Grinnell-Newburg Community School District

PERFORMANCE REVIEW OF CAREER TEACHERS

TRACK II

Performance review means a summative evaluation of teacher, other than a beginning teacher, that is used to determine:

* Whether the teacher’s practice meets school district expectations and the G-N/Iowa Teaching Standards, and

All career teachers in the Grinnell-Newburg Community School District shall participate in a comprehensive performance review of their teaching performance at least once every three years for the purpose of:

* Assisting teachers in making continuous improvement.
* Documenting continued competence in the G-N/Iowa Teaching Standards.
* Identifying teachers in need of improvement.

COMPREHENSIVE EVALUATION PLAN TIMELINES

*Track II – Career Teachers & Counselors*

November 30: First formal observation must be completed. Pre-observation form completed.

No pre-conference required. Post observation form discussed with evaluator

within ten (10) school days except for extenuating circumstances. Written

feedback within five (5) school days after completion of the post observation

conference.

April 1: Guide for Presentation of Evidence must be completed.

May 15: Comprehensive Performance Review Form completed by evaluator. Second

observation must be conducted before the Comprehensive Performance Review.

Grinnell-Newburg Community School District

**Individual Professional Development Plan 2017-18**

TRACK II

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| TEACHER: | BUILDING: | DATE: |
|  | Grinnell High School | 2017-18 |

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| GENERAL FOCUS OF THE PLAN: To increase student achievement in the areas of reading comprehension,  math, and science. |

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| G-N DISTRICT CORE BELIEFS  1. All Children Can Grow Academically   * Engaging instruction and assessment accommodate a variety of learning styles and aptitudes.   2. Everyone Is Accountable and Responsible For Their Learning   * Learning is a shared responsibility among students, staff, and families   3. Clear & Direct Communication is Used By All   * A commitment to effective, open communication, continual feedback, and specific, attainable, and data-driven goals increase achievement   4. Every Child Receives A Challenging and Rigorous Curriculum   * Curricula and instruction are based on sound research, high expectations, and innovative learning environments   5. All Students and Staff Will Operate in a Safe Environment   * A healthy and safe learning environment encourages relationship building and supports a positive self-concept and acceptance   G-N DISTRICT LONG RANGE GOALS:  1. Promote high levels of student achievement in all subject areas with special emphasis on improving literacy, math, science, and 21st Century Skills.  2. Create a productive learning environment that utilizes exemplary professional practices that are rigorous and linked to the Iowa Core.  3. Provide a safe environment that supports student intellectual, social, emotional, and behavioral development.  4. Productively engage with families and community stakeholders in support of student learning goals.  5. Employ efficient, effective, and equitable use of resources to support student learning goals. |

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| GHS 2017-18 BUILDING GOALS:  1.  During the 2017-18 school year, 50% of students in grades 9-11 will meet or exceed a year’s NSS growth in Reading Comprehension on the Iowa Assessments. *(Aligned with district long-range goal #1):*  2.  During the 2017-18 school year, the following percentage of students will be engaged in cognitively complex tasks involving disciplinary literacy skills.  *(Aligned with district long-range goal #2)*             a.  Students engaged in IPI Level 5 & 6 tasks will increase from 34% to 39%             b.  Students engaged in tasks aligned with AIW standards will increase from 46% to 51%             c.  Students engaged in technology-based tasks highlighting critical thinking, problem solving, &                  decision-making skills (as reported by students on the Clarity Survey) will increase from                  Proficient to Exemplary.  3.  By the 2019-20 school year, the culture and climate of Grinnell High School will improve as per the following indicators:  *(Aligned with district long-range goal #3)*             a.  Student 4 year graduation rates will increase from 90% (in 2015-16) to 95% (in 2019-20)             b.  Student 5 year graduation rates will increase from 91% (in 2014-15) to 96% (in 2019-20) |

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| INDIVIDUAL GOAL(S) (Written in a manner that allows for progress to be measured):  ACTION PLAN: |

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| RATIONALE FOR THE PLAN: |
| 1. What student learning concerns will this plan address? |
| 1. What specific strategies and activities will help to accomplish your goal? |
| 1. What artifacts will be available for you to use as evidence that your plan is working? |

