



WEST DES MOINES
COMMUNITY SCHOOLS

Innovative Spirit. Inspiring Success.

PROFESSIONAL GROWTH MODEL AND EVALUATION GUIDELINES

CERTIFIED STAFF

2024-25

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Section I: Context

Introduction

The West Des Moines Community Schools (WDMCS) strives to provide a superior, quality, learning environment that meets the needs of all individuals in our school district.

The WDMCS Professional Growth Model is a combination of the State of Iowa required teaching standards and Charlotte Danielson's Framework for Teaching. Many features of teaching do not constitute a single standard but apply to all of them. The alignment of both the Iowa Standards and Framework meet state compliance requirements and provide teachers and evaluators focused and specific opportunities to talk and reflect about practice and enact these practices within the classroom.

Philosophy of Instruction

The instructional philosophy of the WDMCS is based upon the mission statement of the district in that all employees will "work in partnership with each family and the community ...to educate responsible, lifelong learners so that each student possesses the skills, knowledge, creativity, sense of self-worth and values necessary to thrive in and contribute to a diverse and changing world."

All staff shall serve as student advocates, positive role models, facilitators, and protectors of the dignity of every student.

Instruction is student-centered with mastery of curriculum standards and the practice of research-based processes as goals for effective learning. Learning is enhanced through the integration of knowledge, effective learning behaviors, imagination, and the intrinsic motivation to achieve.

Philosophy of Professional Growth and Evaluation

Professional growth and evaluation are processes the district uses to promote excellence. The purposes of the professional growth model are as follows:

- To provide a roadmap for professional growth and development, based on research-based methods. A Professional Growth Model provides structure so that all educators (newly licensed, experienced and accomplished) see their work as a continuous improvement process.
- To enhance professionalism. Other professional careers have well established definitions of expertise and procedures to certify novice and advanced practitioners. 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.
- To 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 in order to enrich their own teaching.

Section II: Evaluation Model

Evaluation Procedures for Certified Staff

The West Des Moines Community Schools (WDMCS) Professional Growth Model and performance evaluation system provides procedures to serve certified staff whose experience and expertise vary. WDMCS uses the Iowa Teaching Standards and 2022 Charlotte Danielson’s Framework for Teaching as part of the professional growth model.

WDMCS Professional Growth Model At-a-Glance

Below are the evaluation and observation requirements for Certified Staff:

Status	Iowa Professional Development Plan (IPDP) and Conferences	Formal Observation *pre-conference *post-conference	Walkthrough To start after September 16, 2024	Peer Review (time used to review artifacts)	Summative Evaluation (using Iowa Teaching Standards)
Beginning Year Teacher Years 1-3 (initial license) New to WDMCS (standard license)	Fall: 10/15 Spring: 3/31	Two formal observations with pre and post conference Between 10/15 and 3/31	2 or more -1 before Dec. 31 -1 before Mar. 31	Due: 5/1	Evaluation of all IA Teaching Standards By: 3/31 Probationary status form completed by 4/1
Career Teacher Years 1-2 (standard license)	Fall: 10/15 Spring: 3/31	N/A	2 or more -1 before Dec. 31 -1 before Apr. 30	Due: 5/1	N/A
Career Teacher Year 3 (standard license)	Fall: 10/15 Spring: 3/31	One formal observation with pre and post conference Between 10/15-3/31	2 or more -1 before Dec. 31 -1 before Apr. 30	Due: 5/1	Evaluation of all IA Teaching Standards By: 3/31

Danielson Focus Areas

Please note: All certified staff will be evaluated on 5-10 Danielson Components specific to their position.

