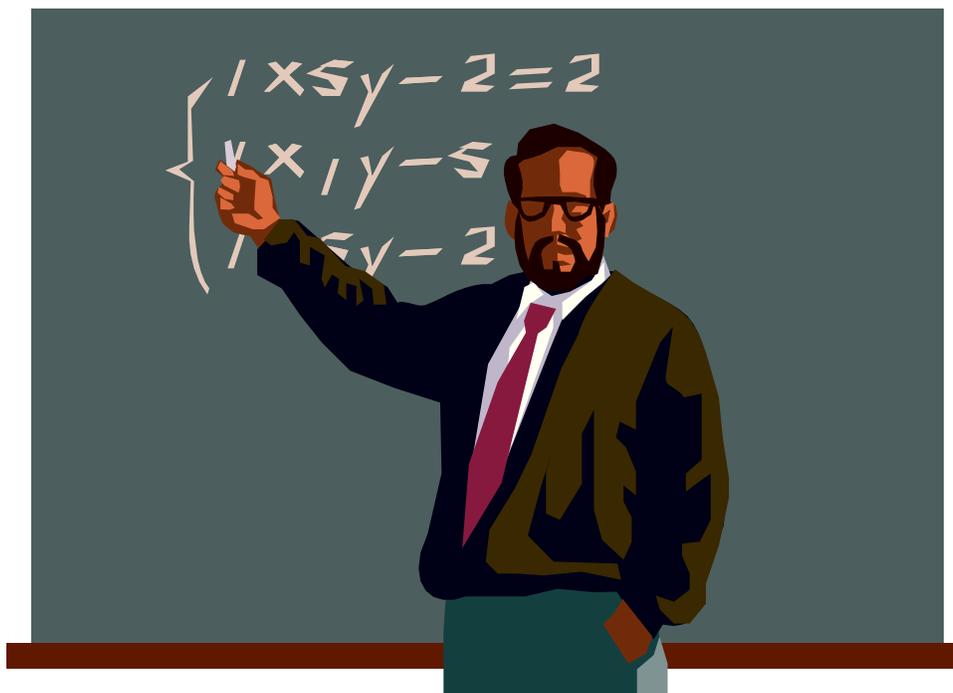


# East Mills Community School District



## Teacher Evaluation Process Handbook

**(Revised with Teaching Standard Criteria revisions in July of 2010)**

“A school teaches in three ways: by what it teaches (rigor), by how it teaches (relevance), and by the kind of place it is (relationships).”

– *Lawrence Downey*



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# Tier I, II, and III Teacher Evaluation Procedures

The professional growth process includes four cycles:

- Tier I: Beginning Teacher
- Tier II: Probationary Career Teacher and Career Teacher
- Tier III: Intensive Assistance Cycle

### Tier I, II, III Notification

Within one month after the beginning of each school year, a member of the administrative staff shall acquaint employees with the evaluation procedures, criteria, and instruments. An employee starting work after the beginning of the school year shall be given such notification no later than one (1) week prior to the first formal evaluation.

### Tier I

#### Tier I: Beginning Teacher Evaluation

The purpose of the Tier I Cycle is to assist beginning teachers in becoming a contributing member of the Malvern Community School District staff. Focused upon the first two years of employment, it shall include the following components: mentoring, classroom observations, and evidence of meeting the Iowa Teaching Standards and Criteria for purposes of licensure.

#### Tier I: Classroom Observations

Tier I teachers will be formally observed by their principal at least three times at mutually agreed upon times. The first two formal observations will be conducted prior to February 1<sup>st</sup> of each contract year. The third formal observation and summative report will be completed no later than March 30<sup>th</sup> of each contract year. These observations will focus upon the Iowa Teaching Standards and Criteria. Each observation will include a pre-conference and a

<b>Definitions</b>	
1.	<i>Comprehensive Evaluation</i> shall mean a summative evaluation of a Tier 1 and a Probationary Career teacher conducted by an evaluator for the purposes of determining a teacher's competency relative to the Iowa teaching standards. For Tier 1 teachers, the <i>Comprehensive Evaluation</i> will also be used for recommendation for licensure.
2.	<i>Performance Review</i> shall mean a summative evaluation of a teacher other than a Tier 1 or Probationary Career teacher used to determine the teacher's practice meets school district expectations and the Iowa teaching standards.
3.	<i>Tier 1, Beginning Teacher</i> , shall mean an individual serving under an initial provisional license, issued by board of educational examiners under charter 272 who is assuming a position as a classroom teacher.
4.	<i>Probationary Career Teacher</i> shall mean an individual who holds a valid practitioner's license but has served less than two years in the district.
5.	<i>Career Teacher</i> means an individual who holds a valid practitioner's license and who has been employed in the district for more than two years.
6.	<i>Formal Observation</i> shall mean that observation of a teacher's performance, which is used for the development of the Summative Evaluation.
7.	<i>Informal Observation</i> shall mean the unannounced observation of a teacher's performance that result in a written informal report.
8.	<i>Teacher</i> means an individual holding a practitioner's license issued under chapter 272, who is employed in a non-administrative position as a teacher, librarian, or counselor.

feedback conference. The district will provide a form for the summative evaluation report.

## **Tier II**

### **Tier II: Probationary Career Teacher**

The purpose of the Tier II, probationary career cycle, is to assist teachers new to the East Mills Community School District with becoming contributing members our school community. Focused upon the first two years of employment in the East Mills Community School District, it shall include the following components: formal observation and meeting the Iowa Teaching Standards and Criteria.

#### **Tier II, Probationary Career Teacher - Classroom Observations**

Tier II, probationary career teachers, will be formally observed by their principal at least two times at mutually agreed upon times. The first formal observation will occur prior to February 1<sup>st</sup> of each contract year. The second formal observation and a summative report will be completed by March 30<sup>th</sup> of each contract year. These observations will focus upon the Iowa Teaching Standards and Criteria. Each observation will include a pre-conference and a feedback conference. The district will provide a form for the summative evaluation report.

### **Tier II: Career Teacher**

The purpose of Tier II is to extend and enrich the professional learning and growth of all teachers and significantly impact organizational performance. Tier II teachers shall annually design their own professional growth plan. These process plans are formulated into a written document called a “Professional Learning Plan.” Every career teacher will also maintain a portfolio that contains evidence of their skills and abilities in each of the eight Iowa/East Mills Teaching Standards. Evidence should be labeled by specific criteria under each standard. The criteria that are considered most critical in the East Mills Community School District are followed by an “\*\*\*” on page 7.

#### **Tier II - Performance Review**

At least once every three years, Tier II teacher’s performance shall be evaluated by a building principal on each of the Iowa Teaching Standards and Criteria. Each standard will be rated as “meets standard” or does not meet standard.” Each standard’s criteria will not be rated but will be used as a reference point for gathering evidence of overall performance on each standard. Artifacts related to each teacher’s annual professional learning plan, including their portfolio will be used as documentation when completing the summative evaluation.

#### **Tier II – Classroom Observation**

Tier II teachers will be formally observed by their principal one or more times during the performance review cycle. The observation will occur at a mutually agreed upon time. The formal observation shall occur prior to March 30<sup>th</sup>. The observation will focus on the Iowa Teaching Standards and Criteria. The observation will include a pre-conference and a feedback conference. The district will provide a form for the summative evaluation report.



## **Tier III**

### **Tier III – Intensive Assistance Plan**

The purpose of Intensive Assistance is to provide a structured process for a Tier II teacher who needs additional assistance and support to maintain an acceptable level of performance, as identified in the Iowa Teaching Standards and Criteria. It is used when a teacher's future employment with the East Mills Community Schools is being scrutinized and a potential termination of contract could result. The process is initiated in writing with all the requirements of due process met. It consists of two assistance levels: Awareness Phase and Assistance Phase.

#### **1) Awareness Phase**

In the awareness phase, the principal identifies a problem(s) relating to the Teaching Standards and Criteria (Standards 1-7) that is a characteristic of the teacher's performance rather than an anomaly. The principal shall contact the teacher in writing, make him/her aware of the problem, collaboratively develop and implement a plan to resolve the problem, and schedule a time (not to exceed three (3) school months) to discuss resolution. While the teacher and the principal attempt to resolve the problem, the teacher remains in Tier II. At the conclusion of the agreed upon timeframe, the principal will review the progress and will 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 II.
- In the event the problem is not resolved, the teacher is notified in writing and placed into the assistance phase. Placement in the assistance phase would suspend the Professional Learning Plan in Tier II.

#### **2) Assistance Phase**

After the final meeting of the Awareness Phase, a letter will be sent to the teacher to formally notify him/her of placement in the Assistance Phase. A copy is forwarded to the Superintendent's office and is placed in the personnel file. The teacher shall be notified of their right to request assistance from their local education association. The superintendent will then approve an evaluation team (consisting of two (2) or more Tier II Teachers) to observe and work with the teacher. This team will be formed by the building Principal. A conference shall be held between the teacher and the Evaluation Team to develop an Assistance Plan that must include a specific statement of problem(s) related to one or more of the Iowa Teaching Standards (Standards 1-7) as well as specific growth promoting goals that are measurable, action-oriented, and time-bound. The Principal's only involvement with the team will be in developing the Assistance Plan. At the conclusion of the agreed upon timeframe, the Principal will review the progress through formal and informal evaluation and will make one of the following recommendations:

- The problem is resolved and the teacher is removed from the Intensive Assistance Plan.
- Progress is noted, the timeline is extended but may not exceed nine (9) school months and work continues in the assistance phase.
- The problem is not resolved, progress is not noted. Action shall be taken by the district to move towards a recommendation for non-renewal of contract.

Nothing in this section precludes the District from initiating termination procedures at any time under Chapter 279 of Iowa Code for just cause.

### **Tier I, II, and III**

Observation of work performance of a teacher shall be conducted openly. A copy of the Post-Observation Reflection Form shall be given to the principal within 5 working days of the observation. A conference shall be held between the principal and the teacher within ten working days of the observation. This time may be extended by mutual agreement. The teacher shall sign the evaluator's copy acknowledging receipt of the teacher's copy. The teacher's signature on the evaluation form shall be understood to indicate his or her awareness of the material but in no instance shall said signature be interpreted to mean agreement with content of the material.

The teacher shall have the right to submit a written response regarding any aspect of the evaluation. The written response shall be made on the form provided by the District and shall be submitted within two (2) working days of the conference. Any material including written complaints used for evaluation purposes shall not be placed in the teacher's personnel file without the employee's knowledge.

