

Adel DeSoto Minburn Community School District

Overview of Teacher Assessment System 06/27/03

This assessment system is designed to reinforce the District's commitment to effective instruction and to recognize the staff's quest for ongoing professional improvement. It also recognizes that the process must provide varying types of performance assistance and levels of intensity of assessment based on staff members' individual growth and needs. The assessment system is organized in a manner designed to clearly communicate a staff member's performance status, provide evaluative feedback, and support growth and improvement as appropriate to the individual.

Assessment of New Staff to the Profession - Induction Level - refer to Teacher Induction Program three-year plan.

Assessment of Probationary Staff - Licensed Teachers

The probationary period is the maximum number of years allowed by state law. An additional year of probation may be assigned with agreement of the staff member.

The procedures provide for a minimum of two formal observations for each probationary staff member annually. Formal and informal observations, conferences, ongoing feedback, and progress toward professional growth objectives culminate in an annual summative assessment.

Probationary staff members may also be asked to implement a professional growth/improvement plan to improve performance and/or enhance effectiveness. The plan would be developed by the assessor with input from the staff member and describe specific performance areas to be improved, criteria for satisfactory performance, and the timelines for completion of remediation plans.

Two-Tier System of Assessment for Tenured (non-probationary) Staff

This two-tier system for assessment of tenured staff is designed to recognize and maintain the Iowa Teaching Standards and the District's high standards for professional performance. The system provides impetus for professional excellence, clearly communicates performance status, and ensures due process for staff.

Professional Growth - involves the majority of staff members in an ongoing process to stimulate professional growth. It includes staff members whose performance meets or exceeds the Iowa Teaching Standards and District standards. This level ensures that quality instruction is taking place, and recognizes that an individual, to remain vital, must continually seek higher levels of effectiveness to provide what is best for students (refer to the Professional Growth Three Year Plan).

The components of Professional Growth include a Professional Growth Plan, observation of performance, conferences, ongoing feedback, and a summative assessment. Professional growth involves a three-year plan of professional growth activities. One year will emphasize formal observations resulting in a summative assessment and the other two years will emphasize the Professional Growth Plan. Refer to the Professional Growth three-year plan.

Professional Growth with Intensive Assistance - provides performance assistance to staff members whose performance does not meet the Iowa Teaching Standards and District standards for their respective positions. At this level, the system provides for concentration on the area(s) noted for improvement. This would include formal observations, (reflection, post conference, and written summary) and one summative evaluation focused specifically on identified area(s) of needed improvement and student achievement. The assessor will complete a specific plan of action for professional growth with intensive assistance with input from the staff member placed at this level (refer to Professional Growth with Intensive Assistance Plan). Refer to the Professional Growth with Intensive Assistance Plan.

This two-tier system focuses on professional growth and assessment of performance. These procedures do not apply to recommendations for dismissal, which are related to statutory reasons other than incompetence.

COMPONENTS OF THE PERFORMANCE ASSESSMENT SYSTEM

Pre-Observation Conference/Pre-Observation Data Sheet

The first formal observation of the year shall be preceded by either a pre-observation conference or by the completion of a pre-observation data sheet. Subsequent formal observations may be conducted without prior notice of when the observation will occur. However, the assessor will inform the staff member that a formal observation is about to be conducted when the assessor enters the classroom.

The pre-observation data sheet should provide an overview of the intent of the class to be observed. The prior learning of students, the learning activities or methods to be used to meet the stated objectives or standards, and/or any relevant characteristics of the learning environment might be shared.

Adel DeSoto Minburn Community School District

Teacher Assessment System

Formal Observations

It is recommended that a formal observation include the viewing of an entire lesson or class period. A formal observation consisting of less than a full class period should be for a period of not less than 30 minutes.

A written record completed by the assessor must document each formal observation. This may include an observation summary or other written record of the observation. Electronic recording (e.g. - audio or video taping) may be used by mutual consent of the staff member and assessor. The electronic recording will be used only for discussion purposes at the post conference and given to the staff member.

Post-Observation Conferences

A post-observation conference is required following each formal observation. The assessor will hold the conference with the staff member within three working days following completion of the formal observation unless there is mutual agreement to postpone the conference.

