

**CONSIDERATION OF A REQUEST BY ANTHONY D. NAPIERALA
FOR ISSUANCE OF A TEACHING CERTIFICATE**

STATUTORY AUTHORITY:

Section 168.071, RSMo

Consent
Item

Action
Item

Report
Item

PRIORITY AREA

Educator Recruitment & Retention

SUMMARY

Applicant's Name: Anthony D. Napierala

On August 23, 2018, Mr. Napierala applied for a Non-Missouri Graduate certificate of license to teach.

Disposition:

On January 13, 2000, Anthony Napierala, age 29, submitted a letter of resignation to the Ralls County R II School Board indicating that effective January 20, 2000, he would no longer report to work for them. The Ralls County R-II school district requested disciplinary action against his Missouri teacher's certification. During its June 29-30, 2000, meeting the Missouri State Board of Education voted to revoke Mr. Napierala's certificate of license to teach.

PRESENTER

Paul Katnik, Assistant Commissioner, Office of Educator Quality, will participate in the presentation and discussion of this agenda item.

RECOMMENDATION

The Department recommends that the State Board of Education approve the application of Anthony D. Napierala for a Missouri certificate of license to teach.



DESE - Non-Missouri Graduate Application



MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
OFFICE OF EDUCATOR QUALITY
EDUCATOR CERTIFICATION
POST OFFICE BOX 480
JEFFERSON CITY, MISSOURI 65102-0480
(573)751-0051

REVOKED

APPLICATION FOR INITIAL MISSOURI EDUCATOR CERTIFICATE FOR NON-MISSOURI GRADUATES

SECTION I: APPLICANT INFORMATION

PROFILE

Educator ID: Social Security Number:

Name: ANTHONY D NAPIERALA [View Application Checklist](#)

Address:

City: State: Zip:

Personal Phone: - -

Work Phone: - -

Email Address: TONYNAPIERALA@GMAIL.COM

EDUCATION

State	Institution	Degree	Major	Major	GPA	Graduation Date	Attended To	Student Teaching Date	Transcript Status	Verified
IA	BUENA VISTA COLLEGE, STORM LAKE	BACCALAUREATE DEGREE	HISTORY		3.239	08/01/1993	08/01/1993	08/01/1993	RECEIVED	10/30/2018
MO	NORTHWEST MO STATE UNIVERSITY	MASTERS DEGREE	PHYSICAL EDUCATION	HEALTH	3.670	12/19/1995	12/19/1995		RECEIVED	04/07/2011
MO	UNIVERSITY OF MISSOURI, COLUMBIA	NO DEGREE			2.000		08/01/2004		RECEIVED	11/08/2018
IA	MORNINGSIDE COLLEGE, SIOUX CITY	NO DEGREE			1.700		12/01/2019		RECEIVED	08/13/2020

PROFESSIONAL CONDUCT (ALL QUESTIONS MUST BE ANSWERED)

Please answer the following questions. If you answer yes to any of the questions, please provide an explanation in the box below.

Have you ever been charged with, convicted or entered a plea, including a plea of nolo contendere, to any felony or misdemeanor whether or not sentence was imposed or suspended, except minor traffic violations? If yes, explain fully.

Yes No

Have you ever been denied a professional license, certificate, permit, credential, endorsement, or registration? If yes, explain fully.

LICENSE WAS REVOKED IN MISSOURI - APPLIED FOR IOWA LICENSE AFTER RECEIVING 5 BEFORE NOW HAVE TO REAPPLY FOR MISSIOURI LICENSE

Yes No

Has your professional license (except for driver's license), certificate, permit, credential, endorsement, or registration ever been disciplined, suspended, revoked, reprimanded, restricted, curtailed or voluntarily surrendered or do you have any pending complaints before any regulatory board or agency or is there any investigation or adverse action now pending against you? If yes, explain fully.

YES BREAKING CONTRACT IN MISSOURI

Yes No

Have you ever resigned, been restricted, disciplined, or discharged from any position, including the armed forces, while under suspicion of having engaged in criminal, immoral, unethical behavior or unprofessional conduct, or are you under investigation for any such charge? If yes, explain fully.

YES BREAKING CONTRACT IN MISSOURI

Yes

No

PURPOSE OF APPLICATION

- Applying with a valid Out of State Educator Certificate(s)
- Applying with an Out of State Institution Recommendation(s)

State: IA Institution Name: BUENA VISTA COLLEGE, STORM LAKE

Institution Phone Number: (555)555-5555

MISSOURI AREA(S) OF CERTIFICATION REQUESTED

Subject Area	Grade Level
SOCIAL SCIENCE	9-12
PHYSICAL EDUCATION	K-12

OTHER STATES' REQUIRED TESTS AND SCORES. Please list all test(s) and score(s) required for certification in your state(s).

0 record(s)

Test Name	Subject Area	Grade Level	Score
<input type="button" value="Add"/> <input type="button" value="Save"/> <input type="button" value="Cancel"/>			

TEACHING EXPERIENCE - Acceptable experience must be certified, contracted, and at least half-time. Substitute teaching, student teaching, serving as a teacher's aide or assistant, or college-level teaching is not acceptable.

0 record(s)

<input type="button" value="Add"/>	<input type="button" value="Save"/>	<input type="button" value="Delete"/>	<input type="button" value="Cancel"/>
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Selected Payment Type : Debit, Credit, eCheck payment
 Actual Payment Type : Debit, Credit, eCheck payment
 Application Fee : 100.00
 Amount Paid : 100.00
 Amount Remaining : 0.00
 Payment Status : Paid
 Comments :

SWORN STATEMENT

I, the above named applicant, hereby affirm under penalties of perjury that I am the applicant referred to in the preceding application for a certificate of license to teach in the state of Missouri, and that all statements and enclosures are true and accurate to the best of my knowledge, information, and belief. I understand that any misrepresentation of facts may result in the denial or revocation of the requested certificate(s). I submit for consideration this application as required by the Missouri law governing the practice of teaching. I understand that the Missouri Department of Elementary and Secondary Education may require further information of evidence that it deems reasonable and proper. Furthermore, I voluntarily consent to a thorough investigation of my present and past employment and other activities for the purpose of verifying my qualifications. In addition, I grant permission to access any court, FBI, or police records related to arrests and convictions related to good moral character or personal fitness pertinent to my certification, and to probation or parole records as well.

RELEASE OF EDUCATIONAL INFORMATION

I hereby give my recommending certification institution permission to release any and all information needed.

BY SELECTING "I Accept", I AGREE TO THE TERMS OF THE SWORN STATEMENT AND TO THE RELEASE OF MY EDUCATIONAL INFORMATION.

I Accept

The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, religion, gender, national origin, age, or disability in its programs and activities. Inquiries related to department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Director of Civil Rights Compliance and MOA Coordinator (Title VI/Title IX/504/ADA/ADAAA/Age Act/GINA/USDA Title VI), 5th Floor, 205 Jefferson Street, P.O. Box 480, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or TTY 800-735-2966; email civilrights@dese.mo.gov.

▼ **DESE Section**

SECTION II: DESE

2 record(s)

Subject Area Grade Level	Classification	Effective Date	Expiration Date	Analysis Indicator	Status

<input checked="" type="checkbox"/>	SOCIAL SCIENCE 9-12	<input type="text"/>				
<input checked="" type="checkbox"/>	PHYSICAL EDUCTN K-12	<input type="text"/>				

Add SAGL

- Yes, Institution verifies that this applicant has a minimum overall GPA of 2.75 on a 4.0 scale.
- No, Institution did not verify that this applicant has a minimum overall GPA of 2.75 on a 4.0 scale.
- Yes, Institution verifies that this applicant has been or can be recommended for a full teaching certificate in their state.
- No, Institution did not verify that this applicant has been or can be recommended for a full teaching certificate in their state.

Information Memo for Educator:

Last Team Member to Update Memo:

Status:

Assign To:

Date Received:

Email: certification@dese.mo.gov

Current User: [REDACTED] Last Modified User: [REDACTED] Last Modified Date: 9/10/2018 5:01:08 PM

Improving Lives through Education



DESE - Certificate Status

DESE

- ▶ Profile
- ▶ Payments
- ▶ DESE Work Log
- ▶ Evaluation Entry
- ▶ Dist./Inst. Work Log
- ▶ Fingerprint Entry
- ▶ Fingerprint Mass Entry
- ▶ **Certificate Status**
- ▶ Application Status
- ▶ Approved Programs
- ▶ Discipline
- ▶ Education
- ▶ Occupational Exp.
- ▶ Reports
- ▶ Applications
- ▶ Sub Cert. Log
- ▶ Non-Public PD Reporting
- ▶ Maintenance
- ▶ Web Application Menu
- ▶ Help/Questions
- ▶ Logon/Logoff

DESE

Educator

▶ Selection Criteria

Educator ID: [REDACTED] Social Security Number: [REDACTED]

Name: ANTHONY D NAPIERALA

Address: 113 W 5TH ST

City: ALTA State: IA Zip: 51002-0001

Personal Phone: 712 - 299 - 2881

Work Phone: [REDACTED]

Email Address: TONYNAPIERALA@GMAIL.COM

2 record(s)

Certification							
	Subject Area/Grade Level	Classification	Effective Date	Expiration Date	Analysis Indicator	Status	Evaluation
Edit	PHYSICAL EDUCTN 7-12	PC I	07/21/1997	07/21/2000	COLLEGE RECOMMENDED	REVOKED	
Edit	SOCIAL STUDIES 7-12	PC I	07/21/1997	07/21/2000	COLLEGE RECOMMENDED	REVOKED	

♥ Evaluations

0 record(s)

Evaluation			
Subject Area/Grade Level	Evaluation Date	Status	Evaluation

Email: certification@dese.mo.gov

Current User: [REDACTED] Last Modified User: CONVERSION_05312011 Last Modified Date: 5/28/2011 7:04:03 PM

Improving Lives through Education

BEFORE THE BOARD OF EDUCATIONAL EXAMINERS OF THE STATE OF IOWA

In the matter of,

ANTHONY D. NAPIERALA,

Applicant.

