

Williamsburg Community School District
“Provide opportunities and tools for learning”

Evaluation Process

August 2008

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District Mission Statement

The mission of the Williamsburg Community School District: Provide opportunities and tools for learning.

District Belief Statements

- **Everyone deserves to be treated with dignity**
- **Expectations affect performance**
- **Everyone deserves a safe learning environment**
- **School-community partnerships are important**

Teacher Evaluation Core Beliefs

1. For the framework to be clearly understood as a worthwhile process, it should:
 - Be tied to the 8 Iowa Teaching Standards;
 - Emphasize growth over time;
 - Be manageable for all those involved.
2. The process should lead to and support personal and professional growth. It should:
 - Provide opportunities for self-evaluation and reflection;
 - Be objective and based on evidence/artifacts;
 - Offer support for self-improvement;
 - Be a team process based on trust;
 - Be individualized with Individual Professional Development Plans centered on goals and action steps grounded in research;
 - Be an ongoing process that is both formal and informal;
 - Be linked to our district goals, beliefs and standards/benchmarks.
3. Teacher evaluation should be focused on improving instruction resulting in improved student achievement

IOWA TEACHING STANDARDS & CRITERIA

<p>1. STANDARD: Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.</p>	<p>5. STANDARD: Uses a variety of methods to monitor student learning.</p>
<p>The Teacher:</p> <ul style="list-style-type: none"> a. Provides evidence of student learning to students, families, and staff. b. Implements strategies supporting student, building, and district goals. c. Uses student performance data as a guide for decision making. d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student. e. Creating an environment of mutual respect, rapport, and fairness. f. Participates in and contributes to a school culture that focuses on improved student learning. g. Communicates with students, families, colleagues, and communities effectively and accurately. 	<p>The Teacher:</p> <ul style="list-style-type: none"> a. Aligns classroom assessment with instruction. b. Communicates assessment criteria and standards to all students and parents. c. Understands and uses the results of multiple assessments to guide planning and instruction. d. Guides students in goal setting and assessing their own learning. e. Provides substantive, timely and constructive feedback to students and parents. f. Works with other staff and building and district leadership in analysis of student progress.
<p>2. STANDARD: Demonstrates competence in content knowledge appropriate to the teaching position.</p>	<p>6. STANDARD: Demonstrates competence in classroom management.</p>
<p>The Teacher:</p> <ul style="list-style-type: none"> a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area. b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student. c. Relates ideas and information within and across content areas. d. Understands and uses instructional strategies that are appropriate to the content area. 	<p>The Teacher:</p> <ul style="list-style-type: none"> a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student. b. Establishes, communities, models, and maintains standards of responsible student behavior. c. Develops and implements classroom procedures and routines that support high expectations for student learning. d. Uses instructional time effectively to maximize student achievement. e. Creates a safe and purposeful learning environment.
<p>3. STANDARD: Demonstrates competence in planning and preparing for instruction.</p>	<p>7. STANDARD: Engages in professional growth.</p>
<p>The Teacher:</p> <ul style="list-style-type: none"> 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's development needs, backgrounds, and interests in planning for instruction. d. Uses available resources including technologies, in the development and sequencing of instruction. 	<p>The Teacher:</p> <ul style="list-style-type: none"> 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's needs aligned to the Iowa teaching standards and district/building student achievement goals.
<p>4. STANDARD: Uses strategies to deliver instruction that meets the multiple learning needs of students.</p>	<p>8. STANDARD: Fulfills professional responsibilities established by the school district.</p>
<p>The Teacher:</p> <ul style="list-style-type: none"> a. Aligns classroom instruction with local standards and district curriculum. b. Uses research-based instructional strategies that address the full range of cognitive levels. c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs. d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth. e. Connects students' prior knowledge, life experiences, and interests in the instructional process. f. Uses available resources, including technologies, in the delivery of instruction. 	<p>The Teacher:</p> <ul style="list-style-type: none"> a. Adheres to board policies, district procedures, and contractual obligations. b. Demonstrates professional and ethical conduct as defined by state law and 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.

Williamsburg Community School District

Professional Staff Evaluation System: Terminology

Orientation Conference: The purpose is to acquaint all staff with our evaluation procedure. This must be accomplished within four weeks after the start of the school year.

Mentoring: Mentoring is considered to be an integral part of our teacher orientation program and provides a valuable support system for beginning teachers.

