

# Model 3-Tiered Teacher Evaluation Framework

## Tier 1: Beginning Teacher

**Who:** New beginning or new experience teacher

**Purpose:** Understanding and demonstrating the Iowa Teaching Standards

**Process:** Mentoring and induction; Collection of evidence related to the Iowa Teaching Standards; Regular observations and feedback by a trained evaluator; Comprehensive evaluation to determine licensure

## Tier 2: Career Teacher

**Who:** All career teachers who demonstrate competence in the Iowa Teaching Standards

**Purpose:** Ongoing professional growth; Continuous implementation of the Iowa Teaching Standards

**Process:** Continuous review and documentation of evidence to support performance review every 3-years; Collaborative development of an individual professional development plan; Ongoing reflection and feedback on the individual professional development plan

## Tier 3: Intensive Assistance

**Who:** Career teacher deficient in one or more Iowa Teaching Standards

**Purpose:** Enable a career teacher an opportunity to seek assistance in meeting the Iowa Teaching Standards; Provide a structured process for supporting and directing assistance related to the Iowa Teaching Standards

**Process:** Phases include awareness and assistance; Develop and implement professional assistance plan for no longer than 12 months; Ongoing evaluation of and feedback regarding the plan

Teacher evaluation is not an event. It is an ongoing learning opportunity that is intended to improve professional practice by engaging in peer reflection and coaching and continuous professional learning. Darling-Hammond and others (2012) have identified five attributes in high-quality, coherent and well-grounded teacher evaluation systems:

1. Common teaching standards related to meaningful student learning experiences;
2. Multi-faceted evidence linked to teacher practice, student learning and professional practices;
3. Well trained, knowledgeable and skilled evaluators that understand instruction;
4. Meaningful and useful coaching and feedback connected to professional development opportunities; and
5. Peer review and collaboration that promotes reflection and continuous improvement.

[Creating a Comprehensive System for Evaluating and Supporting Effective Teaching, SCOPE, 2012]

Teacher evaluation should provide opportunities for teachers at different developmental stages to be involved in processes and activities appropriate to their experience and expertise. Most importantly, the evaluation should promote professional development focused on improving student learning linked to building and district student achievement goals.

The Model Teacher Evaluation Framework is intended to depict an example of how a school district/area education agency embed and support the Iowa Teaching Standards and Criteria and above-mentioned attributes in a local teacher evaluation system. The model framework should serve as a guide to support the development and implementation of a quality teacher evaluation system. School districts/area education agencies will need to determine local policies, procedures and processes to ensure the appropriate use of the standards and criteria.

To assist local districts in designing and maintaining an effective teacher evaluation system, the Model Teacher Evaluation Framework outlines a basic 3-tiered approach to evaluation. A summary of each tier and a visual provides clarity about the tiers in regards to who, the purpose, the process, and additional resource.

## **Tier 1- Beginning Teacher Evaluation**

The purpose of Tier 1 is to generate multiple, usable, and reliable pieces of evidence that will support deciding to recommend a beginning teacher for a standard teaching license. The procedures, processes, and relationships established and maintained within Tier 1 should assist new teachers in developing professionally and personally, promote a professional environment that encourages teachers and administration to understand the importance and usefulness of evaluation, and support the practice of personal and peer reflection and continuous professional learning. Local districts must also develop and/or coordinate a local beginning teacher mentoring and induction program [Iowa Code 284.4; IAC 281—83.3(1); IAC 281—83.3(2)] to enhance the success of beginning teachers in the classroom.

Tier 1 is specifically designed for beginning teachers (i.e., possessing an initial teacher license); however, districts are encouraged to include newly hired veteran teachers during their first two years in the district. By having them involved in Tier 1, the teachers would quickly learn the district's values and expectations even though there is not a licensure decision made for a teacher possessing at least an Iowa standard teacher license.