Case No. APP 16-16
(Folder #320019)

STIPULATION AND AGREEMENT

RECEIVED
EXECUTIVE DIRECTOR
BOARD OF EDUCATIONAL EXAMINERS

APR 06 2017

The above captioned matter is scheduled for hearing on Monday, April 10, 2017 before Administrative Law Judge Margaret LaMarche. The issue at the hearing will be whether Mr. Napierala is entitled to a renewal of his Iowa teaching license. To resolve this issue without the need for hearing; however, the parties hereby agree as follows:

1. On October 31, 2016, Mr. Napierala submitted an application for renewal of his standard teaching license.
2. During a review of his licensure file, it was discovered that Mr. Napierala's Missouri teaching license was revoked as a result of his failure to fulfill contractual obligations in Missouri in 1999. Mr. Napierala received his Iowa teaching license in 1999 and said license has been renewed several times since then.
3. On November 3, 2016, Board of Educational Examiners Executive Director Dr. Ann Lebo denied Mr. Napierala's license based on Iowa Code section 272.2(14) and Iowa Administrative Code 282 - 11.35(1).
4. Iowa Code section 272.7 authorizes the Board to grant a licensee an emergency renewal or temporary license upon specific circumstances for a period not to exceed two years if

a petitioner demonstrates, to the Board's satisfaction, good cause for failure to comply with board requirements for a regular license and the licensee provides evidence that he will comply within the period of emergency or temporary licensure.

5. Given the specific circumstances of this case, the Board concludes the requirements of Iowa Code section 272.7 have been satisfied. Mr. Napierala has been granted license and renewal numerous times in Iowa despite his license being revoked in Missouri. Mr. Napierala has successfully taught in the state of Iowa for over ten years excluding a brief five year period of time in which he left teaching. Upon notification of his ineligibility, Mr. Napierala engaged in a good faith effort to get his teaching license reinstated in Missouri. He has now been notified he is eligible for Missouri licensure upon completion of 9 hours of classroom instruction.

Information provided to the Board indicates Mr. Napierala will be able to clear all deficiencies and return to active licensure status within the period of emergency or temporary licensure.

6. The Board hereby agrees to issue Mr. Napierala an emergency renewal license pursuant to Iowa Code section 272.7 for a period of two years from the date this agreement is approved.

7. Mr. Napierala agrees to obtain unrestricted licensure in Missouri within two years from the date this agreement is approved. Thereafter, Mr. Napierala, having satisfied all of the requirements of this order, shall be eligible to apply for standard licensure.

8. I understand that this Stipulation and Agreement is subject to the approval of the Board and will have no force or effect if it is not accepted by the Board.

9. I understand State's counsel will present this Stipulation and Agreement to the Board *ex parte*.

10. I agree to comply with the requirements set forth in Stipulation and Agreement and understand that my failure to do so can result in denial of my teaching license.

11. I understand that this Stipulation and Agreement is a public record, which will become part of my permanent licensure file and will be available for public inspection and reproduction.

Anthony D. Napierala
Anthony D. Napierala, Applicant

Samantha J. Gronewald
Samantha J. Gronewald, Atty. for Applicant

Julie Bussanmas
Julie Bussanmas
Assistant Attorney General

A. Lebo 5-12-17
Dr. Ann Lebo
Iowa Board of Educational Examiners

April 16th, 2019

REC'D APR 16 2019

Mr. Avant,

I would like to take this opportunity to address the situation. I want to thank you for all of your help and understanding, working with this unusual situation. I would like you to give my explanation to the board/committee so they can hear what happened and hear my explanation.

Two years ago the state of Iowa denied my renewal due to the fact that my license was revoked from the state of Missouri, roughly twenty years ago. I was the physical education teacher and head football coach at Ralls County. In January of that school year, I decided to chase a dream. I was 27 at the time and figured it was my last chance. I had the opportunity to coach college football that semester with the chance of it becoming a full time opportunity. I gave my notice to the school, I know they were obviously upset, but I went, for a couple of reasons, one as I stated it was a dream to work at the college level, two my wife at the time had not moved to Ralls County, and she didn't plan on moving. I wasn't going to stay and it was our desire to move back to Iowa, closer to family. So I took the opportunity, to chase a dream and keep my marriage working.

The college job didn't pan out but become a teacher and a coach at Cherokee, IA. I had an Iowa license. The state knew about my license being revoked and still issued me a license. That is the reason I never went to the hearing when the state of Missouri offered one, if I knew then what I know now, obviously I would've gone to hearing and worked to mend or correct the situation.

Fast forward, over the last 20 years the state of Iowa has issued me many licenses, knowing full well what happened in Missouri. At this moment I need help. I am an excellent teacher. I have evaluations and recommendations to prove it. I am good for kids, and good for education. I was out of education for 4-5 years due to a divorce, I got back in because I love it, it is what I am good at and it keeps close to my children.

Over the last two years, the stress and cost of this endeavor has been dramatic. It has caused me some high anxiety, ill health, and to be honest it scares me to be starting over at 48. I have spent thousands of dollars for terrible legal advice I am still paying off, an Iowa attorney who just made up a written recommendation to for my Iowa case, referred me to a lawyer in Cape Girardeau, who last time I visited with her she said, "I don't know the law, I just rattle cages." This is extremely stressful, and my experience, my quality, and my relationships should keep me in education.

I am a good teacher, I hope that you will see that and find a way to keep me in the field I love and that I am good at. I believe I am a good for education. I'd be willing

to answer any questions you may have and work with you so I may continue my career.

Thank you

Tony Napierala

REC'D APR 16 2019

April 13, 2019

To: Eric Avant

I am writing this letter on behalf of Mr. Tony Napariela. I have worked with Mr. Napariela for three years as teaching co-worker and as the head football coach, as he was my assistant. In that time, I have become good friends with Tony, and have come to trust him greatly.

Tony has done an outstanding job in the classroom, not only maintaining discipline for a safe learning experience for all students, but as a great motivator for everyone. Students respect him greatly, and he has earned their trust, as they have developed tremendous relationships. Mr. Napariela not only teaches the students about physical education activities, but he also has impacted their lives in a broader sense. He is constantly discussing making good decisions, relating to eating a healthy diet, taking care of their bodies and ways for them to perform up to their maximum ability.

Since Tony has been on my coaching staff, he has done a tremendous job. Tony has been more than willing to take on any role that is needed. His knowledge and expertise has allowed us to be more comfortable as a team, and increased the positive environment that we have developed over the years. He works very well with players at all levels, and pushes them to be their very best. Our program uses a weekly program that deals with a variety of topics off the field, and Tony has been a leader for his grade, and helped them all become better young men, which is one of our goals as coaches.

Mr. Napariela has had to be very flexible when working with staff members, as his gym is constantly being utilized for other activities. He works very well with everyone, and has made a great effort to make sure things work as smoothly as possible. He is constantly volunteering to help me set up our gym for games and activities. His willingness to be part of the team has been a great asset to our district.

In conclusion, Mr. Napariela has displayed a tremendous work ethic and has been a wonderful addition to our school district.

Sincerely,



Larry Allen
OABCIG Activities Director
6-8 Technology Instructor

REC'D APR 15 2019

Matt Alexander,
Superintendent
OABCIG Community
School District
900 John Montgomery Dr.
Ida Grove IA 51445
712-364-3687
FAX: 712-364-3609
malexander@oabcig.org



Odebolt Arthur Battle Creek Ida Grove Community School District

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Grove
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Doug Mogensen, Principal
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& OABCIG Middle School
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Larry Allen
Activities Director
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900 John Montgomery Dr.
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lallen@oabcig.org

March 22, 2019

Missouri Department of Education
Conduct & Investigations, Attn: Eric Avant
P.O. Box 480
Jefferson City, MO 65102

To Whom It May Concern:

I am writing to you today to express my support for Mr. Anthony Napierala and the reinstatement of his license. There is no argument that Mr. Napierala made an unwise decision at a very young age when he vacated a contract and did not appear to his hearing. He did not intend to return to Missouri to be an educator as his family is from Iowa. He moved back to be closer to them. The State of Iowa Board of Educational Examiners had issued him a license to teach in Iowa. Mr. Napierala was honest on his application with the Iowa BOEE when he indicated that he had a license revoked in Missouri. The Iowa BOEE issued him an initial license and then subsequently renewed that license over the next twenty years. The Iowa BOEE then changed the standard license to an emergency license due to the revocation of his Missouri license. This emergency license is a full and valid license in Iowa as verified by the Iowa BOEE in the letter they submitted to the panel in this hearing. Mr. Napierala has been caught in a circle as he has tried to resolve this issue.

Mr. Napierala is an excellent educator who has been teaching students for over 20 years. He has had outstanding evaluations by his supervisors, and performs his duties as a teacher and coach extremely well. Most importantly, he is great with our kids. They learn from him and are excited to be in his classes. He motivates them to improve their physical fitness and overall health. It would be extremely unfortunate for our kids and our district if we were not able to retain Mr. Napierala as an educator in our schools.

