusters in action. Evaluators will use the *Cluster* rubrics and a walk-through process to assist the teacher with formative assessment of progress toward ITPDP goals and refinement of teaching practice within the six clusters. Evaluators will provide formative feedback after a walkthrough and may ask for the teacher to reflect upon a question of practice. The minimum number of walk-throughs a teacher experiences depends upon where a teacher is in the System of Professional Growth and Evaluation (refer to p. 7).

- **Teacher Peer Review**

Under Iowa Code section 284.8(1), all teachers will engage in an annual peer review that leads to teachers to openly examine their teaching practices for the purpose of self-improvement of teaching effectiveness. Teachers will participate in a observation and reflective review of a peer's instruction and also receive a peer observation and review. Teachers will use the "Peer Review Form" (FORM I) to document their collaboration, and will submit the form to their building administrator by March 1. This information in the Peer Review Form is not part of the teacher's formal evaluation, but is an important source of feedback to improve and strengthen instruction. Grounding peer observations in the Danielson's six clusters will provide focus and direction. Additional guidance for the Peer Review process is provided in Appendix B.

- **Collecting Evidence**

Glenwood will utilize the "Summary of Observations / Summative Evaluation Form" (FORM H) as part of the Glenwood Professional Growth Model. It will be used as a template for citing evidence and linking artifacts, which may be done by both teachers and evaluators across the three-year cycle. While evaluators can gather evidence of observable indicators within each cluster, it is the teacher's responsibility to gather evidence of indicators that are not observable.

Teachers will use the Summary of Observation Form to reflect upon at least one artifact that exemplifies that they have met that particular cluster. During the summative evaluation year, the teacher should have at least one refreshed artifact for each of the six clusters. It is not a district expectation that teachers create Portfolios.

- **Integrity Check**

The "Professional Growth Integrity Checklists" (FORM E or F) are optional tool for teachers to annually update their own action and progress within evaluation cycles.

**SYSTEM OF PROFESSIONAL GROWTH AND EVALUATION**  
**Timeline & Frequency Table**

Status	Professional Growth Model ITPDP	Annual Conferences (fall & spring)	Formal Observation w/ Pre- & Post-Conference	Danielson Walk-Throughs (minimum)	Peer Review	Danielson Cluster for ITPDP	State of Iowa Summative Evaluation Form Evidence	Integrity Check
<b>Initial License Year 1 &amp; 2 (Tier 1 Level 1)</b>	Yes (by 11/1)	Yes (by 11/1 & 5/15)	3 (by 11/1, 12/30, & 2/1)	2 (by 3/5)	Yes (by 3/1)	Year 1: Clusters 1, 2 3 Year 2: Clusters 4, 5, 6	1 for each ITS  (by 3/5)	Optional tool for teacher use
<b>New to Glenwood with Standard License (Tier 1 Level 2)</b>	Yes (by 11/1)	Yes (by 11/1 & 5/15)	1 (by 11/1)	2 (by 3/5)	Yes (by 3/1)	Clusters 1, 2, & 3	1 for each ITS  (by 3/5)	Optional tool for teacher use
<b>Career Year 1 Standard License (Tier 2 Level 1)</b>	Yes (by 11/1)	Yes (by 11/1 & 5/15)	0	2	Yes (by 3/1)	Cluster 1&4	-----	Optional tool for teacher use
<b>Career Year 2 Standard License (Tier 2 Level 1)</b>	Yes (by 11/1)	Yes (by 11/1 & 5/15)	0	2	Yes (by 3/1)	Cluster 2&3	-----	Optional tool for teacher use
<b>Career Year 3 Standard License (Tier 2 Level 2)</b>  <b>(SUMMATIVE EVALUATION YEAR)</b>	Yes (by 11/1)	Yes (by 11/1 & 5/15)	1 (by 2/1)	4 (by 3/5)	Yes (by 3/1)	Cluster 5&6	Teacher and administrator work together to refresh at least one artifact to represent growth within each cluster over last three years	Optional tool for teacher use



**PROFESSIONAL GROWTH MODEL (organized by licensure status)**

<b>INITIAL LICENSE</b> Years 1 & 2 and possibly 3 Tier I, Level 1 or 2	<b>New to Glenwood STANDARD LICENSE</b>  Tier I, Level 2	<b>STANDARD LICENSE</b> (Cycle Years 1-2) Career Tier II, Level 1	<b>STANDARD LICENSE</b> (Cycle Years 3) Career Tier II, Level 2
<b>Fall ITPDP + Conference</b> Focus on: Clusters 1-3 (Y1) Clusters 4-6 (Y2)  by 11/1	<b>Fall ITPDP + Conference</b>  Select 1 or 2 Clusters(choice) from Clusters 1, 2, 3 for focused growth  by 11/1	<b>Fall ITPDP + Conference</b>  Focus on Clusters 1 & 4 for focused growth (Cycle Y1)  Focus on Clusters 2 & 3 for focused growth (Cycle Y2) by 11/1	<b>Fall ITPDP + Conference</b>  Focus on Clusters 5 & 6 for focused growth  by 11/1
<b>3 Formal Observations (pre &amp; post conference)</b>  by 11/1, 12/30, 2/1	<b>1 Formal Observation (pre &amp; post conference)</b>  by 11/1		<b>1 Formal Observation (pre &amp; post conference)</b>  by 11/1
<b>Minimum 2 Walkthroughs</b>  by 3/5	<b>Minimum 2 Walkthroughs</b>  by 3/5	<b>Minimum 2 Walkthroughs</b>  by 3/5	<b>Minimum 4 Walkthroughs</b>  by 3/5
<b>Peer Review</b>  by 3/1	<b>Peer Review</b>  by 3/1	<b>Peer Review</b>  by 3/1	<b>Peer Review</b>  by 3/1
<b>Artifacts complete by end of Y2</b>  Address all 8 Iowa Teaching Standards  Minimum 3 evidence each  Reflect on all standards by 3/5	<b>Artifact Refresh &amp; Submission</b>  Address all 8 Iowa Teaching Standards  Minimum 3 evidence each  Reflect on all standards by 3/5		<b>Artifact Refresh &amp; Submission</b>  Address all 6 Clusters  Minimum 2 evidence each  Reflect on all standards by 3/5
<b>Spring ITPDP Conference</b>  by 4/15	<b>Spring ITPDP Conference</b>  by 4/15	<b>Spring ITPDP Conference</b>  by 5/15	<b>Spring ITPDP Conference</b>  by 4/15
<b>Integrity Check updates</b>	<b>Integrity Check updates</b>	<b>Integrity Check updates</b>	<b>Integrity Check updates</b>
A probationary teacher's contract may be terminated by the Board effective at the end of a school year without cause. A determination that a probationary teacher has not met the Iowa teaching standards and criteria will disqualify a probationary teacher from being recommended for a standard license and will result in the termination of the probationary teacher by the board.	<ul style="list-style-type: none"> <li>• If 'Unsatisfactory' or 'Basic' in one or more clusters, the teacher will move to Tier III, Level 1 (Awareness Plan).</li> <li>• If unsuccessful, the teacher will move to Tier III, Level 2 (3-month Intensive Assistance Plan) and will be supported by Principal and designated personnel.</li> <li>• If the Intensive Assistance Plan is not successful, a</li> </ul>	<ul style="list-style-type: none"> <li>• If 'Unsatisfactory' or 'Basic' in any cluster, the teacher will move to Tier III, Level 1 (Awareness Plan).</li> <li>• If unsuccessful, the teacher will move to Tier III, Level 2 (3-month Intensive Assistance Plan) and will be supported by Principal and designated personnel.</li> <li>• If the Intensive Assistance Plan is not successful, a</li> </ul>	<ul style="list-style-type: none"> <li>• If 'Unsatisfactory' or 'Basic' in any cluster, the teacher will move to Tier III, Level 1 (Awareness Plan).</li> <li>• If unsuccessful, the teacher will move to Tier III, Level 2 (3-month Intensive Assistance Plan) and will be supported by Principal and designated personnel.</li> <li>• If the Intensive Assistance Plan is not successful, a</li> </ul>

	recommendation for termination may occur.	recommendation for termination may occur.	recommendation for termination may occur.
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## TIERS of PROFESSIONAL GROWTH

### Tier I: Initial License First and Second Year Teachers & Teachers New to the District

**Staff Involved**

Teachers in their first or second year of the profession who hold an initial State of Iowa teaching license or licensed teachers who are teaching for the first year in the Glenwood Community School District.

