

Evaluator Approval
Question and Answer
September 2002

Evaluation

Question 1: How many different kinds of evaluations are there?

Answer: Three different kinds of evaluations are referenced in the legislation:

- 1) Comprehensive evaluations of beginning teachers;
- 2) Performance reviews of teachers other than beginning teachers; and
- 3) Annual conversations with an evaluator relating to progress on the Individual Career Development Plan.

Question 2: What evaluation instrument must be used in the evaluation of beginning teachers?

Answer: For the purpose of licensure recommendations, a district is required to use the "Comprehensive Evaluation Summative Evaluation Form" that is included as Appendix 4 in *A Model Framework for Designing A Local Staff Evaluation System Based on the Iowa Teaching Standards and Criteria*. This model, including Appendix 4, is posted on the Department of Education's (DE) Web site.

Question 3: Is it accurate that all evaluation instruments in contracts must be changed by December 1 or evaluation instruments for all teachers will revert to the state model?

Answer: No. The only required instrument is included in Appendix 4 of the model evaluation system on the DE's Web site. This instrument must be used in the summative comprehensive evaluation completed with beginning teachers at the end of their second year to determine the appropriate licensing decision; therefore, this instrument must be used this school year for school districts for the comprehensive evaluations of second-year beginning teachers. This "Comprehensive Evaluation Summative Evaluation Form" must be used by all districts who began participation in the Teacher Quality program during the 2001-2002 school year and is not subject to collective bargaining. Districts and their collective bargaining units of teachers may jointly decide to alter current evaluations used in districts to align with the "Comprehensive Evaluation Summative Evaluation Form" through Chapter 20. School districts, along with their collective bargaining units for teachers, must develop by July 1, 2004 the processes for performance reviews for career teachers that at a minimum, contain the Iowa teaching standards and criteria.

Question 4: Is a district required to use the forms described in Tier I: the Beginning Teacher Evaluation of *A Model Framework for Designing A Local*

Staff Evaluation System Based on the Iowa Teaching Standards and Criteria?

Answer: No. The only mandatory form that is associated with the model is the “Comprehensive Evaluation Summative Evaluation Form” for licensure decisions of beginning teachers.

Question 5: What do we do with new counselors, media specialists, at-risk teachers, etc? All are on teacher contracts, but some are issued licenses through alternative licensure processes. They might not have teacher licenses.

Answer: If they have a provisional educational license and are seeking a standard educational license, they must be evaluated through this process. In the future, there may be different sets of criteria or descriptors developed to better identify the job functions and related skills of these groups of professionals.

Evaluation Models

Question 6: Is the Department dictating the processes or procedures used to evaluate experienced teachers?

Answer: No. The model is a reference for consideration by districts. Examples of processes or procedures include the number of observations, length of observations, collection of evidence to determine teacher competence, pre-observation and post-observation processes, forms to be used by the district, etc. These processes and procedures are determined locally. However, there are certain components that must be included in the evaluation processes of a district according to the Teacher Quality legislation. These components include the use of the Iowa teaching standards, a comprehensive evaluation, a performance review, the development of an individual career development plan, an annual conversation about the progress on this plan, and the inclusion of an intensive assistance component in the evaluation plan of a district. These are managed through processes determined at the local level.

The development of an evaluation model by the DE was directed in the Teacher Quality legislation. This model is not mandatory and is intended to be used as a guide. This model also very closely follows the model that is discussed in the 2000 ASCD publication, Teacher Evaluation to Enhance Professional Practice, by Charlotte Danielson and Thomas L. McGreal.

Question 7: Is it accurate that a three-year comprehensive evaluation is all that is required for experienced teachers regardless of what is in the contract?

Answer: No. Districts will be required to conduct performance reviews of all teachers other than beginning teachers. Districts, along with their collective bargaining units for teachers, will be required by July 1, 2004 to use a teacher evaluation plan that, at minimum, requires:

- 1) a performance review of teachers at least once every three years based upon the Iowa Teaching Standards,
- 2) individual career development plans, and
- 3) requires administrators to complete evaluator training.

Question 8: What is a performance review?

Answer: A performance review is a summative evaluation of a career teacher that is used to determine whether the teacher's practice meets school district expectations and the Iowa teaching standards and criteria. If the career paths are activated, the performance review will be used to determine whether the teacher's practice meets school district expectations for career advancement and continued employment.

Question 9: Does the evaluation model apply to all teachers?

Answer: No – the evaluation model plan is just that - a model.

Question 10: What is in *A Model Framework for Designing A Local Staff Evaluation System Based on the Iowa Teaching Standards and Criteria*?

Answer: The model does provide reference and guidance for other evaluation components that must be included in a district evaluation system. These are:

- ❑ use of the Iowa teaching standards and criteria for both beginning and career teachers,
- ❑ a comprehensive evaluation for beginning teachers, a performance review at least once every three years for career teachers,
- ❑ the development of an individual career development plan by a career teacher in consultation with their evaluator,
- ❑ an annual meeting between the evaluator and the teacher to discuss the progress on the career development plan, and
- ❑ the provision of intensive assistance to career teachers who are not meeting the Iowa Teaching Standards and Criteria.

The model contains information to guide the development of summative and formative evaluation process for beginning teachers, experienced teachers, and teachers in need of assistance.

Question 11: What is intensive assistance?