# East Mills/Iowa Teaching Standards and Criteria

***“The most critical criteria in East Mills are labeled with \*\*\* following the statement.”***

<b>1</b>	<p><b>STANDARD: Demonstrates ability to enhance academic performance and support for implementation of the school district’s student achievement goals.</b></p> <p>The Teacher:</p> <ul style="list-style-type: none"> <li>a. Provides multiple forms of evidence of student learning and growth to students, families, and staff. ***</li> <li>b. Implements strategies supporting student, building, and district goals. ***</li> <li>c. Uses student performance data as a guide for decision making. ***</li> <li>d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student. ***</li> <li>e. Creates an environment of mutual respect, rapport, and fairness. ***</li> <li>f. Participates in and contributes to a school culture that focuses on improved student learning.</li> <li>g. Communicates with students, families, colleagues, and communities effectively and accurately.</li> </ul>	<b>5</b>	<p><b>STANDARD: Uses a variety of methods to monitor student learning.</b></p> <p>The Teacher:</p> <ul style="list-style-type: none"> <li>a. Aligns classroom assessment with instruction. ***</li> <li>b. Communicates assessment criteria and standards to all students and parents.</li> <li>c. Understands and uses the results of multiple assessments to guide planning and instruction. ***</li> <li>d. Guides students in goal setting and assessing their own learning.</li> <li>e. Provides substantive, timely, and constructive feedback to students and parents. ***</li> <li>f. Works with other staff and building and district leadership in analysis of student progress. ***</li> </ul>
<b>2</b>	<p><b>STANDARD: Demonstrates competence in content knowledge appropriate to the teaching profession.</b></p> <p>The Teacher:</p> <ul style="list-style-type: none"> <li>a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area. ***</li> <li>b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student. ***</li> <li>c. Relates ideas and information within and across content areas.</li> <li>d. Understands and uses instructional strategies that are appropriate to the content area. ***</li> </ul>	<b>6</b>	<p><b>STANDARD: Demonstrates competence in classroom management.</b></p> <p>The Teacher:</p> <ul style="list-style-type: none"> <li>a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student. ***</li> <li>b. Establishes, communicates, models and maintains standards of responsible student behavior. ***</li> <li>c. Develops and implements classroom procedures and routines that support high expectations for learning. ***</li> <li>d. Uses instructional time effectively to maximize student achievement. ***</li> <li>e. Creates a safe and purposeful learning environment.</li> </ul>
<b>3</b>	<p><b>STANDARD: Demonstrates competence in planning and preparation for instruction.</b></p> <p>The Teacher:</p> <ul style="list-style-type: none"> <li>a. Uses student achievement data, local standards and the district curriculum in planning for instruction. ***</li> <li>b. Sets and communicates high expectations for social, behavioral, and academic success of all students. ***</li> <li>c. Uses student developmental needs, background, and interests in planning for instruction.</li> <li>d. Selects strategies to engage all students in learning. ***</li> <li>e. Uses available resources, including technologies, in the development and sequencing of instruction. ***</li> </ul>	<b>7</b>	<p><b>STANDARD: Engages in professional growth.</b></p> <p>The teacher:</p> <ul style="list-style-type: none"> <li>a. Demonstrates habits and skills of continuous inquiry and learning. ***</li> <li>b. Works collaboratively to improve professional practice and student learning. ***</li> <li>c. Applies research, knowledge, and skills from professional development opportunities to improve practice. ***</li> <li>d. Establishes and implements professional development plans based upon the teacher needs aligned to the Iowa Teaching Standards and district/building student achievement goals. ***</li> <li>e. Provides an analysis of student learning and growth based on teacher-created tests and authentic measures as well as any standardized and district-wide tests.</li> </ul>
<b>4</b>	<p><b>STANDARD: Uses strategies to deliver instruction that meets the multiple learning needs of students.</b></p>	<b>8</b>	<p><b>STANDARD: Fulfills professional responsibilities established by the school district.</b></p>

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. \*\*\*

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. \*\*\*

**The following charts specify descriptors and data points for each criterion under all eight East Mills/Iowa Teaching Standards.**

<b>1. Demonstrate ability to enhance academic performance and support for implementation of the school district's student achievement goals.</b>		
Criteria	Descriptors	Data Points
a. Provides multiple forms of evidence of student learning and growth to students, families, and staff.	<ul style="list-style-type: none"> <li>• Documents student learning with meaningful measures using data that is understandable and shares individual and classroom goals and results with students, families, and staff members.</li> <li>• Uses multiple artifacts, including achievement trends for local standards and benchmarks, to document and provide evidence of student learning to students, families, and staff members.</li> <li>• Plans parent conferences so his/ her teacher and learning objectives have the greatest likelihood of serving the student's best interests.</li> <li>• Provides written and oral feedback that is personal, specific and prompt.</li> </ul>	<ul style="list-style-type: none"> <li>• Report Cards</li> <li>• Conferences</li> <li>• Checklists</li> <li>• Portfolios</li> <li>• Journals</li> <li>• Progress Reports</li> <li>• IEPs</li> <li>• Letters Home</li> <li>• Award Certificate</li> <li>• Papers sent home</li> <li>• Pictures of students doing activities</li> </ul>
b. Implements strategies supporting student, building and district goals.	<ul style="list-style-type: none"> <li>• Knows the short and long-term building and district goals for student learning and implements classroom instructional strategies that clearly align with these established goals.</li> <li>• Effectively communicates these goals and accomplishments to various constituents including students, parents, and colleagues.</li> </ul>	<ul style="list-style-type: none"> <li>• Progress monitoring using graphs</li> <li>• Lesson Plans</li> <li>• Unit Plans</li> <li>• Yearly Plan</li> <li>• Evidence of one to one work time with students</li> </ul>
c. Uses student performance data as a guide for decision making.	<ul style="list-style-type: none"> <li>• Uses performance data such as achievement scores, individual products, writing samples, and teacher made tests to profile student learning.</li> <li>• Analyzes these and other data to make decisions regarding student progress and bases curricular and instructional decisions on student performance data.</li> <li>• Uses individual student's performance data to make decisions about individual student needs.</li> </ul>	<ul style="list-style-type: none"> <li>• ITBS Data</li> <li>• Graphs</li> <li>• Tests/Test Scores</li> <li>• Formal Assessment Results</li> <li>• Principal evaluations and/ or observations</li> <li>• Examples of lessons that were adjusted based on student performance</li> </ul>

<p>d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.</p>	<ul style="list-style-type: none"> <li>• Develops and communicates a clear “big picture” to motivate students to make positive choices regarding their own learning and acts in accordance with the belief that all students can learn.</li> <li>• Encourages students to work cooperatively as well as independently and includes students in decision making when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom rules,</li> <li>• Observations,</li> <li>• Varied teaching methods,</li> <li>• Differentiated instruction (Lesson Plans),</li> <li>• Group and individual instruction,</li> <li>• Student handbook</li> <li>• Individualized Lessons</li> <li>• Accommodating the learning needs of all students (Lesson Plans)</li> <li>• Curriculum Compacting – Lessons/Units</li> <li>• Choice Making Opportunities for Students</li> <li>• Modifications made for Students</li> <li>• Physical Layout of the Room (Pictures and rationale)</li> <li>• Management Plan</li> <li>• Principal Evaluations and/or Observations</li> </ul>
<p>e. Creates an environment of mutual respect, rapport, and fairness.</p>	<ul style="list-style-type: none"> <li>• Demonstrates clear expectations of developing responsible, self-directed learners, models acceptance of all students based on awareness of individual student differences,</li> <li>• Avoids using ridicule and sarcasm with students,</li> <li>• Facilitates students’ cooperating and respect as well as responsibility for their work.</li> </ul>	<ul style="list-style-type: none"> <li>• Posted classroom rules followed,</li> <li>• Clear directions,</li> <li>• Consistent expectations,</li> <li>• Management plan</li> <li>• Behavior Plans or Contracts</li> <li>• Video of Classroom Environment</li> <li>• Lessons about Respect</li> <li>• Lessons on Character Development</li> <li>• Lessons on Differences</li> <li>• Lessons on bullying</li> <li>• Flexible Grouping Plans</li> <li>• Principal Evaluations and/or Observations</li> </ul>

<p>f. Participates in and contributes to a school culture that focuses on improved student learning.</p>	<ul style="list-style-type: none"> <li>• Develops strategies with colleagues who share responsibility for a student(s) to increase the likelihood of success and engages in active inquiry with colleagues about the school's fulfillment of instructional goals.</li> <li>• Provides opportunities for families and community members to take an active role in the classroom, the school, and the school district.</li> <li>• Accepts personal responsibility for nurturing the school as a community of learners.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning team attendance logs &amp; notes,</li> <li>• Grade level or curriculum area meetings,</li> <li>• In-service contributions</li> <li>• Committees – School and District</li> <li>• Professional Organizations</li> <li>• Team Work within the Grades</li> <li>• Volunteer Work within the School</li> <li>• Modeling of Behaviors (Videos, etc.)</li> <li>• Posting School Mission and reviewing it with Students</li> </ul>
<p>g. Communicates with students, families, colleagues, and communities effectively and accurately.</p>	<ul style="list-style-type: none"> <li>• Demonstrates professionalism and self-confidence in routine circumstances and eases stressful situations when they occur.</li> <li>• Uses appropriate spelling, grammar, mechanics and style and varies vocal cues, rate, and volume</li> <li>• Demonstrates and leads quality discussions.</li> </ul>	<ul style="list-style-type: none"> <li>• Active committee membership,</li> <li>• Newsletter articles,</li> <li>• Informal notes or letters to parents,</li> <li>• Progress report,</li> <li>• Letter of introduction-welcome</li> <li>• Notebooks or Journals Home</li> <li>• Reports put in Cumulative Files</li> <li>• E-Mail Messages among Colleagues</li> <li>• Phone Logs</li> <li>• Copy of Constructive Feedback given to Students on their work</li> </ul>

**2. Demonstrates competence in content knowledge appropriate to the teaching position.**

Criteria	Descriptors	Data Points
<p>a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area</p>	<ul style="list-style-type: none"> <li>• Knows the content that supports district Standards and benchmarks assigned in the Grade level courses and</li> <li>• Uses an integrative approach for content that supports those local standards and benchmarks.</li> <li>• Incorporates accurate content knowledge into instruction aligned with the local content standards and benchmarks.</li> <li>• Locates and uses multiple resources to expand subject matter beyond manuals, texts, and curriculum guides.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plans with Standards and Benchmarks Identified</li> <li>• Supplemental resources,</li> <li>• Learning centers,</li> <li>• Assessments,</li> <li>• Students success on unit/district tests</li> <li>• Unit Plans that use a variety of Resources</li> <li>• Cross-Curricular Units or Lessons</li> <li>• Principal Evaluations and/or Observations</li> <li>• Units Planned for Curriculum Compacting</li> </ul>