The conference will focus on discussion of the written record or electronic recording and other factors deemed relevant to the performance of responsibilities. The assessor will share with the staff member indicators of performance observed and may request that the staff member contribute additional indicators of performance related to the lesson. In addition to the formal observation, data sources may include lesson plans, samples of student products, or other appropriate materials to substantiate performance. Strengths and/or areas of concern will be discussed and recommendations for growth and/or improvement will be formulated. The assessor will maintain a written record of conference dates and matters discussed at the post conference. This written record will be shared with the staff member within five working days after the post observation conference. The written record will be signed and dated by both parties.

Informal Observation

The primary purpose of informal observation is to validate and support effective instruction on a continual basis. Informal observation occurs during the day-to-day interaction of all staff within the educational setting. Such observation is a natural process, which acknowledges performance beyond the formal observation. Examples include classroom visits, professional conversations, and ongoing observation of the staff member's interaction with students, parents, and other staff.

Informal observation may be conducted as often as the assessor considers appropriate. However, assessors are encouraged to conduct an informal observation of each staff member on a frequent basis under normal conditions.

Positive feedback to the staff member regarding informal observation is encouraged. The method of documentation is left to the discretion of the assessor.

If informal observations raise concerns regarding a staff member's performance, the assessor will confer with the staff member and may maintain a written record of the matters discussed.

Information gathered through informal observation will be considered in the staff member's summative assessment.

Summative Assessment Conference and Report

The summative assessment conference and report will focus on the staff member's overall performance throughout the year and will include information gained through formal and informal observations, conferences between the assessor and staff member, and other data sources cited as appropriate to substantiate performance. Such other data sources may include lesson plans, samples of student products, or other materials relevant to performance assessment provided by the staff member.

The summative assessment report will include indicators of the staff member's performance in each standard area, a summary of strengths and areas of concern, recommendations, and an overall assessment statement.

If, in the assessor's judgment, the staff member's performance does not meet the Iowa Teaching Standards and District standards in one or more areas, the assessor may follow the procedure for initiation of a Professional Growth with Intensive Assistance Plan (refer to Professional Growth with Intensive Assistance plan).

Both parties will sign the summative assessment report within three working days of the summative conference. The staff member may attach additional comments to the report. A copy of the signed summative assessment report will be provided to the staff member. The supervisor will retain a copy of the report and any attachments. A copy of the summative evaluation report, including attachments, and the staff member's comments (if any) will be forwarded to the Superintendent's Office for inclusion in the staff member's personnel file.

Adel DeSoto Minburn Community School District

Teacher Assessment System

Professional Growth Plan

Setting professional objectives is a major component of the assessment process. It is a task, which requires time and thoughtful reflection. The assessor and staff member will work together in identifying and completing the stated professional objectives.

The summative assessment conference marks the beginning of a new cycle of professional growth. The supervisor and staff member discuss areas of performance, which offer the greatest potential for professional growth. One to three performance objectives for the subsequent cycle are established based on the recommendations from the summative assessment report and related to the Iowa Teaching Standards and District standards. These objectives and the plan for achieving them are mutually developed.

Activities during that year could include involvement in the professional development models and achievement of building and/or district goals to fulfill his/her Professional Growth Plan.