Classroom Teacher & Librarian	Behavior Interventionist
1e- Planning Coherent Instruction 2a- Cultivating Respectful and Affirming Environments 2b- Fostering a Culture for Learning 2c- Maintaining Purposeful Environments 2d- Supporting Positive Student Behavior 3a- Communicating about Purpose and Content 3b- Using Questioning and Discussion Techniques 3c- Engaging Students in Learning 3d- Using Assessment for Learning 3e- Responding Flexibly to Student Needs	1b- Knowing and Valuing Students 2a- Cultivating Respectful and Affirming Environments 2b- Fostering a Culture for Learning 2c- Maintaining Purposeful Environments 2d- Supporting Positive Student Behavior 3b- Using Questioning and Discussion Techniques 3e- Responding Flexibly to Student Needs 4c- Engaging Families and Communities 4d- Contributing to School Community and Culture 4f- Acting in Service of Students
Teacher Leaders/Coordinators	Counselors
1a- Applying Knowledge of Content and Pedagogy 2a- Cultivating Respectful and Affirming Environments 2b- Fostering a Culture for Learning 3a- Communicating about Purpose and Content 3b- Using Questioning and Discussion Techniques 3c- Engaging Students in Learning 4a- Engaging in Reflective Practice 4d- Contributing to School Community and Culture 4e- Growing and Developing Professionally 4f- Acting in Service of Students	1b- Knowing and Valuing Students 2a- Cultivating Respectful and Affirming Environments 2b- Fostering a Culture for Learning 2c- Maintaining Purposeful Environments 2d- Supporting Positive Student Behavior 3e- Responding Flexibly to Student Needs 4b- Documenting Student Progress 4c- Engaging Families and Communities 4e- Growing and Developing Professionally 4f- Acting in Service of Students



Iowa Teaching Standards (Iowa Code 284.3)

<p>Standard 1: 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 multiple forms of evidence of student learning and growth 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. 	<p>Standard 2: Demonstrates competence in content knowledge appropriate to the teaching position.</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.
<p>Standard 3: Demonstrates competence in planning and preparing 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's developmental needs, backgrounds, and interests in planning for instruction. Selects strategies to engage all students in learning Uses available resources, including technologies, in the development and sequencing of instruction. 	<p>Standard 4: Uses strategies to deliver instruction that meet 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.
<p>Standard 5: 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. 	<p>Standard 6: 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 student learning. Uses instructional time effectively to maximize student achievement. Creates a safe and purposeful learning environment.
<p>Standard 7: Engages in professional growth.</p> <p>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's needs aligned to the Iowa teaching standards and district/building student achievement goals. 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. 	<p>Standard 8: 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.

Procedures for Beginning Teachers & Experienced Staff New to WDMCS

Certified staff on an initial license or new to the district will be on an induction track for one to three years. During this time, new employees are provided orientation to the district's instructional models, assessment procedures, the culture of the learning community, and district logistics and reporting procedures. Each beginning certified staff member is provided a mentor who assists the new employee to meet the state and district standards of professional practice through the comprehensive growth and evaluation process. Beginning certified staff members work with their mentors and evaluators to understand, implement, and gather data about the eight Iowa Teaching Standards.

Certified staff members are evaluated on an annual basis until they have satisfactorily completed the probationary period of no more than three years (unless mutually agreed upon in accordance with applicable law). Before March 31 of the initial licensed teacher's second year, a comprehensive evaluation that addresses the eight Iowa Teaching Standards is completed.

Experienced certified staff new to the district need to provide artifacts that demonstrate their practice meets the eight Iowa Teaching Standards.

The evaluation cycle consists of both formative and summative evaluation. During the formative part of the cycle, performance is monitored, data are collected, and feedback for growth is provided. In the summative phase of the process, the Summative Evaluation Report is utilized to assess performance. Below is a general overview of the requirements:

Status	Iowa Professional Development Plan (IPDP) and Conferences	Formal Observation *pre-conference *post-conference	Walkthrough	Peer Review	Summative Evaluation (using Iowa Teaching Standards)
Beginning Year Teacher Years 1-3 (initial license) New to WDMCS (standard license)	Fall: 10/15 Spring: 3/31	Two formal observations with pre and post conference Between 10/15 and 3/31	2 or more -1 before Dec. 31 -1 before Mar. 31	Due: 5/1	Evaluation of all IA Teaching Standards By: 3/31 Probationary status form completed by 4/1

Procedures for Career Teachers with a Standard License

Certified career teachers are evaluated on a three-year cycle after satisfactorily completing their probationary status. For these employees, a standard performance evaluation focused on the eight Iowa Teaching Standards is provided. The home-based principal/evaluator provides coaching, clinical supervision, evaluation, and feedback for each career teacher. Career teachers need to provide artifacts that demonstrate their practice meets the eight Iowa Teaching Standards. Evaluators also assess whether these teachers are meeting the expectations of the district. Through the professional growth process, strengths and areas for growth are identified and communicated to certified staff.