<p>b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.</p>	<ul style="list-style-type: none"> <li>• Knows the content appropriate to the learner needs and selects meaningful instructional objectives aligned with those students' learning needs.</li> <li>• Provides significant, challenging, varied, and appropriate learning goals designed to meet the learning needs of each student.</li> <li>• Knows when it is appropriate to use adaptations and accommodations to meet individual student needs, including curriculum compacting, enrichment, and acceleration.</li> <li>• Uses appropriate assessment techniques to assess the learning experiences provided in the classroom.</li> <li>• Technology is integrated as appropriate to student intellectual and physical development.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plans,</li> <li>• Varied teaching methods</li> <li>• Differentiated instruction</li> <li>• Appropriate ability grouping,</li> <li>• Student contracts</li> <li>• IEP data collection</li> <li>• Modified tests</li> <li>• Modified assignments</li> <li>• The use of Pre-Tests to determine Lessons</li> <li>• The Use of Technology</li> <li>• A Variety of Assessment Tools Used</li> <li>• Unit Plans (Demonstrate a Variety of Objectives to meet Individual Needs)</li> <li>• Differentiated Lesson Plans</li> <li>• One on One Activities with Students</li> <li>• Examples of Teaching Students in their Preferred Learning Styles</li> <li>• Developmental Checklists demonstrating student Progress</li> <li>• Daily Schedule</li> <li>• Principal Evaluations and/or Observations</li> </ul>
<p>c. Relates ideas and information within and across content areas.</p>	<ul style="list-style-type: none"> <li>• Organizes curricular materials to facilitate understanding of central themes, concepts, and skills.</li> <li>• Knows the content taught at grade levels below and above the current grade level taught</li> <li>• Relates ideas and information within and across curricular areas to assist or facilitate student understanding.</li> <li>• Knows when appropriate technology can be used to assist student application of knowledge and skills across content areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plans,</li> <li>• Thematic units,</li> <li>• Cross-curricular lessons/units,</li> <li>• Assessment rubrics</li> <li>• Lesson or Units Demonstrating the use of Bloom's Taxonomy</li> <li>• Use of a Variety of Assessment Tools</li> <li>• Team Teaching Lesson Plans or Units</li> <li>• Cross-Curricular Lesson Plans or Units</li> <li>• Daily Schedules</li> </ul>

<p>d. Understands and uses instructional strategies that are appropriate to the content area.</p>	<ul style="list-style-type: none"> <li>• Knows when and how a variety of instructional strategies can be used in the content area to improve student learning and uses those strategies as appropriate.</li> <li>• Knows which strategies are developmentally appropriate for various groups of students and applies that knowledge as needed.</li> <li>• Integrates the use of technology as an instructional strategy when it supports and enhances learning for the content area.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plans,</li> <li>• Differentiated instruction,</li> <li>• Varied teaching approaches,</li> <li>• Uses critical/higher order thinking skills,</li> <li>• Peer tutoring</li> <li>• Use of Technology as an instructional strategy</li> <li>• Proof of developmentally appropriate lessons</li> <li>• Use of Math manipulatives</li> <li>• Hands on Projects</li> <li>• Inquiry Based Learning (Lesson Plans)</li> <li>• Cooperative Learning Lessons</li> </ul>
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**3. Demonstrates competence in planning and preparing for instruction.**

Criteria	Descriptors	Data Points
<p>a .Utilizes student achievement data , local standards, and the district curriculum in planning instruction.</p>	<ul style="list-style-type: none"> <li>• Designs and uses a variety of instructional strategies and classroom materials that align with local content standards, benchmarks, and district curricular expectations.</li> <li>• Uses these local content standards and benchmarks to determine what students should and be able to do.</li> <li>• Analyzes individual student and classroom achievement data to determine the sequencing of and adjustments to instruction.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plans,</li> <li>• Checkout log of student records,</li> <li>• Review ITBS and probe results prior to school year</li> <li>• Graphs</li> <li>• Test Scores (Pre and Post)</li> <li>• Formal Assessment Results</li> <li>• Analysis of Test Results</li> <li>• Professional Reflection based on test results</li> <li>• Lesson Plans aligned with district Standards and Benchmarks</li> <li>• Examples of lessons that were changed, modified, and readjusted to meet learning needs of all students</li> </ul>
<p>b. Sets and communicates high expectations for social, behavioral, and academic success of all students.</p>	<ul style="list-style-type: none"> <li>• Establishes classroom goals for social, behavioral and academic success</li> <li>• Develops classroom routines to support classroom goals.</li> <li>• Provides feedback to students and routinely assesses their progress toward these goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Observations,</li> <li>• Participation in learning teams,</li> <li>• TAT participation,</li> <li>• Letters to parents,</li> <li>• Phone log,</li> <li>• P-T conferences</li> <li>• Establish Personal Goals</li> <li>• Establish Student Goals</li> <li>• Objectives of lessons/units</li> <li>• Behavior Contracts</li> <li>• Rules Posted</li> <li>• Lessons on Respect and Character development</li> <li>• Feedback on Student work</li> <li>• Rewards or Incentives</li> <li>• Posters/Charts</li> </ul>

<p>c. Uses students' developmental needs, background, and interests in planning for instruction.</p>	<ul style="list-style-type: none"> <li>• Seeks and collects information to understand students' needs and interests for use in planning and designs and uses lessons/units that provide for varied student learning needs.</li> <li>• Incorporates multiple levels of thinking and conceptualization into planning for instruction</li> <li>• Incorporates multiple mechanisms for students to attain knowledge and skills in varied modalities.</li> <li>• Undertakes interventions or modifications to curriculum based on students' abilities</li> </ul>	<ul style="list-style-type: none"> <li>• Intervention folders</li> <li>• Cum folder review,</li> <li>• TAT's</li> <li>• Lesson plans</li> <li>• Modeling behavior</li> <li>• IEPs</li> <li>• Year Long Plans</li> <li>• Lessons based on Student Interests</li> <li>• Allowing students to make choices based on interest</li> <li>• Proof of developmentally appropriate practices</li> <li>• Individual contracts with students</li> <li>• Developmental Checklist</li> </ul>
<p>d. Selects strategies to engage all students in learning</p>	<ul style="list-style-type: none"> <li>• Knows or actively seeks instructional strategies that produce increased student learning.</li> <li>• Plans for a variety of types of effective instructional strategies, facilitation techniques, and classroom activities that actively engage students in learning.</li> <li>• Organizes content in a manner that facilitates each student's construction of his/her learning</li> <li>• Incorporates inquiry methods to encourage critical and creative thinking.</li> <li>• Plans for adjustments in instruction to meet student learning needs based on the assessment of student progress.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Cooperative Lessons</li> <li>• Use of Technology</li> <li>• Projects/Hands on learning</li> <li>• One on One instruction</li> <li>• Large Group Lessons</li> <li>• Motivational Devices</li> <li>• Individual Contracts with students</li> <li>• Extension or enrichment activities</li> <li>• Long Range Plans</li> <li>• Small Group Lessons</li> <li>• Use of Manipulatives</li> <li>• Inquiry Based Lessons</li> <li>• Principal evaluations or observations</li> </ul>

<p>e. Uses available resources, including technologies, in the development and sequencing of instruction.</p>	<ul style="list-style-type: none"> <li>• Integrates resources in developing and sequencing instruction that are appropriate to the content, to curriculum alignment, and to student's prior learning.</li> <li>• Uses challenging resources that are mentally, visually, aurally, and kinesthetically stimulating and integrates the use of technology as a curricular support when appropriate.</li> <li>• Assesses students' use of technological resources before integrating into student expectations.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plans,</li> <li>• Multi media presentations,</li> <li>• Computer lab use,</li> <li>• AEA lending library log,</li> <li>• Field trips,</li> <li>• Use of community resources</li> <li>• Team Work – Collaboration</li> <li>• Weekly/Daily Schedules</li> <li>• AEA Library</li> <li>• AEA Personnel</li> <li>• District Libraries</li> <li>• Internet</li> <li>• University/College Professors</li> <li>• Journals</li> </ul>
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**4. Uses strategies to deliver instruction that meet the multiple learning needs of students.**

Criteria	Descriptors	Data Points
<p>a. Aligns classroom instruction with local standards and district curriculum.</p>	<ul style="list-style-type: none"> <li>• Follows district course guides or approved curriculum in writing lesson plans or delivering instruction</li> <li>• Works collaboratively to develop and maintain standards, benchmarks, and performance assessments for student achievement.</li> <li>• Implements classroom instructional strategies that support the achievement of district standards and benchmarks.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Video of Lesson</li> <li>• Lesson/Unit plans showing differentiated instruction</li> <li>• Lesson/Unit plans showing curriculum compacting</li> <li>• Team Teaching</li> <li>• Lessons stating which standards and benchmarks are being addressed</li> </ul>
<p>b. Uses research-based instructional strategies that address the full range of cognitive levels.</p>	<ul style="list-style-type: none"> <li>• Uses instructional strategies that are effective for students at varied cognitive levels and is able to adjust strategies during instruction to meet student learning needs.</li> <li>• Uses questioning techniques that foster classroom discussion to increase student knowledge and skills and monitors students' learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plans,</li> <li>• Progress monitoring</li> <li>• Differentiated instruction,</li> <li>• Varied instructional strategies</li> <li>• Observation</li> <li>• Journaling</li> <li>• Cooperative Learning lessons</li> <li>• Group building strategies used in lessons</li> <li>• Lessons/Units incorporating Bloom's Taxonomy</li> <li>• Principal evaluation or observation</li> <li>• Running Records from Reading Recovery</li> </ul>

<p>c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.</p>	<ul style="list-style-type: none"> <li>• Uses appropriate curriculum, instruction, and assessments to accommodate individual needs and uses analysis of student learning before and after instruction to make instructional decisions.</li> <li>• Adjusts instructional strategies as needed to meet student learning needs for remediation, differentiation, and extension for standards and benchmarks attainment.</li> <li>• Instruction is paced to optimize effective learning by all students, provide clear directions, clarify when students are confused and use spontaneous events as a teaching and learning opportunity.</li> <li>• Provide all students will success by undertaking interventions or making modifications.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plans,</li> <li>• Differentiated instruction,</li> <li>• IEP/504 meetings,</li> <li>• TAT's</li> <li>• Student survey's</li> <li>• Graphs showing strengths and weaknesses</li> <li>• Accommodations make to lessons</li> <li>• Modifications made to lessons</li> <li>• Curriculum compacting</li> <li>• Individual student contracts with goals</li> <li>• Examples of lessons that were changed, modified, or readjusted to meet the learning needs of all students.</li> </ul>
<p>d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.</p>	<ul style="list-style-type: none"> <li>• The teacher uses individual, cooperative, and whole class instruction to promote maximum student participation and uses instructional materials that are mentally engaging to the student.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plans,</li> <li>• Interest inventories</li> <li>• Field trips taken,</li> <li>• Observation,</li> <li>• Community service projects,</li> <li>• Learning styles inventory</li> <li>• Cooperative Learning lessons</li> <li>• Flexible Groupings</li> <li>• Long Range plans or goals</li> <li>• Thematic Units</li> <li>• Book Lists</li> <li>• Hands on Projects</li> <li>• Daily/Weekly schedules of classroom activities</li> <li>• Field Trips</li> <li>• Creative Assignments</li> <li>• Activities involving other classes</li> <li>• Guest Speakers</li> </ul>