I am hopeful that your committee will see the merits of this case and recognize his infraction could have been resolved much sooner had he known that a license he has held for over 20 years would be taken from him. I support Mr. Napierala because I know the person and educator he is. I do not want to see him lose a career that he has dedicated his life to and has risen to the top of his field.

If I can be of any further assistance, or provide you with more information, please do not hesitate to contact me.

Thank you,

Matt Alexander
Matt Alexander, Superintendent
OABCIG Community Schools



Odebolt Arthur Battle Creek-Ida Grove Middle School



Doug Mogensen
Principal
dmogensen@oabcig.org

600 South Maple
Odebolt, Ia 51458
712-668-2827 fax: 712-668-2631
<http://www.oabcig.org>

Matt Alexander
Superintendent
malexander@oabcig.org

Dee Boger
508 Chestnut Street
Battle Creek, IA 51006

Conduct and Investigations
Attn: Eric Avant
PO Box 480
Jefferson City, MO 65102

Dear Mr. Avant:

I am writing this letter in regard to a recent investigation of Mr. Anthony (Tony) Napierala. I have had the privilege of working with Mr. Napierala for the past three years at the OABCIG Community School District located in Odebolt, Iowa.

During this time, Mr. Napierala has been nothing but professional in his teaching duties. He is punctual, respectful, honest, and very responsible - all qualities found in an excellent educator. He is a team player often stepping in to help out co-workers whenever needed. He gets along with all staff members, administration, and support staff. He is a positive influence on our building climate.

Most of all, he is wonderful with our students. He is currently teaching physical education, and in all my years of education at this district (27 years), the past three years have been the fewest problems we have ever had in physical education. Kids enjoy going to his class and are very well behaved. Students are always trying new things, such as yoga, and Mr. Napierala's participation percentages are very high. He treats all students with respect and has made many connections. Students in Mr. Napierala's classes are safe- both physically and mentally.

I have also coached middle school girls basketball with Mr. Napierala these past years also. During this time, Mr. Napierala has been nothing but professional in this aspect of his career also. He runs organized, efficient practices focusing on fundamentals. The players have responded well; they respect and like Mr. Napierala.

In this day and age, students need positive role models, especially positive male role models. Mr. Napierala fits the bill! It would be a shame to lose him in our education system based on something that happened several years ago. Schools need positive, mature teachers; taking Mr. Napierala out of education would be detrimental to our students and district. Please take this into consideration.

Thank you for your time,

Dee Boger
OABCIG Middle School

REC'D APR 08 2019



Odebolt Arthur Battle Creek Ida Grove Schools



Mr. Douglas Mogensen
Principal
dmogensen@oabcig.org
712-668-2827

900 John Montgomery Dr.
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712-364-3371 fax: 712-364-4463
<http://www.oabcig.org>

Mr. Matt Alexander
Superintendent
malexander@oabcig.org

Doug Mogensen
OABCIG Schools
712-668-2827
dmogensen@oabcig.org

March, 19, 2019

To Whom It May Concern:

I am writing to share the my thoughts and information about Mr. Anthony Napierala in regards to his teaching license and to prove that Mr. Napierala has an integral role as a teacher at OABCIG Middle School.

Mr. Napierala was hired at OABCIG three years ago to teach middle school physical education to 6th, 7th, and 8th grade students. During these three years, Mr. Napierala has proven to be a successful teacher. During his first two initial years at OABCIG, he was formally evaluated as a teacher and received a summative evaluation. Mr. Napierala met all the eight Iowa teaching standards.

Mr. Napierala is exceptional in many areas pertaining to the Iowa teaching standards.

1. He fulfills his professional responsibilities.
 - a. He has worked on a building leadership team to develop an MTSS system for the middle school, and he is a member of the scheduling committee.
 - b. He works well with families and students as he communicates student learning objectives and information. He does this also as a high school and middle school coach.
 - c. He adheres to contractual obligations. He is punctual, and when necessary communicates when he has to be gone as a coach. He always makes sure that his teaching duties are taken care of before his extracurricular coaching duties.
2. Engages in professional growth.
 - a. He continually looks into finding new strategies and activities for teaching.
 - b. He has implemented new activities into the PE curriculum and classes
3. Demonstrates classroom management:
 - a. Students understand his teaching expectations and respect the established rules.
 - b. He respects students and that respect is reciprocated.
 - c. Students are very active in his classes and participate in a positive manner.
 - d. When there is a student problem, Mr. Napierala is fair and consistent.

I am confident that our students get a top-notch learning experience with Mr. Napierala teaching them. He has positively changed the culture of middle school PE at OABCIG. Mr. Anthony Napierala is a conscientious teacher who works hard to make sure students get a quality education.

If you have questions or concerns, please do not hesitate to get in touch with me.

Respectively,

Doug Mogensen



Monticello High School

850 East Oak Street • Monticello, Iowa 52310-1822

Phone: 319-465-3000 • Fax: 319-465-4253

REC'D MAR 08 2019

April 4, 2019

RECEIVED

APR 08 '19

MSC # 307

Mrs. Joan Young
Principal

Conduct and Investigations
Attr: Eric Avant
P.O. Box 480
Jefferson City, MO

Ms. Carmen Stenger
School Counselor

Mr. Avant:

Mr. Tim Lambert
Activities Director /SAM

I am writing a letter in support of Mr. Tony Napierala. I have known Tony since 2004, when I started my student teaching experience at Washington High School in Cherokee, IA. From the moment I met Tony, I could tell he was passionate about teaching and about helping all students succeed.

Mr. Pat Kelly
Food Services Director

When I was teaching and coaching at Cherokee, Tony took me under his wing and taught me a lot. For instance, I had come from very historically successful football programs, from high school through college. One day I was yelling at the kids at practice, and Tony came down to ask me a very important question. He asked, "are you having fun?" I answered, "yes, it's football, it's fun." He rephrased his question, and asked, "no, is yelling at these kids fun for you?" I was taken back, which he could tell, and he went on to say, "look, this is not West Delaware, and this is not UNI, nor Northwest Missouri State. These kids need to experience positivity. There are currently 24 freshmen out for football, and I need at least 14 of them to still be out by the time they are seniors for our program to be successful."

Ms. Jodi Heinrich, RN
School Nurse

That question, and statement from Tony has stayed with me for the rest of my teaching career. The importance of having fun, the importance of treating kids the right way, and that the days of old school coaching and teaching has gone by the wayside.

It would be a shame, and a detriment to the field of education to lose a caring and compassionate teacher like Tony Napierala. I keep thinking how many lives would not have been enriched had Mr. Napierala not been in those students' lives, as well as the lives of all the new teachers he has helped, like me, in the past.

People like Mr. Napierala were born to be in education, and I hope he is able to keep on having a positive impact on other students and adults lives until the day he chooses to retire.

Respectfully,

Matthew D. Malausky
Special Education Teacher and Coach



STATE OF IOWA

GOVERNOR KIM REYNOLDS
 LT. GOVERNOR ADAM GREGG

BOARD OF EDUCATIONAL EXAMINERS
 DR. ANN LEBO, EXECUTIVE DIRECTOR

March 19, 2018

Conduct and Investigations
 Attn: Eric Avant
 PO Box 480
 Jefferson City, MO 65102

Dear Mr. Avant:

I am writing to provide information regarding the Iowa teaching license of Mr. Anthony Napierala. Our records indicate that Mr. Napierala first received an Iowa teaching license in 1999, and this license was renewed several times since then. On November 3, 2016, the Executive Director of the Iowa Board of Educational Examiners, Dr. Ann Lebo, denied a renewal application by Mr. Napierala because a review of the NASDTEC Clearinghouse showed his Missouri teaching license is currently suspended or revoked. Iowa Code section 272.2(14) and Iowa Administrative Code 282—11.35(1) require the director to deny an application if the applicant's license in another jurisdiction is currently suspended or revoked. It is unclear why Mr. Napierala's Iowa license was previously renewed without incident, when the Missouri disciplinary action took place in 1999. It should not have been renewed based on the code section and administrative rule cited above.

Mr. Napierala entered into a settlement agreement with the Board, whereby he received a two-year emergency license. Mr. Napierala agreed that during the term of this emergency license, he would obtain unrestricted licensure in Missouri. He would then be eligible to apply for renewal of his standard Iowa teaching license. I have attached the settlement agreement, which is a public record, to this letter.

When I spoke with you recently, you indicated that the issue for Mr. Napierala, as he attempts to comply with this agreement, has been that, under Missouri laws and regulations, he must either comply with current licensure requirements (which would include additional coursework and student teaching) or be able to demonstrate that he holds a full and unrestricted license in another jurisdiction. In these unique circumstances, the Iowa Board of Educational Examiners is comfortable with your agency considering Mr. Napierala's emergency extension license to be a full and unrestricted Iowa teaching license. We understand that he finds himself in a difficult position in part because of past renewals by our agency that should not have taken place while his Missouri license remained suspended or revoked.

If I can provide any additional information that would be helpful to you or your agency, please do not hesitate to contact me. My direct line is 515-242-6506, and my email address is darcy.hathaway@iowa.gov.

Sincerely,

A handwritten signature in black ink, appearing to read "Darcy Hathaway".