The evaluation cycle consists of both formative and summative evaluation. During the formative part of the cycle, performance is monitored and data is collected. In the summative phase of the process, the Summative Evaluation Report is utilized to assess performance.

Below is a general overview of the requirements:

Status	Iowa Professional Development Plan (IPDP) and Conferences	Formal Observation *pre-conference *post-conference	Walkthrough	Peer Review	Summative Evaluation (using Iowa Teaching Standards)
Career Teacher Years 1-2 (standard license)	Fall: 10/15 Spring: 3/31	N/A	2 or more -1 before Dec. 31 -1 before Apr. 30	Due: 5/1	N/A
Career Teacher Year 3 (standard license)	Fall: 10/15 Spring: 3/31	One formal observation with pre and post conference Between 10/15-3/31	2 or more -1 before Dec. 31 -1 before Apr. 30	Due: 5/1	Evaluation of all IA Teaching Standards By: 3/31

Teacher Leader Annual Review

Teacher Leaders will be evaluated with the Iowa Teaching Standards on the regular evaluation cycle.

The annual formative review with the teacher leader and evaluator will also include WDMCS Employee Feedback and a self-assessment, as well as assessments completed by the evaluator using the WDMCS Employee Feedback questions.

For Teacher Leader positions that include 50 percent teaching, the building principal will be the home-based administrator in charge of the evaluation, with input from the Teaching and Learning Services (TLS) administrator. For 100 percent Teacher Leader positions, the TLS administrator will be the evaluator with input from the building administrator. Exceptions may be made with approval by the Superintendency.

Summative Evaluation Report

This is the final evaluation completed at the end of the evaluation cycle. The summative evaluation will be completed based on the Iowa Teaching Standards. Each standard will be evaluated according to the following guidelines:

- Meets Standards-
 - The employee meets the standard at a proficient level which meets the district and state standards. The employee demonstrates many of the descriptors consistently and without significant error. If a descriptor is not observed, the employee can, upon request, provide sufficient relevant information to demonstrate reasonable understanding of the descriptor and offer a valid explanation as to why the descriptor was not used or applicable.

- Does Not Meet Standards-
 - The employee performs the standard at an unsatisfactory level which fails to meet district or state standards. The employee often fails to demonstrate many of the descriptors and/or the application of many of the descriptors often reflects significant error. If a descriptor is not observed, the employee, upon request, is unable to offer a reasonable explanation as to why the descriptor was not used or applicable

Section III: Improvement Plans

Intensive Assistance Program

The regular process for the district's performance evaluation of certified employees is designed to recognize and improve good performance. In addition, the district provides a mentoring program to assist beginning teachers in understanding and reaching the state's and district's performance standards. For career teachers whose demonstrated performance does not meet state or district standards, a more intensive system of support is offered. The purpose of the Intensive Assistance Program is to provide organizational support and technical assistance to eligible certified staff members for the purpose of improving performance. The maximum duration of an Intensive Assistance Program is 12 months [Iowa Code 284.2(7)].

The principal will reference components of the Intensive Assistance Plan in the summative evaluation.

Intensive Assistance for an eligible certified employee can take a variety of forms. The principal and an administrator from Human Resources will decide the type of Intensive Assistance Program that will be offered to the eligible employee. Possibilities include, but are not limited to, these approaches: (1) providing technical assistance for the employee, (2) outlining a plan for training and implementation of training, (3) appointing an Intensive Assistance Team to work with the employee.

Certified Employee Eligibility for Intensive Assistance

Programs of assistance are intended for certified employees who have reached continuing contract status. Any continuing contract certified employee who has received a "Does Not Meet District Standards" rating on a criterion of performance contained in the district's Summative Evaluation Report may be offered a program of assistance. Participation on the part of the certified employee whose performance is evaluated "Does Not Meet District Standards" is voluntary. Any certified employee given the opportunity to work with an Assistance Team may refuse assistance team services. Refusal must be in writing. If a certified employee refuses an Intensive Assistance Program approach, the employee will continue on the intensive assistance plan and full-cycle evaluation for the following year.