Self-Evaluation: A self-evaluation is to be filled out during the evaluation process. Self-evaluation or reflection may be used to aid in Individual Professional Development Plan (IPDP) development.

Pre-Observation Conference: The purpose is to exchange ideas about the upcoming lesson and discuss the Performance Review process.

Formal Classroom Observation: The observations are for the entire length of a lesson or at least thirty minutes for career teachers. Each Formal Classroom Observation will have a pre-observation and a post-observation conference. The teacher must complete and be ready to discuss the required pre-observation and post-observation forms and collect artifacts as evidence of the Iowa Teaching Standards.

Informal Classroom Observation: These observations are not scheduled in advance. They are much less formal and can be for shorter periods of time in or out of the classroom setting.

Post-Observation Conference: The conference will be held soon after the final observations are completed. The purpose of the conference is to discuss and reflect on a formal classroom observation.

Artifacts: Examples could include but are not limited to: student work samples, professional activities, communication documents, etc. Feedback from students, parents, teachers (peers) and other evaluators is strongly encouraged.

Career Performance Review: The summative report is to be completed by the administrator no later than March 30th of the current school year. The report will contain a written summary of individual teacher performances.

Individual Professional Development Plan (IPDP): An IPDP will first be implemented following the completion of Track 1. The plan will be developed collaboratively with teacher and administrator input. An IPDP maybe for one or up to three years, focused on a major topic and is data driven. A new IPDP is developed at the end of every Performance Review.

Track I

Beginning Teacher Evaluation/Experienced Teachers new to District

The Beginning Teacher Evaluation is required for all newly hired teachers. All beginning teachers will complete at least two years in Track 1. Experienced teachers new to the district with a standard Iowa teaching license will complete one year in Track 1. Upon successful completion of Track 1, teachers will move to Career Track 2.

Purpose

1. Ensure that the Iowa Teaching Standards, criteria for the standards, and the expectations of the local school district are understood, accepted, and demonstrated.
2. Provide support in the implementation of the standards.
3. Provide evidence to support continuing employment and movement to the career teacher level.
4. Facilitate the beginning teacher's engagement in Individual Professional Development Plan through the Mentoring and Induction Plan and the district professional development plan.

Required Activities

- Initial Meeting – Prior to September 15th, the building administrator will meet with all beginning teachers to review the Beginning Teacher Plan expectations and evaluation timelines. The expectations must include the Iowa Teaching Standards and criteria. At this time, the administrator will provide staff with copies of all evaluation guidelines and forms.

• Year One and Two

1. Observations – Three classroom observations will be conducted for each teacher in year one and year two with at least one being a formal observation. Two observations must be conducted prior to February 1st. The required comprehensive evaluation conference must be completed by March 30th. Additional observations may be conducted at the discretion of the evaluator. The teacher must complete and be ready to discuss the required pre-observation and observation reflection forms with the evaluator when a formal observation is conducted (*Forms I & II*). The administrator will provide feedback to the teacher relating to the evidence of standards observed.

2. Additional observations may also be used at the discretion of the evaluator. Informal observations include any and all things that reflect overall professionalism. These may include unannounced classroom observations or walk-throughs, professional behaviors in a variety of settings, and involvement in extra-curricular school activities or functions. The administrator will provide feedback to the teacher relating to the evidence of standards observed.

3. A cumulative professional portfolio will be created and maintained by all beginning teachers in Track 1. The portfolio will provide evaluators with concise, selective, evidence-based information from a variety of sources. It can also provide the beginning teacher with an individualized, credible, and factual document for the purpose of evaluation and feedback. The evaluator and the beginning teacher will review and discuss the portfolio at scheduled conferences. The portfolio will include the teacher's implementation logs as required by the District's Mentoring and Induction Program.

The artifact collection piece will be shown through the use of a portfolio or crate system. The portfolio should include artifacts demonstrating understanding of the Iowa Teaching Standards. Artifacts may represent multiple criteria. Each artifact should show documentation of the criteria and standards met.

4. A final comprehensive evaluation conference will be held with the teacher on or before March 30th. The purpose of the conference will be to provide the teacher with a current performance review with feedback and explanation based on the required and informal performance review activities conducted during the year.