It is essential for Tier 1 participants to engage in professional learning (individually, small group and large group) to advance efforts in achieving district and building student learning goals outlined in the Comprehensive School Improvement Plan. The beginning teacher's involvement in these efforts should be adjusted to accommodate the demands of participating in mentoring and induction and the work load of a beginning teacher.

The district's teacher quality committee is responsible for developing model evidence for the Iowa Teaching Standards and Criteria. [Iowa Code 284.4(1b); IAC 281—83.7(2)] Therefore, the committee must determine what evidence (data, activities, etc.) provides sufficient information and experiences that will serve multiple purposes in Tier 1. In the review of best practices in teacher evaluation, three components were articulated:

1. Standards-based evaluation practices (observation, video clips, lesson plans, classroom assessments, etc.),
2. Evidence of teachers' contributions to the work of their colleagues and the school as a whole, and
3. Evidence of teachers' contributions to student learning through multiple sources.

These types of data are interrelated and should be considered equally in the review of the teacher's practice. Traditionally, observations, portfolios or other types of review have been used to demonstrate an understanding of the Iowa Teaching Standards and Criteria. A sample document (See Guidance for Using Model Descriptors and Evidence, p. 10-23) has been designed around those approaches; however, districts and the teacher quality committee are encouraged to be innovative in their design.

### Tier 1 Activities:

- **Pre-Evaluation Information** – Building administrator (evaluator) meets with all beginning teachers within the first month of employment to discuss the district's beginning teacher evaluation plan and expectations, including a copy of the Iowa Teaching Standards and Criteria. The beginning teachers should also be provided copies of the evaluation guidelines and forms.
- **Observations** – The evaluator conducts three formal observations for each beginning teacher in year one and two with dates aligning with the local board educator evaluation policy. The observation cycle includes a pre-observation conference, the classroom observation, and a post-observation conference. The teacher completes any necessary pre- and post- observation forms and needs to be ready to share and discuss with the evaluator at the corresponding conferences. Additional observations may be conducted at the discretion of the evaluator.
- **Informal Observations** – Informal observations may be used at the discretion of the administrator to gather further evidence regarding the Iowa Teaching Standards and Criteria. These observations may include unannounced classroom observations or walkthroughs, professional behaviors in a variety of settings, involvement in extracurricular district activities, etc.
- **Portfolio** – The professional portfolio provides a beginning teacher an opportunity to collect individualized, credible, and factual evidence for evaluation and feedback purposes during the first and second year. The portfolio needs to serve as a catalyst to demonstrate substantive growth in the areas of teaching, philosophy, methods, and professional goals. An evaluator looks for concise, selective, evidence-based information from multiple sources that support the Iowa Teaching Standards and Criteria. During regularly scheduled conferences, the evaluator and teacher review and discuss the portfolio. The teacher may use the portfolio to reflect on the skills learned as part of the district's mentoring and induction program.
- **Summative Conference** – The licensed evaluator conducts a summative conference with the first-year teacher on or before the date articulated in local school board policy. The conference provides the teacher with a performance review based on the Iowa Teaching Standards and Criteria to include feedback and explanation from evidence gathered through formal and informal evaluation activities conducted during year one.
- **Comprehensive Evaluation** – The licensed evaluator conducts a comprehensive evaluation with a second-year teacher on or before the date articulated in local school board policy. A written evaluation includes the evaluator's licensure recommendation for the teacher or a recommendation for continued participation in the district's mentoring and induction program that should not exceed one year. The school district uses the comprehensive evaluation provided by the Iowa Department of Education [See Appendix 3a and 3b]. (IAC 284.3, subsection 2, Code Supplement 2001)
- **Individual Professional Development Plan** – The evaluator and teacher meet in the first month of year three to cooperatively design an individual professional development plan. The plan focuses on areas of the Iowa Teaching standards and Criteria that the evaluator and the teacher have jointly determined ongoing skill development needed in particular teaching standards and criteria and to achieve student achievement goals of the attendance center.