Adel DeSoto Minburn Community School District

Teacher Evaluation Program

Induction	Professional Growth	Professional Growth With Intensive Assistance
<p>Who: -All probationary teachers in ADM district</p>	<p>Who: -All non-probationary teachers in ADM district</p>	<p>Who: -Non-probationary teachers in ADM district in need of professional assistance in identified area(s) of the Iowa Teaching Standards</p>
<p>What: Evaluating progress toward meeting IA teaching standards and District standards</p>	<p>What: Continuous Professional Growth Plan focused on IA teaching standards and District standards</p>	<p>What: Professional growth with assistance to meet IA teaching standards and District standards</p>
<p>Purpose: -To ensure that Iowa Teaching Standards are understood, accepted, and demonstrated -To provide support in implementing the Standards -To provide accountability for decisions to continue employment -To facilitate and promote professional development of the beginning educator in ADM school district -To improve student achievement</p>	<p>Purpose: -To ensure that Iowa Teaching Standards are understood, accepted, and demonstrated -To provide support in implementing the Standards -To focus professional growth in support of building goals, district goals, and Iowa Teaching Standards -To provide feedback on district professional development initiatives -To improve student achievement</p>	<p>Purpose: -To improve classroom effectiveness to appropriate level in identified area(s) -To support growth in professional practice in identified area(s) -To improve student achievement in identified area(s)</p>
<p>Foundation: -Iowa Teaching Standards -<u>Danielson's Framework for Teaching</u></p>	<p>Foundation: -Iowa Teaching Standards -<u>Danielson's Framework for Teaching</u> -Professional development initiatives -Building and district goals -Building achievement data -Past evaluations and recommendations</p>	<p>Foundation: -Assistance plan developed by building administrator with input of the staff member and based on Iowa Teaching Standards, District standards and identified area(s) of concern</p>
<p>Method: - Mentoring and orientation -Professional Development -Data Collection (i.e. Classroom observations and visits, portfolio artifacts, reflection, achievement data, student work, reflection, post conference, info from parents, students, and peer teachers) -Written summaries and reports - copied to teacher, administrator and central office</p>	<p>Method: (3 year cycle) (2 years) -Goal developed by teacher and administrator -Plan (1-2 year) developed by teacher and administrator -Data Collection (i.e. classroom visits, portfolio artifacts, reflection, achievement data, student work) (every third year) -Formal Observation Reflection, post conference, written summary - copied to teacher, administrator and central office (ongoing) -Professional Development building and/or district</p>	<p>Method: (maximum of 12 months) -Formal observations (reflection, post conference, and written summary) and one summative evaluation focused specifically on identified area(s) of needed improvement and student achievement - copied to teacher, administrator and central office -Multiple sources of evaluation including informal observation -Monitoring of assistance plan</p>

Adel DeSoto Minburn Community School District

Support: -Structured observation and feedback (3 years) -Mentoring (2 years) -Professional development training -Start professional growth plan at beginning of 3 rd year	Support: -Structured observation and feedback (once every third year) -Professional development training -Classroom visit (minimum of 1 per year)	Support: -Cooperating staff member assigned as support (optional) -Training as identified in assistance plan -Classroom visits (minimum of 1 per quarter)
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Adel DeSoto Minburn Community School District

Induction Plan

1 st YEAR	2 nd YEAR	3 rd YEAR
<ul style="list-style-type: none"> ❖ Mentoring Program ⇒ Formal-teachers new to the profession ❖ Peer Orientation Assistance ⇒ Informal-teachers new to ADM or new to a building ❖ Professional development ⇒ District, building, and individual plans-all connected ⇒ District Wide Mandatory Training (i.e. blood borne pathogens, hazardous chemicals) ⇒ Building Specific (determined by building principal) ❖ Building Orientation (i.e. record keeping, attendance procedure, photo copying) ❖ District Wide Curriculum Committees ❖ Professional Growth Portfolios ❖ Visit Other Classes (minimum requirement) ⇒ 2 within your department/grade level ⇒ 2 outside your department/grade level ❖ Pacing Meetings (minimum of 5 meetings with either mentor or principal spaced through out the year) ❖ Observations (minimum requirement) ⇒ 2 formal by administrator ⇒ 2 informal by mentor or peer orientation assistant 	<ul style="list-style-type: none"> ❖ Mentoring Program ⇒ Formal-teachers who are in the second year of a teaching career ❖ Professional development ⇒ District, building, and individual plans-all connected ❖ District Wide Curriculum Committees ❖ Professional Growth Portfolios ❖ Visit Other Classes (minimum requirement) ⇒ 1 within your department/grade level ⇒ 1 outside your department/grade level ❖ Pacing Meetings ⇒ (minimum of 4 during the year) ❖ Observations (minimum requirement) ⇒ 2 formal by administrator ⇒ 1 informal by mentor or peer 	<ul style="list-style-type: none"> ❖ Formal Mentoring Program (optional) ⇒ Teachers who are in the third year of a teaching career ❖ Professional development ⇒ District, building, and individual plans-all connected ❖ District Wide Curriculum Committees ❖ Professional Growth Portfolio ❖ Visit Other Classes (minimum requirement) ⇒ 1 within/outside your department/grade level ❖ Abbreviated Professional Growth Plan (develop/research professional growth target) ❖ Observations (minimum requirement) ⇒ 2 formal by administrator

