

Purposes and Expectations of Evaluations

Mission of the District

As stated in the Mission of the Red Oak Community School District, “Excellence for All... Whatever It Takes!” The Board’s belief statement is: The Red Oak Community School District enables itself to provide the best opportunities for all students to academically, socially, and ethically prepare themselves for global citizenship. To achieve the Mission of the District, the Red Oak Community School District Board of Directors strives to recruit, employ, and retain teachers of the highest quality. As such, the Board provides mentoring for beginning teachers, professional development opportunities for all teachers, and teacher evaluation practices by principals and administrators that are trained and licensed through the evaluator training program approved for the State of Iowa.

Rationale for Evaluations

Evaluation of teachers on their skills, abilities, and competence shall be an ongoing process supervised and conducted by the building principals, or by other evaluators as may be agreed upon. The goal of the formal evaluation of teachers shall be to improve the education program, to maintain licensed employees who meet or exceed the board's standards of performance, to clarify the teacher's role, to ascertain the areas in need of improvement, to clarify the immediate priorities of the board, and to develop a working relationship between the administrators and the teachers.

Iowa Teaching Standards and Criteria (ITSC)

In an effort to provide consistency for all parties involved in evaluations, the Board has adopted the Iowa Teaching Standards as District expectations for teachers to meet and for use in evaluations, as well as the criteria for the Iowa Teaching Standards that have been developed by the Department of Education in accordance with Iowa Code Section 256.9, subsection 50. The Board requires building principals or other evaluators to incorporate the Iowa Teaching Standards and Criteria (ITSC) into classroom evaluations, formal evaluations, and the summative evaluations that are identified in Article 12 of the collective bargaining agreement with the Red Oak Education Association. Additionally, the Board provides the following:

Comprehensive Evaluations for Beginning Teachers

For purposes of comprehensive evaluations for beginning teachers required to allow beginning teachers to progress to career teachers, standards and criteria that are the Iowa Teaching Standards and Criteria developed by the Department of Education in accordance with section 256.9, subsection 50. These standards and criteria are set forth in an instrument that, by law, is not subject to negotiations and is provided by the Department of Education. The beginning teacher is responsible for the compilation of documentation of meeting the Iowa Teaching Standards and Criteria. A “Criteria Documentation Form” is available to assist the teacher and for use by the principal or evaluator in determining whether or not the teacher has met the expectations of the Iowa Teaching Standards and Criteria.

Performance Reviews for Teachers Other Than Beginning Teachers

For purposes of performance reviews for teachers other than beginning teachers, evaluations will contain the Iowa Teaching Standards and Criteria developed by the Department of Education in accordance with section 256.9, subsection 50. Performance reviews shall occur at least once every three years for individual teachers; shall include, at minimum, classroom observation of the teacher; shall include the teacher's progress and implementation of the teacher's individual career development plan; shall include supporting documentation from other evaluators, teachers, parents, and students; may include video portfolios as evidence of teaching practices; and will be incorporated into the summative evaluation of the teacher in the year in which the performance review occurs, as prescribed in Article 12 of the collective bargaining agreement with the Red Oak Education Association. The teacher is responsible for the compilation of documentation of meeting the Iowa Teaching Standards and Criteria. A "Criteria Documentation Form" is available to assist the teacher and for use by the principal or evaluator in determining whether or not the teacher has met the expectations of the Iowa Teaching Standards and Criteria.

Intensive Assistance Program

If a principal or an evaluator determines, at any time, as a result of a teacher's performance that the teacher is not meeting district expectations under the Iowa Teaching Standards and Criteria, paragraphs "a" through "g", developed by the Department of Education in accordance with section 256.9, subsection 50, the principal or evaluator shall recommend to the district that the teacher participate in an intensive assistance program. As per Iowa Code 284.8(2), the intensive assistance program and its implementation are not subject to negotiation or grievance procedures established pursuant to chapter 20. Through the intensive assistance program, organizational support and technical assistance will be provided to teachers, other than beginning teachers, for the remediation of identified teaching and classroom management concerns for a period not to exceed twelve months. Steps to be taken as part of the Intensive Assistance Program, which will not exceed 12 calendar months, include:

1. The principal/evaluator identifies a concern or concerns relating to the Iowa Teaching Standards and Criteria (Standards 1-7).
2. The principal/evaluator delineates the teacher's "Present Level of Performance" for each standard or standard/criterion for which a concern has been identified.
3. The principal/evaluator determines strategies for the remediation of the identified concern for each standard or standard/criterion.
4. The principal/evaluator identifies who will assist the teacher with the Intensive Assistance Program.