## Tier 2: Career Teacher Evaluation

Given that most teachers in a district are neither beginners or in need of assistance, Tier 2 becomes the dominant strand within a local teacher evaluation system. Tier 2 is focused on the ongoing assessment of a career teacher's mastery of the Iowa Teaching Standards and Criteria and developing and supporting the professional growth of teachers. The purpose of this tier is to provide a structured, supportive, and collaborative environment to support professional growth linked to advancing the teacher's individual professional development plan, the district's comprehensive school improvement plan, and most importantly, student learning. The evaluator has continuous responsibility of monitoring the teachers practice by using multiple alternative sources of data to include but not limited to formal and informal observations, measures of student learning, review of professional development plans, student and parent feedback, etc.

An individual professional development plan needs to emphasize a continuous appraisal of the career teacher's performance. The plan and process needs to be flexible, creative, and stimulating. At a minimum, a teacher's plan should reflect the needs of the teacher, integrate the Iowa Teaching Standards and Criteria, and support the student learning goals of the attendance center. A teacher shares responsibility in developing and implementing the individual professional development plan with the evaluator and works collaboratively with colleagues in regularly monitoring and adjusting the plan. If summative and formative components of the teacher's evaluation indicate the teacher needs additional training and supports, the individual professional development plan should articulate the same skills and/or practices that are being studied collectively with other educational professionals. A team of teachers (e.g., grade-level, multi-grade, content specific, etc.) may collaboratively create, implement, monitor, and adjust a professional development plan if it suffices the same criteria as an individual professional development plan.

While developing the Tier 2 and individual professional development plan phase, local districts must address some issues:

- The relationship between formative and summative components;
- The focus, timeframe, and requirements for developing the individual professional development plans;
- The role and responsibilities of the administrator in developing, monitoring, and supporting the plans; and
- The appropriate ways to provide the necessary documentation and feedback.

[Danielson, McGreal, Burke, and Beerens]

An individual professional development plan template [See Appendix 5a-5c] has been created to illustrate the alignment to district efforts and how these issues may be addressed within the Iowa Model Educator Evaluation System.

An evaluator needs to be satisfied that the plan addresses the building and/or district student learning goals and supports the Iowa Teaching Standards and Criteria. Individual or team professional development plan is reviewed, refined, and finalized annually and according to local board policy and performance review requirements for teachers outlined in IAC 284.8(1).

### Tier 2 Activities:

The following Individual Professional Development Plan activities (areas of inquiry and/or investigations) could include but are not limited to:

- **Refinement of Current Practice** – Address the refinement of teaching skills and strategies (e.g., questioning, motivation techniques, small group instruction, cooperative learning, etc.) that the teacher is currently using in practice. The plan is generally done individually and is typically a short-term activity (one-year).
- **Acquisition of New Skills** – Assumes access to resources to acquire and support new skills or knowledge (e.g., integration of technology, research-based instruction strategies for a specific content area(s), teaching for understanding, etc.). The plan may be done by an individual but most likely by a team. It needs to clearly relate to the teaching discipline and the building improvement plan. The plan would likely be for two or three years.
- **Redesign/Restructuring** – Articulates a rationale for change, potential student outcomes, changes in curriculum and instruction, and an evaluation scheme. This plan requires additional resources, time, and district commitment. A redesign/restructuring plan is primarily a team activity that spans two or three years and connects directly to a building or district initiative (e.g., technology, personalized learning, multi-grade classrooms, standards-based grading, etc.).
- **Development of Curriculum/Program** – Three potential directions:
  - Deepening – Addresses moving curriculum coverage to a deeper level (i.e., focusing on themes rather than linear facts). Individuals or teams may engage in this work that generally spans one to three years.
  - Integrating – Focuses on developing integrated lessons and courses. A team approach is suggested with work spanning two to three years.
  - Engaging – Develops materials and activities with a focus on engaging students more in the work of the classroom. Individuals or teams may engage in this work that generally spans one to three years.
- **Monitoring Student Outcomes/Progress** – Addresses the development of new and/or alternative assessments that measure or describe student learning. The work may include collecting, interpreting, and disaggregating of student achievement data. An individual or team approach may be used spanning one to three years.
- **Special Populations/Opportunities to Learn** – Focuses on developing new or alternative learning opportunities for special needs students (e.g., gifted, at-risk, special education, etc.). An individual or team approach may be used spanning one to three years.
- **Completing Requirements for Licensing Endorsements** – Assists a teacher not fully licensed in an endorsement needed to instruct students in the teacher’s educational setting.