Darcy Hathaway
 Attorney/Investigator
 Iowa Board of Educational Examiners

Denison Community Schools



DENISON COMMUNITY SCHOOLS

Michael Pardun, Superintendent
Scott Larson, Business Manager
Greg Gunderson, Director of Technology

819 Monarch Drive
Denison, IA 51442-1098
Phone: (712) 263-2176
FAX: (712) 263-5233
www.denison.k12.ia.us

June 19, 2018

To Whom it May Concern

Please be advised that Anthony Napierala was a high school teacher for the Denison Community School District from 1/4/2016 to 8/31/2016.

As Business Manager for the school district I verify this information and if there is anything else that you need from me, please contact me (slarson@denisoncsd.org).

Sincerely

Scott Larson
Business Manager

REC'D JUL 26 2018

Odebolt-Arthur Community School District

Matt Alexander, Superintendent

600 South Maple Street • PO Box 475 • Odebolt, Iowa 51458 • Phone: (712) 668-2289

malexander@oabcig.org

Kathy A. Leonard, Business Manager/Board Secretary

kleonard@oabcig.org

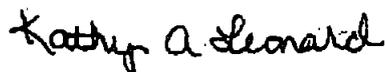
July 10, 2018

To Whom It May Concern:

Please let this letter serve as official notice that Tony Napierala was hired by the Odebolt-Arthur Community School District 08/19/2016 and will continue to be a full time teacher employed by the OABCIG School District (new merged district)

Let me know if you have any other questions.

Sincerely,



Kathy A. Leonard
Business Manager
Odebolt-Arthur Community School District
and OABCIG Community School District

REC'D JUL 26 2018

Cherokee Community School District

"Empowering Learners"

Kimberly Lingenfelter
Superintendent

600 W. Bluff Street
Cherokee, Iowa 51012
Phone: 712-225-6767
Fax: 712-225-6769
klingenfelter@ccsd.k12.ia.us

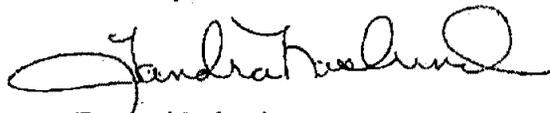
June 19, 2018

To Whom It May Concern:

This document is to verify that Anthony Napierala was employed with the Cherokee Community School Systems as a teacher and coach from the Fall of 2000 to school year ending 2008.

If there is future assistance in providing information, please feel to contact me.

Cordially,



Tandra Naslund
Superintendent's Assistant

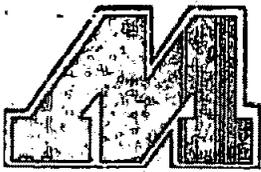
REC'D JUL 26 2018

Administration & Directors

Wade Riley - Principal - Washington High
Scot Aden - Principal - Cherokee Middle School
Valery Fuhrman - Principal - Roosevelt Elementary
Josh Landhuis - Activities Director

Board of Education

Laura Dawson - President
Logan Patterson - Vice President
Paul Fuhrman
Laura Jones
Charles Wulfson
Joyce Landsgaard, Secretary



Muscatine Community School District
2900 Mulberry Ave
Muscatine, Iowa 52761

20

Phone: (563) 263-7223
Fax: (563) 263-7729

June 25, 2018

Re: Anthony Napierala SS# xxx-xx-6226

To whom it may concern:

Mr. Anthony D Napierala started to work at the Muscatine Community School District on August 13, 2008. He was a Physical Education teacher at the Muscatine High School for the 2008-09 and 2009-10 academic years. If you should have additional questions, please contact me at 563/263-7223 x1234 or via email at leann.gillespie@mcsdonline.org.

Thank you.

Respectfully,

LeAnn Gillespie

Human Resources Coordinator

REC'D JUL 26 2018

"Muscatine Schools will develop a community of successful learners and leaders."

Summative Notes

Mr. Napierala

2007 - 2008

Mr. Napierala's current teaching assignment includes Strength and Conditioning, Global Studies and freshmen Early American History. Because we are in a period of transition, he has agreed to teach World History next year, as Early American History will move to the middle school level. In addition, Mr. Napierala is head football coach and co-head girl's track coach.

As a person, Mr. Napierala is enthusiastic and works hard to "light the fire" under his students. With freshmen in a required history class, this is not always easy. This is an especially challenging year, with many of the freshmen carrying on their middle school habits of doing little, if any, homework. To his credit, Mr. Napierala has held firm with his expectations.

In my observations of the classroom, he always has the daily, and many times weekly, assignments for the class on the board. The teacher has taken the time to pre-write his outline of the day's lecture on the board also. Little time is wasted in the administrative duties (announcements, attendance, etc.) before the lesson is started. When lecturing, the instructor uses the entire front of the room. He is active and animated as he goes through the lecture piece. His lectures are also sprinkled with questions from required readings that he asks of the class. Sometimes he calls on specific students; sometimes it is meant to be choral response. When he gets an incorrect response, Mr. Napierala does not ridicule the student, but either corrects him/her or calls on another student.

Some of the strategies used that I have observed are lecture, cooperative learning, group reading, pair-share reading, project work and research self-learning. One such project is the development of a newspaper that may have been written during the Civil War. The students must choose six battles to write articles on regarding the geography, outcomes, military leaders, etc. I do hear students complain now and then over the number of films/cds they watch and a few too many football stories. The films are quality films from the History Channel, but there needs to be a balance of presentations.

One of the areas of improvement we have had a district is in reading. Mr. Napierala has done more to promote reading within his curriculum than nearly any subject-specific teacher I have on staff. As I have stated earlier, he has used pair-share reading and reading aloud to get the students to read the assignment and to practice reading orally. In addition, he has developed cross-curricular lessons during his Civil War unit using black spirituals and folk songs to depict that time period.

As for an area of improvement, I would like to see the continued expansion of the hands-on projects. Research shows that this is a better method to get the information to "stick" than lecture and worksheets. I do like the way he takes information and situations from history and draws parallels to the students' families or current events.

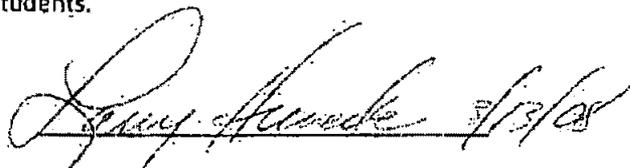
REC'D APR 16 2019

Mr. Napierala can be a valuable resource in department and staff meetings. He has the ability to develop a vision of how to improve his department and the school as a whole. At times, he gets impatient that things are not moving fast enough or in the direction he envisions. At those times he needs to remember that tact and diplomacy will do much to help his cause.

In summary, Mr. Napierala is a motivator for the students who is not afraid to try a variety of strategies to advance both departmental and building goals. His candor is appreciated by me because I know that he will tell me his opinion, but also realizes that the last call is mine. He has a great sense of humor and he uses it to build positive relationships with his students.



Teacher Signature and Date



Administrator and Date

REC'D APR 16 2019

**Comprehensive Evaluation
Summative Evaluation Form**

REC'D APR 16 2019

Teacher: Tony Napierala Folder #: 320019
 Evaluator: Larry Hunecke Folder #: 176069
 School Name: Washington High School
 Grade Level: 9-12 Subjects: Weight lifting, global and Early am History
 Year: 1 2 3

Directions:

In the narrative under each standard, the evaluator should incorporate and address each criterion.

1. DEMONSTRATES ABILITY TO ENHANCE ACADEMIC PERFORMANCE AND SUPPORT FOR AND IMPLEMENTATION OF THE SCHOOL DISTRICT'S STUDENT ACHIEVEMENT GOALS.

The teacher:

- a. Provides evidence of student learning to students, families, and staff.
- b. Implements strategies supporting student, building, and district goals.
- c. Uses student performance data as a guide for decision-making.
- d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.
- e. Creates an environment of mutual respect, rapport, and fairness.
- f. Participates in and contributes to a school culture that focuses on improved student learning.
- g. Communicates with students, families, colleagues, and communities effectively and accurately.

Evidence to support attainment of or failure to meet standard:

- A) Meets criteria – Email to parent regarding test score
- B) Meets criteria – Accommodation plan for student on IEP
- C) Meets criteria – Item analysis of ITED test. This would be stronger if a lesson plan was included to show how this information influenced your planning
- D) Meets criteria – List of academic and behavioral expectations as part of his syllabus
- E) Meets criteria – Posting of the rules developed by the Olweus committee regarding respect for others
- F) Meets criteria – Copy of curriculum clips minutes, articles on lesson design and teaching reading. Also meets criteria via observation of instructor in curricular and departmental meetings
- G) Meets criteria – Email to parents regarding academic progress of daughter.

Circle one:

Meets Standard

	Does Not Meet Standard
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Additional documentation/artifacts applicable to this standard are attached as Appendix A-1.

REC'D APR 16 2019

2. DEMONSTRATES COMPETENCE IN CONTENT KNOWLEDGE APPROPRIATE TO THE TEACHING POSITION.

The teacher:

- a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.
- b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.
- c. Relates ideas and information within and across content areas.
- d. Understands and uses instructional strategies that are appropriate to the content area.

<p>Evidence to support attainment of or failure to meet standard:</p> <p>A) Meets criteria – Explanation of Civil war project where students create a newspaper. The students must use a variety of skills to research and complete this project.</p> <p>B) Meets criteria – Syllabus on Weight training and article discussing issues in weight lifting</p> <p>C) Meets criteria – Web searches for research; use of folk music to enhance the teaching of history.</p> <p>D) Meets criteria – Sample study guide</p>	<p>Circle one:</p> <p>Meets Standard</p> <p>Does Not Meet Standard</p>
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Additional documentation/artifacts applicable to this standard are attached as Appendix A-2.

