

Des Moines Public Schools

Performance Review for Career Employees with a Teach Contract

Individual Career Development Plan Review

State Standards Review

+ Formal Observation and Individual Conference

Career Performance Review

**As required by Iowa Code Chapter 284
Student Achievement and Teacher Quality Program**

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Student Achievement and Teacher Quality Statute Overview

The Iowa Teacher Quality Statute requires school districts to provide a system of career development and evaluation for all teachers by the 2005-2006 school year. The career development portion includes four program areas to support teachers and their growth:

- Mentoring and induction for beginning teachers
- Individual career development plans for career teachers
- District career development plans that support the growth of all teachers
- Intensive assistance programs for career teachers not meeting one or more of the Iowa Teaching Standards

The evaluation system must include:

- Comprehensive evaluations for all beginning teachers by the end of their second year of teaching
- Performance reviews at least once every three years for career teachers

Key components from the Student Achievement and Teacher Quality Statute that are addressed in this plan:

Individual Career Development Plans

(As described in Iowa Code, Chapter 284.6)

In cooperation with the teacher's evaluator, the career teacher employed by a school district shall develop an individual teacher career development plan. The purpose of the plan is to promote individual and group career development. The plan may be from one to three years in duration.

The individual plan shall be based, at minimum, on:

- the needs of the teacher,
- the Iowa Teaching Standards, and
- the student achievement goals of the attendance center and the school district as outlined in the comprehensive school improvement plan

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

The purpose of the meeting shall be to:

- review the teacher's progress in meeting career development goals in the plan,
- review collaborative work with other staff on student achievement goals, and
- 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

The teacher's evaluator shall review, modify, or accept modifications made to the teacher's individual plan.

Performance Reviews For Career Teachers

(As described in Iowa Code, Chapter 284.2, 284.8)

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

A participating school district shall review a teacher's performance at least once every three years for the purpose of:

- assisting teachers in making continuous improvement
- documenting continued competence in the Iowa Teaching Standards
- identifying teachers in need of improvement

The review shall include, at minimum:

- Review of progress, and implementation of the teacher's Individual Career Development Plan
- Review of evidence that demonstrates competence in the Iowa teaching standards
- Classroom observation of the teacher
- Individual conference with the evaluator

Intensive Assistance

(As described in Iowa Code, Chapter 284.2, 284.8)

Intensive assistance means the provision of organizational support and technical assistance to teachers, other than beginning teachers, for the remediation of identified teaching and classroom management concerns for a period not to exceed twelve calendar months.

If a supervisor or an evaluator determines at any time, as a result of a teacher's performance that the teacher is not meeting district expectations under the Iowa Teaching Standards, the evaluator shall recommend to the district that the teacher participate in an intensive assistance program. This will include an identification of concern phase that is completed at the building level and an intensive assistance phase that will include a District improvement plan and the opportunity to work with an assistance team. Intensive assistance will not exceed twelve calendar months.

Individual Career Development Plans

Purposes of Individual Career Development Plans

- 1) To support professional growth and career development for teachers.
- 2) To focus teacher growth and instruction using student data and district career development goals.
- 3) To encourage learning through the exploration and application of best practices and new methods.
- 4) To use reflection as a tool for growth.
- 5) To encourage learning through collaboration.
- 6) To support growth in the Iowa Teaching Standards.
- 7) To provide a district support structure for teaching and learning.

Process for Individual Career Development Plans

- 1) Every teacher will develop an individual Career Development Plan. (Pg 13) The plan may be from one to three years in duration. Teachers may work cooperatively and collaboratively with other staff towards common goals.
- 2) The teacher will integrate district and building student achievement goals into the teacher's own individual career development plan. In most cases the individual plan will be a direct fit with the district career development plan, thus offering the teacher an opportunity to personalize learning in content and skills included in the district career development plan.
- 3) The evaluator will review the draft plan, work with the teacher on any modifications needed, and approve the plan. Both the teacher and evaluator will have a copy of the final plan
- 4) Informal discussion regarding progress of the plan may be initiated by either the teacher or the evaluator 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 proposed changes and submit a revised plan for any agreed-upon changes. Both the teacher and evaluator will have a copy of the revised plan.

- 6) An annual conference will occur to review progress in meeting the goals of 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 Career Development Plan Update form, (pg15) prior to the meeting. The evaluator may add comments and suggestions. The evaluator will retain a copy of the Plan Update.
- 7) The teacher retains other materials created and collected as part of the *Individual Career Development Plan*.