<b>Other Potential Strategies and/or Activities</b>		<b>Potential Products</b>	
Not limited to any combination of the following		Not limited to any of the following	
Action Research	Workshops/Conferences	Student Portfolios	Curriculum Units
Coaching	Visitation of Model Programs	Videotapes of lessons	Performance Assessments
Videotaping	Lesson Designs	Study Groups	Reflective Journal
Study Groups	Classroom Observations	Case Study Analysis	Professional Portfolios
Mentoring	Teacher Academies	Student Inventories	Published Work
College Courses	Peer Observations/Conferences		
Simulations	Virtual Networking		
Shadowing Experiences	Professional Dialogue		

As an individual professional development plan reaches closure, two separate actions occur. The first action (a formative component) is the creation of a written review of the progress and the outcomes of

the plan. The written review is the responsibility of the individual teacher or team with the support of the evaluator. [A proposed outline for the structure of the written review is found in Appendix 3a.] The teacher or team should be prepared to discuss the written review and share results and/or products related to the plan. The district is encouraged to develop criteria that allows the teacher or team to demonstrate the quality, progress, involvement, etc. in the plan. A copy of the individual professional development plan and the subsequent written review should be placed in the individual teacher's district file.

The second action (a summative component) involves the evaluator writing an evaluation of the teacher or each member of the team. The evaluator needs to engage in the continuous collection of evidence during the period of time articulated in the individual professional development plan. The written evaluation is then based on multiple sources of evidence related to the Iowa Teaching Standards and Criteria and local district expectations garnered by the evaluator. Although a plan may be written for one-, two-, or three-years, a summative evaluation must occur every three years as stipulated in Iowa Code 284.3. The written evaluation then needs to be presented to and discussed with the teacher. [Suggested templates are included in Appendix 3a.]

### **Tier 3: Intensive Assistance Plan**

The purpose of the Intensive Assistance Plan is to provide organizational support and assistance to career teachers who are not meeting the Iowa Teaching Standards and Criteria. The existence of this plan makes it possible for Tier 2 to focus on professional growth rather than remediation. In designing Tier 3, local districts should continue to focus on quality assurance, with support, that is expected to characterize the beginning teacher plan (Tier 1) and the individual professional development plan (Tier 2). The Intensive Assistance Plan demonstrates the district's commitment to quality teaching by providing a structured and supported system of assistance to ensure that every career teacher is meeting the Iowa Teaching Standards and Criteria. The decision regarding implementation of Tier 3 should be collaborative; however, it may be directive.

The Intensive Assistance Plan is further defined within Iowa Code section 284.8 and further explained in Iowa Administrative Rule 83.5(3). Specifically, if a supervisor or evaluator determines that a teacher's performance is not meeting the district expectations, the teacher will participate in an intensive assistance program. Once the teacher completes the intensive assistance plan, the evaluator re-evaluates the teacher's performance and evidence and makes the determination if the teacher successfully completed the program. If the teacher was not successful, the local school board may immediately terminate the teacher's contract, terminate the contract at the end of the school year, or continue the contract for no more than one year. If a teacher has previously participated in an Intensive Assistance Plan related to the Iowa Teaching Standards and Criteria, he or she may not participate in another intensive assistance program related to the same standards or criteria. The program and its implementation are not subject to negotiation or grievance procedures. A Tier 3 plan may begin at any time. Given the nature of the plan, confidentiality is expected by all parties.