HIGHLIGHT OR **BOLD** THE IOWA TEACHING STANDARDS THAT ARE ADDRESSED IN THIS PLAN:

|  |  |
| --- | --- |
| 1. Enhance Student Achievement  *a. Provides multiple forms evidence of student learning and growth to students, families, and staff*  *b. Implements strategies to support district goals*  *c. Uses data to guide decision-making*  *d. Creates a classroom culture that supports learning*  *e. Creates an environment of respect & fairness*  *f. Participates & contributes to a collegial culture*  *g. Communicates with students & families* | 5. Monitoring Student Progress  *a. Aligns classroom assessment with instruction*  *b. Communicates criteria to students & parents*  *c. Uses the results of assessments to guide instruction*  *d. Guides students in goal setting and self-assessment*  *e. Provides timely feedback to students & parents*  *f. Works with colleagues to analyze student progress* |
| 2. Content Knowledge  *a. Understands key concepts, themes, & relationships in the content area*  *b. Uses knowledge of student development to make learning experiences meaningful.*  *c. Relates ideas & information within & across content areas*  *d. Understands and uses instructional strategies that are appropriate to the content area* | 6. Classroom Management  *a. Creates a learning community with positive interactions & active engagement for all students*  *b. Establishes & communicates standards of responsible student behavior*  *c. Develops and implements classroom procedures and routines that support high expectations for learners*  *d. Uses instructional time effectively to maximize student achievement*  *e. Creates a safe & purposeful learning environment* |
| 3. Planning and Preparation  *a. Uses student data to plan for instruction*  *b. Sets high academic & behavioral expectations for all*  *c. Uses student developmental needs, backgrounds, & interests to plan for instruction*  *d. Selects strategies to engage all students in learning*  *e. Uses available resources in development of instruction* | *7. Professional Growth*  *a. Demonstrates habits & skills of continuous inquiry and learning*  *b. Works collaboratively to improve professional practice*  *c. Applies research, knowledge, & skills from professional development to improve practice*  *d. Establishes & implements a professional development plan of action*  *e. Provides an analysis of student learning and growth based on teacher-created tests and authentic measures as well as any standardized and districtwide tests.* |
| 4. Instructional Strategies  *a. Aligns classroom instruction with district standards*  *b. Uses research-based instructional strategies to address a full range of cognitive abilities*  *c. Demonstrates flexibility to meet students needs*  *d. Engages in varied experiences to meet varied needs*  *e. Connects with students’ prior knowledge & interests*  *f. Uses available resources in the delivery of instruction* | 8. Professional Responsibilities  *a. Adheres to board policies, district procedures, & contractual obligations*  *b. Demonstrates professional & ethical conduct as defined by state law and district policy*  *c. Contributes to efforts to achieve district & building goals*  *d. Demonstrates an understanding of and respect for all learners*  *e. Collaborates with students, families, & colleagues to enhance student achievement* |

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| Resources desired to implement the plan: |

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| Indicators that will be used to document the accomplishment of this goal: |

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Teacher Signature Date Administrator Signature Date

Grinnell-Newburg Community School District

**Individual Professional Development Plan**

**Mid-Year Reflection**

School Year: 2017-18

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| --- | --- |
| Teacher: | Date: |
| Dept/PLC: | Building: Grinnell High School |

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| Reflection Questions:  1) What progress have you made toward completion of the plan?  2) What artifacts have you collected that evidence your accomplishments?  3) As you reflect upon your plan, what are your strengths? What issues still need to be addressed?  4) What are you learning?  5) What impact has this learning had on your students?  6) What are your next steps? |

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| What revisions need to be made in your plan? Why? |

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*Teacher Signature Date Administrator Signature Date*

Grinnell-Newburg Community School District

**Individual Professional Development Plan**

**Year End Written Summary**

School Year: 2017-18

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| --- | --- |
| Teacher: | Date: |
| Dept/PLC: | Building: Grinnell High School |

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| Reflection Questions:  1) What are the results, outcomes, and/or products of this plan?  2) What does the data, including classroom assessment, indicate relating to student learning concerns?  3) What has been learned as a result of this plan?  4) As a result of this experience, what might the focus of the next career development plan be?  5) List strategies and activities implemented.  6) Summarize progress toward indicators. |

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*Teacher Signature Date Administrator Signature Date*

PRE-OBSERVATION FORM

To be completed by Beginning/Career Teachers – Conference Not Required

Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Observation Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade Level\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Subject\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluator\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_ Position\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. List any items you want to call to the attention of the evaluator or would be helpful to have the evaluator specifically and collect information.