Content of an Individual Career Development Plan

This page describes the information that an individual career development plan should contain.

- A. ID information: name, school, and date
The plan has the name of the teacher, the school or building, and the date that the plan was developed. When a teacher is assigned to more than one school, the teacher will write one plan that will be approved by the evaluator of the individual.
- B. Names of other teachers involved
The names of other staff members who are collaboratively working on the same goal(s) are listed here.
- C. General focus of the plan
This should be a phrase or general statement indicating the overall topic or area being addressed.
- D. Rationale for the Plan
The rationale shall include an analysis of student learning concerns, explaining why the goals of the plan have been selected and how the strategies and activities will help achieve the goal(s). The rationale will be tied to district/building goals and Iowa Teaching Standards. The rationale should address three questions:
 - 1) *What student learning does this plan address and what evidence will be used for analyzing goals and progress?*
 - 2) *How does this plan relate to building and/or district student achievement and district career development goals?*
 - 3) *How will the strategies and activities in this plan enhance your professional growth*

E. Specific goals

The plan includes a goal statement that is both general enough to allow flexibility and specific enough to determine progress.

F. Action plan with a timeline

The plan will include a listing of the activities with a timeline. As part of the annual update, plans for the following year will be revised to be more specific.

G. Resources needed to implement the plan

The plan will identify the resources needed.

H. Signature

Both the teacher and evaluator will sign and date the plan indicating approval and acceptance.

PERFORMANCE REVIEW OVERVIEW

Within four weeks after the employee reports to his/her assignment, the building principal or his/her appropriate supervisor shall acquaint each employee under his/her supervision with the formal evaluation procedures as may be used and advise each employee as to the designated person or persons who will observe and evaluate the employee's performance. No formal evaluation shall take place until such orientation has been completed. This orientation must be presented to every employee regardless of their potential for performance review.

Performance Reviews

Below are excerpts from Chapter 284, Iowa Code, that describe the requirements for performance reviews for career teachers. Districts are required to have evaluation systems that use performance reviews by the July 1, 2005.

Performance review means a summative evaluation of a teacher other than a beginning teacher with an initial license that is used to determine whether the teacher's practice meets school district expectations and the Iowa Teaching Standards. (284.2)

A participating school district shall review a teacher's performance at least once every three years for the purpose of: (284.8)

- assisting teachers in making continuous improvement,
- documenting continued competence in the Iowa Teaching Standards,
- identifying teachers in need of improvement

The review shall include, at minimum:

- Review of progress, and implementation of the teacher's Individual Career Development Plan
- Review of evidence that demonstrates competence in The State Standards of Teaching
- Classroom observation of the teacher
- Individual conference with the evaluator

We believe the performance review must be a meaningful process which:

- promotes continuous growth,
- validates effective practice,
- documents impact on student achievement,
- encourages a collaborative exchange of ideas, and
- satisfies the legal framework.

Process for the Individual Career Development Plan Review at Performance Review

As part of the Performance Review process, the teacher will submit the Career Development Plan Update form (Pg 15) showing progress on the Individual Career Development Plan. Both the teacher and administrator will have a copy of this report which will be placed in the personnel file.

Process for the Iowa Teaching Standards Review

- A. The Iowa Teaching Standards Review is an important component of the performance review. The Standards review, along with the Individual Career Development Plan and observation, provides the content for the conversation (conference) between the teacher and evaluator.
- B. The teacher will collect pertinent artifacts and information (related to the State Standards) in a portfolio throughout the course of their teaching career. This information will be collected in folders or some other portfolio manner for each standard. The determination of what to collect is a decision of the teacher, unless the evaluator makes a specific request. Artifacts must be from multiple sources including but not limited to other evaluators, students and parents.
- C. The teacher may save items specifically for the review, such as letters and communications to parents in addition to information otherwise available, such as test scores or student work. Information from evaluator observations may be used in the review.
- D. As the teacher begins writing the "Teacher's Comments" section of the Teaching Standards Review, (Pg 16-19) the teacher is encouraged to examine the items that have been saved in the portfolio or are otherwise available and use those items as a launching pad for the comments and reflection. The purpose of this section is to allow the teacher to describe what he/she is doing and learning related to each of the Iowa Teaching Standards.
- E. The teacher is to address each Iowa Teaching Standard, but not each criterion. All the criteria for the standards are listed on the form to show the varying dimensions of the standard. Artifacts relating to the Standard should be referenced on the Iowa Teaching Standards Review form.
- F. The review may use phrases and bulleted lists, as well as full sentences.