<p>e. Connects students' prior knowledge, life experiences, and interests in the instructional process.</p>	<ul style="list-style-type: none"> <li>• Draws on the prior knowledge, life experience, interest and language of students during instruction.</li> <li>• Prepares students for learning by providing classroom structure, stimulating interest, and forming a relationship to prior learning.</li> <li>• Identifies for learners the connections and potential applications of curriculum to real-life issues and problems.</li> <li>• Assigns in-class and homework tasks that provide students with links or transition to life experiences and interests.</li> </ul>	<ul style="list-style-type: none"> <li>• Pre-tests,</li> <li>• Interest inventories,</li> <li>• Articulation work with other staff,</li> <li>• Lesson plans</li> <li>• Multicultural Lessons</li> <li>• Student choices based on interest</li> <li>• Sharing time during the day</li> <li>• KWL (Know – What – Learned) Charts</li> <li>• Student developed goals</li> <li>• Student Surveys</li> <li>• Student input on developing rules</li> <li>• Class Meetings</li> <li>• Exploratory Classes</li> </ul>
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<p>f. Uses available resources, including technologies, in the delivery of instruction</p>	<ul style="list-style-type: none"> <li>• Provides classroom settings and activities that are mentally, visually, aurally, and kinesthetically stimulating and uses resources that are appropriate to the content, and to students' prior learning.</li> <li>• Encourages students' use of technological resources and integrates the use of technology as an instructional support when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plans,</li> <li>• AEA resources checkout, computer lab use</li> <li>• AEA Library</li> <li>• AEA Personnel</li> <li>• Multimedia (video, software, CD, digital camera, etc.)</li> <li>• Videos</li> <li>• Music</li> <li>• Professionals (In or Out of education)</li> <li>• Internet</li> <li>• Computer Software</li> <li>• Team Collaboration</li> <li>• Parent Information</li> <li>• Student Information</li> <li>• Journals</li> </ul>
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<b>5. Uses a variety of methods to monitor student learning.</b>		
Criteria	Descriptors	Data Points
a. Aligns classroom assessment with instruction.	<ul style="list-style-type: none"> <li>• Uses classroom assessments that reflect multiple ways by which students can demonstrate knowledge and skills.</li> <li>• Uses assessment strategies that are aligned to instructional goals.</li> <li>• Accepts the primary responsibility for ongoing classroom assessment of the local standards and benchmarks appropriate to his/her classroom.</li> <li>• Continually monitors student progress toward the attainment of instructional objectives</li> </ul>	<ul style="list-style-type: none"> <li>• Checklists,</li> <li>• Rubrics,</li> <li>• Book made tests,</li> <li>• Teacher made tests,</li> <li>• Lesson plans addressing S&amp;B</li> <li>• IEP goals and objectives</li> <li>• Uses a variety of assessment tools</li> <li>• Assessments or evaluations aligned with district standards and benchmarks</li> <li>• Assessments or evaluation aligned with unit/chapter objectives</li> <li>• Assessment Plan</li> <li>• Grading Plan</li> <li>• Graphs (Student Progress)</li> </ul>
b. Communicates assessment criteria and standards to all students and parents.	<ul style="list-style-type: none"> <li>• Communicates learning expectations and assessment criteria in terms of district curriculum.</li> <li>• Establishes, with students, and parents, realistic goals for individual improvement on student achievement and tracks achievement data over time to clearly communicate student progress.</li> <li>• Assessment information provided to students and parents is clear and makes sense and defines what "success" is</li> <li>• Understands and communicates what performance levels or proficiency levels mean to all students and parents.</li> </ul>	<ul style="list-style-type: none"> <li>• Report cards</li> <li>• Outcomes posted</li> <li>• Progress reports</li> <li>• Syllabus to students and parents</li> <li>• Rubrics,</li> <li>• Phone log</li> <li>• P-T conferences</li> <li>• Notes/Letters home</li> <li>• IEP meetings</li> <li>• Anticipatory Set in lessons</li> <li>• Handing out Grading Rubrics to students</li> <li>• Contracts</li> <li>• Individual Student Goals</li> <li>• Homework Planners taken home and signed by parents</li> <li>• Lesson Plans on the school web site</li> <li>• Calendar/newsletter sent home</li> </ul>

<p>c. Understands and uses the results of multiple assessments to guide planning and instruction.</p>	<ul style="list-style-type: none"> <li>• Uses student achievement information from a variety of sources for decision making.</li> <li>• Continually analyzes assessment information for alignment with student expectations and ongoing classroom observation to adjust instruction.</li> <li>• Determines the types of student responses (essay, T/F multiple choice, project, etc.) that best align with the goals for instruction and provide individual instruction and assistance to students in need.</li> </ul>	<ul style="list-style-type: none"> <li>• Tests, classroom assessments</li> <li>• ITBS &amp; ITED data</li> <li>• Probes</li> <li>• Informal reading inventories</li> <li>• Pre-tests</li> <li>• Graphs showing that instruction – lesson was changed and modified to meet the learning needs of all students</li> <li>• Analysis of test results</li> <li>• Use of developmental checklists</li> <li>• Long Range assessment plans</li> <li>• Pre and Post test scores used to make instructional decisions</li> <li>• Professional reflection based on assessment data</li> <li>• Changes in instructional plans based on classroom assessments</li> </ul>
<p>d. Guides students in goal setting and assessing their own learning.</p>	<ul style="list-style-type: none"> <li>• Involves students in establishing goals learning and helps students to understand and monitor their own learning goals.</li> <li>• Works with student to gather and monitor information on their progress and assists student in analyzing their own learning progress through meaningful measures and conferencing with the student.</li> </ul>	<ul style="list-style-type: none"> <li>• Student goal sheets</li> <li>• Progress monitoring</li> <li>• Student attendance at conferences</li> <li>• Portfolio's</li> <li>• Individual contracts</li> <li>• Motivational Charts</li> <li>• Student Charting</li> <li>• Student Self Evaluation</li> <li>• Student Reflections</li> </ul>

<p>e. Provides substantive, timely, and constructive feedback to students and parents.</p>	<ul style="list-style-type: none"> <li>• Provides written and oral feedback which is personal, specific and prompt.</li> <li>• Maintains accurate records about each student's progress,</li> <li>• Provides adequate feedback to students and parents so it is clear what students have learned and what still needs to be learned.</li> <li>• Maintains positive parental rapport and/or contacts parents in a variety of ways.</li> <li>• Celebrates increased student achievement with students and parents.</li> </ul>	<ul style="list-style-type: none"> <li>• Progress reports,</li> <li>• Student work samples that have been critiqued</li> <li>• Report cards,</li> <li>• Assignment books</li> <li>• Progress monitoring</li> <li>• Video of immediate feedback to students (verbal)</li> <li>• Dates on student work</li> <li>• Copies of Feedback given on student work</li> <li>• Rubrics</li> <li>• Notes or Letters home</li> <li>• Notebooks or Journals home</li> <li>• Self checking lessons or material</li> <li>• Principal observation or evaluation</li> </ul>
<p>f. Works with other staff and building and district leadership in analysis of student progress.</p>	<ul style="list-style-type: none"> <li>• Engages in collaborative study of student learning data and uses these data to design instruction on student learning needs.</li> <li>• Exchanges information about student learning with students, families, and school personnel who share the responsibility for the student.</li> </ul>	<ul style="list-style-type: none"> <li>• School Improvement team membership (<u>participation</u>)</li> <li>• Action teams logs</li> <li>• Committees</li> <li>• Grant Writing</li> <li>• Team/Grade level work</li> <li>• Minutes of committee meetings</li> <li>• Notes from Grade Level meetings</li> </ul>

<b>6. Demonstrates competence in classroom management.</b>		
Criteria	Descriptors	Data Points
a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.	<ul style="list-style-type: none"> <li>• Creates and communicates clear expectations for individual student interaction, engagement, self-regulation, collaboration and self-reliance</li> <li>• Students are taught to become responsible and self-directed, consistent with students' developmental needs.</li> <li>• Interacts with students in a respectful and appropriate manner</li> <li>• Creates a classroom with a climate of respect for all.</li> </ul>	<ul style="list-style-type: none"> <li>• Posted classroom rules,</li> <li>• Observations,</li> <li>• Management plan,</li> <li>• Welcome letter</li> <li>• Cooperative Learning lessons</li> <li>• Group building strategies</li> <li>• Lessons on Respect</li> <li>• Lessons on Character Building</li> <li>• Demonstration of the use of a variety of instructional strategies</li> <li>• List of Rules</li> <li>• Behavior Contracts</li> <li>• Individual Contracts</li> <li>• Self reporting – progress monitoring</li> <li>• Self Advocacy</li> <li>• Principal observation or evaluation</li> <li>• Discipline Plan</li> </ul>
b. Establishes communicates, models, and maintains standards of responsible student behavior.	<ul style="list-style-type: none"> <li>• .Clearly communicates guidelines for responsible student behavior</li> <li>• Instructs students about behavioral expectations and appropriate social skills.</li> <li>• Maintains consistent and clear expectations and accountability and models positive social skills to students while providing opportunities for students to practice those skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Established and communicated classroom rules</li> <li>• Observation</li> <li>• Lessons on Character Building</li> <li>• Video of modeling of behaviors</li> <li>• Rules posted and reviewed</li> <li>• Bulletin Boards</li> <li>• Discipline Plan</li> <li>• Behavior Contracts</li> <li>• Time Out/Cool Off spots</li> <li>• Principal observation or evaluation</li> </ul>

<p>c. Develops and implements classroom procedures and routines that support high expectations for learning</p>	<ul style="list-style-type: none"> <li>• Consistently implements management techniques that create an engaging learning environment and make behavioral modifications in specific situations to support individual learning needs.</li> <li>• Develops and implements schedules, timelines, procedures, and routines to support high expectations for learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Schedules</li> <li>• Lesson plans</li> <li>• Syllabus</li> <li>• Project requirements</li> <li>• Daily Schedule</li> <li>• Year long plans</li> <li>• Video of lessons</li> <li>• Transition techniques or strategies</li> <li>• Communicate what will be taught and classroom routines to students at the beginning of the year</li> <li>• Discipline Plan</li> <li>• Rules Posted</li> <li>• Student involvement in rules</li> <li>• Class Meetings</li> <li>• Behavior Contracts</li> <li>• Letters sent home at the beginning of the year</li> <li>• Principal evaluation or observation</li> </ul>
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<p>d. Uses instructional time effectively to maximize student achievement</p>	<ul style="list-style-type: none"> <li>• Develops and implements classroom procedures and routines that optimize learning time.</li> <li>• Instructional time is used effectively and productively for maximum student engagement with tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• Student engagement observed</li> <li>• Learning centers</li> <li>• Student/teacher interaction</li> <li>• Management of materials, manipulatives, classroom resources</li> <li>• Routines such as bathroom break, computer times, assignments turned in, reading times, etc.</li> <li>• Strategies for attention grabbing</li> <li>• Daily Schedule</li> <li>• Video</li> <li>• Management of Student behavior (video or management plans)</li> <li>• Principal observation or evaluation</li> </ul>
<p>e. Creates a safe and purposeful learning environment.</p>	<ul style="list-style-type: none"> <li>• Creates a classroom setting that is safe and provides an accessible learning environment for all students.</li> <li>• Insists upon fairness and respect as elements in each interpersonal relationship and encourage each student to be self-reflective.</li> <li>• Organizes space, time, materials, and students for effective instruction.</li> <li>• Provides learning opportunities for students to become responsible, self-reliant, and collaborative.</li> <li>• Create opportunities for students to make decisions appropriate to students' developmental levels.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom design,</li> <li>• Classroom rules,</li> <li>• Emergency signs posted,</li> <li>• Daily opening,</li> <li>• Post daily assignments</li> <li>• Schedule</li> <li>• Pictures of students engaging in collaboration efforts</li> <li>• Lessons on Respect</li> <li>• Physical layout of classroom (plan an rationale)</li> <li>• Individual goal setting</li> <li>• Individual self monitoring – self rewarding</li> <li>• Choice Making</li> <li>• Class Meetings</li> </ul>