**Evaluator Notification**

Each teacher will be notified of their evaluator within twenty days of the start of the school year. The evaluator or the staff member may request a second evaluator to conduct additional observation(s) and conference(s). This request will be made to the Superintendent who will support or deny the request. If granted, the Superintendent will appoint this additional evaluator. Within these twenty days, the evaluator will discuss with the teacher the Tier I evaluation process.

### Tier I Level 1 New / Beginning Year(s) Teacher

**Purpose**

To assure the teacher is meeting the Iowa Teaching Standards and Criteria **through Danielson’s Six Clusters**

**Procedures**

The cycle for Tier I / Level 1, shall consist of both formal and informal observations, initiated by the evaluator and/or teacher. The evaluator will conduct a minimum of three formal observations during the first year. These will be spread out over a period of time to allow for professional growth, but the first one must be completed before December 1<sup>st</sup> and the remaining observations must be completed by April 15<sup>th</sup>. In each of these formal observations the teacher will complete the Tier I Pre-Observation Form (FORM C) prior to the Pre-Observation conference. The teacher and evaluator will meet for a Pre-Observation conference to discuss the lesson to be observed and to make any needed clarifications. Following the observation the teacher will complete the Tier I Post-Observation Reflection Form (FORM D) and return it to the evaluator within two working days of the observation. The evaluator will then schedule a Post-Observation conference within five days of receiving the Tier I Post-Observation Reflection Form. The conference will be reflective in nature and provide a focused conversation for instructional improvement. A copy of the Post Observation Reflection Form D may be used as an artifact.

Any other observations or data (artifacts) collections shall be termed informal, and do not require a pre-observation conference. Informal observations may be used to assist the evaluator in gaining familiarity with the teacher, in monitoring student learning and teacher performance. If during these informal observations areas of concern arise, the evaluator needs to schedule a conference with the teacher within five days of the informal observation. During this conference the evaluator should state his/her concerns.

The teacher and evaluator are expected to gather key artifacts, which are descriptive of the teacher’s instructional performance. These artifacts are to be representative of research-based practices, the district expectations, the district’s Comprehensive School Improvement Plan (CSIP), and the Iowa Teaching Standards and Criteria. Observations and input from sources such as students, parents, and

other administrators may be used to provide supportive data in the Glenwood Professional Growth System. Each teacher shall maintain a collection of key artifacts for Standards # 1-7. In year one a summative conference will be held for all teachers in Tier I, Level 1, by April 15<sup>th</sup> and documented as required by the State of Iowa (FORM G) with one of the following recommendations:

1. The teacher is a 1<sup>st</sup> year beginning teacher and is making adequate progress towards meeting the Iowa Teaching Standards.
2. The teacher is a 1<sup>st</sup> year beginning teacher and is not making adequate progress.

In year two, all Tier I, Level 1 teachers will be involved in a comprehensive review on or before April 15<sup>th</sup> (FORM G). The comprehensive review of the second year teacher must include one of the following recommendations:

1. The teacher has performed at an acceptable level and is recommended for standard licensure and a continuing contract with the district.
2. The teacher has not performed at an acceptable level and is offered a continuation of probationary status for the third year.
3. The teacher has not performed at an acceptable level and is not recommended for standard licensure or for a contract.

## **Tier I Level 2 Probationary Career Teacher**

### **Purpose**

To assure the teacher is meeting the Iowa Teaching Standards and Criteria through Danielson's six clusters.

### **Procedures**

The cycle for Tier I, Level 2, shall consist of both formal and informal observations, initiated by the evaluator and/or teacher. The evaluator will conduct at least one observation during the first year. If multiple observations are conducted, these will be spread out over a period of time to allow for professional growth, but the first one must be completed before December 1<sup>st</sup> and all must be completed by April 15<sup>th</sup>. In each of these formal observations the teacher will complete the Tier I Pre-Observation Form (FORM C) prior to the Pre-Observation conference. The teacher and evaluator will meet for a Pre-Observation conference to discuss the lesson to be observed and to make any needed clarifications. Following the observation the teacher will complete the Tier I Post-Observation Reflection Form (FORM D) and return it to the evaluator within two working days of the observation. The evaluator will then schedule a Post-Observation conference within five days of receiving the Tier I Post-Observation Reflection Form. The conference will be reflective in nature and provide a focused conversation for instructional improvement.

These experienced teachers may have the second year of participation in Tier I waived by the evaluator. At the end of year one all Tier I, Level 2 teachers will be recommended for one of the following:

1. The teacher is recommended for Tier II.
2. The teacher is recommended for a second year on Tier I, Level 2.
3. The teacher is not recommended for a continuing contract with the district.

## Tier II Career Teachers

### **Staff Involved**

The Career Teachers start on Tier II at either Level 1 (Professional Growth Plan) or Level 2 (Performance Review Year) to be determined by the evaluator. The Career Teacher will have a Performance Review Year a minimum of once every three years.

### **Evaluator Notification**

Each teacher will be notified of their evaluator within twenty days of the start of the school year. The evaluator or the staff member may request a second evaluator to conduct additional observation(s) and conference(s). This request will be made to the Superintendent who will support or deny the request. If granted, the Superintendent will appoint this additional evaluator.

## Tier II Level 1 Professional Growth Plan

### **Purpose**

To provide opportunities for staff and their evaluator to participate in collaborative experiences designed to promote and enhance professional growth and to prepare for the Performance Review Year.

### **Procedures**

Staff members will implement a Professional Growth Plan **from two of the six cluster areas, depending on what year of cycle staff member is on.** These goals should directly impact student learning with consideration given to their alignment with building and district goals and initiatives and the Iowa Teaching Standards (which are embedded in the six clusters). The staff member and evaluator develop the ITPDP goals collaboratively. The evaluator must approve the goal(s).

Informal Observations will take place as deemed necessary by the evaluator with dated feedback given to the teacher after each occurrence within five working days.

### Professional Growth

1. Each staff member must submit a written Professional Growth Plan (FORM A) and meet with their evaluator regarding their goal(s) prior to November 1<sup>st</sup>. The Professional Growth Plan may be 1, 2, or 3 years in length.
2. When Professional Growth Plans are written as a group, each teacher is to meet with their evaluator regarding their goal(s) prior to November 1.
3. When Professional Growth Plans are written as a group, each teacher will submit an individual copy of the group plan.
4. At the end of each year the Professional Growth Plan - End of Year Summary (FORM B) needs to be completed by the teacher and evaluator. This written report and conference needs to take place prior to May 1.

Any artifacts used during the Professional Growth Plan may be used to assist with documentation during the Performance Review Year.

**Tier II  
Level 2  
Performance Review Year**

**Evaluation Cycle**

Career Teachers are formally evaluated every three years. A Career Teacher can volunteer to move to the Performance Review Year earlier on the three year cycle with the approval of the evaluator.