- G. There will be information (artifacts) available, in the portfolio, to support the comments and reflection in the teacher comments section. As needed, the evaluator may wish to review such artifacts with the teacher as part of the conference.
- H. 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 career development plan.
- I. The administrator's comments and reflections should be written on the Career Performance Review form (Pg 20) after the discussion and before signatures. Comments may be added during the conference. Both the teacher and administrator will have a copy of this report that will be placed in the teacher's personnel file.
- J. If the evaluator determines the teacher is not meeting the Iowa Teaching Standards, the evaluator and teacher will discuss future steps. While a joint decision is preferable, the evaluator will ultimately recommend:
- creating a new career development plan that focuses only on the Iowa Teaching Standards not met with a performance review held within twelve calendar months, or
 - placing the teacher in the career teacher assistance program.

Process for the Formal Observation and Individual Conference

(From the Comprehensive Agreement)

- A. Each employee shall be formally observed by his/her employer for the purpose of evaluation at least two times during his/her first semester of employment, at least one time during the employee's second semester of employment, and at least once every year for the remaining period of probation. His/her principal or appropriate supervisor shall observe each employee no longer on probation at least once every three years for the purpose of formal evaluation.
- B. The evaluator may use a pre-conference form to gather information from the employee regarding the students and lesson that will be observed.
- C. The observation of an employee shall be followed by a personal conference between the employee and the employer.
- D. The Evaluation shall then be reduced to writing and a copy given to the employee within fifteen (15) working days of the observation. If the employee disagrees with the written evaluation, the employee may submit a signed and dated written position to the building principal or his/her appropriate supervisor; and then the written position shall be attached to

the file copy of the evaluation in question. The employee shall be asked to sign the written evaluation, however, such signature shall be understood to indicate the employee's awareness of the evaluation, but in no instance shall said signature be interpreted to mean agreement with the content of the material.

- E. Informal Observation. Additional evaluation of employees may occur through informal observations by the employer. It may not be deemed necessary to reduce such observations to writing and a verbal discussion between the employer and employee concerning the informal observations may suffice. If a written evaluation is deemed necessary, Procedures C and D as outlined above shall be followed.
- F. Personnel File. Each employee shall have, upon request, the right to review the evaluation documents contained in his/her personnel file. An employee has the right to respond in writing to any evaluation documents. Any complaints directed toward an employee which are placed in his/her personnel file shall be promptly called to the employee's attention in writing.

Career Performance Review Summation

The goal of the Performance Review Summation is to compile the information from the Individual Career Development Plan Review, the State Standards Review and the observation in order to determine whether the teacher's practice meets school district expectations and competence in the Iowa Teaching Standards. The evaluator will complete the Career Performance Review form and discuss it with the teacher in a conference held at a mutually agreeable time. The evaluator is encouraged to highlight strengths of the individual. 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, those standards not being met must be identified. This conference may be held in conjunction with the post-observation conference.

Notes:

The Individual Career Development Plan Review may be done at any time during the Career Performance Review year but before the formal observation.

The State Standards Review may be done at anytime during the Career Performance Review year but before the formal observation.

The conference to review an observation must be reduced to writing and given to the employee within 15 days of the observation. (Per the Comprehensive Agreement)

Des Moines Public Schools

Career Development and Performance Review

Which Form to Use – The State mandated Standards and Criteria best fit teachers who routinely work in a classroom environment or with children directly for a significant portion of the day. In order to better fit a variety of positions with a teach contract, Des Moines Public Schools generalized the State Standards and Criteria and created Form B. This only affects the Standards Review form and the Career Performance Review form. The Individual Career Development Plan form and the ICDP Update form are the same for everyone with a teach contract. The list below shows the appropriate form for each group to use.