REC'D APR 16 2019

3. DEMONSTRATES COMPETENCE IN PLANNING AND PREPARING FOR INSTRUCTION.

The teacher:

- a. Uses student achievement data, local standards and the district curriculum in planning for instruction.
- b. Sets and communicates high expectations for social, behavioral, and academic success of all students.
- c. Uses student developmental needs, background, and interests in planning for instruction.
- d. Selects strategies to engage all students in learning.
- e. Uses available resources, including technologies, in the development and sequencing of instruction.

<p>Evidence to support attainment of or failure to meet standard:</p> <p>A) How does this information influence your lesson planning and presentation? Meets criteria via accommodation plan and observation of lessons and reading strategies used in class.</p> <p>B) Meets criteria – Class expectation list</p> <p>C) Meets criteria – List denoting diverse assessments in the classroom.</p> <p>D) meets criteria – Description of assignment where students are expected to write the history of their personal families.</p> <p>E) Meets criteria – Title page to a web version of Atlas</p>	<p>Circle one:</p> <p><u>Meets Standard</u></p> <p>Does Not Meet Standard</p>
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Additional documentation/artifacts applicable to this standard are attached as Appendix A-3.

REC'D APR 16 2019

4. USES STRATEGIES TO DELIVER INSTRUCTION THAT MEETS THE MULTIPLE LEARNING NEEDS OF STUDENTS.

The teacher:

- a. Aligns classroom instruction with local standards and district curriculum.
- b. Uses research-based instructional strategies that address the full range of cognitive levels.
- c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.
- d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.
- e. Connects students' prior knowledge, life experiences, and interests in the instructional process.
- f. Uses available resources, including technologies, in the delivery of instruction.

<p>Evidence to support attainment of or failure to meet standard:</p> <p>A) Meets criteria – Assignment on Civil War using the novel <u>Uncle Tom's Cabin</u></p> <p>B) Meets criteria – Notes from formal observation denoting strategies used</p> <p>C) Meets criteria – Student accommodation page from an IEP</p> <p>D) Meets criteria – Document denoting variety of activities within weight lifting program and an email between instructor and special education teacher dealing with student make-up work.</p> <p>E) Meets criteria – Description of class project</p> <p>F) Meets criteria – Sample of power point presentation and description of class project that students are to research and write a series of newspaper articles on the Civil War.</p>	<p>Circle one:</p> <p><u>Meets Standard</u></p> <p>Does Not Meet Standard</p>
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Additional documentation/artifacts applicable to this standard are attached as Appendix A-4.

REC'D APR 16 2019

5. USES A VARIETY OF METHODS TO MONITOR STUDENT LEARNING.

The teacher:

- a. Aligns classroom assessment with instruction.
- b. Communicates assessment criteria and standards to all students and parents.
- c. Understands and uses the results of multiple assessments to guide planning and instruction.
- d. Guides students in goal setting and assessing their own learning.
- e. Provides substantive, timely, and constructive feedback to students and parents.
- f. Works with other staff and building and district leadership in analysis of student progress.

<p>Evidence to support attainment of or failure to meet standard:</p> <p>A) Meets criteria – Sheet for recording progress in weights. Also via observation where tests and study guides coincide</p> <p>B) Meets criteria – Email to parents.</p> <p>C) Meets criteria – JMC page denoting the variety of assignments, projects and assessments used by teacher</p> <p>D) Meets criteria – Sample goal sheet for students to write down their personal goals. Would be stronger if these were copies of actual student work.</p> <p>E) Meets criteria – Email to parents regarding academic progress.</p> <p>F) Meets criteria via observation in staff and department meetings</p>	<p>Circle one:</p> <p><input checked="" type="radio"/> Meets Standard</p> <p><input type="radio"/> Does Not Meet Standard</p>
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Additional documentation/artifacts applicable to this standard are attached as Appendix A-5.

REC'D APR 16 2019

6. DEMONSTRATES COMPETENCE IN CLASSROOM MANAGEMENT.

The teacher:

- a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.
- b. Establishes, communicates, models and maintains standards of responsible student behavior.
- c. Develops and implements classroom procedures and routines that support high expectations for learning.
- d. Uses instructional time effectively to maximize student achievement.
- e. Creates a safe and purposeful learning environment.

<p>Evidence to support attainment of or failure to meet standard:</p> <p>A) Meets criteria – Class rules</p> <p>B) Meets criteria via observation and artifacts (CARES lessons and teacher-developed Care's lesson)</p> <p>C) Meets criteria – Sub notes for a day</p> <p>D) Meets criteria via observation and artifact of the unit calendar from the district's Atlas program.</p> <p>E) Meets criteria – Class rules</p>	<p>Circle one:</p> <p><u>Meets Standard</u></p> <p>Does Not Meet Standard</p>
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Additional documentation/artifacts applicable to this standard are attached as Appendix A-6.

REC'D APR 18 2019

7. ENGAGES IN PROFESSIONAL GROWTH.

The teacher:

- a. Demonstrates habits and skills of continuous inquiry and learning.
- b. Works collaboratively to improve professional practice and student learning.
- c. Applies research, knowledge, and skills from professional development opportunities to improve practice.
- d. Establishes and implements professional development plans based upon the teacher needs aligned to the Iowa Teaching Standards and district/building student achievement goals.

<p>Evidence to support attainment of or failure to meet standard:</p> <p>A) Have you taken these classes? Is there evidence of that (transcript or grade sheet?); Nowhere in the Curriculum Clips article is any mention made dealing with the social science area.</p> <p>B) Meets criteria – Assignment sheet used by special education teachers to keep current on work expected from their students. This would be stronger if this were a copy of one sheet you filled out.</p> <p>C) This is what the staff is currently studying. What have you done to take this or another research based strategy into the classroom?</p> <p>D) How does the list of various CARES topics fit into your professional growth plan?</p>	<p>Circle one:</p> <p>Meets Standard</p> <p>Does Not Meet Standard</p>
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Additional documentation/artifacts applicable to this standard are attached as Appendix A-7.

REC'D APR 16 2019

8. FULFILLS PROFESSIONAL RESPONSIBILITIES ESTABLISHED BY THE SCHOOL DISTRICT. The teacher:

- a. Adheres to board policies, district procedures, and contractual obligations.
- b. Demonstrates professional and ethical conduct as defined by state law and individual district policy.
- c. Contributes to efforts to achieve district and building goals.
- d. Demonstrates an understanding of and respect for all learners and staff.
- e. Collaborates with students, families, colleagues, and communities to enhance student learning.

<p>Evidence to support attainment of or failure to meet standard:</p> <p>A) Meets criteria – Extra duty work schedule and observation</p> <p>B) Meets criteria – Copy of current Child Abuse Training Certificate</p> <p>C) Meets criteria – Announcement regarding orientation to weight room for freshmen</p> <p>D) How has this information influenced what you do?</p> <p>E) Meets criteria – Email to parent</p>	<p>Circle one:</p> <p style="text-align: center;"><u>Meets Standard</u></p> <p>Does Not Meet Standard</p>
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Additional documentation/artifacts applicable to this standard are attached as Appendix A-8.

The teacher is a first year Beginning Teacher.

The teacher meets or exceeds all eight Iowa Teaching Standards and is recommended for a standard license.

The teacher fails to meet the Iowa Teaching Standards

The teacher is being recommended for a third year before a license decision is made.*

Evaluator's Signature: _____

Date: _____

Evaluation Period: _____, 20____ to _____, 20____

Teacher's Signature: _____

Date: _____

*The district must contact the Board of Educational Examiners to extend the provisional license for a third year. There will be a form provided by the Board of Educational Examiners for the evaluator to use to communicate the decision made on each 2nd year teacher. This form will be available in the spring of 2003.

REC'D APR 16 2019

**CHEROKEE COMMUNITY SCHOOLS
CLASSROOM OBSERVATION RECORD**

Tony Napierala
Teacher

Sociology
Class

WHS
Building

January 31, 2001
Date

Definition for rating categories:

- Effective: district standards are consistently met or exceeded.
Growth Needed: district standards are not consistently achieved, additional attention to improvement or the respective item is expected.
Must Improve: Current performance might jeopardize continued employment in the district.
Not Applicable: Insufficient data to formulate a response.

Classroom Settings/Background Data.

Students involved in a teacher led class discussion.

TEACHING METHODS

A. Implementation

1. Set: The lesson is introduced in a manner that invites student interest and prepares student for the remainder of the lesson.

Effective
 Growth Needed
 Must Improve
 Not Applicable

Observation Notes:

Tony had students take out note-writing paper to begin a class discussion on deviant behavior.

2. Objective: The objective of the lesson is stated clearly and concisely.

Effective
 Growth Needed
 Must Improve
 Not Applicable

Observation Notes:

Although the objective was implied during the course of the lesson, Tony should state the purpose of the lesson clearly and concisely.

REC'D APR 16 2019

-
3. Input: Demonstrates current and accurate information of subject matter. Applies teacher/student background knowledge while planning and implementing the lesson. Objectives are consistent with district curriculum.

Effective
 Growth
 Must Improve
 Not Applicable

Observation Notes:
 The objectives of the sociology class are consistent with the district's social studies curriculum. Tony's application of his background knowledge with that of the students made for an excellent class discussion.