5. The principal/evaluator outlines the timelines for the Intensive Assistance Program by dates, not to exceed 12 calendar months, as per Iowa Code 284.2(7). Checkpoint meeting dates are determined to allow for changes or modifications to the Intensive Assistance Program, or the development of a new Intensive Assistance Program, during the 12 calendar months of the program.
6. The principal/evaluator defines Districts supports to be provided to the teacher.
7. The principal/evaluator identifies components that will be regarded as indicators of success.
8. The principal/evaluator identifies the “Expected Level of Performance at the Conclusion of the Intensive Assistance Program Period.”
9. At the conclusion of the time frame of the Intensive Assistance Program, the principal/evaluator will review the progress of the teacher and will make one of the following recommendations:
 - a. The concern is resolved, and the teacher is removed from the Intensive Assistance Program.
 - b. Progress is noted; changes or modifications have been made to the existing plan; or a new Intensive Assistance Program has been developed within the 12 calendar month period of the original Intensive Assistance Program.
 - c. The concern was not resolved because insufficient progress was made. A recommendation for discharge or termination will follow, or the employee may voluntarily resign.

Nothing in this section precludes the District from initiating termination procedures at any time under Chapter 279 of the Iowa Code for just cause.

Red Oak Community School District Teacher Evaluation

Definitions

"Beginning teacher" means an individual serving under an initial license, issued by the board of educational examiners under chapter 272, who is assuming a position as a classroom teacher. For purposes of the beginning teacher mentoring and induction program created pursuant to section 284.5, *"beginning teacher"* also includes preschool teachers who are licensed by the board of educational examiners under chapter 272.

"Mentor" means an individual employed by a school district or area education agency as a classroom teacher or a retired teacher who holds a valid license issued under chapter 272. The individual must have a record of four years of successful teaching practice, must be employed on a nonprobationary basis, and must demonstrate professional commitment to both the improvement of teaching and learning and the development of beginning teachers.

"Teacher" means an individual holding a practitioner's license issued under chapter 272, who is employed in a nonadministrative position as a teacher, librarian, media specialist, preschool teacher, or counselor by the Board under section 279.13. *"Teacher"* includes a licensed individual employed on a less than full-time basis by a school district through a contract between the school district and an institution of higher education with a practitioner preparation program in which the licensed teacher is enrolled.

"Comprehensive evaluation" means a summative evaluation of a beginning teacher conducted by an evaluator for purposes of determining a beginning teacher's level of competency, for recommendation for licensure based upon the Iowa teaching standards, and to determine whether the teacher's practice meets the school district expectations for a career teacher.

"Performance review" means a summative evaluation of a teacher other than a beginning teacher and used to determine whether the teacher's practice meets school district expectations and the Iowa teaching standards, and to determine whether the teacher's practice meets school district expectations for career advancement in accordance with section 284.7.

"Evaluator" means an administrator or other practitioner who successfully completes an evaluator training program pursuant to section 284.10.

"Intensive assistance" means the provision of organizational support and technical assistance to teachers, other than beginning teachers, for the remediation of identified teaching and classroom management concerns for a period not to exceed twelve months.

"Board" means the Board of Directors of the Red Oak Community School District.