**Purpose**

To assure the teacher is meeting the Iowa Teaching Standards and Criterion.

**Procedure**

Formal Observation – The teacher will be formally observed by their evaluator one to three times during the year, more observations if mutually agreed upon. The first observation is to occur during the first semester.

The formal observation process shall consist of:

1. The teacher shall submit a completed Pre-Observation Form (FORM C) prior to the Pre-Observation conversation with the evaluator.
2. The Pre-Observation Conference
  - a. The teacher and evaluator shall agree upon the Pre-Observation date.
3. The Formal Observation
  - a. Practices used during the observation will be consistent with the district curriculum and the focus cluster(s) and indicator(s).
  - b. An observation will last a minimum of thirty minutes.
4. Post-Observation Conference
  - a. Following the observation, the teacher will complete the Post-Observation Reflection Conversation Form (FORM D) and return it to the evaluator within two working days of the observation. The evaluator will then schedule a Post-Observation conversation within five days of receiving the Post-Observation Reflection Form. The conference will be reflective in nature and provide a focused conversation for instructional improvement. A copy of the Post Observation Reflection Form may be used as an artifact.

Informal Observations- The teacher will be informally observed by way of Walkthroughs during the year as deemed necessary by their evaluator. Dated feedback given to the teacher within five working days of each Walkthrough.

**Summative Performance Review**

Each **Cluster** will be rated as Unsatisfactory, Basic, Proficient, Distinguished on the Summary of Observations Summative Review Form (FORM H). Cluster Indicators will not be individually rated, but will be used as reference points for gathering evidence to the overall performance for each Cluster. Evidence/artifacts collected during the three-year Professional Growth Cycle can be used as documentation when completing the Summative Performance Review. The Summative Performance Review Form (FORM H) must be completed by April 15th. At the end of the Summative Performance Review process, one of the following will be noted.

1. The teacher is satisfactory in all Six Cluster areas (i.e. a rating of Proficient or Distinguished).
2. The teacher is recommended for Tier III.

## **Tier III**

### **Staff Involved**

The teacher assessment process is designed to recognize and improve good teaching. The majority of the staff will be well served by Tier I or Tier II. For those few staff members who have not demonstrated satisfactory performance as described by the Glenwood Community School District Professional Growth System, a more directive and intensive system of support is offered.

### **Evaluator Notification**

When an evaluator's observation and/or evaluation of a staff member indicates that all six cluster areas are not being met, the evaluator may move the employee to the Tier III, Level 1 or Level 2. Direct placement on Level 2 may result from documentation of severe deficiencies in meeting the Teaching Standards and Criteria, which are embedded in the six clusters.

It is the responsibility of the evaluator to inform the Superintendent when he/she places a staff member into Tier III.

### **Purposes**

1. To demonstrate the commitment of the Glenwood Community Schools to the ongoing growth and development of all staff.
2. To improve the performance of staff members who have been identified by their evaluator as needing improvement by failing to meet the Standards and Criteria through the Glenwood Community School District Professional Growth System.

Tier III Level 1 (Awareness Plan) is available to help staff members acquire needed skills in order to meet proficiency on specific areas of the Iowa Teaching Standards / Six Clusters. The intent is to make resources available to the staff member so certain standards can be met.

The intent of this process is positive. It may serve, however, as a basis for future employment decisions should performance fail to improve significantly and meet the Iowa Teaching Standards / Six Clusters.

After working on the goal(s) of the Tier III, Level 1 Awareness Plan, the following three options can take place:

1. Remain on Tier III Level 1.
2. Remove staff member from Tier III Level 1 and move back to Tier II  
or
3. Written notification will be given to the staff member when he/she is to be placed on a Tier III, Level 2 Assistance Plan. The staff member is provided with written notification of the problem(s). A collaborative resolution is developed to meet the goal. A mandatory review must take place within three months.

**Tier III  
Level 1  
Awareness Plan**

**Procedures**

1. When an evaluator's observation and/or evaluation of a staff member documents performance issue(s), the evaluator may develop an individualized improvement plan not to exceed a three month period. The evaluator will use the Tier III, Awareness Plan, Identification of Concern (FORM J) to document movement to Tier III, Level 1..
2. This plan will focus on specific area(s) of the Glenwood Community School District Performance Review System.
3. This plan could take the form of the formal observation process or conference(s) and Reflection with the evaluator.
4. Other forms of data collection or assistance may be designed by the evaluator with input of the individual staff member.
5. At any time during this Tier III Level 1 Awareness Plan, the evaluator can fill out a Tier III, Awareness Plan, Final Summary (FORM M) which will make one of the following recommendations:
  - a. To move the staff member back to the Tier II.
  - b. To move the staff member into Tier III, Level 2.

**Tier III  
Level 2  
Assistance Program**

**Procedures**

1. When an evaluator's observation and/or evaluation of any staff member indicates a significant level of unsatisfactory performance in the Iowa Teaching Standards / Six Clusters, notification is given to the Central Office Administrator. Documentation supporting the unsatisfactory performance must accompany the request that the staff member is being placed on Tier III Level 2.
2. The evaluator's recommendation for Tier III, Level 2 will be reviewed by a Central Office Administrator to verify that the teacher has had sufficient notification in writing that his/her performance does not meet one or more of **the six cluster areas** and to determine if adequate data is present for placement to Level 2.
3. If the evaluator's recommendation for Level 2 is approved, the evaluator will meet with the staff member whose performance is unsatisfactory and introduce the concept of Assistance Program.
4. The evaluator and staff member need to develop the Assistance Program plan (FORM K) and determine outcomes and length of plan, not to exceed three months. If progress on the Assistance Program is noted a recommendation may be made to extend the timeline for Level 2 (not to exceed twelve months from date of initial placement on Tier III).
5. A staff member may accept or refuse the Assistance Program in writing (FORM L).
6. If the Level 2 process is acceptable to the staff member, the Central Office Administrator will develop a team with experience or expertise in the performance area(s) which is in need of improvement. This team will be called the Staff Assistance Team. Typically, the team will be made up of:
  - a. One member responsible for expertise in instructional strategy.
  - b. One member responsible for expertise in the subject area, grade level or general curriculum;
  - c. Other members as deemed appropriate by the evaluator, the Central Office Administrator, and the staff member.
7. The Central Office Administrator and the Staff Assistance Team will meet with the evaluator to outline the process and to inform the evaluator of the time schedule. At this time, the evaluator will inform team members of areas of concern as well as previous and current attempts at remediation.
8. Then the Staff Assistance Team and the Central Office Administrator will meet with the staff member to review the role of the team, to plan the observation and conference schedule and to receive input from the staff member.
9. The length of service of the Staff Assistance Team will vary, depending on the needs of the staff

- member. It may not exceed twelve months. A staff member may indicate, in writing, his/her desire to discontinue the process at any time.
10. The evaluator summatively assesses progress of staff member towards specific concern (FORM M) with one of the following recommendations:
    - a. The problem(s) is resolved and the staff member is recommended for removal from Level 2 and returns to work within Tier II.
    - b. Progress is noted and the recommendation is to extend the timeline for Level 2 (not to exceed twelve months from date of initial placement on Tier III). A new Assistance Program will be developed to accompany this document (FORMS K & L).
    - c. The problem is not resolved, progress is not noted. The recommendation is for nonrenewal of the contract.
  11. While on Tier III, Level 2, the Staff Assistance Program does replace the normal supervision and evaluation process.