4. Modeling: Visual/verbal/tactile demonstration or examples designed to illustrate an acceptable finished product.

Effective
 Growth
 Must Improve
 Not Applicable

Observation Notes:
 Tony makes good use of visual, verbal, and tactile demonstrations in creating interesting and educational presentations.

5. Check for Understanding: Various forms of feedback are used frequently to determine the degree of student learning. Students receive prompt feedback on their progress, and quality of work.

Effective
 Growth Needed
 Must Improve
 Not Applicable

Observation Notes:
 The give-and-take between Tony and the students provide ample opportunities for him to provide feedback on the objectives.

6. Guided Practice: Allows learners to perform the task while being supervised. Provides for error correction.

Effective
 Growth Needed
 Must Improve
 Not Applicable

Observation Notes:
 The class period was devoted to guided practice with the students providing information and Tony supervising and pointing out possible errors in their thinking.

REC'D APR 16 2019

7. **Independent Practice:** Teacher provides activities in which student applies lesson concepts.

Effective
 Growth Needed
 Must Improve
 Not Applicable

Observation Notes:

Future assignments are written on the board which gives students ample notice of future activities and due dates for written work.

8. **Closure:** Teacher provides a period of time when the teacher and the learner summarize the learning that has taken place.

Effective
 Growth Needed
 Must Improve
 Not Applicable

Observation Notes:

Tony took several opportunities during the lesson to summarize what the students were encouraged to gain from the discussion.

B. TEACHING TECHNIQUES

1. **Instructional Strategies:** Uses a variety of teaching strategies and materials that stimulates student's learning and accommodates different learning styles.

Effective
 Growth Needed
 Must Improve
 Not Applicable

Observation Notes:

The use of various teaching strategies is a definite strength of Tony's pedagogy. They are designed to accommodate the various learning styles in the classroom.

2. **Questioning Techniques:** Uses appropriate questioning techniques to allow for a variety of student responses requiring several levels of intellectual activity (from recall and recognition to application, synthesis, and evaluation).

Effective
 Growth Needed
 Must Improve
 Not Applicable

Observation Notes:

During the course of this particular class period, students were challenged to use higher order thinking skills.

REC'D APR 16 2019

3. Individualization: Provides for individual differences. Materials provide for a range of intellectual and achievement levels. Uses a variety of teaching techniques which enable students to proceed at different rates of progress.

Effective
 Growth Needed
 Must Improve
 Not Applicable

Observation Notes:

Tony is a young teacher who is working extremely hard in providing students with a wide range of classroom activities.

4. Motivation: Stimulates students by choosing proper materials and experiences. Displays an enthusiasm for subject matter. Praises, elicits, and responds to student's questions before proceeding. Communicates challenging scholastic expectations to students.

Effective
 Growth Needed
 Must Improve
 Not Applicable

Observation Notes:

Tony is an enthusiastic young educator who works hard during the course of a lesson to challenge students scholastically. His enthusiasm is a tremendous asset to his teaching repertoire.

5. Communication: Written and spoken communication is conducted in accordance with accepted standards of English usage. Explains things well, puts ideas across logically and in an orderly way.

Effective
 Growth Needed
 Must Improve
 Not Applicable

Observation Notes:

Tony's written and spoken communication is conducted in accordance with accepted standards of English usage. He explains things well with ideas being expressed in a logical and orderly manner.

REC'D APR 16 2019

CLASSROOM MANAGEMENT

1. **Discipline:** Disposition of discipline problems is characterized by consistency, fairness, firmness, and in accordance with legal requirements and district policy. Occurrences that distract from the learning environment are resolved promptly. Communicates and enforces established behavior guidelines.

<u> X </u> Effective	Observation Notes:
<u> </u> Growth Needed	Tony has established effective behavior guidelines for his classroom. His discipline has been consistent, fair, firm and handled in a manner which is in accordance with district policy.
<u> </u> Must Improve	
<u> </u> Not Applicable	

2. **Classroom Atmosphere:** Student teacher relationships-structures personal interaction with students to demonstrate personal regard. Promotes personal goal setting.

<u> X </u> Effective	Observation Notes:
<u> </u> Growth Needed	Tony's personal interaction with students has assisted him in establishing extremely good rapport with them. He does demonstrate a warm personal regard for their involvement in a good educational plan.
<u> </u> Must Improve	
<u> </u> Not Applicable	

3. **Organizing the professional setting:** Ensures the materials and information can be read or seen by the students. Adjusts physical arrangements and modifies noise level in order to provide for a variety of learning situations. Selects activities appropriate to the physical attributes of the work area. Maintains a classroom which is conducive to good health and safety.

<u> X </u> Effective	Observation Notes:
<u> </u> Growth Needed	The physical arrangement of the classroom is appropriate for the activities selected.
<u> </u> Must Improve	
<u> </u> Not Applicable	

REC'D APR 16 2019

-
4. Classroom Routine: Teacher uses minimum classtime for non-instructional routine thus maximizing time on task. Begins lessons promptly. Avoids distractions and unnecessary delays during the lesson. Ensures that academic engaged time continues until the end of the period.

<input checked="" type="checkbox"/> Effective	Observation Notes:
<input type="checkbox"/> Growth Needed	The students enthusiastic involvement in an excellent class discussion could have easily gotten out-of-hand; however, they know who is in charge and where the line is drawn.
<input type="checkbox"/> Must Improve	
<input type="checkbox"/> Not Applicable	

PROFESSIONALISM

1. Professional growth: Is willing to take steps to improve performance. Demonstrates commitment by participation in professional activities. Attends professional meetings.

<input type="checkbox"/> Effective	Observation Notes:
<input type="checkbox"/> Growth Needed	I strongly encourage Tony to take the API training as soon as he can work it into his schedule. This training will make an excellent teacher even better.
<input type="checkbox"/> Must Improve	
<input checked="" type="checkbox"/> Not Applicable	

2. Commitment: Has regular attendance. Is punctual. Provides accurate data to the school, area, and district as requested. Completes duties accurately and promptly. Completes assigned supervisory duties. Stays informed regarding school policies.

<input checked="" type="checkbox"/> Effective	Observation Notes:
<input type="checkbox"/> Growth Needed	Tony has regular attendance, is punctual, and completes assigned supervisory duties. He is making an effort to become more familiar with our school policies.
<input type="checkbox"/> Must Improve	
<input type="checkbox"/> Not Applicable	

REC'D APR 16 2019

3. Appearance: Grooming and attire are commensurate with professional nature of the position and provide a positive role model for students in the school.

Effective
 Growth Needed
 Must Improve
 Not Applicable

Observation Notes:
 Tony's grooming and attire are appropriate for a school setting; he does provide a good role model for students at Washington High School.

4. Curriculum: Actively and productively participates in the evaluation, and selection of classroom materials, curriculum development and revisions. Demonstrates willingness to keep curriculum and instructional practices current.

Effective
 Growth Needed
 Must Improve
 Not Applicable

Observation Notes:
 Tony is actively involved with the rest of the social studies department in the selection of textbooks and other classroom materials.

5. Cooperation: Works with parents in the best interest of the students. Makes use of support services as needed. Informs administrators about school-related matters. Works cooperatively with other teachers and administrators. Responds appropriately to parental concerns.

Effective
 Growth Needed
 Must Improve
 Not Applicable

Observation Notes:
 Tony is willing to work with parents in the best interest of the students. He has been a cooperative member of our high school faculty.

6. Communication: Parents are informed of student's progress by telephone, mail, or as appropriate to the circumstances. Can be trusted to hold confidential matters private. Adhere to district policy to solve problems or to seek change.

Effective
 Growth Needed
 Must Improve
 Not Applicable

Observation Notes:
 Tony can be trusted with confidential matters. He is willing to work within district policy to seek change or solve problems.

REC'D APR 16 2019

SUMMATIVE APPRAISAL

I. Teaching Methods**A. Implementation**

- | | |
|----------------------------|------------------|
| 1. Set | <u>Effective</u> |
| 2. Objective | <u>Effective</u> |
| 3. Input | <u>Effective</u> |
| 4. Modeling | <u>Effective</u> |
| 5. Check for Understanding | <u>Effective</u> |
| 6. Guided Practice | <u>Effective</u> |
| 7. Independent Practice | <u>Effective</u> |
| 8. Closure | <u>Effective</u> |

B. Teaching Techniques

- | | |
|-----------------------------|------------------|
| 1. Instructional Strategies | <u>Effective</u> |
| 2. Questioning Techniques | <u>Effective</u> |
| 3. Individualization | <u>Effective</u> |
| 4. Motivation | <u>Effective</u> |
| 5. Communication | <u>Effective</u> |

II. Classroom Management

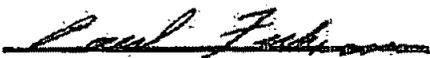
- | | |
|--|------------------|
| 1. Discipline | <u>Effective</u> |
| 2. Classroom Atmosphere | <u>Effective</u> |
| 3. Organizing the Professional Setting | <u>Effective</u> |
| 4. Classroom Routine | <u>Effective</u> |

III. Professionalism

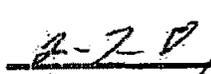
- | | |
|------------------------|------------------|
| 1. Professional Growth | <u>Effective</u> |
| 2. Commitment | <u>Effective</u> |
| 3. Appearance | <u>Effective</u> |
| 4. Curriculum | <u>Effective</u> |
| 5. Cooperation | <u>Effective</u> |
| 6. Communication | <u>Effective</u> |

Signatures:

A. The content of this observation has been discussed.



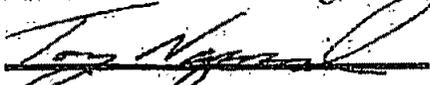
Signature of Observer



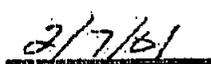
Date

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B. The content of this observation has been discussed with me by the observer
(Signature does not indicate agreement)



Signature of Instructor



Date



DENISON COMMUNITY SCHOOLS **SUMMATIVE EVALUATION FORM-CAREER TEACHER**

Teacher: Tony Napierata Folder # 320019

Evaluator: Lynn Torr Folder # 993456

School name: Denison Community High School

Grade Level: 9-12 Subjects: Social Studies Year 2015-16

Directions:

All evaluations are to be completed in compliance with the procedures described in the Master Contract negotiated between the Denison Education Association and the Denison Community School District.