2. What are the learning targets for the lesson?

3. How do the learning targets support the district’s standards and benchmarks?

4. How do you plan to engage students in the content? What will you do? What will the students do?

5. What difficulties do students typically experience in this area and how do you anticipate these difficulties?

6. How do you plan to assess the learning target?

7. What Iowa Teaching Standards / Criteria will be demonstrated during this lesson?

8. Information requested by the evaluator:

a. \_\_\_\_\_ Class List

b. \_\_X\_\_ Seating Chart

c. \_\_X\_\_ Sample Materials-Handouts

d. \_\_\_\_\_ Other (specify:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)

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Follow-up reflection reminders:

* Student engagement
* How were targets met (delivery) / measured (assessment)?
* How was instructional plan altered?
* What would be done differently next time?

POST-OBSERVATION SELF-REFLECTION FORM

Following your observation phase, please be prepared to discuss the following questions with your evaluator.

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

2. Did the students learn what I intended? How do I know, or how and when will 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 the same group of students, what would I do differently? Why?

5. Which Iowa Teaching Standards / Criteria were emphasized during the lesson? (See next

page for reference to ITS).

Iowa Teaching Standards and Criteria (UPDATED 5.13.10)

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| **Standard 1**  **Demonstrates ability to enhance academic performance and support for implementation of the school district student achievement goals**  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. | **Standard 5**  **Uses a variety of methods to monitor student learning**  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. |
| **Standard 2**  **Demonstrates competence in content knowledge appropriate to the teaching position**  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. | **Standard 6**  **Demonstrates competence in classroom management**  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. |
| **Standard 3**  **Demonstrates competence in planning and preparing for instruction**  a. Utilizes 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. Utilizes student developmental needs, background, and interest 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. | **Standard 7**  **Engages in professional growth**  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 districtwide tests. |
| **Standard 4**  **Uses strategies to deliver instruction that meet the multiple learning needs of students**  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. | **Standard 8**  **Fulfills professional responsibilities established by the school district**  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 and respect for all learners and staff.  e. Collaborates with students, families, colleagues, and communities to enhance student learning. |

FORMATIVE EVALUATION OF OBSERVATION

Employee: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Situation Observed:

Strengths / Standards Demonstrated:

Suggestion(s) Based on Observation:

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Employee Acknowledgement Date

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GRINNELL-NEWBURG COMMUNITY SCHOOL DISTRICT

Career Teachers

Guide for Presentation of Evidence

(To be completed by teacher on or before April 1 and prior to Comprehensive Performance Conference)

**Standard 1: Demonstrates ability to enhance academic performance and support for implementation of the school district student achievement goals.**

**District Criteria**

1a. Provides multiple forms evidence of student learning and growth to students, families,

and staff.

1b. Implements strategies supporting student, building, and district goals.

1c. Uses student performance data as a guide for decision-making.

1d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.

1e. Creates an environment of mutual respect, rapport, and fairness.

1f. Participates in and contributes to a school culture that focuses on improved student learning.

1g. Communicates with students, families, colleagues, and communities effectively and accurately.

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What evidence supports this Standard? Be prepared to explain your rationale.

**Please be prepared to discuss strengths and areas of growth.**

***Not to be placed in personnel file.***

GRINNELL-NEWBURG COMMUNITY SCHOOL DISTRICT

Career Teachers

Guide for Presentation of Evidence

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

**District Criteria**

2a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.

2b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.

2c. Relates ideas and information within and across content areas.

2d. Understands and uses instructional strategies that are appropriate to the content.

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What evidence supports this Standard? Be prepared to explain your rationale.

**Please be prepared to discuss strengths and areas of growth.**

***Not to be placed in personnel file.***

GRINNELL-NEWBURG COMMUNITY SCHOOL DISTRICT

Career Teachers

Guide for Presentation of Evidence

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

**District Criteria**

3a. Utilizes student achievement data, local standards, and the district curriculum in planning for instruction.

3b. Sets and communicates high expectations for social, behavioral, and academic success of all students.

3c. Utilizes student developmental needs, background, and interest in planning for instruction.

3d. Selects strategies to engage all students in learning.

3e. Uses available resources, including technologies, in the development and sequencing of instruction.

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What evidence supports this Standard? Be prepared to explain your rationale.

**Please be prepared to discuss strengths and areas of growth.**

***Not to be placed in personnel file.***

GRINNELL-NEWBURG COMMUNITY SCHOOL DISTRICT

Career Teachers

Guide for Presentation of Evidence

**Standard 4: Uses strategies to deliver instruction that meet the multiple learning needs of students.**

**District Criteria**

4a. Aligns classroom instruction with local standards and district curriculum.

4b. Uses research-based instructional strategies that address the full range of cognitive levels.