Adel DeSoto Minburn Community School District

Professional Growth Plan

1 st Year	2 nd Year	3 rd Year
-Set individual professional growth plan with administrator based on teacher input, building goals, district goals, and Iowa Teaching Standards (by end of September)	Set individual professional growth plan with administrator based on teacher input, building goals, district goals, and Iowa Teaching Standards (by end of September)	Set individual professional growth plan with administrator based on teacher input, building goals, district goals, and Iowa Teaching Standards (by end of September)
<ul style="list-style-type: none"> -Data Collection (i.e. classroom visits, portfolio artifacts, reflection, achievement data, student work, evaluation information or other) -Work on portfolio -Classroom visit with reflection sheet (minimum of 1 per year) -Engage in professional development meetings (building or district) -District Committee Meetings 	<ul style="list-style-type: none"> -Continue data collection -Work on portfolio -Engage in professional development meetings (building or district) -Classroom visit with reflection sheet (minimum of 1 per year) -Engage in professional development meetings (building or district) -District Committee Meetings 	<ul style="list-style-type: none"> -Minimum of 1 (one) formal observation -Present portfolio prior to summative evaluation -1 summative evaluation connected to Iowa Teaching Standards - as determined by State Department of Education -Classroom visit with reflection sheet (minimum of 1 per year) -Engage in professional development meetings (building or district) -District Committee Meetings
-Review plan, goal, and portfolio with administrator (May)	-Review plan, goal, and portfolio with administrator (May)	-Review plan, goal, and portfolio with administrator (May)

Adel DeSoto Minburn Community School District

Professional Growth with Intensive Assistance

Professional Growth with Intensive Assistance provides a good faith effort to support and guide the career teacher in meeting the expectations set forth in the Iowa Teaching Standards and the district's commitment to effective instruction. The plan provides a more structured and intensive mode of supervision for the staff member who is not consistently demonstrating one or more of the Iowa Teaching Standards.

Intensive Assistance is for non-probationary teachers who have one or more problem areas within the Iowa Teaching Standards that are characteristic of the teacher's performance. This process may begin at any time regardless of whether or not the teacher is currently on the evaluation cycle. Professional Growth with Intensive Assistance consists of two phases.

Awareness Phase

- The evaluator identifies the problem area(s) as they relate to the Iowa Teaching Standards, and notifies the teacher in writing of problem areas.
- The teacher and the evaluator meet to collaboratively attempt to resolve the problem within an agreed upon time span not to exceed three months.
- If the problem is resolved, the teacher is notified in writing and continues on the Professional Growth Tier of the Assessment System.
- If evaluator believes that the problem is not resolved, the teacher will be recommended for the Intensive Assistance Phase. A letter notifying the teacher will be sent to him/her and a copy forwarded to the Superintendent's Office.

Intensive Assistance Phase

- Teacher participation in the Intensive Assistance Phase is voluntary.
- A conference will be held between the staff member and the evaluator to develop an assistance plan that must include a specific statement of the problems related to one or more of the Iowa Teaching Standards.
- The plan could include strategies, timelines, recommended training, an assistance team, and criteria for evaluating the successful completion of the plan.
- There will be a minimum of two formal observations and one summative evaluation focused on the identified area(s) in need of improvement. The designated evaluator must make the summative evaluation of a teacher in the Intensive Assistance Phase.
- If the problem is resolved, the teacher is removed from the Intensive Assistance Phase.
- If the problem is not resolved, but significant progress is made, the timeline may be extended, but may not exceed twelve months in the Intensive Assistance Phase. Work continues on the Intensive Assistance Plan.
- If the problem is not resolved and progress is not noted, actions are then taken by the district to move toward a recommendation for non-renewal of contract.