<b>7. Engages in professional growth.</b>		
<b>Criteria</b>	<b>Descriptors</b>	<b>Data Points</b>
a. Demonstrates habits and skills of continuous inquiry and learning.	<ul style="list-style-type: none"> <li>• Actively pursues opportunities for learning embedded in daily experiences and</li> <li>• Engages in formal learning opportunities to increase his/her repertoire of knowledge and skills.</li> <li>• Demonstrates up-to-date knowledge in curriculum content instructional strategies.</li> <li>• Routinely reflects on his/her practices.</li> <li>• Consistently reads current educational journals and other professional literature.</li> </ul>	<ul style="list-style-type: none"> <li>• Writes realistic improvement goals</li> <li>• Learning team contributions</li> <li>• Welcomes constructive feedback</li> <li>• Attends conferences &amp; workshops</li> <li>• Courses Taken</li> <li>• Professional Development Plan</li> <li>• Presentations to Peers or Colleagues</li> <li>• Committees</li> <li>• Participation in the Mentoring Program</li> </ul>
b. Works collaboratively to improve professional practice and student learning.	<ul style="list-style-type: none"> <li>• Collaborates with others to improve their teaching and their students' learning and supports joint efforts for the improvement of instruction.</li> <li>• Contributes experience and ideas toward the continuing development of the school/district as a learning community</li> <li>• Builds relationships that enable them to become valuable members of the school community.</li> <li>• Plan lessons, rehearses strategies, demonstrates strategies, and observes with a mentor and/or peer coaching partner.</li> </ul>	<ul style="list-style-type: none"> <li>• Participates in team/staff meetings</li> <li>• TAT's</li> <li>• Learning teams,</li> <li>• Staff development opportunities</li> <li>• Team Teaching</li> <li>• Team Meetings</li> <li>• Committees</li> <li>• Being a Mentor</li> <li>• Log of Professional Development participation</li> </ul>

<p>c. Applies research knowledge, and skills from professional development opportunities to improve practice.</p>	<ul style="list-style-type: none"> <li>• Integrates his/her working knowledge of psychology (human development and motivation), sociology (organizational membership), pedagogy (instructional strategies) and subject matter to construct a coherent educational philosophy.</li> <li>• Researches ideas, knowledge, and skills are tried in the context of best practices.</li> <li>• Monitors the implementation and effect of using new learning within the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson plans</li> <li>• Classroom observation</li> <li>• Curriculum Compacting</li> <li>• Differentiated Instruction</li> <li>• Implementation of strategies - techniques learned at courses or workshops</li> <li>• Course Work</li> <li>• Use of knowledge gained from professional journals</li> </ul>
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<p>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>	<ul style="list-style-type: none"> <li>• Collaborates in the development of their own professional development plan to meet district/building goals.</li> <li>• Suggestions are elicited about his/her teaching and adapt his/her teaching to new ideas, findings, ideals, and theories.</li> <li>• Routinely participates and contributes to collective study with colleagues in order to implement district career plans and uses data about student performance and his/her practice to design individual career development plans.</li> </ul>	<ul style="list-style-type: none"> <li>• Professional growth plan,</li> <li>• School Improvement Team participation</li> <li>• Advanced Degrees</li> <li>• Courses Completed</li> <li>• Workshops Completed</li> <li>• Use of knowledge gained from professional journals</li> <li>• Member of professional organizations</li> </ul>
<p>e. Provides an analysis of student learning and growth based on teacher-created tests and authentic measures as well as any standardized and district-wide tests.</p>	<ul style="list-style-type: none"> <li>• Teacher develops and implements formative assessments.</li> <li>• Teacher develops and implements summative assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• Examples of teacher developed assessments</li> </ul>

**8. Fulfills professional responsibilities established by the school district.**

Criteria	Descriptors	Data Points
<p>a. Adheres to board policies, district procedures, and contractual obligations.</p>	<ul style="list-style-type: none"> <li>• Demonstrates professional commitment and respects the contractual requirements of his/her employment.</li> <li>• Upholds and enforces school rules.</li> <li>• Accepts responsibility for his/her mental, and physical well being.</li> </ul>	<ul style="list-style-type: none"> <li>• Personal file</li> <li>• No infractions</li> <li>• Required paperwork done on time</li> <li>• Comes to work on time</li> <li>• Log of professional expectations met or accomplished (professional behavior, conference presentations, mentoring, etc.)</li> <li>• School/District contribution log (committees, open house, etc.)</li> <li>• Professional Development log</li> <li>• Principal observations or evaluations</li> </ul>
<p>b. Demonstrates professional and ethical conduct as defined by state law and individual district policy.</p>	<ul style="list-style-type: none"> <li>• Presents himself/herself to the school and community in a manner that elicits respect</li> <li>• Complies with state laws defining the profession.</li> <li>• Respects confidentiality of students.</li> </ul>	<ul style="list-style-type: none"> <li>• No confirmed infractions,</li> <li>• Written reprimands,</li> <li>• Child abuse &amp; mandatory reporter certification in file</li> <li>• Lack of district or state ethical violations</li> <li>• Confidentiality</li> <li>• Professional Development</li> <li>• Committee Meetings</li> <li>• Principal observation or evaluation</li> </ul>
<p>c. Contributes to efforts to achieve district and building goals.</p>	<ul style="list-style-type: none"> <li>• Participates in district sponsored staff development</li> <li>• Participates in curriculum committees</li> <li>• Collaborates with colleagues in school improvement efforts for building and district goals</li> <li>• Cooperates with school personnel.</li> </ul>	<ul style="list-style-type: none"> <li>• Contributions to learning teams, staff meeting and in-services</li> <li>• Committee Meetings</li> <li>• Professional Development</li> <li>• Team Meetings</li> <li>• Grant Writing</li> </ul>

<p>d. Demonstrates an understanding of an respect for all learners and staff.</p>	<ul style="list-style-type: none"> <li>• Promotes cooperation and respect with students and staff.</li> <li>• Establishes positive student rapport.</li> <li>• Maintains positive peer relationships.</li> <li>• Respects different values and beliefs other than one's own and works to ensure that all students are treated fairly.</li> <li>• Functions effectively in situations that require differing approaches and understanding of differing family and community contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of student treatment</li> <li>• Comments from staff</li> <li>• Work with associates</li> <li>• Multicultural Lessons</li> <li>• Committee Meetings and contributions</li> <li>• Team Meetings</li> <li>• Resolution of Conflicts</li> <li>• Principal observation or evaluation</li> </ul>
<p>e. Collaborates with students, families, colleagues, and communities to enhance student learning.</p>	<ul style="list-style-type: none"> <li>• Values and respect others' roles in student learning and welcomes their participation in the teaching process.</li> <li>• Builds acceptable and professional relationships with students, colleagues, and families that are student-centered and conducive to learning.</li> <li>• Reaches out to others to establish constructive relationships and rapport especially in challenging situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Initiates TAT's</li> <li>• P-T conferences</li> <li>• Student portfolio's</li> <li>• Newsletter articles</li> <li>• Attends athletic booster club meetings</li> <li>• Attends music booster club meetings</li> <li>• Parent Volunteers</li> <li>• Work with Associates</li> <li>• Team Meetings or Team Teaching</li> <li>• Communication with Parents</li> <li>• Principal observation or evaluation</li> <li>• Searching our help and resources</li> <li>• Student Conferences</li> </ul>

## East Mills CSD Annual Professional Learning Plan (PLP)

<b>Guidance</b>	<b>Name:</b>	<b>School:</b>	<b>Date:</b>
<p><b>My Student Data:</b> What student assessment data (related to district content standards/school improvement plans) is analyzed in order to design this plan?</p> <p><b>My Goal:</b> What specific student knowledge/skill will be increased?</p> <p><b>My Action Plan:</b> What subject/topics will this plan focus upon? What professional learning processes will be used to increase your instructional knowledge and skills?</p> <p><b>My Evidence:</b> How will I document the relationship between my focus upon District teacher practice standards, my professional learning, and their effect on student learning?</p> <p><b>My Feedback:</b> What type of feedback do I expect? From Principal? From others? How often?</p> <p><b>My Knowledge Sharing:</b> How will your learning/knowledge gained be shared? What value will it create for others?</p>	<p><b>My Student Data:</b> My plan is based upon an analysis of student assessment data/artifacts, student skills status, research on instruction, and my needs (use Teacher Reflection Guide). This analysis indicates that:</p> <div style="background-color: #cccccc; height: 20px; width: 100%;"></div>		
	<p><b>My Goal:</b> In collaboration with others, I will increase my students':</p> <div style="background-color: #cccccc; height: 20px; width: 100%;"></div> <p>This goal links to the building's (or district's) plan for improving student achievement in:</p> <div style="background-color: #cccccc; height: 20px; width: 100%;"></div>		
	<p><b>My Action Plan:</b> To achieve my goal, my learning will focus on the following: 1) district (Iowa) instructional standards/criteria, 2) teaching and learning, and 3) professional collaboration.</p> <div style="background-color: #cccccc; height: 20px; width: 100%;"></div>		
	<p><b>My Evidence:</b> I will document my use of my instructional practices, professional learning and their effect on student learning through the following evidence and data:</p> <div style="background-color: #cccccc; height: 20px; width: 100%;"></div>		
	<p><b>My Feedback:</b> Using the PLP Self-Assessment Rubric, I will reflect upon what I did and did not do in terms of:</p> <ul style="list-style-type: none"> <li>• Use of Instructional Best Practice(s)-</li> <li>• Sharing Knowledge-</li> <li>• Effect on Students-</li> </ul> <div style="background-color: #cccccc; height: 20px; width: 100%;"></div>		
	<p><b>My Knowledge Sharing:</b> I will share my results and learning by:</p> <div style="background-color: #cccccc; height: 20px; width: 100%;"></div>		
	<p>My learning will help (or has helped) others to solve their problems related to:</p> <div style="background-color: #cccccc; height: 20px; width: 100%;"></div>		





## Teacher Reflection Guide

**This will be used with the PLP “My Student Data” section**

**The following themes are embedded in the criteria/rubrics:** Equity, cultural sensitivity, high expectations, developmental-appropriateness, accommodating students with special needs, and appropriate use of technology.