### **Role of the Team**

1. The role of the Staff Assistance Team is to use data and information provided by the evaluator to develop a planned approach to help the staff member meet the six cluster areas. The plan will usually include, but is not limited to, direct observation of teaching or other activities, conferencing with staff member and follow-up activities. The plan may include any number of additional strategies designed to assist the instructional process.
2. A log of meetings held with the staff member will be maintained by each member of the Staff Assistance Team. No other written records will be kept. The log will be given to the Central Office Administrator when the process is complete. Team members will use the following guidelines in communicating with the staff member:
  - a. No written information that is given to the staff member can be used in the evaluation process.
  - b. Suggestions for improvement will be provided as multiple options to avoid a prescriptive approach.
  - c. Supporting and constructive comments will relate to specific situations, i.e., "Your motivation techniques worked well with your first group today." General statements such as, "You are doing better at motivating students", will be avoided.
  - d. Strict confidentiality will be maintained. No reference will be made to the name of the staff member or the building, where the team is meeting.
3. Team members will communicate regularly with the Central Office Administrator report observations, conferences and progress. Team members' observations and conferences are not presented in writing, are not reported to the evaluator and do not become part of the staff member's evaluation.

### **Role of the Evaluator**

1. The evaluator continues to be the assessor of the staff member but is not an active participant of the Staff Assistance Team. Central Office Administrator is responsible to maintain communication and to report to the evaluator.
2. The evaluator completes the Tier III Level 2 Summative Assessment (FORM M) by April 15th and makes one of the following recommendations to the superintendent:
  - a. The problem(s) is resolved and the staff member is recommended for removal from Level 2 and returns to work within Tier II.
  - b. Progress is noted and the recommendation is to extend the timeline for Level 2 (not to exceed twelve months from date of initial placement on Tier III). With a new Assistance Program form to accompany this document.
  - c. The problem is not resolved, progress is not noted. The recommendation is for nonrenewal of the contract.
3. The evaluator or the staff member may request a second assessor to conduct additional observations(s) and conference(s). This request will be made to the Superintendent who will support or deny the request. If granted, the Superintendent will appoint this additional evaluator. Members of the Staff Assistance Team will not be used as second assessors. Additional assessments/observations may be conducted by the evaluator at any time. The original timelines are still in place.



### Role of the Staff Member

1. To ask for clarification from the Staff Assistance Team, the Central Office Administrator and the evaluator.
2. To be responsible for taking anecdotal notes during the process, if desired.
3. To request, if desired, others to be present with them during Staff Assistance Team meetings.
4. To be open and flexible in implementing different and/or refined strategies in improving his/her performance.
5. To be responsible in meeting deadlines, appointments, scheduled observations and other timelines.

# FORMS SECTION

**Glenwood Individual Teacher Professional Development Plan (ITPDP)**

*To be developed collaboratively between the teacher, the PLC, and the principal*

<input type="checkbox"/> Initial License <input type="checkbox"/> New to Glenwood w/Initial License	<input type="checkbox"/> Standard/Master Educator License <input type="checkbox"/> New to Glenwood w/Standard License	<b>Academic Year</b>
<b>Teacher Name:</b>		<b>Content Area:</b>
<b>Evaluator Name:</b>		<b>Building:</b>

<b>General Focus of Plan (Cluster and Indicators):</b>  
<b>Specific Goal:</b>  
Target Completion Date:
<b>Connection to Individual, Grade Level, Department, and/or Building Student Achievement Goals:</b>  
<b>Proposed Strategies/Activities:</b>  
<b>Anticipated Results:</b>  

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Glenwood Individual Teacher Professional Development Plan (ITPDP)**

---

**End of Year Summary Report**

Name:

School:

Date:

Completion Date:

<b>Progress toward Goal:</b>
<b>Strategy/Activity Updates:</b>
<b>Impact on Students' Learning:</b>
<b>Reflections on Focus Clusters and Related Rubrics:</b>  <b>Teacher:</b>   <b>Evaluator:</b>

**Teacher Signature:** \_\_\_\_\_ **Date:**

**Evaluator Signature\*:** \_\_\_\_\_ **Date:**

*\* Evaluator signature = One teacher recert credit earned (per three-year cycle)*

**Tier I & Tier II  
Pre-Observation Conversation Form**

**Teacher:**  
**Grade/Subject:**  
**Observation Date:**

**School:**  
**Time/Period:**

<b>What Curriculum Outcome / Component will this lesson address?</b>
<b>What is your desired outcome for your students in this lesson?</b>
<b>What will you be doing in this lesson?</b>  <b>Students?</b>
<b>What challenges do you anticipate as the teacher?</b>  <b>What challenges do you anticipate for students?</b>
<b>On which Clusters / Indicators will you be focusing?</b>

**Tier I & Tier II  
Post-Observation Reflection Conversation Form**

**Teacher:**

**School:**

**Grade/Subject:**

**Observation Date:**

**Time/Period:**

<b>Reflections on curriculum focus:</b>
<b>Did your students accomplish the desired outcome? What evidence did you collect?</b>
<b>What instructional decisions did you make during the lesson to respond to the needs of individual students?</b>
<b>In reflecting back, what changes can be made in the future to enhance students' learning around this curriculum outcome (or component)?</b>
<b>What evidence can you provide for the Cluster &amp; Indicator(s) on which you were focusing?</b>
<b>Evaluator Comments:</b>

**Teacher Signature:**

**Date:**

**Evaluator Signature:**

**Date:**

Evaluation Time Period:

Glenwood Community School District  
**Professional Growth Integrity Checklist**  
**Initial License Teachers (Year One & Year Two)**

<b>Teacher Name:</b>	<b>Content Area:</b>
<b>Evaluator Name:</b>	<b>Building:</b>

				Year One	Year Two
Evaluation Expectations	Timeline	Evaluator Initials	Teacher Initials	Date Completed	Date Completed
Meet with Initial License Teacher to go over ProGro Model and evaluation procedures	By September 15				
<b>FIRST Evaluation</b> – provide descriptive feedback, do not indicate level of performance <ul style="list-style-type: none"> <li>• <b>Preconference</b> - minimum of one day prior to observation</li> <li>• <b>Formal Observation</b></li> <li>• <b>Post conference</b> – within 5 working days of observation</li> <li>• <b>Summary of Observation</b> (both formal and informal data) - is given to teacher within 7 working days of formal observation</li> </ul>	By October 1				
<b>Fall ITPDP Meeting</b> –discuss teacher goals, collaboratively decide how the Iowa Teaching Standards will be evaluated over the course of two years, and indicators of progress to measure goals and Danielson’s Cluster Rubrics	By October 1				
<b>SECOND Evaluation</b> — provide descriptive feedback, do not indicate level of performance (add to original summary of observation form, noting date on form) <ul style="list-style-type: none"> <li>• <b>Preconference</b> - minimum of one day prior to observation</li> <li>• <b>Formal Observation</b></li> <li>• <b>Post conference</b> – within 5 working days of observation</li> <li>• <b>Summary of Observation</b> (both formal and informal data) - is given to teacher within 7 working days of formal observation</li> </ul>	By December 1				
<b>Progress Meeting</b> – Informal meeting w/ Initial Teacher and Mentor to discuss ITS	By December 15				

<b>THIRD Evaluation</b> – provide descriptive feedback, do not indicate level of performance (add to original summary of observation form, noting date on form) <ul style="list-style-type: none"> <li>• <b>Preconference</b> - minimum of one day prior to observation</li> <li>• Observation</li> <li>• <b>Post conference</b> – within 5 working days of observation</li> <li>• <b>Summary of Observation</b> (both formal and informal data) - is given to teacher within 7 working days of formal observation</li> </ul>	By February 1				
<b>Two Informal Walkthroughs</b> <ul style="list-style-type: none"> <li>• Walk Through # 1</li> <li>• Walk Through # 2</li> </ul>	By March 5				
<b>Spring ITPDP</b> – discuss teacher goals, selected rubrics and indicators of progress. <ul style="list-style-type: none"> <li>• Indicate level of progress on the summary of observation form (YEAR 2 ONLY)</li> </ul>	April 15				
<b>Progress Meeting</b> – Informal meeting w/ Initial Teacher and Mentor to discuss ITS	By April 30				
<b>Principal sends completed paperwork to HR</b> <b>Year 1:</b> Peer Review <b>Year 2:</b> Final Summary of Observation Form, DOE Summative, and Peer Review	By June 1		<b>X</b>		

Notes: Please list any revisions made to Teacher’s ITPDP, as evidenced by data, if needed. Please date revisions and progress.