#### **Tier 3 defines two phases – Awareness and Assistance:**

##### **1. Awareness Phase**

In the awareness phase, the evaluator identifies a problem relating to the Iowa Teaching Standards that is characteristic of a teacher's performance rather than anomaly. The evaluator needs to contact the teacher in writing, identifies the specific Iowa Teaching Standard(s) of concern, collaboratively develops a plan to resolve the problem, and schedules periodic meetings (not to exceed three months) with the teacher to discuss progress and potential barriers related to plan. While the teacher and evaluator attempt to resolve the problem, the

teacher remains in Tier 2 and works on the Individual Professional Development Plan. At the conclusion of plan, the evaluator will review the progress and evidence to make one of the following recommendations:

- The problem is resolved and the teacher is removed from the Awareness Phase and continues to work within Tier 2.
- If the issue is not resolved, the teacher is notified in writing and placed into the Assistance Phase. Placement in the Assistance Phase suggests that activities regarding the Individual Professional Development Plan would be suspended at the recommendation of the evaluator.

## 2. Assistance Phase

After the final meeting of the Awareness Phase and determination is made to move to the Assistance Phase, a letter is sent to the teacher to formally notify him/her of placement. A copy of the letter is forwarded to the Superintendent and placed in the teacher's personnel file. A teacher may request assistance for the local teacher association. A meeting is held between the teacher and evaluator to develop an Assistance Plan that includes a problem statement related to one or more of the Iowa Teaching Standards and a specific growth promoting goals that are measurable, action-oriented, realistic, and time-bound. A plan needs to identify and apply strategies needed to achieve the goals, establishes reasonable timelines for strategic actions, and aligns specific criteria for evaluating the successful completion of the plan.

A team of professionals, who have the knowledge and skills to assist the teacher in improving his/her performance, may be identified. The team may contribute to the development of the Assistance Plan, but they may not identify the standards by which the teacher is placed on intensive assistance or conduct the summative evaluation of the teacher. The designated and trained evaluator are responsible for conducting those actions

At the end of the Assistance Plan's timeframe, one of three recommendations are made by the evaluator at the conclusion of the summative evaluation:

- The problem is resolved. The teacher is removed from the Assistance Phase and returns to Tier II and the activities regarding the Individual Professional Development Plan.
- Progress is noted and work continues in the Assistance Phase. The timeline is extended but may not exceed twelve months according to Iowa law.
- No progress is noted to resolve the problem. Actions are taken by the evaluator and the district to move towards a recommendation for non-renewal of the contract or immediate termination.

A sample awareness phase, assistance phase, and final summary [See Appendix 6a – 6e] forms have been created to assist local districts.

# Individual Educator Professional Development Plan

The Individual Educator Professional Development Plan (IEPDP) is intended to support the professional growth of individual educators as part of a district's focus on improving student learning. State of Iowa legislation requires each public-school district in Iowa have individual educator professional development plans in place for all career educators.

Iowa Administrative Rules – 281—83.6(284) and 281—83.12(284A) – outline the requirements for an IEPDP as follows:

- Each individual educator professional development plan shall align to the fullest extent possible with the district professional development plan.
- The purpose of the IEPDP is to promote individual and collective professional development.
- At a minimum, the goals for an IEPDP must be based on relevant Iowa Teaching Standards or the Iowa Standards for School Leaders that support the student achievement goals of the attendance center and school district or area education agency, as appropriate, as outlined in the comprehensive school improvement plan, and the needs of the educator.
- The goals shall go beyond those required under the attendance center/district professional development plan. The learning opportunities provided to meet the goals of the IEPDP include individual and collaborative study of district- or area education agency-determined content to the extent possible.
- The IEPDP shall be developed by the educator in collaboration with the educator's evaluator.
- An annual meeting shall be held between the educator and the evaluator to review the goals and refine the plan.