Teacher: \_\_\_\_\_ Grade or content: \_\_\_\_\_  
 Self-evaluation Date: \_\_\_\_\_

	Student-Centered Focus of Rubric		Teacher-Centered Focus of Rubric	
<b>Standard 1: Demonstrates ability to enhance academic performance and support for implementation of the school district’s <u>student achievement goals</u>.</b>				
CRITERIA	Distinguished	Proficient	Basic	Unsatisfactory
Provides multiple forms of evidence of student learning and growth to students, families, and staff.	Teacher provides frequent evidence of student learning to students and parents with student input. Other staff is involved as needed.	Teacher provides frequent evidence of student learning to students, parents, and other staff.	Teacher provides some evidence of student learning to students, parents, and other staff.	Teacher provides little evidence of student learning to the student, parent, or other staff.
Implements strategies supporting student, building, and district goals.	Learning strategies are highly relevant to students or instructional goals. The progression of activities is coherent, producing a unified whole reflective of recent professional research.	Most of the learning strategies are suitable to students or instructional goals. Progression of activities is fairly even, and most activities reflect recent professional research.	Only some of the learning strategies are suitable to students or instructional goals. Progression of activities is uneven, and only some of the activities reflect recent professional research.	Learning strategies are not suitable to students or instructional goals. They do not follow an organized progression and do not reflect recent professional research.
Uses student performance data as a guide for decision making.	Students are aware of how they are meeting the established standards and participate in planning the next steps.	Teacher uses assessment results to plan for individual and groups of students.	Teacher uses assessment results to plan for the class as a whole.	Assessment results affect planning for students in a minimal way.
Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.	Students and the teacher establish and maintain instructional strategies, activities, interactions, and the classroom environment for all students to achieve.	Instructional strategies and activities, interactions, and the classroom environment convey high expectations for all students to learn.	Instructional strategies and activities, interactions, and the classroom environment convey inconsistent expectations for all students to achieve.	Instructional strategies and activities, interactions, and the classroom environment convey only modest expectations for all students to learn.

<p><b>Creates an environment of mutual respect, rapport, and fairness.</b></p>	<p>Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for teacher as an individual, beyond that for the role.</p>	<p>Teacher-student interactions are friendly and demonstrate general warmth, caring and respect. Such interactions are appropriate to the developmental or cultural norms. Students exhibit respect for the teacher.</p>	<p>Teacher interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard to the age or culture of the students. Students exhibit only minimal respect for the teacher.</p>	<p>Teacher instruction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher.</p>
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<p><b>Participates in and contributes to a school culture that focuses on improved student learning.</b></p>	<p>Both students and the teacher establish and maintain instructional strategies and activities, interactions, and the classroom environment. High expectations for student achievement.</p>	<p>Instructional strategies and activities, interactions, and the classroom environment convey high expectations for student achievement.</p>	<p>Instructional strategies and activities, interactions, and the classroom environment convey inconsistent expectations for student achievement.</p>	<p>Instructional strategies and activities, interactions, and the classroom environment convey only modest expectations for student achievement.</p>
<p><b>Communicates with students, families, colleagues, and communities effectively and accurately.</b></p>	<p>Teacher provides frequent information to student, parents, and colleagues as appropriate about the instructional program. Students participate in preparing materials for their families.</p>	<p>Teacher provides frequent information to students, parents, and colleagues as appropriate, about the instructional program.</p>	<p>Teacher participates in the school's activities for student, parent, and colleague communication but offers little additional information.</p>	<p>Teacher provides little information about the instructional program to students, parents or colleagues.</p>

**Standard 2: Demonstrates competence in content knowledge appropriate to the teaching position.**

<b>CRITERIA</b>	<b>Distinguished</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>
<b>Understands and uses underlying themes, relationships, and different perspectives related to the content area.</b>	Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge.	Teacher displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines.	Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.	The teacher makes content errors or does not correct content errors students make.
<b>Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.</b>	Teacher displays knowledge of student development to make learning experiences meaningful for every student.	Teacher displays knowledge of student development to make learning experiences meaningful but are not accessible for every student.	Teacher displays some knowledge of student development to make learning experiences meaningful but are not accessible for every student.	Teacher displays little uses of student knowledge of student development in making learning experiences meaningful and accessible for every student.
<b>Relates ideas and information within and across content areas.</b>	Teacher actively builds on knowledge and understanding of prerequisite relationships when describing instruction or seeking causes for student understanding.	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts important for student learning of the content.	Teacher indicates some awareness of prerequisite learning although such knowledge may be incomplete or inaccurate for student learning of the content.	Teacher displays little understanding of prerequisite knowledge important for student learning of the content.
<b>Understands and uses instructional strategies that are appropriate to the content area.</b>	Teacher displays continuing search for best practices and anticipates student misconceptions.	Instructional practices reflect current research on best strategies within the discipline but without anticipating student misconceptions.	The teacher displays basic understanding of instructional strategies but does not anticipate student misconceptions.	The teacher displays little understanding of current instructional strategies appropriate for student learning.

**Standard 3: Demonstrates competence in planning and preparing for instruction.**

<b>CRITERIA</b>	<b>Distinguished</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>
<b>Uses student achievement data, local standards, and the district curriculum in planning for instruction.</b>	The proposed approach to assessment is completely congruent with the instructional goals, both in content and process. Assessment criteria and standards are clear and have been clearly communicated to students. There is evidence that students contributed to the development of them. Students are aware of how they are meeting the standards and criteria.	All of the instructional goals are nominally assessed through the proposed plan, but the approach is more suitable to some goals than others. Assessment criteria and standards are clear and have been communicated to students. Teacher uses assessment results to plan for individual and groups of students.	Some of the instructional goals are assessed though the proposed approach, but many are not. Assessment criteria and standards have been developed, but they are either not clear or have not been communicated to students. Teacher uses assessment results to plan for the class as a whole.	Content and methods of assessment lack congruence with instructional goals. The proposed approach contains no clear criteria or standards. The assessment results affect planning for these students only minimally.
<b>Sets and communicates high expectations for social, behavioral, and academic success of all students.</b>	Standards of conduct are clear to all students and appear to have been developed with student participation. The classroom environment, established with student input, conveys high expectations for all students to learn.	Standards of conduct are clear to all students. The classroom environment conveys high expectations for all students to learn.	Standards of conduct appear to have been established for most situations, and most students seem to understand them. The classroom environment conveys an inconsistent expectation for all students to learn.	No standards of content appear to have established, or students are confused as to what the standards are. The classroom environment conveys only modest expectations for all students to learn.
<b>Uses student's developmental needs, backgrounds, and interests in planning for instruction.</b>	Teacher displays knowledge of typical developmental characteristics of age groups, exceptions to general patterns, and the extent to which each student follows patterns.	Teacher displays thorough understanding of the developmental characteristics of age groups as well as expectations to general patterns.	Teacher displays generally accurate knowledge of the developmental characteristics of age groups.	Teacher displays minimal knowledge of developmental characteristics of age groups.
<b>Selects strategies to engage all students in learning.</b>	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance understanding.	Most activities and assignments are inappropriate for students in terms of their age or backgrounds. Almost all students are cognitively engaged in them.	Some activities and assignments are appropriate for students and engage them mentally, but others to not.	Activities and assignments are inappropriate for students in terms of their age or backgrounds. Students are not engaged mentally.

<b>Uses available resources, including technologies, in the development and sequencing of instruction.</b>	Instructional materials and resources are suitable to the instructional goals and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their own learning.	Instructional materials and resources are suitable to the instructional goals and engage students mentally.	Instructional materials and resources are partially suitable to the instructional goals, or student's level of mental engagement is moderate.	Instructional materials and resources are unsuitable to the instructional goals or do not engage students mentally.
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**Standard 4: Uses strategies to deliver instruction that meets the multiple learning needs of students.**

<b>CRITERIA</b>	<b>Distinguished</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>
<b>Aligns classroom instruction with local standards and district curriculum.</b>	Teacher's instruction aligns with district standards/benchmarks, and established curriculum and connects to other disciplines and content areas.	Teacher's instruction aligns with district standards/benchmarks, and established curriculum.	Teacher's instruction sometimes aligns with district standards/benchmarks, and established curriculum.	Teacher's instruction does not align with district standards/benchmarks, and established curriculum.
<b>Uses research-based instructional strategies that address the full range of cognitive levels.</b>	Learning activities are highly relevant to students and instructional goals. They progress coherently, producing a unified whole reflecting recent professional research.	Most of the learning activities are suitable to students or instructional goals. Progression of activities in the unit is fairly even, and most of the activities reflect recent professional research.	Only some of the learning activities are suitable to students or instructional goals. Progression of activities in the unit is uneven, and only some of the activities reflect recent professional research.	Learning activities are not suitable to students or instructional goals. They do not follow an organized progression and do not reflect recent professional research.
<b>Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.</b>	Teacher successfully makes a major adjustment to a lesson.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher attempts to adjust a lesson, with mixed results.	Teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson.
<b>Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.</b>	All students are cognitively engaged in the activities and assignments and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance understanding.	Most activities and assignments are appropriate for students in terms of their age or backgrounds. Almost all students are cognitively engaged in them.	Some activities and assignments are inappropriate for students and engage them mentally, but others do not.	Activities and assignments are inappropriate for students in terms of their age or backgrounds. Students are not engaged mentally.

<p><b>Connects students' prior knowledge, life experiences, and interests in the instructional process.</b></p>	<p>Teacher displays knowledge of each student's interests, prior knowledge, life experiences, or interests and recognizes the value of this knowledge.</p>	<p>Teacher displays knowledge of the students' interests, prior experiences, life experiences, or interests.</p>	<p>Teacher recognizes the value of the students' interests, prior knowledge, life experiences, or interests but displays this knowledge for the class only as a whole.</p>	<p>Teacher displays little knowledge of the student's interests, prior knowledge, life experiences, or interests and does not indicate that such knowledge is valuable.</p>
<p><b>Uses available resources, including technologies, in the delivery of instruction.</b></p>	<p>Instructional materials and resources are suitable to the instructional goals and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their own learning.</p>	<p>Instructional materials and resources are suitable to the instructional goals and engage students mentally.</p>	<p>Instructional materials and resources are partially suitable to the instructional goals, or student's level of mental engagement is moderate.</p>	<p>Instructional materials and resources are unsuitable to the instructional goals or do not engage students mentally.</p>

**Standard 5: Uses a variety of methods to monitor student learning.**

<b>CRITERIA</b>	<b>Distinguished</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>
<b>Aligns classroom assessment with instruction.</b>	The proposed approach to assessment is completely congruent with the instructional goals, both in content and process.	All instructional goals are nominally assessed through the proposed plan, but the approach is more suitable to some goals than others.	Some of the instructional goals are assessed through the proposed approach, but many are not.	Content and methods of assessment lack congruence with instructional goals.
<b>Communicates assessment criteria and standards to all students and parents.</b>	Assessment criteria and standards are clear and have been clearly communicated to students and parents. There is evidence that students contribute to the development of the criteria and standards.	Assessment criteria and standards are clear and have been clearly communicated to students and parents.	Assessment criteria and standards have been developed but they either are not clear or have not been clearly communicated to students and parents.	The assessment plan contains no clear criteria or standards.
<b>Understands and uses the results of multiple assessments to guide planning and instruction.</b>	Multiple assessments are used to guide the teacher's planning and instruction on a regular basis. Students have input to planning and instruction.	Multiple assessments are used to guide the teacher's planning and instruction on a regular basis.	Some assessments are used for teacher information. The assessments tend to be random and unrelated.	There are no assessments used in planning or for modifications to instruction.
<b>Guides students in goal and assessing their own learning.</b>	Students actively engage in their own goal setting with each unit. Students assess their own progress on standards and criteria and provide input to the teacher for further progress.	Students actively engage in their own goal setting with each unit. Students assess with their own progress on standards and criteria.	There is some evidence of student goal setting. Students occasionally assess their own progress on standards and criteria.	There is no evidence of student goal setting or assessing their own progress on standards and criteria.
<b>Provides substantive, timely, and constructive feedback to students and parents.</b>	Feedback is consistently of high quality and given in a timely and effective manner. Provision is made for students to use the feedback in a constructive manner.	Feedback is consistently of high quality and given in a timely and constructive manner.	Feedback is inconsistent in quality and often not given in a timely manner. Some elements of high quality are present; others are not.	Feedback is either not provided or is of uniformly poor quality.
<b>Works with other staff and building and district leadership in analysis of student progress.</b>	The teacher is highly proactive in serving the needs of students and works with other staff to accomplish greater student achievement. The teacher seeks out methods and resources to help improve student achievement.	The teacher is active in serving the needs of students and works with other staff to improve student achievement.	The teacher attempts to serve student needs on an inconsistent basis.	The teacher is not alert to student needs.