**Danielson Cluster Performance Indicators:** *To be completed at the end of Year Two*

Cluster 1 Clarity of Purpose and Accuracy of Content	Cluster 2 Safe, Respectful, Supportive, and Challenging Learning Environment	Cluster 3 Classroom Management	Cluster 4 Student Intellectual Engagement	Cluster 5 Successful Learning for All Students	Cluster 6 Professionalism

<b>Signature of Teacher:</b>	<b>Date:</b>
<b>Signature of Evaluator:</b>	<b>Date:</b>

By signing, the teacher acknowledges receiving the results of the Summary of Observation. It does not indicate the teacher agrees with the contents of the documents.



Evaluation Time Period: \_\_\_\_\_

Glenwood Community School District  
**Professional Growth Integrity Checklist**  
 Career Teachers – Three Year Evaluation Cycle

<b>Teacher Name:</b>	<b>Content Area:</b>
<b>Evaluator Name:</b>	<b>Building:</b>

Year One Evaluation Expectations	Timeline	Evaluator Initials	Teacher Initials
<b>Fall ITPDP Meeting</b> – discuss teacher goals, collaboratively select 2-5 rubrics from Clusters 1 & 4 to focus on, and discuss potential indicators of progress to measure goals	By October 1		
<b>Two Informal Walkthroughs</b> <ul style="list-style-type: none"> <li>• Walk Through # 1</li> <li>• Walk Through # 2</li> </ul>	Completed prior to the Spring ITPDP Conference		
<b>Spring ITPDP</b> – discuss teachers ITPDP goals and selected rubrics, and indicators of progress.	By May 15		
<b>Principal sends completed paperwork to HR</b> <ul style="list-style-type: none"> <li>• Peer Review (By March 5)</li> </ul>	By June 1		<b>X</b>
Year Two Evaluation Expectations	Timeline	Evaluator Initials	Teacher Initials
<b>Fall ITPDP Meeting</b> – discuss teacher goals, collaboratively select 2-5 rubrics from Cluster 2 & 3 to focus on, and discuss potential indicators of progress to measure goals	By October 1 <sup>st</sup>		
<b>Two Informal Walkthroughs</b> <ul style="list-style-type: none"> <li>• Walk Through # 1</li> <li>• Walk Through # 2</li> </ul>	Completed prior to the Spring ITPDP Conference		
<b>Spring ITPDP</b> – discuss teachers ITPDP goals and selected rubrics, and indicators of progress.	By May 15		
<b>Send completed paperwork to HR</b> <ul style="list-style-type: none"> <li>• Peer Review (By March 5)</li> </ul>	By June 1		<b>X</b>
Year Three Evaluation Expectations	Timeline	Evaluator Initials	Teacher Initials

<p><b>Fall ITPDP Meeting</b> – discuss teacher goals, collaboratively select 2-5 rubrics from Clusters 5-6 to focus on, and discuss potential indicators of progress to measure goals</p>	By October 1		
<p><b>Formal Observation</b> – provide descriptive feedback, do not indicate level of performance</p> <ul style="list-style-type: none"> <li>• <b>Preconference</b> - minimum of one day prior to observation</li> <li>• <b>Formal Observation</b></li> <li>• <b>Post conference</b> – within 5 working days of observation</li> <li>• <b>Summary of Observation</b> (both formal and informal data) - is given to teacher within 7 working days of formal observation</li> </ul>	By March 1		
<p><b>Four Informal Walkthroughs</b></p> <ul style="list-style-type: none"> <li>• Walk Through # 1</li> <li>• Walk Through # 2</li> <li>• Walk Through # 3</li> <li>• Walk Through # 4</li> </ul>	Completed prior to the Spring ITPDP Conference		
<p><b>Spring ITPDP</b> – discuss teachers ITPDP goals, selected rubrics, and indicators of progress.</p> <ul style="list-style-type: none"> <li>• Indicate level of progress on the summary of observation form.</li> </ul>	By April 15		
<p><b>Send completed paperwork to HR</b></p> <ul style="list-style-type: none"> <li>• Summary of Observation Form with Performance Ratings</li> <li>• DOE Summative (???)</li> <li>• Peer Review (By March 5)</li> </ul>	By June 1		<b>X</b>

**Notes:** Please list any revisions made to Teacher’s ITPDP, as evidenced by data, if needed. Please date revisions and progress.

<b>Signature of Teacher:</b>	<b>Date:</b>
<b>Signature of Evaluator:</b>	<b>Date:</b>

By signing, the teacher acknowledges receiving the results of the Summary of Observation. It does not indicate the teacher agrees with the contents of the documents.

**Tier I, Level 1  
Summative Performance Review Form**

Teacher:	Date
Evaluator:	
School Name: Glenwood Community Schools	
Grade Level:	Subjects:

**Directions:** In the narrative under each standard, the evaluator should incorporate and address criterion that demonstrate the meeting of each standard. Pertinent criterion should be checked off by evaluator.

**Standard 1**

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

Criteria

The teacher:

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

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

**Standard 2**

**Demonstrates competence in content knowledge appropriate to the teaching position.**

Criteria

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
--	---

**Standard 3**

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

Criteria

The teacher:

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

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

**Standard 4**

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

Criteria

The teacher:

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

- d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.
- e. Connects students' prior knowledge, life experiences, and interests in the instructional process.
- f. Uses available resources, including technologies, in the delivery of instruction.

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

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

Criteria

The teacher:

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

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

**Standard 6**  
**Demonstrates competence in classroom management.**

Criteria

The teacher:

- a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.
- b. Establishes, communicates, models, and maintains standards of responsible student behavior.

- c. Develops and implements classroom procedures and routines that support high expectations for student learning.
- d. Uses instructional time effectively to maximize student achievement.
- e. Creates a safe and purposeful learning environment.

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

**Standard 7**  
**Engages in professional growth.**

Criteria

The teacher:

- a. Demonstrates habits and skills of continuous inquiry and learning.
- b. Works collaboratively to improve professional practice and student learning.
- c. Applies research, knowledge, and skills from professional development opportunities to improve practice.
- d. Establishes and implements professional development plans based upon the teacher’s needs aligned to the Iowa teaching standards and district/building student achievement goals.
- e. Provides an analysis of student learning and growth based on teacher created tests and authentic measures as well as any standardized and district-wide tests.

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

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

Criteria

The teacher:

- a. Adheres to board policies, district procedures, and contractual obligations.
- b. Demonstrates professional and ethical conduct as defined by state law and district policy.
- c. Contributes to efforts to achieve district and building goals.
- d. Demonstrates an understanding of and respect for all learners and staff.

e. Collaborates with students, families, colleagues, and communities to enhance student learning.

Evidence to support attainment of or failure to meet standard:	Check one: ___ Meets Standard. ___ Does Not Meet Standard
--	---

**Tier I, Level 1 Teacher (Year 1)**

- The teacher is a 1<sup>st</sup> year beginning teacher and is making adequate progress towards meeting the Iowa Teaching Standards.
- The teacher is a 1<sup>st</sup> year beginning teacher and is not making adequate progress.