Evaluation Requirements by Employee Group (Effective 06-07)

Teach Contract Classroom Form A	Teach Contract Non Classroom Form B
Requires ICDP, Portfolio, Standards Review Form A	Requires ICDP, Portfolio, Standards Review Form B
Assistive Tech	Activities Director
Band & Orchestra, HS	Applications Analyst
Band, Assistant HS	Autism Strategist
Classroom Teachers	Counselors
Dean, Middle School	Curriculum Coordinators
Dean, High School	ESL Consultant
Driver's Ed Consultant	Facilitators
ECSE Home Access	Gifted Talented Coordinators
ESL Teachers	Hispanic/Latino Community Liaison
Home Instruction	Literacy Trainers
Hospital Homebound	Math Trainers
International Program, Elem & Secondary	Network Specialist
Library Media Specialist	OT/PT
Literacy Leaders	PBS
Math Coach	Psychologist
Reading Coach	RR Teacher Leader
Released Assistants, Elementary	Shared Curriculum Planning
Released Deans, Elementary	Social Worker
Secondary MAP	Special Ed Lead Support
Special Ed Interventionist	Special Ed Consultants
Team Leaders, Middle School	Special Ed Meeting Facilitator
Title Support Staff	Specialist – Curric & Instruction
Visually Impaired	Speech
Assistive Tech	Transition Coordinator
Band & Orchestra, HS	Activities Director
Band, Assistant HS	

INDIVIDUAL CAREER DEVELOPMENT PLAN

Teacher Name	School
Plan Initiation Date	Projected Completion Date

Names of other Teachers Involved:

Focus of the Plan – general area being addressed:

Rationale for the Plan (Why did you choose to enhance your growth in this area, how will this plan assist you in your professional growth, what student learning will this plan address)

How does this plan relate to building and/or District achievement goals?

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

Professional Learning Goal (demonstrable)

Goal of the Plan:

Action Plan/Implementation

Strategy	Timeline	Resources Needed	Evaluation or Products

Teacher Signature and Date	Evaluator Signature and Date

The evaluator will retain a copy of each plan and all plans will be placed in the Personnel folder at the time of the Career Performance Review

10/15/2007

DMPS Career Development, Performance Review

Individual Career Development Plan Update

Teacher Name	Building	Plan Initiation Date	Completion Date

Annual Review Dates – Plan may be for one, two or three years

Year One	Year Two	Year Three

Date	Teacher Comments
	What progress have you made toward completion of the plan? (What needs to be done to complete the plan, are any revisions needed)
	What are the results, outcomes and/or products of this plan? (What are you learning, what impact is this having on student achievement??)
	As a result of this experience, what might be the focus of the next Career Development Plan?

Career Performance Review Date and Evaluator Comments

Teacher Signature and Date

Evaluator Signature and Date

The evaluator will retain a copy of each update and all updates will be placed in the Personnel folder at the time of the Career Performance Review
 Signature of the teacher does not indicate that the teacher agrees with the content of the review, only that he/she received a copy.

10/15/2007

DMPS Career Development, Performance Review

Iowa Teaching Standards Review Form A Name _____ Date _____

Directions - Examine the items that have been saved in the portfolio and use those items as a launching pad for comments and reflection. Use phrases, bulleted lists and/or sentences to describe what you are doing and learning related to each of the Iowa Teaching Standards. Address each Iowa Teaching Standard, but not each criterion. Artifacts relating to the Standard should be referenced.

Standard 1

Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.

Criteria	Teacher's Comments
<p>A Provides evidence of student learning to students, families, and staff.</p> <p>B Implements strategies supporting student, building, and district goals.</p> <p>C Uses student performance data as a guide for decision making.</p> <p>D Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.</p> <p>E Creates an environment of mutual respect, rapport, and fairness.</p> <p>F Participates in and contributes to a school culture that focuses on improved student learning.</p> <p>G Communicates with students, families, colleagues, and communities effectively and accurately.</p>	

Standard 2

Demonstrates competence in content knowledge appropriate to the teaching position.

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

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

Criteria	Teacher's Comments
<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 developmental needs, backgrounds, and interests in planning for instruction. d. Selects strategies to engage all students in learning. e. Uses available resources, including technologies, in the development and sequencing of instruction. 	

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

Criteria	Teacher's Comments
<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. 	

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

Criteria	Teacher's Comments
<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. 	

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

Criteria	Teacher's Comments
<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, communicates, 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. 	

Standard 7**Engages in professional growth.**

Criteria	Teacher's Comments
<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. 	

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

Criteria	Teacher's Comments
<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 individual district policy. c. Contributes to efforts to achieve district and building goals. d. Demonstrates an understanding of and respect for all learners and staff. e. Collaborates with students, families, colleagues, and communities to enhance student learning. 	