The IEPDP for a career educator may be congruent with the district- and building-level professional development plans, and the process described in the Iowa Professional Development Model (IPDM) may be used simultaneously to implement plans across all levels. Individual plans should address the district and building goals by extending collective learning to refine the educator's knowledge and skills. Individual plans are also intended to individualize the learning to address other standards and criteria as needed to build the educator's capacity to enhance student learning.

The purpose of quality professional development is to accomplish transfer of newly learned knowledge and skills throughout the educational system. To accomplish the district and/or building goals of improving learning for all students, all educators need to engage in professional growth to develop their practices. Educators learn best when they have frequent opportunities for engagement with colleagues in solving problems and learning new knowledge and skills that represent collective concerns.

As described in the rules, the educator's plan for professional development is to be crafted collaboratively with the educator's evaluator. The intent of this requirement is that the development and maintenance of the IEPDP be a collaborative process in which the educator and the evaluator work together to design an individual plan that will build the capacity of the educator and contribute to the overall professional learning goals established for the building and/or the district.

The Educator Quality Program states that goals must be based on the building-/district-level professional development plan. The rules require that the IEPDP also include goals that go beyond building-/district-level professional development priorities. In keeping with the Iowa Professional Development Model and the requirements for the individual plans, it is necessary to use data to determine goals for the educator's professional growth. The educator and the evaluator should look at the analysis of student learning data, the goals for the district professional development plan, and the goals established for the building-level professional development plan. Information about the educator's needs related to their respective professional standards (Iowa Teaching Standards or the Iowa



Standards for School Leaders) should be considered when deciding on the most important knowledge and skills to work on.

When professional growth for educators is based on district- and building-level student learning data, and student achievement goals, it is likely that the IEPDP for the career educator will focus on learning the knowledge and skills that address the priorities established in the district and building professional development plans, with specific refinement or extensions that personalize those district and/or building professional development priorities. For many educators, goals beyond the building- and/or district-level priority will add onto or complement the existing professional development priorities, because the same data used to set the building and/or district goal are used as the rationale for the individual goal. The learning opportunities for goals beyond the district and/or building goal should help the individual to apply what is being learned through the collective professional development and add to his or her repertoire in related content, pedagogy, or both. This type of plan will readily meet the requirement that the educator's individual plan align to the fullest extent possible with the district or school professional development plan.

For some educators, the data analysis and dialogue with the evaluator will suggest an additional area of need that is not related to the district- or building-level professional development goals. Goals for these educators will include learning about the district and/or building priority plus another area of focus. Goals that add another area of focus must be based on the educator's needs and on the relevant professional standards (Iowa Teaching Standards or the Iowa Standards for School Leaders) that support the student learning goals of the building and/or district (or area education agency). Information about the educator's strengths and needs gathered from the evaluation process is a useful source of data to help identify professional learning needs to address the professional standards.

## **Suggested Steps for Developing an Individual Educator Professional Development Plan**

### **□ Initial data analysis**

Educators work collaboratively with the administrators and the professional development leadership team to:

- Review district, building, and classroom level student data
- Review the district- and building-level professional development plans
- Review the professional standards (i.e., Iowa Teaching Standards, Iowa Standards for School Leaders, etc.)

### **□ Individual reflection and self-assessment to set goals**

The educator uses the information gathered in the initial data analysis and extends the process:

- What do I need to learn to extend, refine, support, etc. my knowledge and skills in the identified goal area?
- What do I need to do to increase my application of these skills?
- Who might have similar individual goals that might work with me to extend my knowledge and skills?
- Have I gotten feedback and/or examined data from multiple sources that suggest my effectiveness in one or more of professional standards requiring attention and support? If yes, what knowledge and skill(s) do I need to acquire?
- What should I study and practice?
- Is this content and/or pedagogy research-based?