Procedure to Notify a Certified Employee of the Opportunity to Work with an Intensive Assistance Team

Notification to a certified employee of the opportunity to work with an Intensive Assistance Team will be provided in writing by the Department of Human Resources. At the time the employee is notified, the employee will be provided a copy of the WDMCS Intensive Assistance Program. The principal/evaluator can initiate the summative evaluation process at any time. Notice that an opportunity to work with an Intensive Assistance Team will be given to a certified employee following the Summative Evaluation Conference. Within 10 working days of receiving written notification of the opportunity to work with an Assistance Team, the employee must accept or reject Intensive Assistance Team service. An employee's decision to accept or refuse the services of an Assistance Team should be directed to the Department of Human Resources. A refusal must be made in writing.

Purpose of the Assistance Team

Members of Intensive Assistance Teams will provide non-evaluative assistance, coaching, and feedback to identified certified employees who need to improve performance in specified areas of concern, to reach pre-determined improvement objectives, and to meet state and district performance standards.

The purpose of the Assistance Team is not to replace any of the normal supervision responsibilities of the employee's principal/evaluator. Rather, the Assistance Team is considered a supplemental intervention strategy for those

employees who qualify. Its purpose is to operationalize the Intensive Assistance Program. All communication of Intensive Assistance Team activities and progress are made by the team leader to the Department of Human Resources, not to the employee's principal/evaluator.

Eligibility to Serve on an Intensive Assistance Team

All evaluators of certified employees (except the employee's own principal/evaluator) are eligible to serve on an Intensive Assistance Team. An administrator serves as the team's chair. Certified employees are eligible to serve on a team if they have continuing contract status. Training for this track is an option, but not a requirement. All team members, however, must understand that "assisting" is non evaluative and differs substantially from clinical supervision. Certified staff from outside the district may be selected if an employee from the same content area/assignment is not available within the district.

Certified employees may serve on only one Intensive Assistance Team per year. Administrators may serve on more than one, although this is not recommended. The duration of the intensive assistance may extend to several months, but no longer than 12 months.

Selection of an Intensive Assistance Team

An Assistance Team will be comprised of at least three members: (1) an administrator who is not the employee's principal/evaluator; (2) a certified employee from the appropriate curriculum area/assignment area; (3) and another district employee with specific expertise related to the criterion in need of improvement. These members should be proposed by the Department of Human Resources and mutually agreed upon. At the employee's request, a fourth member who is a WDMEA representative may be added to the committee to monitor the activities and progress.

Responsibilities of the Intensive Assistance Team Member

Intensive Assistance Team members will be responsible for coaching and providing non evaluative feedback to the eligible employee in those specific performance areas which have been evaluated as not meeting state or district performance standards. Intensive Assistance Team efforts shall be concentrated solely on those criteria rated below state or district standards on the most recent Summative Evaluation Report. After accepting an Intensive Assistance Team assignment, each member will be given:

1. The name of the certified employee to be aided by the Assistance Team;
2. The current instructional and building assignment of the employee to be assisted by the team;
3. The specific performance criteria (from the employee's most recent Summative Evaluation Report) that will be the focus of the plan for coaching and remedial efforts;
4. The names of the other members who will serve on the Intensive Assistance Team and the name of the Team Chair;
5. The first meeting date of the Intensive Assistance Team (for planning and organizational purposes).

To fulfill the responsibilities of the Assistance Team, team members must make the following commitments:

1. Task-analyze back from the Intensive Assistance goals to create improvement steps;
2. Brainstorm strategies to address improvement steps;
3. Meet and confer with the employee to schedule the work that will be done during and outside school hours;
4. Coach the employee assigned to work with the Intensive Assistance Team to fulfill the improvement plan developed by the employee's principal/evaluator;

5. Observe the performance of the employee assigned to work with the Intensive Assistance Team (directly or on videotape). Ideally, an initial observation should take place within 10 working days of notification that an Intensive Assistance Team has been appointed. If necessary, model processes and strategies for the eligible employee;
6. Provide feedback to the employee assigned to the Intensive Assistance Team regarding the progress he/she is making on the established plan of assistance. The feedback provided to the employee should reflect the group consensus of the Intensive Assistance Team and not that of an individual member;
7. Provide information to the Intensive Assistance Team Chair in order to maintain an accurate and complete written log of Assistance Team activities. All team members periodically co-sign the log;
8. Participate actively in scheduled Intensive Assistance Team meetings;
9. Participate in the evaluation of Intensive Assistance Team procedures (Department of Human Resources responsibility);
10. Respond positively to evaluations of the Intensive Assistance Team's functioning to improve effectiveness; and
11. Maintain confidentiality regarding the identity of the eligible employee and carry out the activities of the Intensive Assistance Team ethically and discretely.