ROCSO/Iowa Teaching Standards and Criteria

1	<p>STANDARD: Demonstrates ability to enhance academic performance and support for implementation of the school district’s student achievement goals.</p> <p>The Teacher:</p> <ol style="list-style-type: none"> Provides evidence of student learning to students, families, and staff. Implements strategies supporting student, building, and district goals. Uses student performance data as a guide for decision making. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student. Creates an environment of mutual respect, rapport, and fairness. Participates in and contributes to a school culture that focuses on improved student learning. Communicates with students, families, colleagues, and communities effectively and accurately. 	5	<p>STANDARD: Uses a variety of methods to monitor student learning.</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 district leadership in analysis of student progress.
2	<p>STANDARD: Demonstrates competence in content knowledge appropriate to the teaching profession.</p> <p>The Teacher:</p> <ol style="list-style-type: none"> Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student. Relates ideas and information within and across content areas. Understands and uses instructional strategies that are appropriate to the content area. 	6	<p>STANDARD: Demonstrates competence in classroom management.</p> <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.
3	<p>STANDARD: Demonstrates competence in planning and preparation for instruction.</p> <p>The Teacher:</p> <ol style="list-style-type: none"> Uses student achievement data, local standards and the district 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. 	7	<p>STANDARD: Engages in professional growth.</p> <p>The teacher:</p> <ol style="list-style-type: none"> Demonstrates habits and skills of continuous inquiry and learning. Works collaboratively to improve professional practice and student learning. Applies research, knowledge, and skills from professional development opportunities to improve practice. Establishes and implements professional development plans based upon the teacher needs aligned to the Iowa Teaching Standards and district/building student achievement goals.
4	<p>STANDARD: Uses strategies to deliver instruction that meets the multiple learning needs of students.</p> <p>The Teacher:</p> <ol style="list-style-type: none"> Aligns classroom instruction with local standards and district 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. 	8	<p>STANDARD: Fulfills professional responsibilities established by the school district.</p> <p>The Teacher:</p> <ol style="list-style-type: none"> Adheres to board policies, district procedures, and contractual obligations. Demonstrates professional and ethical conduct as defined by state law and individual district policy. Contributes to efforts to achieve district and building goals. Demonstrates an understanding of and respect for all learners and staff. Collaborates with students, families, colleagues, and communities to enhance student learning.

ARTICLE 12

EMPLOYEE EVALUATION

A. ADMINISTRATIVE

1. The responsibility for determining the effectiveness of the employee is one of the primary obligations of the administration within its larger public duty to insure a high quality education for all students.
2. The Administration shall determine which methods of evaluation shall be used.
3. A nonprobationary employee is one who has completed statutory probation in the Red Oak Community School District as defined in section 279.19, Code of Iowa as amended.
4. A probationary employee is one who has not completed statutory probation in the Red Oak Community School District as defined in section 279.19, Code of Iowa as amended.

B. CLASSROOM EVALUATIONS

1. A probationary employee shall be evaluated formally a minimum of three times per year.
2. A nonprobationary employee shall be evaluated formally at least once and not more than 4 times per year.
3. If formal evaluation shows the employee's performance to be below district satisfactory standards, the employee may be formally evaluated more than 4 times at the discretion of the administration.

C. FORMAL EVALUATIONS

1. During the first two weeks of employment an administrator shall acquaint employees with the formal evaluation procedures to be used.
2. The evaluator and employee shall agree on a time and date for the formal evaluation. They will meet before the evaluation and lesson plans will be provided by the employee.
3. The formal evaluation shall include at least one observation of at least one complete class period/session.
4. The evaluator shall meet with the employee within ten days following a formal evaluation. The purpose of the post-evaluation conference shall be for both parties to discuss and review the formal written evaluation, prior to submission of the report to the Superintendent. Within three school days after the post-evaluation conference, the employee may submit a written statement to be attached to the evaluator's written report.
5. Both parties shall sign and date the written evaluation report, to indicate that the contents have been discussed and that the post-evaluation conference has taken place. The employee's signature does not indicate written agreement with the evaluation report.

6. A copy of the written evaluation report will be made available to the employee at the time of the meeting, and a copy shall be placed in the employee's personnel file.
7. Formal evaluations shall be in writing and shall be completed by May 1.

D. **SUMMATIVE EVALUATIONS**

1. By May 20 all employees will be provided with a Summative Evaluation. The evaluation instrument will summarize the employee's performance in all areas during the previous year.
2. A nonprobationary employee may file a grievance alleging that the evaluation criteria contained in the evaluation instrument were not properly applied, if more than three areas are marked as improvement needed.

E. **BEGINNING TEACHERS**

1. A beginning teacher is an employee serving under an initial provisional license, issued by the board of educational examiners under chapter 272, who is assuming a position as a classroom teacher.
2. The comprehensive evaluation of a beginning teacher is a summative evaluation conducted by an evaluator for purposes of determining a beginning teacher's level of competency relative to the Iowa teaching standards and for recommendation for licensure based upon models developed pursuant to section 256.9, subsection 50, and to determine whether the teacher's practice meets the school district expectations for a career teacher.