## Standard 6: Demonstrates competence in classroom management.

CRITERIA	Distinguished	Proficient	Basic	Unsatisfactory
<b>Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.</b>	There is <b>excellent</b> social interaction between the students and the teacher; students not working with the teacher are engaged in learning activities; and seldom so students need regulation or direction. Students appear to be self-motivated and know how to proceed when finished with activities.	There is <b>good</b> social interaction between the students and the teacher; students not working with the teacher are generally engaged in learning activities; and very few students need regulation or direction.	There is <b>some</b> social interaction between the students and the teacher; some students not working with the teacher are not productively engaged in learning activities; and some students need constant regulation and direction.	There is <b>little</b> social interaction between the students and the teacher; students not working with the teacher are not productively engaged in learning activities; and students need constant regulation and direction.
<b>Establishes, communicates, models, and maintains standards of responsible student behavior.</b>	Standards of conduct are clear to all students and appear to have been developed with student participation. Monitoring by teacher is subtle and preventive. Students monitor their own behavior; correcting one another respectfully. Teacher response to misbehavior is highly sensitive to student's needs, or student behavior is generally appropriate.	Standards of conduct are clear to all students. Teacher is alert to student behavior at all times. Teacher response to misbehavior is appropriate and respects the student's dignity, or student's behavior is generally appropriate.	Standards of conduct appear to have been established for most situations, and most students seem to understand what the standards are. Teacher is generally aware of student behavior but may miss activities of some students. Teacher attempts to respond to student misbehavior but with uneven results or no serious disruptive behavior occurs.	No standards of conduct appear to have been established, or students are confused as to what the standards are. Student behavior is not monitored, and teacher is unaware of what students are doing. Teacher does not respond to misbehavior or the response is inconsistent, overly repressive, or does not respect the student's dignity.
<b>Develops and implements classroom procedures and routines that support high expectations for student learning.</b>	Systems for performing non-instructional duties are well-established with students assuming considerable responsibility for efficient operation. Transitions are seamless with students assuming some responsibility for efficient operation. Groups work independently with students assuming some responsibility for productivity.	Systems for performing non-instructional duties results in little loss of instructional time. Transitions occur smoothly with little loss of instructional time. Tasks for group work are organized and groups are managed so most students are engaged at all times.	Systems for performing non-instructional duties result in loss of instructional time. Transitions are sporadically efficient resulting in some loss of instructional time. Tasks for group work are partially organized, resulting in some off-task behavior when the teacher is involved with another group.	Considerable instructional time is lost in performing non-instructional duties. Much time is lost during transitions. Students not working with the teacher are not productively engaged in learning.
<b>Uses instructional time effectively to maximize student achievement.</b>	Instructional time is used efficiently and effectively with students assuming some responsibility for efficient operations.	Instructional time is used efficiently and effectively.	Some instructional time is wasted or not used efficiently or effectively.	Instructional time is wasted or not used efficiently or effectively.

<b>Creates a safe and purposeful learning environment.</b>	The classroom is safe; and students adjust the condition/arrangement of the classroom to advance their own purposes in the learning activities.	The classroom is safe; and the condition/ arrangement of the classroom is a resource for the learning activities.	The classroom is safe; and the condition/ arrangement of the classroom is adjusted to the lesson activities with limited effectiveness.	The classroom is unsafe, or the condition/ arrangement of the classroom is not suited to the lesson activities or both.
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**Standard 7: Engages in professional growth.**

<b>CRITERIA</b>	<b>Distinguished</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>
<b>Demonstrates habits and skills of continuous inquiry and learning.</b>	Teacher makes a thoughtful assessment of a lesson’s effectiveness and the extent to which instructional goals were achieved and cites many specific examples from the lesson to support the judgement. Drawing from an extensive repertoire of skills, the teacher offers specific alternative actions, complete with probable successes of different approaches.	Teacher makes an accurate assessment of a lesson’s effectiveness and the extent to which instructional goals were achieved and can cite general references to support the judgement. Teacher makes a few specific suggestions about how to improve the lesson.	Teacher has a generally accurate impression of a lesson’s effectiveness and the extent to which instructional goals were achieved. Teacher makes general suggestions about how a lesson may be improved.	Teacher does not know if a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson may be improved another time.
<b>Works collaboratively to improve professional practice and student learning.</b>	Support and cooperation characterize relationships with colleagues. Teacher takes initiative in assuming leadership among the faculty. Teacher initiates important activities to contribute to the profession, such as mentoring, suggesting learning activities, or making presentations.	Support and cooperation characterize relationships with colleagues. Teacher participates actively in assisting other educators.	Teacher maintains cordial relationships with colleagues to fulfill the duties that the school or district requires. Teacher makes limited effort to share knowledge with others or to assume professional responsibilities.	Teacher’s relationships with colleagues are negative or self-serving. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.
<b>Applies research, knowledge, and skills from professional development opportunities to improve practice.</b>	Teacher seeks out opportunities for professional development and makes a systemic attempt to conduct action research in their classroom.	Teacher seeks out opportunities for professional development to enhance knowledge and pedagogical skills.	Teacher participates in professional activities to a limited extent when they are convenient.	Teacher engages in no professional development activities to enhance knowledge or skill.
<b>Establishes and implements professional development plans based upon the teacher’s needs aligned to the Iowa teaching standards and district/ building student achievement goals.</b>	Teacher has a continuous improvement plan for professional development that aligns with the Iowa teaching standards and the building/district achievement goals.	Teacher has a developed plan for professional development. It aligns with the Iowa teaching standards and the building/ district student achievement goals.	Teacher has a limited plan for professional development. It lacks development. It lacks alignment with the Iowa teaching standards and the building/districts student achievement goals.	Teacher has no professional development plan.

<b>Provides an analysis of student learning and growth based on teacher-created tests and authentic measures as well as any standardized and district-wide tests.</b>	TBD			
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**Standard 8: Fulfills professional responsibilities established by the school district.**

<b>CRITERIA</b>	<b>Distinguished</b>	<b>Proficient</b>	<b>Basic</b>	<b>Unsatisfactory</b>
<b>Adheres to board policies, district procedures, and contractual obligations.</b>	The teacher is active in framing Board policies, district procedures, and contractual obligations and does not need a reminder of obligations in these areas.	The teacher is familiar with Board policies, district procedures, and contractual obligations and is seldom reminded of obligations in these areas.	The teacher is vaguely familiar with Board policies, district procedures, and contractual obligations and is sometimes reminded of obligations in these areas.	The teacher is unaware of Board policies, district procedures, and contractual obligations and must be reminded of these areas on a regular basis.
<b>Demonstrates professional and ethical conduct as defined by state law and district policy.</b>	The teacher's professional or ethical practices follow the Iowa Code and/or district policies and actively works to add improvements in these areas.	The teacher's professional or ethical practices follow the Iowa Code and/or district policies.	Teacher exhibits a few questionable professional or ethical practices as established in the Iowa Code and/or district policies and has to be reminded of their consequences.	Teacher exhibits some questionable professional or ethical practices as established in the Iowa Code and/or district policies.
<b>Contributes to efforts to achieve district and building goals.</b>	The teacher connects what is happening in her/his classroom and the district's/building's student achievement goals by through instruction that implement the goals. Students are actively involved in the formation of activities to attain the goals.	Teacher makes the connection between what is happening in her/his classroom and the district's/building's student achievement goals by designing instruction to implement the goals.	Teacher sees some connection between what is happening in her/his classroom and the district's/building's student achievement goals.	Teacher sees little connection between what is happening in her/his classroom and the district's/building's student achievement goals.
<b>Demonstrates an understanding of and respect for all learners and staff.</b>	Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for teacher as an individual, beyond that for the role.	Teacher-student interactions are friendly and demonstrate general warmth, caring and respect. Such interactions are appropriate to the developmental or cultural norms. Students exhibit respect for the teacher.	Teacher interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard to the age or culture of the students. Students exhibit only minimal respect for the teacher.	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher.

<b>Collaborates with students, families, colleagues, and communities to enhance student learning.</b>	Teacher provides complete and frequent information to students, parents, and colleagues to enhance student achievement and the instructional program. Students participate in preparing materials for their families.	Teacher provides frequent information to students, parents, and colleagues as appropriate, to enhance student learning and the instructional program.	Teacher participates in the school's activities for student, parent, and colleague communication but offers little additional information.	Teacher provides little information about the instructional program to enhance learning for students, parents, or colleagues.
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## Professional Learning Plan Self-Assessment Rubric

The following scale is used by the teacher in reflecting upon the PLP "My Feedback" section.. This assessment is shared with the principal for his/her feedback.

### Level of Use (U)

<b>U</b>	<b>Routine</b>	<b>Mechanical</b>	<b>Preparation</b>	<b>Nonuse</b>
<b>Level of Use</b> (A developmental scale)	<input type="checkbox"/> Uses research-based related methods, and/or empirically-based evidence with fidelity, making appropriate instructional adjustments based upon feedback.	<input type="checkbox"/> Uses research-base, research-related methods, and/or empirically-based evidence, but instructional use inconsistent.	<input type="checkbox"/> Is preparing to use research-based, research related methods, or empirically-based evidence to extend current instructional strategies or practices.	<input type="checkbox"/> Is not using or is unaware of research-based or related methods, related to current instructional strategies, or practices.
<b>Professional Reflection/comments</b> (completed by teacher and principal)				



**Level of Sharing (S)**

<b>S</b>	<b>System Capacity Building</b>	<b>Collaborative</b>	<b>Cooperative</b>	<b>Congenial</b>
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<b>Level of Effect (system data)</b>	<input type="checkbox"/> All student subgroups meet or exceed proficiency standards or identified District growth rate targets.	<input type="checkbox"/> The majority of student subgroups meet or exceed subject proficiency standards or identified District growth rate targets.	<input type="checkbox"/> Less than a majority of student subgroups meet or exceed subject proficiency standards or identified District growth rate targets.	<input type="checkbox"/> No student subgroups meet or exceed subject proficiency standards or identified district growth rate targets.
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**Professional Reflection/comments** (completed by teacher and principal)

## PRE-OBSERVATION FORM

Name:	Administrator:
Pre-Conference Date:	Date and Time of Observation:
Grade/Subject:	

1. Briefly describe the students in this class, including those with special needs.
2. What are the goals for the lesson? What do you want the student to learn?
3. How do these goals support the district's curriculum?
4. How do you plan to assess student achievement of the goals? What procedures will you use: (Attach any tests or performance tasks, with rubrics or scoring guides.)
5. How do you plan to engage students in the content? What will you do? What will the students do?
6. What difficulties do students typically experience in this area, and how do you plan to anticipate these difficulties?
7. What instructional materials or other resources, if any will you use? (Attach sample materials you will be using in the lesson)
8. What Iowa teaching standards/criteria will be demonstrated in this observation?
9. Teacher comments pertaining to observation setting: List any items you might want to call to the attention of the administrator.