Responsibilities of the Intensive Assistance Team Chair

Those serving in the role of Assistance Team Chair will be responsible for facilitating and directing all team meetings and activities. Team chairs must focus on the plan of improvement agreed upon at the initiation of the assistance process. The plan is created by the employee's principal/evaluator and the Chief Officer of Human Resources or their designee.

The team chair also is responsible for maintaining a written log of Intensive Assistance Team activities, coaching the eligible employee and team members, communicating the activities of team members, and making periodic progress reports to the Office of Human Resources. The log must include the formal appointment dates of the Intensive Assistance Team members and the termination date of their services.

Outcome of the Intensive Assistance Program

When the Intensive Assistance program is completed, the Intensive Assistance Team will write a report of the Intensive Assistance Program outcomes. The report will note the identified employee's current status in relation to the Improvement Plan goals and outcomes. The identified employee's evaluator and the Chief Officer of Human Resources will then choose one of the following outcomes:

1. Concerns resolved. The certified staff member returns to the following year of the WDMCS Performance Evaluation Cycle;
2. Progress is sufficient to place the certified staff member on formal evaluation cycle for the next school year;
3. Progress noted. Changes or modifications have been made to the existing plan or a new Intensive Assistance Plan is developed. (The total timeline will not exceed 12 months.); or
4. Concerns not resolved; insufficient progress made. A copy of the report will be provided to the certified staff member. A recommendation for action, including discharge or termination will follow in accordance with applicable law.

A letter summarizing the outcome will be sent to the certified staff member on Intensive Assistance and their principal, with a copy placed in their personnel file.

Resources Provided to Assistance Team Members

Intensive Assistance Team members are not compensated for the duties associated with Intensive Assistance Team membership. However, released time from contractual obligations will be provided to Intensive Assistance Team members as needed in order to fulfill their responsibilities. Released time for Assistance Team members shall be determined and arranged by the Department of Human Resources in coordination with the Intensive Assistance Team Chair and will not exceed five days per member (15 staff days total). If a fourth member is added to the team as a WDMEA representative, the Association will pay for substitute costs. Team members from outside the district may be compensated.

Intensive Assistance Program Action Steps

1. The building principal and Chief Officer of HR or designee would create a draft plan to address goals specific to Iowa Teaching Standards rated below standard on the teacher's most recent Summative Evaluation Report.
2. The building principal, teacher, and Chief Officer of HR or designee would meet to review the draft plan, possibly revise it, and then sign.
3. An administrator from Human Resources would propose employees to serve on the assistance team. Then Human Resources would contact the teacher to review names. The decision on the names for the team would be mutually agreed upon. Teacher could request a fourth member of the team who is a West Des Moines Education Association representative to monitor the activities and progress.
4. The Chief Officer of HR or designee would contact the employees identified in No. 3 to request their participation on the team.
5. The Chief Officer of HR or designee would meet with the team chair to review the plan and address questions.
6. The Chief Officer of HR or designee would send information to each team member, as described in the Certified Staff Professional Growth Model and Evaluation Guidelines.
7. The Chief Officer of HR or designee and the team chair would meet with the team and teacher to 1) Review their purpose, responsibilities, outcome, and the resources provided to assistance team members as described in the Certified Staff Professional Growth Model and Evaluation Guidelines, 2) review the plan, and 3) address questions. Then the team chair would continue to facilitate the team meeting to begin a focus on the plan of improvement.
8. The team chair would continue to direct all team meetings and activities, maintain a log of activities, coach the teacher and the team members, communicate the activities of team members, and make periodic progress reports to the Chief Officer of HR or designee. The total timeline from the date of the teacher and building principal signing the plan would not exceed 12 months.
9. When the Intensive Assistance program is completed, the team will write a report as described in the Certified Staff Professional Growth Model and Evaluation Guidelines
10. The building principal and Chief Officer of HR or designee will meet to review the report, and then make a decision, as described in the Certified Staff Professional Growth Model and Evaluation Guidelines, and in accordance with Iowa Code.
11. The Chief Officer of HR or designee will write a letter to the teacher and building principal, summarizing the outcome; a copy of which will be placed in the teacher's file.