Intensive assistance is the provision of organizational support and technical assistance to teachers for remediation of identified teaching and classroom

management concerns for a period not to exceed 12 months. Local districts can use the model to guide the development of evaluation systems, but this is not required.

Question 12: Is the comprehensive evaluation conducted for all second-year employees of the district regardless of how many years they have spent in the profession?

Answer: No. The comprehensive evaluation is used to determine whether a teacher can move from a provisional to a standard teaching license. This only applies to beginning teachers at the end of their second or third year in the profession. In some cases the district may decide to extend this time to a third year of teaching. The expectation is that the comprehensive evaluation determines advancement to the career level and the recommendation for a standard license.

A teacher new to the district who possesses a standard license would receive performance reviews at least once every three years. For employment purposes, the non-beginning teacher new to the district may be evaluated more frequently as dictated by the local collective bargaining agreement or policy.

Question 13: Should we stop conducting evaluations on teachers until we get this new process developed and implemented?

Answer: No. Local evaluation policy for non-beginning teachers should be maintained until the new system is in effect. This year, beginning teachers at the end of their second year in the profession, if they participated in the mentoring and induction program for the 2001-2002 school year, must have a comprehensive evaluation conducted to determine a recommendation for licensure. Performance reviews of career teachers do not have to be implemented until the beginning of the 2004-05 school year.

Licensure Issues: Evaluator Approval Renewal

Question 14: How does the evaluator approval renewal work?

Answer: There are four sets of skills to be developed and validated to renew your evaluator approval. Three of the skill sets are covered in the main Evaluator Approval Training. The fourth skill set is developed by participation in Data Driven Leadership (DDL) training or an equivalent. All four skill sets include the demonstration of skill. Once all four skill sets are validated, SAI will forward these validations to the Department and the BOEE. There is a fee for the evaluator license renewal. This process will also completely renew the general administrative endorsement, so an administrator will be completely relicensed once this training is completed.

Question 15: If I am not allowed to take evaluator approval training in the fall as I am not working with a beginning teacher, but my approval expires in the fall, what am I to do?

Answer: The BOEE will allow the purchase of a conditional extension to the evaluator approval at a rate of \$10 per year of extension until you are able to complete the training. Contact the BOEE for further information.

Question 16: Do evaluators have to pass an examination or other such test of their skills and competencies?

Answer: Yes. Evaluators will have to demonstrate that they possess the skills that are taught in the evaluator approval program.

Question 17: Should superintendents, curriculum directors, lead teachers, athletic directors, central office administrators and AEA administrators take this training to renew their evaluator approval?

Answer: It is recommended that these categories of evaluator wait until January to enter into the process. It is possible that the approval renewal processes for all of these categories could look slightly different from the training for teacher evaluators starting this fall. Waiting will help avoid any redundancy in training later for these categories of evaluators.

Question 18: Should nonpublic administrators renew their evaluator approvals?

Answer: This is optional. The law doesn't require that accredited nonpublic administrators have evaluator approval while working in the accredited nonpublic school system. The Teacher Quality legislation does not apply to accredited nonpublic schools.

Licensure Issues: Teacher Licensing Decision

Question 19: What exactly are the options for beginning teachers at the end of the second year of teaching?

Answer: For second year teachers in school districts, three options are available:

- 1) Recommendation for a standard (career) license (note: despite having a standard license, a third year of employment probation is required by state law);
- 2) Recommendation for a third year of Mentoring and Induction with another comprehensive evaluation at the end of the third year; and
- 3) Recommendation for non-licensure. Districts will not send the comprehensive evaluation instrument to the BOEE nor the Department. Districts will use a modified form provided by the BOEE to indicate which option is

recommended. Accredited nonpublic schools will recommend standard licensure using the same procedure as in the past for teachers at the end of their third year of teaching.

Question 20: What happens to our second year teachers if our evaluators cannot participate in the revised evaluator approval training this year?

Answer: The issuance of a standard license requires that the district validate that the second year teacher has demonstrated competence related to the Iowa Teaching Standards and Criteria. This can only be done by an evaluator approved by the revised training process. It is the district's responsibility to ensure that the comprehensive evaluations conducted with beginning teachers at the end of their second year are provided by evaluators certified in this new process. The teacher in a participating district cannot obtain a standard license through any other procedure. The Board of Educational Examiners (BOEE) will not issue a teacher a standard license unless the comprehensive evaluation is conducted by an evaluator approved in the new process. A district can arrange to have this comprehensive evaluation conducted by an approved evaluator if no one from the district is approved in the new process. Contact your association or school attorney for further support on this topic.

Question 21: If a teacher is recommended for nonlicensure by a district, what next?

Answer: The teacher has a right to appeal to an adjudicator.

Question 22: Who makes the recommendation on licensure for a beginning teacher and to whom?

Answer: The evaluator makes a recommendation to the superintendent who then makes a recommendation to the BOEE.

In accordance with the Teacher Quality legislation and Chapter 279, those situations in which a teacher is not recommended for a standard license, the following will occur:

- 1) the evaluator recommends to the district that the individual not be licensed;
- 2) the district, assuming it agrees with that recommendation, formally notifies the individual of the decision against licensure;
- 3) the individual has a right to an initial hearing with the local school board on that decision, (unless, of course, everyone agrees to a one year extension);
- 4) the school board makes whatever decision it thinks is appropriate after hearing evidence from both sides, similar to a 279 termination hearing; and
- 5) it is that decision by the local board that may be appealed to the adjudicator.