After the comprehensive evaluation of the Year 2 teacher, the evaluator may recommend:

1. The teacher meets or exceeds all eight Iowa Teaching Standards and is recommended for a standard license.
2. The teacher fails to meet the Iowa Teaching Standards.
3. The teacher is being recommended for an additional year of Track 1 before a license decision is made.

- The school district must use the Comprehensive Evaluation Form provided by the Department of Education. IAC 284.3, subsection 2, Code Supplement 2001, requires this process.

After the comprehensive evaluation of the experienced teacher new to the district, the evaluator may recommend:

1. The teacher meets or exceeds all eight Iowa Teaching Standards and is recommended to move to Track 2.
2. The teacher fails to meet the Iowa Teaching Standards.
3. The teacher is being recommended for an additional year of probation for continued employment.

5. The beginning teacher who has successfully completed Track 1 will move to Track 2 Career Teacher. The evaluator and teacher will meet prior to October 1st of the following school year to cooperatively design an Individual Professional Development Plan. The plan should focus on areas from Iowa Teaching Standards that the evaluator and the teacher feel would be of most benefit to the career teacher in supporting their on-going skill development for the Iowa Teaching Standards and the student achievement goals of the attendance center and the school district (as per the District's CSIP).

6. The Williamsburg Community School District requires participation in a mentoring and induction program for all first and second-year teachers. All teachers will receive a copy of the District's Mentoring and Induction Plan and an assigned mentor prior to the first day of school.

Professional Staff Evaluation System: Timeline Beginning Teacher Evaluation – Track 1

Year 1

Pre-School Workshop	<ul style="list-style-type: none"> • Evaluation Process Orientation • Mentoring or Induction Orientation • Staff Development Expectations (e.g. School Master, Grade Quick, NWEA)
By September 15 th	<ul style="list-style-type: none"> • Mentoring Orientation Conference (Group) • Begin Artifact Collection Process
Ongoing	<ul style="list-style-type: none"> • Self-Evaluation • Supportive Data and Input Development • Mentoring Support
By February 1st	<ul style="list-style-type: none"> • Two observations must be completed with one being a formal observation
By March 30 th	<ul style="list-style-type: none"> • Comprehensive Evaluation Report/Conference <ul style="list-style-type: none"> • All three observations shall be completed

Year 2 (Or year 3 if not advanced to Track 2)

Pre-School Workshop	<ul style="list-style-type: none"> • Mentor/Induction Work Session
By September 15 th	<ul style="list-style-type: none"> • Orientation Conference (Group)
Anytime	<ul style="list-style-type: none"> • Self-Evaluation
By February 1st	<ul style="list-style-type: none"> • Two observations must be completed with one being a formal observation
By March 30 th	<ul style="list-style-type: none"> • All three observations shall be completed • Comprehensive Evaluation/Conference • Track Determination/License determination
Ongoing	<ul style="list-style-type: none"> • Supportive Data and Input/Artifact Development • Mentoring Support

Track 2 Career Teacher Evaluation

The goal of this model is to provide meaningful and valuable experiences that assist capable teachers and their administrators in professional growth resulting in increased student learning. It calls for teacher and administrator to work together focusing on growth and improvement. This model contains specific guidance for teacher individual career development plans, performance reviews and assistance programs. It is designed to meet the requirements of the Iowa Teacher Quality statute. Notification will be given of Evaluation Schedule by September 15th.

The needs and circumstances of career teachers are different from beginning teachers. Track 2 Career Teacher supports growth of the teacher through the Individual Professional Development Plan.

Purposes of Individual Professional Development Plans

The purpose of the Individual Professional Development Plan (IPDP) is to provide professional growth within a collaborative learning environment. The Individual Professional Development Plan will support building and district student achievement goals. (*Form IV*)

The teacher's evaluator shall meet annually with the teacher to review progress in meeting the goal in the teacher's individual plan. The teacher shall present to the evaluator evidence of progress.

The individual plan shall include:

- Professional growth goals aligned with the Iowa Teaching Standards for teachers;
- Professional growth goals aligned with building and district student achievement goals;
- Learning through exploration and application aligned with research based practices and new methods;
- A method of measuring progress.

The purpose of the meeting shall be to:

- Review the teacher's progress in meeting professional development goals in the plan;
- Review collaborative work with other staff on student achievement goals;
- Modify as necessary the teacher's individual plan to reflect the individual teacher's and the school district's needs and the individual's progress in meeting the goals in the plan.