\_\_\_\_\_  
Teacher's Signature/Date

\_\_\_\_\_  
Administrator's Signature/Date

## POST-OBSERVATION REFLECTION FORM

Name:	School:
Grade/Subject:	
Observation Date:	Time:
Post-conference Date:	Time:

1. As I reflect on the lesson, to what extent were students productively engaged?

2. Did the students learn what I intended? Were my instructional goals met? How do I know?

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

4. If I had the opportunity to teach this lesson again to this same group of students, what would I do differently? Why?

5. Provide several samples of student work related to this lesson. The samples should reflect the full range of student ability in your class and include the feedback you provide to students on their papers.

6. List the Iowa Teaching Standards/Criteria that were related to this lesson.

Teacher's signature/Date

Administrator's signature/Date

## Tier I Comprehensive Evaluation Summative Form

Teacher:	Folder #:
Evaluator:	Folder #:
School Name: <b>East Mills Community School District</b>	
Grade Level:	Subjects:
Year: 1, 2, or 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 multiple forms of evidence of student learning and growth 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.

<b>Evidence to support attainment of or failure to meet standard:</b>	Check one: <input type="checkbox"/> Meets Standard. <input type="checkbox"/> Does not meet Standard.
---	--

Additional documentation/artifacts applicable to this standard are attached as Appendix A-1.

**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.

<b>Evidence to support attainment of or failure to meet standard:</b>	Check one: <input type="checkbox"/> Meets Standard. <input type="checkbox"/> Does not meet Standard.
---	--

Additional documentation/artifacts applicable to this standard are attached as Appendix A-2.

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.

<b>Evidence to support attainment of or failure to meet standard:</b>	Check one: ___ Meets Standard. ___ Does not meet Standard.
---	--

Additional documentation/artifacts applicable to this standard are attached as Appendix A-3.

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.

<b>Evidence to support attainment of or failure to meet standard:</b>	Check one: ___ Meets Standard. ___ Does not meet Standard.
---	--

Additional documentation/artifacts applicable to this standard are attached as Appendix A-4.

**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.

<b>Evidence to support attainment of or failure to meet standard:</b>	Check one: __ Meets Standard. __ Does not meet Standard.
---	--

- Additional documentation/artifacts applicable to this standard are attached as Appendix A-5.

**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.

<b>Evidence to support attainment of or failure to meet standard:</b>	Check one: __ Meets Standard. __ Does not meet Standard.
---	--

- Additional documentation/artifacts applicable to this standard are attached as Appendix A-6.

**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.
- e. Provides an analysis of student learning and growth based on teacher-created tests and authentic measures as well as any standardized and district-wide tests.

<b>Evidence to support attainment of or failure to meet standard:</b>	Check one: <input type="checkbox"/> Meets Standard. <input type="checkbox"/> Does not meet Standard.
---	--

Additional documentation/artifacts applicable to this standard are attached as Appendix A-7.

**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.

<b>Evidence to support attainment of or failure to meet standard:</b>	Check one <input type="checkbox"/> Meets Standard. <input type="checkbox"/> Does not meet Standard.
---	---

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 2<sup>nd</sup> year teacher. This form will be available in the spring of 2003.

## Tier II Performance Review Summative Form

Teacher:	
Evaluator:	
School Name: <b>East Mills Community School District</b>	
Grade Level:	Subjects:

**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 multiple forms of evidence of student learning and growth 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.

<b>Evidence to support attainment of or failure to meet standard:</b>	Check one: <input type="checkbox"/> Meets Standard. <input type="checkbox"/> Does not meet Standard.
---	--

Additional documentation/artifacts applicable to this standard are attached as Appendix A-1.

**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.

<b>Evidence to support attainment of or failure to meet standard:</b>	Check one: <input type="checkbox"/> Meets Standard. <input type="checkbox"/> Does not meet Standard.
---	--

Additional documentation/artifacts applicable to this standard are attached as Appendix A-2.

**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.

<b>Evidence to support attainment of or failure to meet standard:</b>	Check one: ___ Meets Standard. ___ Does not meet Standard.
---	--

- Additional documentation/artifacts applicable to this standard are attached as Appendix A-3.

**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.

<b>Evidence to support attainment of or failure to meet standard:</b>	Check one: ___ Meets Standard. ___ Does not meet Standard.
---	--

- Additional documentation/artifacts applicable to this standard are attached as Appendix A-4.

**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.

<b>Evidence to support attainment of or failure to meet standard:</b>	Check one: ___ Meets Standard. ___ Does not meet Standard.
---	--

- Additional documentation/artifacts applicable to this standard are attached as Appendix A-5.

**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.

<b>Evidence to support attainment of or failure to meet standard:</b>	Check one: ___ Meets Standard. ___ Does not meet Standard.
---	--

- Additional documentation/artifacts applicable to this standard are attached as Appendix A-6.

**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.
- e. Provides an analysis of student learning and growth based on teacher-created tests and authentic measures as well as any standardized and district-wide tests.

<b>Evidence to support attainment of or failure to meet standard:</b>	Check one: <input type="checkbox"/> Meets Standard. <input type="checkbox"/> Does not meet Standard.
---	--

Additional documentation/artifacts applicable to this standard are attached as Appendix A-7.

**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.

<b>Evidence to support attainment of or failure to meet standard:</b>	Check one <input type="checkbox"/> Meets Standard. <input type="checkbox"/> Does not meet Standard.
---	---

Additional documentation/artifacts applicable to this standard are attached as Appendix A-8.

The teacher meets or exceeds all eight Iowa Teaching Standards.

The teacher is recommended for the Intensive Assistance Plan.

The teacher fails to meet the Iowa Teaching Standards.

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluation Period: \_\_\_\_\_, 20\_\_ to \_\_\_\_\_, 20\_\_

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Intensive Assistance Plan

## Identification of Concern – Awareness Phase

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Date(s) of Informal Discussions:</b>	
<b>Identification of Specific Concern(s) Related to the following Iowa Teaching Standards:</b>	
<b>Information and Evidence Documenting the Specific Concern(s):</b>	
<b>Actions to Be Taken:</b>	<b>Timeline:</b>
<b>Expected Progress Indicators:</b>	
<b>Expected Outcomes:</b>	
<b>Next Meeting Date:</b>	

Administrator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher Signature\*: \_\_\_\_\_ Date: \_\_\_\_\_

\*Signature of the teacher does not indicate that the teacher agrees with the content of the review, only that they have received a copy.



# Intensive Assistance Plan

## Final Summary – Awareness Phase

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

**Identification of Specific Concern(s) Related to the Following Iowa Teaching Standards:**

**Administrative Recommendation(s):**

- The problem is resolved and the teacher is recommended for removal from the Intensive Assistance Awareness Phase and continues to work within Tier II.
- The problem is not resolved, and the teacher is recommended for removal from Tier II and placed in the Assistance Phase of Intensive Assistance.

**Information and Evidence Documenting Administrative Recommendation:**

**Teacher Comments:**

Administrator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher Signature\*: \_\_\_\_\_ Date: \_\_\_\_\_

\*Signature of the teacher does not indicate that the teacher agrees with the content of the review, only that they have received a copy.

# Intensive Assistance Plan

## Plan of Assistance – Assistance Phase

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Specific Concern(s) Related to the Following Iowa Teaching Standards:</b>
<b>Plan (Methods/Strategies):</b>
<b>Proposed Timeline:</b>
<b>Indicators of Progress:</b>
<b>Resources/Support Needed:</b>
<b>Next Meeting Date:</b>

Administrator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher Signature\*: \_\_\_\_\_ Date: \_\_\_\_\_

\*Signature of the teacher does not indicate that the teacher agrees with the content of the review, only that they have received a copy.

# Intensive Assistance Plan

## Final Summary – Assistance Phase

Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

**Information and Evidence Documenting Evaluator’s Recommendation:**

**Evaluator’s Recommendation:**

The problem is resolved and the teacher is recommended for removal from the Intensive Assistance Awareness Phase and returns to work within Tier II.

Progress is noted and the recommendation is to extend the timeline for the Assistance Phase of Intensive Assistance.

The problem is not resolved, progress is not noted. The recommendation is for non-renewal of contract.

Administrator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher Signature\*: \_\_\_\_\_ Date: \_\_\_\_\_

\*Signature of the teacher does not indicate that the teacher agrees with the content of the review, only that they have received a copy.

## Guiding Questions for Post-Observation

The district’s professional evaluation process focuses upon the Iowa teaching standards/criteria. It is a learning-centered approach. Each standard is driven by a core reflective question(s).

Teaching Standards	Essential Questions for all Tiers
<p><b>Standard 1:</b> Student Achievement Goals</p>	<ul style="list-style-type: none"> <li>What does your data/evidence tell you about student achievement on district standards/benchmarks?</li> <li>In terms of improved student achievement, what area(s) is of greatest concern or interest to you?</li> </ul>

<p><b>Standard 2:</b> Content Knowledge</p>	<ul style="list-style-type: none"> <li>• What resources do you use to integrate and align your instruction with content standards, students' developmental needs, backgrounds, and interests?</li> </ul>
<p><b>Standard 3:</b> Planning/Prep</p>	<ul style="list-style-type: none"> <li>• How do you differentiate curriculum and instruction to meet students' developmental needs, backgrounds, and interests as you plan to develop and/or sequence instruction and support student learning?</li> </ul>
<p><b>Standard 4:</b> Instructional Strategies</p>	<ul style="list-style-type: none"> <li>• What research-based practices do you use to address the full range of student cognitive levels and their social-emotional/physical needs?</li> </ul>
<p><b>Standard 5:</b> Monitoring Learning</p>	<ul style="list-style-type: none"> <li>• In what ways are you using your classroom assessment evidence: 1) to adjust your lesson/unit planning and instruction, 2) to guide lessons in the assessment of their own learning?</li> </ul>
<p><b>Standard 6:</b> Classroom Management</p>	<ul style="list-style-type: none"> <li>• How do you establish high expectations for learning and build a positive classroom environment?</li> <li>• How do you build and maintain student ownership for their learning and appropriate classroom behavior?</li> </ul>
<p><b>Standard 7:</b> Professional Learning</p>	<ul style="list-style-type: none"> <li>• How has your learning contributed to your personal growth and to the collective growth of your colleagues and school district?</li> <li>• (How do you know?) What is your evidence?</li> </ul>
<p><b>Standard 8:</b> Professional Responsibility</p>	<ul style="list-style-type: none"> <li>• In what ways do you collaborate and communicate with students, families, colleagues, and the community to enhance student learning and the teaching profession?</li> </ul>