**Tier I, Level 1 Teacher (Year 2)**

- The teacher has performed at an acceptable level and is recommended for standard licensure and a continuing contract with the district.
- The teacher has not performed at an acceptable level and is offered a continuation of probationary status for the third year.
- The teacher has not performed at an acceptable level and is not recommended for standard licensure or for a contract.

**Tier I, Level 2 Teacher**

- The teacher is recommended for Tier II.
- The teacher is recommended for a second year on Tier I, Level 2.
- The teacher is not recommended for a continuing contract with the district

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluation Period: \_\_\_\_\_, 20\_\_ to \_\_\_\_\_, 20\_\_

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Glenwood Community School District

Summary of Observations Form: formal and informal data collection tool  
SUMMATIVE EVALUATION

<input type="checkbox"/> Standard License - New to Glenwood Teacher <input type="checkbox"/> Standard/Master Educator License		<b>Academic Years:</b> Click here to enter text.
<b>Teacher Name:</b> Click here to enter text.		<b>Content Area:</b> Click here to enter text.
<b>Evaluator Name:</b> Click here to enter text.		<b>Building:</b> Click here to enter text.

The performance indicator was determined by a collection of informal and formal data.

Cluster	Indicators and FFT Components/Elements	Performance
1. Clarity of Instructional Purpose and Accuracy of Content	Clarity of instructional outcomes, reflecting not only knowledge of content and of CCSS or other high-level standards and practices, but also suitability for the students in the class (1a, 1b, 1c)	<input type="checkbox"/> Unsatisfactory  <input type="checkbox"/> Basic  <input type="checkbox"/> Proficient  <input type="checkbox"/> Distinguished
	Instructional outcomes reflecting the range of important types of content represented in the discipline: for example, factual and procedural knowledge, skills of reasoning and group work, analysis (1c)	
	Planned resources and activities aligned to the instructional purpose (1d, 1e)	
	Expectations for learning, accuracy of content, clarity of explanations, and use of academic language (3a)	
	Activities and assignments, questions and student discussion, all aligned to the instructional purpose (3b, 3c)	
2. Safe, Respectful, Supportive, and Challenging Learning Environment	Language of caring and respect between teacher and students and among students, and teacher's awareness of students' interests in and beyond school (2a)	<input type="checkbox"/> Unsatisfactory  <input type="checkbox"/> Basic  <input type="checkbox"/> Proficient  <input type="checkbox"/> Distinguished
	High levels of cognitive energy (2b)	
	A safe environment for student risk taking (2a)	
	High expectations for students' capabilities for learning (2b)	
	Productive student engagement in small group work (2c)	
3. Classroom Management	Students persevere, even in the face of challenges (2b)	<input type="checkbox"/> Unsatisfactory  <input type="checkbox"/> Basic  <input type="checkbox"/> Proficient  <input type="checkbox"/> Distinguished
	Efficient procedures for non-instructional activities: taking roll, distributing and collecting materials, making transitions, etc. (2c)	
	Clear guidelines for student work when it is unsupervised, e.g., in small groups (2c)	
	Evidence of clear standards of conduct, understood by the students, monitored by the teacher, corrected successfully (when necessary) by teacher or students, or both (2d)	
	Physical environment supportive of learning activities (2e)	
4. Student Intellectual Engagement	Productive contribution to the class by volunteers and paraprofessionals (2c)	<input type="checkbox"/> Unsatisfactory  <input type="checkbox"/> Basic  <input type="checkbox"/> Proficient  <input type="checkbox"/> Distinguished
	The content is seen as worthwhile, important, and interesting (2b)	
	Content is presented in a manner that engages students in thinking and reasoning (3a)	
	Learning tasks require students to engage intellectually, to think; some may involve productive struggle (3c)	
4. Student Intellectual Engagement	Questions/discussions involve higher-order cognitive activity; students have time to develop their ideas and productive habits of mind (3b)	<input type="checkbox"/> Unsatisfactory  <input type="checkbox"/> Basic  <input type="checkbox"/> Proficient  <input type="checkbox"/> Distinguished
	Questions/discussions involve higher-order cognitive activity; students have time to develop their ideas and productive habits of mind (3b)	



	The lesson has a recognizable structure, with time for reflection and closure (3c)	
	Students explain their thinking and question the thinking of others (3b)	
<b>5. Successful Learning by All Students</b>	Both summative and formative assessments, aligned to learning outcomes, have been planned (1f)	<input type="checkbox"/> Unsatisfactory
	The teacher monitors student learning during the lesson (individuals and groups) through a variety of means (3d)	<input type="checkbox"/> Basic
	Students receive specific feedback on their work from the teacher, the activities themselves, or other students (3d)	<input type="checkbox"/> Proficient
	If necessary, the teacher modifies the lesson to ensure that students “get it,” drawing on other resources as needed (1d, 3e)	<input type="checkbox"/> Distinguished
	The teacher’s records permit detailed analysis of learning by individuals and groups of students (4b)	
	The teacher enlists, as appropriate, the engagement of families in student learning (4c)	
	In reflection, the teacher assumes responsibility for student learning (4a)	
<b>6. Professionalism</b>	Collaboration with colleagues for joint planning, and school/district and community initiatives (4d)	<input type="checkbox"/> Unsatisfactory
	Active engagement in workshops, courses, and activities to improve practice (1d, 4e)	<input type="checkbox"/> Basic
	Integrity and honesty in dealing with colleagues and parents on behalf of students (4f)	<input type="checkbox"/> Proficient <input type="checkbox"/> Distinguished

**I. Summary of evidence collected and observed (formal and informal):**

(Write summary comments relative to the indicators/components and the performance of the instructor. This can take the shape of a bullet point list with complete sentences or a narrative.)

**II. Teacher and evaluator comments / post-observation comments:**

(Include any comments from the post-observation conference by the teacher and/or the evaluator. This can take the shape of a bullet point list with complete sentences or a narrative.)

**III. Actions for ongoing professional growth:**

(Include 1-3 items to which the teacher has committed as a part of decisional questions using the ORID or similar questioning process. These items should be included in next year’s ITPDP.)

Glenwood Community Schools

**PEER REVIEW FORM**

(submitted annually to building principal by March 1)

School Year: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_

Teacher(s) in peer review group: \_\_\_\_\_

Individual Professional Development and Plan Goal(s) / Focus of the peer review:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date(s)/time(s) peer review group met: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

General topics discussed: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What impact did the peer review process have on your practice?

\_\_\_\_\_  
\_\_\_\_\_

Signatures of peer review group teachers:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Dated submitted to building principal: \_\_\_\_\_

Employee Signature: \_\_\_\_\_

**TIER III, Level 1  
Teacher Awareness Plan**

**Identification of Concern**

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_  
\_\_\_\_\_

<b>Date(s) of Prior Discussion(s) and/or Observation(s):</b>	
<b>Identification of Specific Concern(s) Related to the Following Danielson Cluster &amp; Indicators:</b>	
<b>Information and Evidence Documenting the Specific Concerns(s):</b>	
<b>Actions to Be Taken:</b>	<b>Timeline:</b>
<b>Expected Progress Indicators:</b>	
<b>Expected Outcomes:</b>	
<b>Next Meeting Date:</b>	

Evaluator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher Signature\*: \_\_\_\_\_ Date: \_\_\_\_\_

\*Signature of the teacher does not indicate that the teacher agrees with the content of the review, only that they have received a copy.