Content of Individual Professional Development Plans

The Career Teacher will complete an Individual Professional Development Plan annually. The evaluator and teacher will meet by September 30 to cooperatively design the IPDP. An annual update plan must be submitted by the teacher by May 1. (*Form V*)

The Individual Professional Development Plan goals will be aligned to Iowa’s Teaching Standards as well as the building and district’s comprehensive school improvement plans. Teachers will use student achievement data in developing professional development goals. Teachers will identify specific strategies and activities to be used in meeting their goals.

The action plan will include a listing of the activities including a timeline. As a part of the Annual Update, plans for following year will be revised to be more specific. The plan will also identify resources needed.

- The district encourages the use of “SMART” goals in the development of their IPDP.

Strategic/Specific	Focused on the vital few areas in critical need of attention and targeted on students and skills in need of improvement.
Measurable	Use the data from multiple formative and summative measures to make adjustments in instructional practice.
Attainable	Is the goal designed to cause us to stretch, yet within our reach?
Results-Based	Are the concrete benchmarks that have been created motivating us to strive for even greater results?
Time-specific	Establish a time frame that will strengthen accountability and commitment.

Example:

Who (non proficient 8 th grade subgroups)	Specific
How will we measure it (as measured by ITBS vocabulary subtests)	Measurable
Is going to be doing what (increase the number of students proficient in vocabulary)	Attainable
How much (from 58.7% to 64%)	Results-Based
When (during the 08-09 school year)	Time-specific

Process for Individual Professional Development Plans

1. Teacher will submit a copy of the IPDP (Form IV) by September 30th. When a teacher is assigned to more than one building, the teacher will write a plan that will be approved by one evaluator.
2. The evaluator will meet with the teacher to review the plan, work with the teacher on any modifications needed and approve the plan. Both the teacher and the evaluator will have a copy of the final plan. In those few cases where a teacher and evaluator cannot fully agree on the plan, discussions will be held with a representative selected by the evaluator and one selected by the teacher. The goal of this discussion is to help resolve the disagreement. In those rare cases, where there is still disagreement, the evaluator retains the right to make the final decision.
3. An annual conference will occur to review progress in meeting the goals in the plan, to review collaborative work with other staff on student achievement goals and to modify the plan as necessary. The teacher will provide the evaluator with a copy of the *Annual Update (Form V)* prior to the meeting. The evaluator will retain the *Annual Update* and the teacher will be provided with a copy of any additions made by the evaluator.
4. Either the teacher or the evaluator may initiate informal discussions, in regard to the progress of the plan, at any time.
5. If, during the term of the plan, a teacher wishes to modify the plan, the teacher will meet with the evaluator to discuss changes and submit a revised plan for any agreed-upon changes. Both the teacher and the evaluator will have a copy of the revised plan.
6. The teacher retains other materials created and collected as part of the *Individual Professional Development Plan*.
7. The law requires that “supporting documentation from a variety of artifacts shall be collected for the 3 year Summative Evaluation.”
8. At the time of the *Performance Review* the teacher will submit a *Performance Review Report* (Form VI) showing progress on the plan since the previous performance review. Both the teacher and the administrator will have a copy of this report that will be placed in the personnel file.
9. The teacher may have an association representative present at any meeting involving the professional development plan.

Career Performance Reviews

Performance review means a comprehensive evaluation of a teacher, other than a beginning teacher. It is used to determine whether the teacher's practice meets school district expectations and the Iowa Teaching Standards.

When beginning teacher moves from Track 1 to Track 2, they will be assigned to an evaluation schedule. Career teachers will be evaluated on a rotating three year cycle. The performance review will occur at least once every three years.

The Purpose of the Performance Review will:

- Assist teachers in making continuous improvement;
- Document continued competence in the Iowa Teaching Standards;
- Identify teachers in need of improvement;
- Determine whether the teacher's practice meets school district expectations for career advancement.
- Include classroom observation of the teacher;
- Measure Teacher's progress and implementation of the teacher's Individual Professional Development Plan;
- Collect supporting documentation (e.g. other evaluators, teachers, parents, students, and may include video portfolios)

Performance Review Process

• Track 2

1. Observations – Three classroom observations will be conducted for each teacher with at least one being a formal observation. Two observations must be conducted prior to February 1st. The required comprehensive evaluation conference must be completed by March 30th. Additional observations may be conducted at the discretion of the evaluator. The teacher must complete and be ready to discuss the required pre-observation and observation reflection forms with the evaluator when a formal observation is conducted (*Forms I & II*). The administrator will provide feedback to the teacher relating to the evidence of standards observed.