Intensive Assistance and Improvement Plan Comparison

	Improvement Plan	Intensive Assistance Program
For whom is this intended?	Any staff member (probationary or continuing contract) who has demonstrated performance that does not meet state or district standards.	Any continuing contract certified employee (not probationary) who has demonstrated performance that does not meet state or district standards.
What is the purpose?	To make the employee aware of performance concerns and to provide supervisory communication and support for the purpose of improving performance related to one or more state or district standards.	To provide organizational support and technical assistance to eligible certified staff members for the purpose of improving performance.
Who decides if a certified staff member would be a candidate?	The principal/supervisor would decide.	The principal/supervisor, in conjunction with an administrator from Human Resources. HR, would collaboratively decide. However, participation by the employee is voluntary. Notification to the employee of the opportunity to work with an Intensive Assistance Team will be provided in writing by the Department of Human Resources. Within ten working days of receiving written notification of the opportunity to work with an Assistance Team, the employee shall accept or reject the Intensive Assistance Team service. A refusal must be made in writing and should be directed to the Department of Human Resources.
At what point in time may an employee be informed of the need (or opportunity) to participate?	At any time when a principal/supervisor has concerns related to an employee's performance of one or more state or district standards.	Following a summative evaluation in which the employee does not meet one or more state or district standards.
Who is involved, and what is their purpose?	The principal/supervisor will provide assistance, coaching and feedback. The beginning teacher/mentor coordinator and/or mentor will also be involved in helping a probationary employee reach their goal(s). The employee and/or principal/supervisor may each invite a representative to attend meetings to listen.	Members of an Intensive Assistance Team include the employee on the plan, an administrator who is not the employee's principal/evaluator [the team chair]; a certified employee from the appropriate curriculum area/assignment area; and another district employee with specific expertise related to the criterion need of improvement. These members would be proposed by the Department of Human Resources and mutually agreed upon. At the employee's request, a fourth member who is a WDMEA representative may be added to the committee to monitor the activities and progress. Intensive Assistance Team members will provide non-evaluative assistance, coaching, and feedback to reach pre-determined improvement objectives, and to meet state and district performance standards. The purpose of the Team is to provide supplemental intervention - not to replace any of the normal supervision responsibilities of the employee's principal/evaluator.
Who will review the plan before it is implemented?	The principal/supervisor will provide a draft of the plan to the Department of Human Resources for review and feedback prior to presenting the plan to the employee.	The Intensive Assistance Team will review the plan and implement it as written in the plan.
Who determines the type of plan or program?	The principal/supervisor.	The Principal and an administrator from Human Resources will decide the type of Intensive Assistance Program that will be offered to the eligible employee.

What is the form of the plan or program?	Possibilities include, but are not limited to, these approaches: (1) outlining a plan for training and implementation of training; (2) outlining a plan for classroom observations and feedback; (3) outlining a plan for observing in other teachers' classrooms. The written plan includes one or more goals [specific to Iowa Teaching Standards/Criteria), strategies, timelines, resources, indicators of success, and (realistic) checkpoints. See template.	Possibilities include, but are not limited to, these approaches: (1) providing technical assistance for the employee, (2) outlining a plan for training and implementation of training, (3) appointing an Intensive Assistance Team to work with the employee. The written plan includes one or more goals [specific to Iowa Teaching Standards/Criteria), criteria/outcome, indicators of success, assistance strategies, resources, and timeline. See template below.
Who develops the plan or program?	The principal/supervisor develops the plan, with teacher input.	Building principal and an administrator from Human Resources will create a draft, and then they meet with the teacher to review the draft plan, possibly revise it, and then sign.
Are there categories of information that should be included in the plan?	Yes. See the template for categories and a suggested format.	Yes. See the template for categories and a suggested format.
Who maintains a log of meetings and activities?	The principal/supervisor or designee maintains a log, with a copy provided to the employee.	The team chair.
What is the duration of the plan or program?	As determined by the principal/supervisor (generally concluded prior to the next summative evaluation).	Maximum of 12 months [Iowa Code 284.2(7)].
What happens when this is completed?	The principal/supervisor reviews the progress with the employee and discerns if the employee has met the stated goals of the plan. The principal/supervisor will make one of the following decisions: (1) Concerns resolved and the staff member continues on the current cycle of evaluation; (2) Progress is sufficient to place the employee on evaluation for the next school year; (3) Progress noted. Changes or modifications have been made to the existing plan or a new Improvement Plan is developed; or (4) Concerns not resolved; insufficient progress; confer with an administrator from Human Resources.	The Intensive Assistance Team will write a report of the Intensive Assistance Program outcomes. The evaluator and an administrator from Human Resources will make one of the following decisions: (1) Concerns resolved and the staff member returns to the WDMCS Performance Evaluation cycle; (2) Progress is sufficient to place the staff member on evaluation cycle for the next school year; (3) Progress noted. Changes or modifications have been made to the existing plan or a new Intensive Assistance Plan is developed (timeline not to exceed 12 months); or (4) Concerns not resolved; insufficient progress made, and recommendation for discharge or termination will follow. A letter summarizing the outcome will be sent to the staff member and their principal, with a copy placed in their personnel file.
Is the employee eligible for a transfer request?	Yes.	No, not while the employee is in the Intensive Assistance Program. The employee may submit a transfer request to the Department of Human Resources, but the request cannot be activated until the employee has successfully completed the Intensive Assistance Program as verified by the final report.
Is this plan filed in the employee's personnel file?	No.	The final report will be placed in the employee's personnel file.

Section IV: Glossary

Assessment - Processes that are focused on quantitative and/or testing approaches and less on judgment.

- **Authentic Assessment** - Sometimes called nontraditional assessment, it is an act or procedure that is nearer to measuring the real ability and achievement of a student than traditional, especially multiple-choice, tests. Examples might be products, portfolios, performances, and personal communication.

Assistance Team Log - Documentation maintained by the leader of an assistance team detailing activities and resources provided in the assistance effort. Dates, meeting times, and funds expended are included.

Due Process - Constitutional protection guaranteed a public employee for proper procedure and fair treatment. In the case of performance evaluation it includes notice, explanation, assistance, and time.

Formal Observations - Announced visits as a part of the performance evaluation cycle that include both a pre- and post-observation conference.

Informal Observation - This casual, day-to-day observation can be of any length; its purposes are to validate and support effective performance and to monitor overall performance.

Intensive Assistance - The process used when an employee has not met the performance standards the previous year. That employee is provided with assistance for a period not to exceed 12 months.

Intensive Assistance Team - Educators charged with conducting a plan of assistance. Typically composed of a team leader (usually a principal) and two certified staff members.

Individual Professional Development Plan (IPDP) - A teacher's plan for individual and group career development. The IPDP shall be based on the needs of the teacher, the Iowa Teaching Standards, and the student achievement goals of the building or district. It is reviewed at least twice annually with the evaluator.

Mentoring - A structured assistance program for beginning teachers in their first two years.

Peer Coaching - A teaming of peers to provide feedback about instruction.

Peer Review - A way to provide collaborative feedback and support to teachers as they gather artifacts relevant to their IPDP.

Post-Observation Conference - This conference is held following a formal observation for the purposes of discussing the observation and other factors relevant to the staff member's performance.

Pre-Observation Conference - This conference is held prior to a formal observation for the purposes of discussing the upcoming lesson, observation and areas for feedback.

Summative Evaluation - The final evaluation completed at the end of the evaluation cycle. The summative evaluation will be completed based on the Iowa Teaching Standards.

Teacher Leaders - Teacher leaders who have a full time equivalent (FTE) with their teacher leader role. There is a parallel set of components and rubrics for teacher leaders.

Walk-Through - A minimum of two annual observations that are informal in nature. Evaluators will provide feedback and recommendations, but walk-throughs are not scored.



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