**TIER III, Level 1  
Teacher Awareness Plan, continued**

**Final Summary**

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Identification of Specific Concern(s) Related to the Following Iowa Teaching Standards:</b>  
<b>Administrative Recommendation(s):</b>  The problem is resolved and the teacher is recommended for removal from Tier III and will continue to work within Tier II.  The problem is not resolved. This serves as notification of placement on Level 2.
<b>Information and Evidence Documenting Administrative Recommendation:</b>  
<b>Teacher Comments:</b>  

Evaluator Signature: \_\_\_\_\_ Date: \_

Recommendation: \_\_\_ Move to Tier II    \_\_\_ Move to Tier III, Level 2 (Assistance Plan)

Teacher Signature\*: \_\_\_\_\_ Date: \_\_\_\_\_

\*Signature of the teacher does not indicate that the teacher agrees with the content of the review, only that they have received a copy.

**TIER III, Level 2  
Teacher Assistance Plan**

**Assistance Program**

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Specific Concern(s) Related to the Following Danielson Cluster &amp; Indicators:</b>
<b>Plan (Methods/Strategies):</b>
<b>Proposed Timeline (maximum of 3 months):</b>
<b>Indicators of Progress:</b>
<b>Resources/Support Needed:</b>
<b>Next Meeting Date:</b>

Evaluator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher Signature\*: \_\_\_\_\_ Date: \_\_\_\_\_

\*Signature of the teacher does not indicate that the teacher agrees with the content of the review, only that they have received a copy.

**Acceptance of Assistance Program**

\_\_\_\_\_ and I met with you on \_\_\_\_\_ to discuss the Assistance  
(Evaluator) (Date)  
Program. It has been determined that you are in need of the Assistance Program because you have not demonstrated satisfactory performance on one or more of the district's Standards and Criteria. If you agreed to participate in the Assistance Program please sign and return within five school days.

The first meeting with Staff Assistance Team will be \_\_\_\_\_ at \_\_\_\_\_ at  
(Date) (Time)  
\_\_\_\_\_. The Staff Assistance Team members are:  
(Location)

\_\_\_\_\_  
(Members' Names)

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Central Office Administrator Signature

\_\_\_\_\_  
Date

**Denial of Assistance Program**

The concept of the Assistance Program has been explained to me, and participation in a program of this nature has been offered to me by the Glenwood Community School District.

I am aware of the performance deficiencies which have caused my employment with this district to be in jeopardy.

I will assume responsibility for growth in these deficit areas and do not wish to receive help from the District in the form of the Assistance Program. I am aware that unless my performance meets district's Standard and Criteria in the areas outlined in the Assistance Program timeline (form I), not to exceed twelve months, my contract with the District will not be renewed.

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator's Signature

\_\_\_\_\_  
Date

Tier III, Level 2

**Summative Assessment**

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

- The problem(s) is resolved and the staff member is recommended for removal from Level 2 and returns to work within Tier II.
- Progress is noted and the recommendation is to extend the timeline for Level 2 (not to exceed twelve months from date of initial placement on Tier III). With a new Assistance Program form to accompany this document.
- The problem is not resolved, progress is not noted. The recommendation is for nonrenewal of the contract.

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# APPENDICES



# Appendix A

## What Should I Bring to My ITPDP Meeting?

### ITPDP Conversations Career Teacher – Cycle Year 1

Please be sure to read through all of the documents shared with you as part of the Professional Growth Model.

- o Professional Growth Cycle – Career Educator document
- o Integrity Checklist – Career Educator document
- o ITPDP Document
- o Peer Review Document
- o Walkthrough & Formal Observational Tool – Career
- o DOE Summative Evaluation Form

To be completed prior to our ITPDP Meeting:

- o ITPDP Document – Completed data entry into all three goals, reflections for all three goals including progress towards meeting the goals.
  - Supporting artifacts to support your ITPDP brought with you to ITPDP Meeting
- o If possible Peer Review Document completed (although not due at meeting).
- o Examine the rubrics listed on your ITPDP – start to formulate where you see yourself on the rubrics – rate yourself.
- o DOE Summative – under each Iowa Teaching Standard begin to enter artifact titles (by the end of Career Year 3 you need to have 2-4 artifacts listed under each standard)
  - Bring supporting artifacts to the ITPDP Meeting

What will drive our conversation within the ITPDP Meeting?

- o The actual ITPDP document
  - What new learning occurred for you this year?
  - How close to achieving your goals did you or your PLC come?
  - What artifacts demonstrate your new learning and student learning?
- o We will start to brainstorm possible individual goals for next year.
- o Making sure we have all necessary paperwork is completed.
  - Integrity Checklist
  - ITPDP
  - Peer Review
  - DOE Summative – Year 1

### ITPDP Conversations Career Teacher – Cycle Year 2

Please be sure to read through all of the documents shared with you as part of the PGM.

- o Professional Growth Cycle – Career Educator document
- o Integrity Checklist – Career Educator document
- o ITPDP Document
- o Peer Review Document
- o Walkthrough & Formal Observational Tool – Career
- o DOE Summative Evaluation Form – Do you have yours from last year?

To be completed prior to our ITPDP Meeting:

- o ITPDP Document – Completed data entry into all three goals, reflections for all three goals including progress towards meeting the goals.
  - Supporting artifacts to support your ITPDP brought with you to ITPDP Meeting
- o If possible Peer Review Document completed (although not due at meeting).
- o Examine the rubrics listed on your ITPDP – start to formulate where you see yourself on the rubrics – rate yourself.
- o DOE Summative – under each Iowa Teaching Standard begin to enter artifact titles (by the end of Career Year 3 you need to have 2-4 artifacts listed under each standard)
  - Bring supporting artifacts to the ITPDP Meeting

What will drive our conversation within the ITPDP Meeting?

- o The actual ITPDP document
  - What new learning occurred for you this year?
  - How close to achieving your goals did you or your PLC come?
  - What artifacts demonstrate your new learning and student learning?
- o We will start to brainstorm possible individual goals for next year.
- o Making sure we have all necessary paperwork completed.
  - Integrity Checklist
  - ITPDP
  - Peer Review
  - DOE Summative – Year 2

## **Appendix B Peer Review Guidance**

### **GUIDANCE FOR PEER REVIEW PROVIDED BY THE IOWA DEPARTMENT OF EDUCATION:**

If practitioners collaborate in a constructive and meaningful way by:

- focusing on improving teaching and student learning;
- meeting regularly with thoughtfully planned agendas, minutes, and concise follow-up actions;
- planning lessons, practicing lessons, debriefing lessons; organizing, analyzing and summarizing data to plan instruction; solving problems related to student learning; reading, reflecting, and sharing articles that support learning goals.

**AND...**

- School leaders monitor, support, and participate in the collaborative process to ensure that efforts are focused on student learning and on district and building goals.

**THEN...**

- Teaching and student learning will improve.
- 

If peer reviews are conducted by a peer group of teachers who:

- Incorporate continuous feedback loops focused on improving instructional practices;
- Focus on individual coaching and support;
- Engage teachers in self-and peer-reflections;

**AND...**

- Teachers and peers know what information is expected of them and how the information will be used;
- Receive adequate training on peer review process that is fair, linked to the Iowa Teaching Standards, and involves authentic and open discussions about the teaching practice;
- Confidentiality is maintained between the reviewer, the teacher, and the administrator;
- Peer review involves multiple authentic sources of data – classroom visits, review of course materials, and a balanced inclusion of student outcomes;
- Engages the teacher and the reviewer in an individualized and valuable discourse about the practice;
- Incorporates the teacher's professional development plan for edits, revisions, or updates;

**THEN...**

- Teachers will openly examine their teaching practices for the purpose of self-improvement and to improve their teaching effectiveness.
- 

**Practitioner Collaboration is of high quality when...**

- All teachers and/or teams are engaged in learning together in a collective way and throughout the year. This collective learning provides opportunities for all teachers and/or teams to work together on a regular basis and deepen the school and/or district professional development initiative into the day-to-day work of teaching.