2. Additional observations may also be used at the discretion of the evaluator. Informal observations include any and all things that reflect overall professionalism. These may include unannounced classroom observations or walk-throughs, professional behaviors in a variety of settings, and involvement in extra-curricular school activities or functions. The administrator will provide feedback to the teacher relating to the evidence of standards observed.

3. The professional portfolio will provide evaluators with concise, selective, evidence-based information from a variety of sources. The evaluator and the career teacher will review and discuss the portfolio at scheduled conferences. The artifact collection will be shown through the use of a portfolio or crate system. The portfolio should include artifacts demonstrating understanding of the Iowa Teaching Standards. Artifacts may represent multiple criteria. Each artifact should show documentation of the criteria and standards met.

Summative Portion of the Performance Review

4. The evaluator will complete the *Career Performance Review (Form III)* for discussion during the final summative conference. The conference must be held at a mutually agreeable time. Both the teacher and the evaluator will sign the form. If an evaluator indicates that a teacher is not meeting the expectations of the Iowa Teaching Standards, then those standards not being met must be identified. The information and evidence used to make this decision will be provided to the teacher. This conference can be included as part of the post-observation conference in those situations when the evaluator has no major concerns regarding the teacher's performance.
5. If the teacher is meeting the Iowa Teaching Standards, the evaluator and the teacher will begin discussion of future career goals that might be included in the next professional development plan. (*Form VI*)
6. If the evaluator determines the teacher is not meeting the Iowa Teaching Standards, the evaluator and the teacher will collaboratively develop improvement goals under Track 3. (*Form VII*)
7. The teacher may have an association representative present at any meeting involving the performance review or other evaluation.

Professional Staff Evaluation System: Timeline

Career Teacher Evaluation – Track 2

Year 1: Implementation of Individual Professional Development Plan

September 15 th	<ul style="list-style-type: none"> • Orientation Conference (Group)
September 30 th	<ul style="list-style-type: none"> • Final Draft copy of Individual Professional Development Plan to evaluator
March 30 th	<ul style="list-style-type: none"> • IPDP Conference, Annual Update/Final Report on IPDP
Ongoing	<ul style="list-style-type: none"> • Supportive data and Artifact Collection • Development/Projects/Action Research • Informal Observation/s by evaluator

Year 2: Artifact collection Reflection/Coaching/Continued Implementation

September 15 th	<ul style="list-style-type: none"> • Orientation Conference (Group)
Ongoing	<ul style="list-style-type: none"> • Self-Evaluation • Supportive Data/Artifacts • Development/Projects/Action Research • Reflection/Assessment of Individual Professional Development Plan • Integration of components – Peer Feedback/Coaching • Informal observations by administrator
March 30 th	<ul style="list-style-type: none"> • Individual Professional Development Plan Summary to evaluator/Final Report on IPDP

Year 3 – Performance Review

September 15 th	<ul style="list-style-type: none"> • Orientation Conference (Group)
Ongoing	<ul style="list-style-type: none"> • Self Evaluation • Supportive Data and Artifact Collection • Development/Projects/Action Research • Development of Individual Professional Development Plan
February 1 st	<ul style="list-style-type: none"> • Two observations must be completed with one being a formal observation
March 1 st	<ul style="list-style-type: none"> • Portfolios or Artifact Collection due
March 30 th	<ul style="list-style-type: none"> • Career Performance Review—First draft of Individual Professional Development Plan due. Review IPDP, artifact collections, and comprehensive evaluation • All three observations must be completed

Track 3

Intensive Assistance

The Specific Intensive Assistance Plan provides a good faith effort to support and guide the career teacher in meeting the expectations set forth in the Iowa Teaching Standards. This plan provides a more structured and intensive model of supervision for the staff member who is not consistently demonstrating one or more of the Iowa Teaching Standards.

The decision regarding implementation of Track 3 should be collaborative, but may be directive. This plan is intended to provide the highest likelihood for professional improvement. Because of the personal nature of this plan, confidentiality is expected of all participants.