1. DEMONSTRATES ABILITY TO ENHANCE ACADEMIC PERFORMANCE AND SUPPORT FOR AND IMPLEMENTATION OF THE SCHOOL DISTRICT'S STUDENT ACHIEVEMENT GOALS.

The teacher:

- a. Provides evidence of student learning to students, families, and staff.
- b. Implements strategies supporting student, building, and district goals.
- c. Uses student performance data as a guide for decision making.
- d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.
- e. Creates an environment of mutual respect, rapport, and fairness.
- f. Participates in and contributes to a school culture that focuses on improved student learning.
- g. Communicates with students, families, colleagues, and communities effectively and accurately.

<p>See attached narrative</p>	<p>Check one:</p> <p><input type="checkbox"/> Area of Strength</p> <p><input checked="" type="checkbox"/> Meets District Standard</p> <p><input type="checkbox"/> Needs Improvement</p> <p><input type="checkbox"/> Does Not Meet District Standard</p>
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2. DEMONSTRATES COMPETENCE IN CONTENT KNOWLEDGE APPROPRIATE TO THE TEACHING POSITION.

The teacher:

- a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.
- b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.
- c. Relates ideas and information within and across content areas.
- d. Understands and uses instructional strategies that are appropriate to the content area.

See attached narrative	<p>Check one:</p> <p><input type="checkbox"/> Area of Strength</p> <p><input checked="" type="checkbox"/> Meets District Standard</p> <p><input type="checkbox"/> Needs Improvement</p> <p><input type="checkbox"/> Does Not Meet District Standard</p>
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3. DEMONSTRATES COMPETENCE IN PLANNING AND PREPARING FOR INSTRUCTION.

The teacher:

- a. Understands student achievement data, local standards and the district curriculum in planning for instruction.
- b. Sets and communicates high expectations for social, behavioral, and academic success of all students.
- c. Uses student developmental needs, background, and interests in planning for instruction.
- d. Selects strategies to engage all students in learning.
- e. Uses available resources, including technologies, in the development and sequencing of instruction.
- f. Uses appropriate motivational techniques.

<p>See attached narrative</p>	<p>Check one:</p> <p><input type="checkbox"/> Area of Strength</p> <p><input checked="" type="checkbox"/> Meets District Standard</p> <p><input type="checkbox"/> Needs Improvement</p> <p><input type="checkbox"/> Does Not Meet District Standard</p>
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4. USES STRATEGIES TO DELIVER INSTRUCTION THAT MEETS THE MULTIPLE LEARNING NEEDS OF STUDENTS.

The teacher:

- a. Aligns classroom instruction with local standards and district curriculum.
- b. Uses research-based instructional strategies that address the full range of cognitive levels.
- c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.
- d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.
- e. Connects students' prior knowledge, life experiences, and interests in the instructional process.
- f. Uses available resources, including technologies, in the delivery of instruction.
- g. Uses effective communication skills during instruction.

<p>See attached narrative</p>	<p>Check one:</p> <p><input type="checkbox"/> Area of Strength</p> <p><input checked="" type="checkbox"/> Meets District Standard</p> <p><input type="checkbox"/> Needs Improvement</p> <p><input type="checkbox"/> Does Not Meet District Standard</p>
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5. USES A VARIETY OF METHODS TO MONITOR STUDENT LEARNING.

The teacher:

- a. Aligns classroom assessment with instruction.
- b. Communicates assessment criteria and standards to all students and parents.
- c. Understands and uses the results of multiple assessments to guide planning and instruction.
- d. Guides students in goal setting and assessing their own learning.
- e. Provides substantive, timely, and constructive feedback to students and parents.
- f. Works with other staff and building and district leadership in analysis of student progress.

See attached narrative	<p>Check one:</p> <p><input type="checkbox"/> Area of Strength</p> <p><input checked="" type="checkbox"/> Meets District Standard</p> <p><input type="checkbox"/> Needs Improvement</p> <p><input type="checkbox"/> Does Not Meet District Standard</p>
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6. DEMONSTRATES COMPETENCE IN CLASSROOM MANAGEMENT.

The teacher:

- a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.
- b. Establishes, communicates, models and maintains standards of responsible student behavior.
- c. Develops and implements classroom procedures and routines of responsible student behavior.
- d. Uses instructional time effectively to maximize student achievement.
- e. Creates a safe and purposeful learning environment.

See attached narrative	<p>Check one:</p> <p><input type="checkbox"/> Area of Strength</p> <p><input checked="" type="checkbox"/> Meets District Standard</p> <p><input type="checkbox"/> Needs Improvement</p> <p><input type="checkbox"/> Does Not Meet District Standard</p>
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7. ENGAGES IN PROFESSIONAL GROWTH.

The teacher:

- a. Demonstrates habits and skills of continuous inquiry and learning.
- b. Works collaboratively to improve professional practice and student learning.
- c. Applies research, knowledge, and skills from professional development opportunities to improve practice.
- d. Establishes and implements professional development plans based upon the teacher needs aligned to the Iowa Teaching Standards and district/building student achievement goals.

See attached narrative	<p>Check one:</p> <p><input type="checkbox"/> Area of Strength</p> <p><input checked="" type="checkbox"/> Meets District Standard</p> <p><input type="checkbox"/> Needs Improvement</p> <p><input type="checkbox"/> Does Not Meet District Standard</p>
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B. FULFILLS PROFESSIONAL RESPONSIBILITIES ESTABLISHED BY THE SCHOOL DISTRICT.

The teacher:

- a. Adheres to board policies, district procedures, and contractual obligations.
- b. Demonstrates professional and ethical conduct as defined by state law and individual district policy.
- c. Contributes to efforts to achieve district and building goals.
- d. Demonstrates an understanding of and respect for all learners and staff.
- e. Collaborates with students, families, colleagues, and communities to enhance student learning.

See attached narrative	<p>Check one:</p> <p><input type="checkbox"/> Area of Strength</p> <p><input checked="" type="checkbox"/> Meets District Standard</p> <p><input type="checkbox"/> Needs Improvement</p> <p><input type="checkbox"/> Does Not Meet District Standard</p>
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9. DEMONSTRATES EFFECTIVE INTERPERSONAL RELATIONSHIPS WITH OTHERS.

The teacher:

- a. Shares ideas, materials and methods with other teachers.
- b. Enhances community involvement with the school.
- c. Has positive relationships with parents, students both individually and in larger settings.
- d. Is readily available to students and parents.
- e. Acknowledges the rights of others to hold differing views or values.
- f. Uses appropriate procedures for resolving concerns/problems.
- g. Reports pupils' progress to parents in an effective manner.

<p>See attached narrative</p>	<p>Check one:</p> <p><input checked="" type="checkbox"/> Area of Strength</p> <p><input type="checkbox"/> Meets District Standard</p> <p><input type="checkbox"/> Needs Improvement</p> <p><input type="checkbox"/> Does Not Meet District Standard</p>
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- The teacher meets or exceeds all standards and is recommended to continue on regular evaluation cycle and ICDP.
- The teacher needs to improve standard(s) _____
The teacher will be evaluated again _____.
- The teacher has failed the following standard(s) _____
and will begin the district's intensive assistance program immediately.

Evaluator's Signature: _____ Date: _____

Evaluation Period: January , 2016 to May , 2016

Teacher's Signature: _____ Date: _____

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The Denison Community Schools evaluation instrument reflects the eight Iowa teaching standards, and since positive interpersonal relationships are highly valued in this school district, a ninth standard was included in the summative form. The evaluation process and final summative report requires the evaluator and teacher to provide specific evidence or proof on how effectively each standard is being met. The following comments are based on observations and artifacts gained during the recent formal evaluation cycle. Information gained during several informal observations of your classroom and teaching is also part of the body of knowledge used when completing this form.

You demonstrate effective teaching behaviors here at Denison Community High School. Your current teaching assignment includes: World History. You have worked hard to get up to speed in the social studies department. You were at a disadvantage by starting in the middle of the school year, but you have worked hard to make the best of the situation. You utilize the services of a guidance counselor, student support services, school-based mental health, or administrator when concerns arise about a student. You consistently provide verbal feedback to students and you communicate effectively with parents during parent/teacher conferences and throughout the school year. There is clear evidence of your use of student performance data to help your instructional decision-making. When students perform poorly on assessments, you often re-teach and reassess. There is clear evidence that you are incorporating differentiated instruction into your unit and daily lesson plans. For example, on 2/24/16 you incorporated essential learning objectives, a bell ringer, a jigsaw reading activity, and small group work. My observations of your classroom show you create a positive climate conducive to learning for all students. You frequently provide positive encouragement and feedback to students when their performance and effort are not meeting your expectations.