**AND...**

- The collective learning is facilitated and planned to include various roles (such as leader, task keeper, time keeper, recorder), agendas, minutes, and follow-up actions and provides adequate time for in-depth learning.
- New learning builds knowledge and skills around the identified instructional practice and includes theory, demonstration, and practice.
- The collaborative team may spend the designated time planning, practicing, debriefing lessons, organizing, analyzing, and summarizing data to plan instruction; solving problems related to the school and/or research

that supports the instructional initiative. The learning should provide teachers and/or teams an opportunity to develop short-term and long-term plans.

- Leadership at all levels should continually engage in the evaluation and improvement of practitioner collaboration and professional development (e.g., the study of teacher implementation, student work samples, teacher videos, etc.)

### **Peer Review is of high quality when...**

- Practitioners develop ownership of the teaching practice and move toward making its discussion and improvement more visible within the school community.
- A group of professionals are analyzing, reflecting upon, and talking about their profession in an attempt to make it better.
- Teachers are assisted and supported in enhancing their effectiveness.
- Collective accountability and responsibility for teaching and learning is established.
- Attention is given to the art and craft of teaching and assisting the good teacher to become better.
- Districts use their evaluation framework as a basis for discussion, support and planning, but peer review is not intended to inform the summative evaluation. It is intended to be an element of coaching with a focus on improvement.
- Collective accountability and responsibility for teaching and learning is established.
- Attention is given to the art and craft of teaching and assisting the good teacher to become better.
- Districts use their evaluation framework as a basis for discussion, support and planning, but peer review is not intended to inform the summative evaluation. It is intended to be an element of coaching with a focus on improvement.
- The review is reflective in nature by both the teacher and the reviewer around the teaching practice – openly sharing strengths, limitations, observations, etc. Reviewers should make thoughtful judgments about a teacher's practice and consider each educator individually.
- Expectations for peer review visits and follow-up are clear. Course materials are examined (i.e., assignments, projects, assessments, etc.)
- Reviewers may be of like grade range or subject where possible, however, this is not required. In some cases, cross-disciplinary or grade reviews may be beneficial. Configurations may also be within-buildings, across-district, or across multiple districts.
- Expectations for peer review visits and follow-up are clear. Course materials are examined (i.e., assignments, projects, assessments, etc.)
- Reviewers may be of like grade range or subject where possible, however, this is not required. In some cases, cross-disciplinary or grade reviews may be beneficial. Configurations may also be within-buildings, across-district, or across multiple districts.

## GLENWOOD PEER REVIEW PROCESS

### Definition:

Peer review is a collegial process among a peer group of teachers intended to enhance and improve instruction in order to increase student achievement.

### Process:

- All teachers who are on a three (3) year evaluation cycle are required to participate in peer review.
- Peer review should occur in each year of the three-year cycle.
- A peer group should be a group of two or more colleagues. The peer group will be self-selected. Each teacher will have a group. If a peer group cannot be established for a teacher, a peer group will be selected in consultation with the building administrator. Membership of the peer group may change each year.
- A peer group could be organized by grade level, content area, specials (P.E., art, music, etc.) special education, core curriculum area, interdisciplinary groups, cross grade level group, e.g., lower elementary, etc.
- If a pre-existing group is in place as a result of specific professional development (PLC's, AIW, etc.) there may be no need to "create" a different grouping if participants believe the current grouping will be able to provide the individual peer-to-peer feedback required.
- Peer review will be based on professional dialogue, grounded in the *Clusters*, that may or may not include a classroom observation. The decision regarding classroom observation will be made by the peer group.
- The peer review process will be formative and will be focused on assisting each peer group member in achieving the goals of the teacher's Individual Professional Development Plan. Peer reviews shall be supportive and collaborative and will be conducted in an informal manner.
- The members of the peer group will complete the Peer Review Form after the peer review process is completed. The form will be submitted to the building principal prior to the end of each school year in conjunction with the spring ITPDP conference.
- Peer group review shall not be the basis for recommending that the teacher participate in an intensive assistance program and shall not be used to determine the compensation, promotion, layoff or any other determination affecting a teacher's employment status.
- If a conflict exists between or among the members of a peer group, an attempt will be made to mediate the conflict. Based on the results of the mediation, the employee(s) will then decide if it is necessary to join another peer group.
- ~~Time~~ Time required for the peer review process will be scheduled by the peer group with the principal of the building. If a substitute teacher is needed for the peer review process, the peer group will first contact the principal to seek approval and to make the appropriate arrangements.

## **Appendix C**

### **The Danielson Framework for Teaching: Six Clusters Supporting High Level Learning**

The *Framework for Teaching Clusters* provide a description of the skills demonstrated by accomplished teachers in promoting high levels of student performance—skills based on foundational knowledge and dispositions and grounded in a deep understanding of the nature of human learning. The Clusters are an outgrowth of *The Framework for Teaching* (the FFT), which has been validated through empirical studies as predictive of student learning as measured by state assessments. But while the FFT has enjoyed wide acceptance among members of the professional community of educators, its level of detail can make it cumbersome for everyday use. The FFT Clusters are an attempt to distill the “Big ideas” of the FFT’s four domains and 22 components into an efficient tool (composed of six large concepts) that can serve as the foundation for many purposes, most importantly - professional growth by teachers, not only through their own reflection on practice, but also through their conversations with colleagues, mentors and coaches, and supervisors.

The Clusters -- like the full Framework -- are themselves generic in nature; that is, they apply to all teaching situations, in all disciplines and at different ages and levels. Furthermore, they reflect teaching to high standards of student learning, as reflected in the Common Core State Standards and other high-level standards. Some of these principles of teaching for CCSS learning are, indeed, generic. For example, teaching for deep conceptual understanding, the use of precise academic language, and the skills of argumentation are evident in all disciplines. Similarly, student skill in questioning the reasoning of classmates and their perseverance with challenging content occur in all settings.

On the other hand, teaching occurs in real settings, with real students, and about specific content. Therefore, while there is a generic skill of argumentation, for example, it plays out differently in mathematics than in literacy. Hence, The Clusters document is offered in several versions: a generic version, and separate versions for literacy and mathematics. Literacy skills are evident not only in English classrooms for literary analysis, but also in other disciplines, such as social studies and science, for reading for meaning. These versions translate the generic language of the narratives and critical attributes, where appropriate, into content-specific language to guide both teachers and leaders.

Furthermore, while the FFT Clusters - like the full Framework for Teaching - reflect teaching practices that are common across all settings, actual teaching occurs with students in all their diversity - cultural, linguistic, and developmental. Hence, accomplished teachers must be familiar with their students’ individual characteristics and needs, and create their plans and provide instruction accordingly. Therefore, when the language of the Framework refers to attending to individual students, it is to this full range of learners that it applies. These are the “Common Themes” of the Framework for Teaching, which permeate all the components, and elements, and ensure an inclusive environment for learning.

The generic version of the FFT Clusters, reflecting those instructional practices that are common across disciplines, comprises the remainder of this document.

For those familiar with *The Framework for Teaching*, the following table summarizes the relationship between The Clusters and the full FFT, together with the ways in which teachers might demonstrate their skill for each one. Sources of Evidence are provided for guidance, but the lists are not definite. Not every artifact may be available. Quality evidence provides the raw data for meaningful, professional conversations.