Assistance Plan

A letter will be sent to the staff member to formally notify him/her of placement in Intensive Assistance. A copy is forwarded to the Superintendent's Office and is placed in the personnel file. The staff member should also be notified of their right to request assistance from their local association. A conference will be held between the staff member and the evaluator to develop an Assistance Plan that must include specific statement of problems related to one or more of the Iowa Teaching Standards as well as specific-growth promoting goals that are measurable, action-oriented, realistic, and time-bound. In addition the plan will include strategies to be applied in achieving the goals, intended timelines for the strategic actions, and specific criteria for evaluating the successful completion of the plan.

Observations –

1. Three classroom observations will be conducted for each teacher. Each observation will be a formal observation with pre/post conferences. The teacher must complete and be ready to discuss the required pre-observation and observation reflection forms with the evaluator when a formal observation is conducted (Forms I & II). Two observations must be conducted prior to February 1st. The required summative evaluation conference must be completed by March 30th. Additional observations may be conducted at the discretion of the evaluator. The administrator will provide feedback to the teacher relating to the evidence of standards observed.

2. Additional observations may also be used at the discretion of the evaluator. Informal observations include any and all things that reflect overall professionalism. These may include unannounced classroom observations or walk-throughs, professional behaviors in a variety of settings, and involvement in extra-curricular school activities or functions. The administrator will provide feedback to the teacher relating to the evidence of standards observed.

3. At least one additional observation will be conducted by another district administrator.

At the end of the designated timeframe, one of the three recommendations will be made at the time of the summative evaluation:

- The problem is resolved; the staff member is removed from the Intensive Assistance Track and moves into Track 2
- Progress is noted, the timeline is extended but may not exceed six months (excluding summer) and work continues in the assistance phase.
- The problem is not resolved nor is progress noted. Actions are then taken by the district to move toward a recommendation for non-renewal of contract.

Evaluation Forms

- Pre Observation Form** _____ *Form I*
- Observation Reflection Form** _____ *Form II*
- Career Performance Review** _____ *Form III*
- Individual Professional Development Plan** _____ *Form IV*
- Annual Update- Individual Professional Development Plan** _____ *Form V*
- Performance Review Report- Individual Professional Development Plan** _____ *Form VI*
- Professional Staff Evaluation- Track 3 - Intensive Assistance** _____ *Form VII*
- Professional Evaluation System- Track 3 - Final Summary Form** _____ *Form VIII*

Form I- Pre-Observation

Name _____ School/Evaluator _____

Date of Pre-Conference _____ Date/Time of Observation _____

Grade level/Curriculum Area Observed _____

1. Briefly describe the students in this class, including those with special needs.	5. What difficulties do students typically experience in this area, and how do you plan to address these difficulties?
2. What are the goals for the lesson? What do you want the students to learn?	6. What instructional materials or other resources, if any, will you use? (Attach sample materials you will be using in the lesson.)
3. How do these goals support the District's curriculum?	7. How do you plan to assess student achievement of the goals? What procedures will you use?
4. How do you plan to engage students in the content? What will you do? What will the students do?	8. What Iowa Teaching Standards/Criteria will be demonstrated in this observation?
<u>Teacher comments pertain to observation setting:</u> List any items you might want to call to the attention of the evaluator.	

Form II- Observation Reflection Form

Teacher _____ School _____

Grade/Subject _____ Evaluator _____

Date _____ Time of Observation _____

Post conference date _____ Time of conference _____

What went well with the lesson?

--

What would you do differently if you taught this lesson again?

--

How do you know the students understood the objectives of the lesson?

--

Which of your teaching skills would you like to further develop? What supports do you need?

--

Form III- Career Performance Review

Teacher _____ School _____

Evaluator _____ Date _____

Date of Pre-Conference	Date of Observation	Date of Post-Conference

Staff member's overall performance, comments and reflections.

Is staff member meeting the expectations of the Iowa Teaching Standards? Yes
No

If "No" is marked, state which standard(s) is/are not met and identify the information and evidence used to make the decision.

Teacher Signature and Date	Evaluator Signature and date

Copy to be placed in personnel file

Signature of the teacher does not indicate that the teacher agrees with the content of the review, only that s/he received a copy.

Form IV- Individual Professional Development Plan

Teacher Name	Building	Date

Names of other teachers involved:

General Focus of the Plan:

Specific Goal: (Written in a manner that allows for progress to be noted.)