Your content knowledge and background in social studies will be a growth area for you as you continue to get more comfortable with the world history curriculum. It has been several years since you last taught social studies, but you have worked hard to be prepared for your classes on a daily basis. It will be important for you to complete the remainder of your licensing requirements, as your Class E Emergency License will expire in October 2016.

Planning and preparing for instruction and delivering instruction are currently meeting the district's expectations. Your classroom and smooth transitions indicate that you are well-planned. You have worked hard to incorporate differentiated instruction into your daily lessons. You are able to maximize instructional time through "bell to bell" teaching/learning. In addition, you are able to develop good rapport with your students while maintaining distinct professional boundaries. Observations show that you plan for a variety of activities that allow students the opportunity to engage with you and fellow classmates on a regular basis.

Artifacts and observations show you assess student learning through daily assignments, quizzes, papers, and tests. You also do a nice job of informally assessing students

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through frequently checking for understanding. You effectively communicate assessment criteria and methods to your students prior to their being assessed and you provide valuable and timely feedback to students concerning their performance. You do a nice job of posting and communicating daily learning objectives for students. For example on 2/24/16 your objectives were: "Students will be able to explain the effects of the Magna Carta, the development of England and France, understand the effects of the 100 years war, and teach each other through finishing the study guide." By communicating expectations of learning at the start of each class period, you are able to better gauge student's progress toward meeting the goals of your lesson. You have communicated well with the counselors, other faculty members, and administrators with updates of students' academic performance and behavior.

Classroom management is a non-issue for you. Your use of classroom routines assists this area. You have managed to create a safe and welcoming environment for your students. This has been accomplished through your development of classroom procedures and expectations. You treat students with respect and subsequently students seem to respect you as well.

You have actively participated in our district and building staff development programs. Our focus this year has been around Canvas and technology integration. You maintained a positive attitude and open mind in regard to implementing new ideas and strategies. Examples of how you are fulfilling the professional responsibilities of the school district include: work to align curriculum with national standards, differentiated lessons, mandatory reporter, chemical right to know, blood borne pathogens and asbestos awareness on-line training have been completed on time. You have met all the guidelines of the master contract. You consistently present yourself in a professional manner both in your appearance and your interactions with others.

Areas for continued professional growth include:

Continue to explore ways to further incorporate 1:1 technology into the classroom through Canvas

Continue to develop department consistency with your new colleagues

Continue to refine content knowledge and background in the areas of World History

Thank you for your hard work and dedication to our school!

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Tony N. Observation #1

8th PE

Oct. 21 10:15 -

14 students 11 Boys 3 girls

Students are engaged throughout the lesson. Focus is on fitness - competition through a series of fitness activities used to increase heart rate and work as a team. The use of music was used during the class. Students did a series of stretches. Before getting into the game, rules of the game were reviewed. Students had already been grouped 1-4 - teams were then divided into 2 teams. Mr. Napierala stood on the field and called "safe" and "out" and helped students with the rules.

When the game was done, Tony had them meet with them at the end of class. They did a who-rah and then changed clothes.

When students came out after changing clothes, students were asked to stand by the bleachers. Tony previewed the upcoming PE classes and what students will do. He then numbered them off and the students lined up. The students then were engaged in relays.

This lesson was well planned. Students participated and were able to show their excitement for the activities. All students were dressed appropriately for the class. The class moved from one activity to the next very quickly. Tony was clear with his directions. Tony shows good rapport with his students giving them some choice in the activities. Student engagement in the first activity was high. Students worked together as a team. Tony's "off- participation" in the game helped the game run smoothly. Students didn't argue with "safe" and "out" calls. I liked the class coming together at the end of the activity to get feedback. Good job giving students the information about upcoming class activities.

Things to consider:

Check students' activity goals before they get started. - Maybe by a show of hands:

1. How do I know all students learned the objectives?

Participation - fun free day- students had fun and were active - playing and part of the group.

2. How do you plan to address students who did not meet the objectives?

YES

3. Did I alter my instructional plan as I taught the lesson? If so why?

Directions were changed - so that students could understand. Rules were made clear.

4. Did you meet the Iowa Teaching Standards/Criteria that were related to this lesson, as

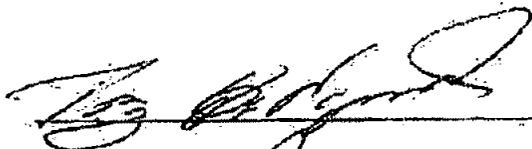
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listed in your pre-observation sheet?

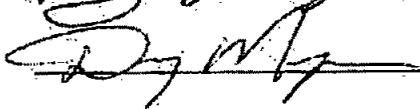
YES

5. Would you do anything differently?

At the beginning of class - clarify the rules.



Date 12/31/16



Date 10/31/16

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Tony N. Observation #2

6th PE

Jan. 30, 9:30 -

Objective: to build up appropriate fitness levels for a successful pacer test/ learn the basics of hockey and to build up teamwork and leadership skills while playing gym hockey

Students were engaged in running to prepare them for the pacer test.

Students were engaged in running, push-ups, sit-ups, and stretching.

After stretching, students were numbered off and put into groups of 4.

Tony gave clear directions and made sure students understood the directions.

He asked them to decide on the team about what position they were to play.

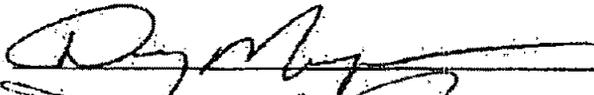
While students played, Tony played music.

After a few minutes of play, students were to rotate. New students came into the game.

Mr. Napierala does a nice job giving students feedback why they play. A majority of the feedback is positive. Other times he is reminding students of the rules.

Mr. Napierala met with the students at the end. Students shook hands and they all cheered before leaving to go change.

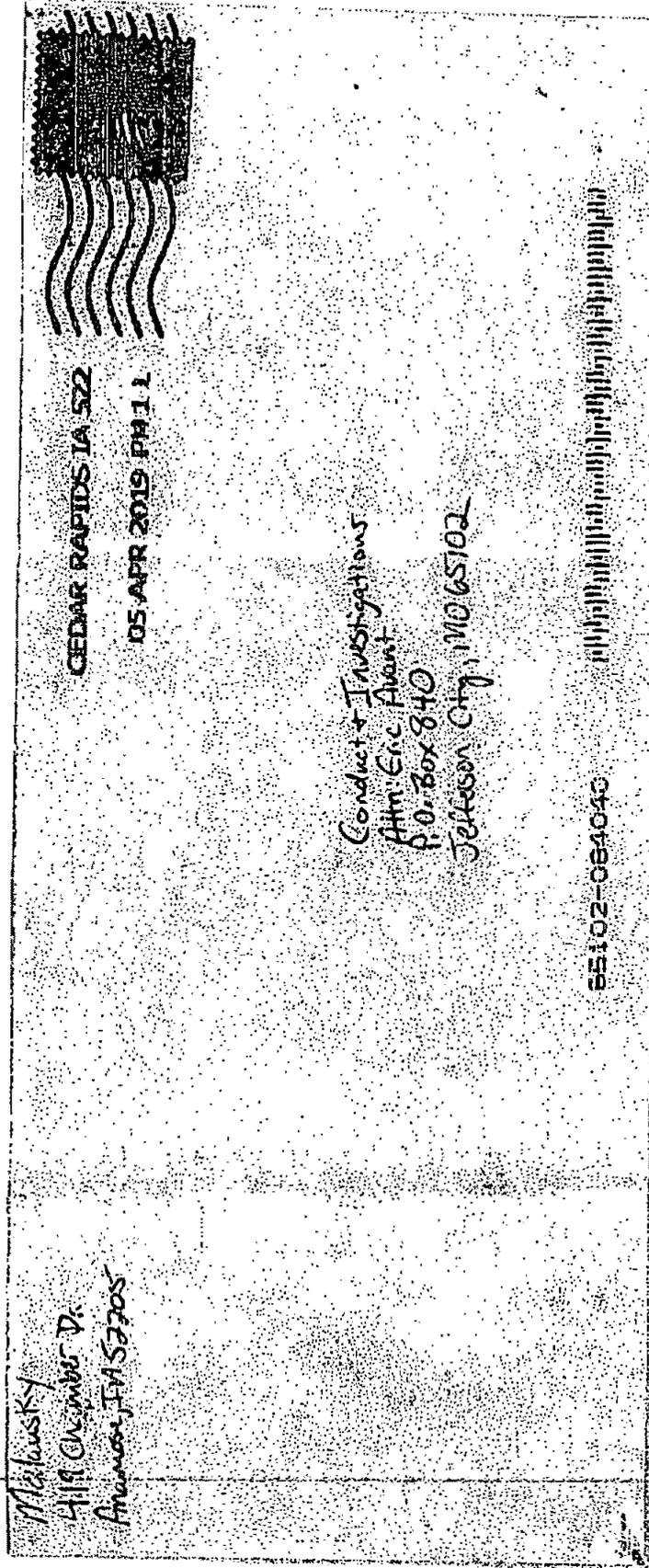
Tony had a good lesson for this group of students. From the start of class, students were engaged in the physical activities that met the objectives for the day. Classroom management is good. Students understand what is expected and follow the expectations. Participation and engagement is good. Students were all participating in the running, exercising, stretching, and the hockey play. Tony did a good job dividing the students into teams, explaining the game and then reiterating the game rules as students played. Tony was active in the game continually giving students verbal feedback. Overall, this was a good lesson.




Date 2-6-17

Date 2-6-17

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REC'D MAR 08 2019