- Do my goals address specific professional standards (i.e., Iowa Teaching Standards, Iowa Standards for School Leaders, etc.)?
- How does this align with district and/or building priorities?

#### ☐ **Design the learning opportunities**

Select or design ways to support the educator in learning new knowledge and skills:

- What learning experiences would ensure that I master this priority?
- What support do I need?
- Who else can I study and learn with?
- How can I collaborate with others (e.g., plan lessons, observe others, study student work, etc.)?

#### ☐ **Indicators of success**

List the indicators that will be used to document the accomplishment of the goal:

- How can I demonstrate to my evaluator that I have applied what I learned?
- How can I showcase how students benefited from this work?

#### ☐ **Establish a time line**

- What is a good schedule for accomplishing my goal(s)?
- When should I share progress?

#### ☐ **Finalize the written plan**

A written individual educator plan will be the product of ongoing discussion with the evaluator and possibly colleagues.

Samples and templates of IEPDP are provided in Appendix 5a – 5c.

## Practitioner Collaboration and Peer Review

Practitioner collaboration and peer review are a means to enhance the education profession by providing educators opportunities to boost their practice through structured interactions with a focus on instruction. Schools and districts have implemented Teacher Leadership and Compensation (TLC), Professional Learning Communities (PLC), Authentic Intellectual Work (AIW), and other models to advance collaboration and peer review in educational setting.

In 2007, the DE released the Iowa Professional Development Model (IPDM) in an effort to establish an expectation that professional development be created, implemented, monitored, and adjusted to realize student learning gains at all levels. In 2013, the Iowa Legislature amended Iowa Code [Sections 284.6(8) and 284.8(1)] to again call for all educators to work collectively at improving teaching and leadership practice by requiring educators to engage in practitioner collaboration and peer review.

### Practitioner Collaboration

In Iowa Code section 284.6(8), practitioner collaboration means the collaboration of practitioners to be intended broadly and is inclusive of teachers and school leaders working to improve instruction and, ultimately, student learning. To ensure and support regular and timely collaboration, the same Iowa Code section requires that at least 36 hours annually “outside of the minimum school day,” during “non-preparation time or designated professional development time,” must be used by “practitioners to collaborate with each other” or “to engage in peer review” activities.

The collaboration time or review time should not be confused with individual educator preparation time or traditional professional development, and districts should not count individual preparation time as collaboration time. Another distinguishing element of the practitioner collaboration is heavy reliance on the use of “one-to-one” or “many-to-many” collaborations among educators. It is expected that there is an authentic interaction among educators focused on instructional matters within their schools and districts. The professional learning intended in Iowa Code section 284.6(8) actively involves the educators and includes self-, peer-, or team-directed and active in nature.

### Peer Review

Under Iowa Code section 284.8(1), school districts are required to conduct annual, rather than every third year, reviews of non-probationary teacher performance. The first and second years of such reviews are conducted by a peer group of teachers. The Iowa Legislature specifically prohibited peer reviews from being used as the basis for recommending that a teacher be placed in an intensive assistance program. As such, the peer review is intended for the purposes of coaching and improvement.

A peer review may be high quality when –

- Practitioners develop ownership of educator practices and move toward making its discussion and improvement more visible within the school community.
- A group of educators are analyzing, reflecting upon, and talking about their profession in an attempt to improve student learning.
- Districts use the evaluation framework as a basis for discussion, support, and planning – and not intended to inform the summative evaluation. The review should be used as an element of coaching with a focus on improvement.
- A peer review is reflective in nature by both the educator and the reviewer around their practice – openly sharing strengths, limitations, observations, etc. Reviewers should make thoughtful judgements about an educator’s practice and consider each educator individually.

- Teacher leadership structures are used to promote collaboration by developing and supporting opportunities for teacher in schools to learn from each other to improve student achievement by strengthening instruction.