Rationale for the plan:
What student learning concerns will this plan address and what data is used for analyzing the goals and progress?
How does this plan relate to building and/or district student achievement goals?
How will the strategies and activities in this plan lead to accomplishing the goal?

Check the Iowa Teaching Standards that are addressed in this plan:

<input type="checkbox"/>	1. Enhance Student Achievement	<input type="checkbox"/>	5. Monitoring Student Learning
<input type="checkbox"/>	2. Content Knowledge	<input type="checkbox"/>	6. Classroom Management
<input type="checkbox"/>	3. Planning and Preparation	<input type="checkbox"/>	7. Professional Growth
<input type="checkbox"/>	4. Instructional Strategies	<input type="checkbox"/>	8. Professional Responsibilities

Action Plan with Timeline:

Resources Desired to Implement the Plan:

Expected Learning from the Plan:

Teacher Signature/s and Date	Evaluator Signature and date

Due by September 30

Copy to be placed in personnel file

Form V- Annual Update – Individual Professional Development Plan

Teacher Name	Building	Date

What progress have you made toward the completion of the plan?

What are you learning?

What impact is this learning having on students?

Specifically, what needs to be done to complete the plan?

Are there any revisions needed?

Teacher Signature and Date	Evaluator Signature and date

Due by May 1

Copy to be placed in personnel file

Signature of the teacher does not indicate that the teacher agrees with the content of the review, only that s/he received a copy.

Form VI- Performance Review Report Individual Professional Development Plan

Teacher Name	Building	Date

What are the results, outcomes and/or products of this plan?

What has been learned as a result of this plan?

As a result of this experience, what might be the focus of the next Career Development Plan?

Teacher comments and reflections:

Administrator comments and reflections:

Teacher Signature and Date	Evaluator Signature and date

Due by April 15

Copy to be placed in personnel file

Signature of the teacher does not indicate that the teacher agrees with the content of the review, only that s/he received a copy.

**Form VII- Professional Staff Evaluation System
Track 3 – Intensive Assistance**

Teacher Name	Building	Current Date
Teaching Assignment	Principal	
Start Date of the Plan	End Date of the Plan (Duration may be up to 6 months.)	

1. Identification of the concern related to the Iowa Teaching Standards:

--

2. Plan to remedy the concern:

--

3. Date(s) to review implementation of the plan:

--

4. Signatures of staff member and administrator documenting that a discussion of the concern has occurred, a plan for remediation has been developed, and date(s) to review the effectiveness of the plan of action has been established:

Staff Member's Signature	Date
Evaluator's Signature	Date

**Form VIII- Professional Evaluation System
Track 3—Intensive Assistance
Final Summary Form**

After review of implementation of the assistance plan developed for this staff member and following consultation with the Superintendent, the evaluator recommends:

_____ 1. Concern is resolved
 Staff member is removed from Track 3
 Staff member is reassigned to Track 2
 This form will be forwarded to the Superintendent for filing in the staff member’s file.

_____ 2. Concern is NOT resolved.
 Staff member will continue on Track 3 – Intensive Assistance for an additional period of _____ months (up to six months excluding summer).
 The Professional Assistance Plan will be reviewed, amended, extended, or expanded as required to address continuing concerns.
 This form will be forwarded to the Superintendent for filing in the staff member’s file.

_____ 3. Concern is NOT resolved.
 Staff member is recommended for termination.
 This form will be forwarded to the Superintendent for filing in the staff member’s file.

Staff Member’s Signature	Date
Evaluator’s Signature	Date

The above signatures verify that recommendation/decision has been communicated to the staff member. The signature does not denote that the staff member agrees with the decision.

Teacher Quality Committee:

Mrs. Colleen Heitmann, Mary Welsh Elementary Teacher

Dr. Carol Montz, Superintendent

Mrs. Faye Gerig, Williamsburg Elementary Teacher

Mr. Michael Jepson, Curriculum Director

Ms. Lynell O'Connor, Williamsburg Jr.-Sr. High Principal

Mr. Brandon Fritz WHS Teacher

Mrs. Autumn Czizek, WHS Teacher

Mr. Kevin Wilkinson, WHS Teacher and President of WEA

Mr. Todd Subbert, WHS Teacher

Mr. Matt Degner, Williamsburg Jr.-Sr. High Assistant Principal

Mr. Dave Widmer, Williamsburg and Mary Welsh Elementary Principal