**RED OAK COMMUNITY SCHOOL DISTRICT
INDIVIDUAL TEACHER CAREER DEVELOPMENT PLAN
SCHOOL YEAR: _____**

Teacher's Name	Building
Evaluator	Date

General Focus:
Goal for Professional Growth:

Rationale for Plan
Student learning concerns addressed: (Include baseline data for analysis of the goal and progress.)
Alignment with building and/or district student achievement goals:
Professional development training/learning opportunities and collaborative team activities:

How do this goal and the training and learning opportunities align with the Iowa Teaching Standards and Criteria? Which of the teaching standards and criteria will be the focal points of this plan?
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Indicators that will be used to document the accomplishment of this goal: (Include products and artifacts that document participation, implementation, and student results.)

Resources needed to implement the plan:
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Annual Review			
	Summary of Status on Goals	Additions If additional goals are added, provide rationale, indicators, and resources needed.	Date of Annual Review— Teacher and Evaluator Initials
Year 1			
Year 2			
Year 3			

Rationale for Additional Goals:
Student learning concerns addressed: (Include baseline data for analysis of the goal and progress.)
Alignment with building and/or district student achievement goals:
Professional development training/learning opportunities and collaborative team activities:

How do this goal and the training and learning opportunities align with the Iowa Teaching Standards and Criteria? Which of the teaching standards and criteria will be the focal points of this plan?
--

Indicators that will be used to document the accomplishment of this goal: (Include products and artifacts that document participation, implementation, and student results.)

Resources needed to implement the plan:
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ROCSD INTENSIVE ASSISTANCE PROGRAM

EVALUATOR: _____ **FOR TEACHER:** _____

I. Identify Standard(s) (and criteria, where applicable) of Concern:

II. Present Level of Teacher's Performance ("PLTP") for each standard:

Standard/Criteria	Present Level of Teacher's Performance

III. Was the teacher made aware of this concern before today? If so, list how and when:

IV. Identify Strategies for Remediation of Identified Concerns (use one form per standard or attach additional pages)

Standard/Criteria	Strategies for Remediation of Identified Concerns

V. Identify person(s) by name, where applicable, who will assist the teacher (mentor, team members, evaluator or supervisor, AEA consultant, etc.):

VI. Timeline by dates (not to exceed 12 calendar months, as per Iowa Code 284.2(7)):

Checkpoint: _____ Checkpoint: _____

Checkpoint: _____ Checkpoint: _____

POST-INTENSIVE ASSISTANCE CONCLUSIONS

TEACHER: _____

DATE: _____

TIME FRAME (DATES)
OF INTENSIVE ASSISTANCE PROGRAM: _____

STANDARD OR STANDARD/CRITERION FOR WHICH INTENSIVE ASSISTANCE
PROGRAM WAS DEVELOPED:

STANDARD OR STANDARD/CRITERION	ASSESSMENT (CHECK ONE PER STANDARD OR CRITERION)
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_____	_____ MEETS EXPECTATION
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	_____ DOES NOT MEET EXPECTATION
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CONCLUSION: (CHECK ONE)

_____	The concern is resolved, and the teacher is removed from the Intensive Assistance Program.
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_____	Progress is noted; changes or modifications have been made to the existing plan; or a new Intensive Assistance Program has been developed within the 12 calendar month period of the original Intensive Assistance Program.
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_____	The concern was not resolved because insufficient progress was made. A recommendation for discharge or termination will follow, or the employee may voluntarily resign.
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_____	_____
EVALUATOR'S SIGNATURE	DATE

_____	_____
TEACHER'S SIGNATURE*	DATE

*Signature of the teacher indicates only that he or she has received a copy of this document.

Red Oak Community School District



Teacher Evaluation Handbook

Table of Contents

	Page
Mission of the District	1
Rational for Evaluations	1
Iowa Teaching Standards and Criteria in Evaluations	1
Comprehensive Evaluations for Beginning Teachers	1
Performance Reviews for Teachers Other Than Beginning Teachers	2
Intensive Assistance Program	2
Definitions	4
ROCSD/Iowa Teaching Standards and Criteria (List)	5
Article 12 ROEA/ROCSD Master Contract	6
Individual Teacher Career Development Plan Form	8
ROCSD Intensive Assistance Program Form	10
Post Intensive Assistance Conclusions Form	12
Criteria Documentation Form	13