4c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.

4d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.

4e. Connects students’ prior knowledge, life experiences, and interests in the instructional process.

4f. Uses available resources, including technologies, in the delivery of instruction.

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What evidence supports this Standard? Be prepared to explain your rationale.

**Please be prepared to discuss strengths and areas of growth.**

***Not to be placed in personnel file.***

GRINNELL-NEWBURG COMMUNITY SCHOOL DISTRICT

Career Teachers

Guide for Presentation of Evidence

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

**District Criteria**

5a. Aligns classroom assessment with instruction.

5b. Communicates assessment criteria and standards to all students and parents.

5c. Understands and uses the results of multiple assessments to guide planning and instruction.

5d. Guides students in goal setting and assessing their own learning.

5e. Provides substantive, timely, and constructive feedback to students and parents.

5f. Works with other staff and building and district leadership in analysis of student progress.

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What evidence supports this Standard? Be prepared to explain your rationale.

**Please be prepared to discuss strengths and areas of growth.**

***Not to be placed in personnel file.***

GRINNELL-NEWBURG COMMUNITY SCHOOL DISTRICT

Career Teachers

Guide for Presentation of Evidence

**Standard 6: Demonstrates competence in classroom management.**

**District Criteria**

6a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.

6b. Establishes, communicates, models, and maintains standards of responsible student behavior.

6c. Develops and implements classroom procedures and routines that support high expectations for learning.

6d. Uses instructional time effectively to maximize student achievement.

6e. Creates a safe and purposeful learning environment.

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What evidence supports this Standard? Be prepared to explain your rationale.

**Please be prepared to discuss strengths and areas of growth.**

***Not to be placed in personnel file.***

GRINNELL-NEWBURG COMMUNITY SCHOOL DISTRICT

Career Teachers

Guide for Presentation of Evidence

**Standard 7: Engages in professional growth.**

**District Criteria**

7a. Demonstrates habits and skills of continuous inquiry and learning.

7b. Works collaboratively to improve professional practice and student learning.

7c. Applies research, knowledge, and skills from professional development opportunities to improve practice.

7d. Establishes and implements professional development plans based upon the teacher needs aligned to the Iowa Teaching Standards and district /building student achievement goals.

7e. Provides an analysis of student learning and growth based on teacher-created tests and

authentic measures as well as any standardized and districtwide tests.

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What evidence supports this Standard? Be prepared to explain your rationale.

**Please be prepared to discuss strengths and areas of growth.**

***Not to be placed in personnel file.***

GRINNELL-NEWBURG COMMUNITY SCHOOL DISTRICT

Career Teachers

Guide for Presentation of Evidence

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

**District Criteria**

8a. Adheres to board policies, district procedures, and contractual obligations.

8b. Demonstrates professional and ethical conduct as defined by state law and individual district policy.

8c. Contributes to efforts to achieve district and building goals.

8d. Demonstrates an understanding and respect for all learners and staff.

8e. Collaborates with students, families, colleagues, and communities to enhance student learning.

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What evidence supports this Standard? Be prepared to explain your rationale.

**Please be prepared to discuss strengths and areas of growth.**

***Not to be placed in personnel file.***

COMPREHENSIVE PERFORMANCE REVIEW

Career Teachers

(To be completed by evaluator on or before May 15)

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| Standard 1: Demonstrates ability to enhance academic performance and support for implementation of the school district student achievement goals. | Meets District Standards |
| Comments: | YES  NO |

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| Standard 2: Demonstrates competence in content knowledge appropriate to the teaching position. | Meets District Standards |
| Comments: | YES  NO |

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| --- | --- |
| Standard 3: Demonstrates competence in planning and preparing for instruction. | Meets District Standards |
| Comments: | YES  NO |

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| Standard 4: Uses strategies to deliver instruction that meets the multiple learning needs of students. | Meets District Standards |
| Comments: | YES  NO |

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| Standard 5: Uses a variety of methods to monitor student learning. | Meets District Standards |
| Comments: | YES  NO |

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| --- | --- |
| Standard 6: Demonstrates competence in classroom management. | Meets District Standards |
| Comments: | YES  NO |

|  |  |
| --- | --- |
| Standard 7: Engages in professional growth. | Meets District Standards |
| Comments: | YES  NO |

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| --- | --- |
| Standard 8: Fulfills professional responsibilities established by the school district. | Meets District Standards |
| Comments: | YES  NO |

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*Teacher Signature Date*

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*Evaluator Signature Date*