**Des Moines Public Schools
CAREER PERFORMANCE REVIEW FORM A**

Teacher: _____ School: _____

Administrator: _____

Date: _____ Formative ____ Summative ____

Iowa Teaching Standards

Standard	Meets	Does Not Meet
1. Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.		
2. Demonstrates competence in content knowledge appropriate to the teaching position.		
3. Demonstrates competence in planning and preparing for instruction.		
4. Uses strategies to deliver instruction that meets the multiple learning needs of students.		
5. Uses a variety of methods to monitor student learning.		
6. Demonstrates competence in classroom management.		
7. Engages in professional growth.		
8. Fulfills professional responsibilities established by the school district.		

Staff members overall performance – comments and reflections with reference to State Standards as evidenced by the portfolio.

Staff member is meeting the expectations of all eight Iowa Teaching Standards Yes ____ No ____
 Staff member's Career Development Plan is current and up to date. Yes ____ No ____
 Classroom observation was satisfactory. Yes ____ No ____

Administrator _____ Teacher _____

Date _____ Date _____

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

10/15/2007

DMPS Career Development, Performance Review

Appendix B

Iowa State Standards of Teaching (Form A)

1	STANDARD: Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.	5	STANDARD: Uses a variety of methods to monitor student learning.
	<p><u>The Teacher:</u></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. Creates an environment of mutual respect, rapport, and fairness. f. Participates in and contributes to a school culture that focuses on improved student learning. g. Communicates with students, families, colleagues, and communities effectively and accurately. 		<p><u>The Teacher:</u></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.
2	STANDARD: Demonstrates competence in content knowledge appropriate to the teaching position.	6	STANDARD: Demonstrates competence in classroom management.
	<p><u>The Teacher:</u></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><u>The Teacher:</u></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, communicates, 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.
3	STANDARD: Demonstrates competence in planning and preparing for instruction.	7	STANDARD: Engages in professional growth.
	<p><u>The Teacher:</u></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 developmental needs, backgrounds, and interests in planning for instruction. d. Selects strategies to engage all students in learning. e. Uses available resources including technologies, in the development and sequencing of instruction. 		<p><u>The Teacher:</u></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.
4	STANDARD: Uses strategies to deliver instruction that meets the multiple learning needs of students.	8	STANDARD: Fulfills professional responsibilities established by the school district.
	<p><u>The Teacher:</u></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><u>The Teacher:</u></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.

DMPS Teaching Standards Review Form B Name _____ Date _____

Directions - Examine the items that have been saved in the portfolio and use those items as a launching pad for comments and reflection. Use phrases, bulleted lists and/or sentences to describe what you are doing and learning related to each of the Iowa Teaching Standards. Address each Iowa Teaching Standard, but not each criterion. Artifacts relating to the Standard should be referenced.

Standard 1

Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.

Criteria	Teacher's Comments
Non Classroom Teaching Staff: a. Provides evidence of learning. b. Implements strategies supporting student, building, and district goals. c. Uses performance data as a guide for decision making. d. Accepts and demonstrates responsibility for creating a culture that supports learning. 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 2

Demonstrates competence in content knowledge appropriate to the position.

Criteria	Teacher's Comments
Non Classroom Teaching Staff: 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 3**Demonstrates competence in planning and preparing.**

Criteria	Teacher's Comments
Non Classroom Teaching Staff: a. Uses student achievement data, local standards, and the district curriculum in planning. b. Sets and communicates high expectations for social, behavioral, and academic success. c. Uses student's developmental needs, backgrounds, and interests in planning. d. Suggests strategies to engage all students in learning. f. e. Uses available resources including technologies.	

Standard 4**Proposes strategies to deliver instruction that meet the multiple learning needs.**

Criteria	Teacher's Comments
Non Classroom Teaching Staff: a. Aligns suggestions with local standards and district curriculum. b. Suggests research-based instructional strategies that address the full range of cognitive levels. c. Demonstrates flexibility and responsiveness. d. Proposes varied experiences that meet diverse needs and promote social, emotional, and academic growth. e. Considers students' prior knowledge, life experiences, and interests. f. Uses available resources, including technologies-	

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

Criteria	Teacher's Comments
Non Classroom Teaching Staff: a. Assists to align assessment with instruction. b. Communicates assessment criteria and standards. c. Understands and uses the results of multiple assessments to guide planning. d. Guides teachers in goal setting and assessing their own learning. e. Provides substantive, timely, and constructive feedback. f. Works with other staff and building and district leadership in analysis of student progress.	

Standard 6**Demonstrates competence in management.**

Criteria	Teacher's Comments
Non Classroom Teaching Staff: a. