Grinnell-Newburg Community School District

PERFORMANCE REVIEW OF CAREER TEACHERS

TRACK I

During their first two years of employment with the Grinnell-Newburg Community School District, all professional staff will participate in Track I of the Grinnell-Newburg Community School District Comprehensive Evaluation Plan. Professional employees may be assigned to Track I for a third year by their evaluator. Written notification of this decision will be provided to the employee by April 30. Upon successful completion of Track I, employees will be placed on Track II and Track III, Part A of the evaluation plan. To receive a recommendation for a Standard License, the employee must demonstrate successful implementation of the eight G-N/Iowa Teaching Standards. The evaluation process will begin with the notification to the employee which will occur within 10 school days after the beginning of each school term. Each employee will participate in an individual or group orientation conference prior to the beginning of the observation process. During this orientation conference the procedures, forms, criteria, and timelines for evaluation will be reviewed and discussed.

A. Observation Process: A minimum of three formal evaluations shall be conducted by the evaluator

before April 1. The first observation will be concluded by October 1. Twenty

four (24) hour notice will be provided to each employee by the evaluator

before two of the required three formal observations. A pre-observation

form will be completed prior to these observations.

B. Post-Observation Conference: The post-observation conference will be held within 10 school days

after the formal observation. Within five school days after the

completion of the post-observation conference written feedback will

be provided by the evaluator to the employee using the Formative

Evaluation of Observation form. At the time of the post-observation

conference, the employee will be prepared to discuss the post

observation self-reflection form.

C. Summative Evaluation: The written summative evaluation must be completed by April 30.

COMPREHENSIVE EVALUATION PLAN TIMELINES

*Track I – Beginning Teachers:*

October 1: First formal observation must be completed. Pre-observation form

completed. No 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: Three formal observations must be completed.

April 30: Summative form must be completed for second and third year teachers.

Grinnell-Newburg Community School District

**Individual Professional Development Plan 2018-19**

TRACK I

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| --- | --- | --- |
| TEACHER: | BUILDING: | DATE: |
|  | Grinnell High School | 2018-19 |

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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. Embrace flexible and collaborative instructional offerings to foster high levels of student achievement and prepare students for their futures in all content areas, with special emphasis on improving literacy, math, science, and career and college readiness. 2. Create productive learning environments that utilize exemplary professional practices linked to creativity, collaboration, communication and critical thinking activities. 3. Equip safe and secure environments for our students, staff, community, and families. 4. Engage families & community partners to support student intellectual, social & emotional learning. 5. Provide efficient, effective and equitable use of resources to support District programs. |

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| GHS 2018-19 BUILDING GOALS:   1. 80% of students tested in disciplinary literacy skills in all content areas will show mastery of skills on teacher created classroom assessments. (Aligns with District long-range Goal #1)   *Action Plan:  To meet this goal, content area teachers will use pre & post assessments or existing summative assessments to measure essential disciplinary literacy skills and continue to implement disciplinary literacy strategies from professional development within their classrooms.*        2. All GHS staff will utilize exemplary professional practices to engage students in cognitively               complex tasks involving disciplinary literacy activities & technology integration. (Aligns with               District long-range Goal #2)  *Action Plan:  To meet this goal, all GHS classroom instructors will work collaboratively with their PLC*  *colleagues, Instructional Coach, and administrators to increase the frequency of cognitively complex*  *tasks.  All classroom instructors will participate in an instructional coaching cycle and will embed* *student-centered technology opportunities within their classrooms.*         3. The culture and climate of GHS will improve as per the following indicators:  (Aligns with               District long-range Goal #3)            a. Students involved in at least one extracurricular activity will increase from 66% to 68%            b. Average daily attendance rates will increase from 92% to 94%            c. Positive survey responses from students about their school will increase from 49% to 51%  *Action Plan:  To meet this goal, GHS classroom instructors, counselors, and administrators will build positive connections with students, implement college/career readiness activities for students, and design multiple pathways to graduation that meet the needs of all students.  GHS faculty will continue to use the Seminar Program as one of the methods to build relationships with students and keep them connected to school, while extracurricular coaches and sponsors will strive to recruit new* *students into their activities.* |

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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: 2018-19

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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: 2018-19

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

|  |
| --- |
| 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?

FORMATIVE EVALUATION OF OBSERVATION

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

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

Situation Observed:

Strengths / Standards Demonstrated:

Suggestion(s) Based on Observation:

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Employee Acknowledgement Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Evaluator Date

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

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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 district-wide 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. |

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

Beginning Teachers (Track I)

(To be completed by evaluator on or before April 30)

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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*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Evaluator Signature Date*

Grinnell-Newburg Community School District

BEGINNING TEACHERS TRACK I

EVALUATOR RECOMMENDATION/DECISION

YEAR 1: \_\_\_\_\_\_\_\_\_\_Continue on Track I

\_\_\_\_\_\_\_\_\_\_Unsatisfactory/Not Reappointed

YEAR 2: \_\_\_\_\_\_\_\_\_\_Continue on Track I

\_\_\_\_\_\_\_\_\_\_Move to Track II & Track III

\_\_\_\_\_\_\_\_\_\_Unsatisfactory/Not Reappointed

YEAR 3: \_\_\_\_\_\_\_\_\_\_Move to Track II & Track III

\_\_\_\_\_\_\_\_\_\_Unsatisfactory/Not Reappointed

Licensure: \_\_\_\_\_\_\_\_\_\_The teacher meets or exceeds all eight Iowa

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.

Year of Employment:

Indicate employment year completed:\_\_\_\_1 \_\_\_\_2 \_\_\_\_3 \_\_\_\_other

Signatures:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Signature of Evaluator Date Signature of Employee\* Date*

*\* The employee’s signature indicates that the employee and evaluator have discussed the report together. It does not necessarily mean that the staff member agrees with all ratings or remarks contained herein.*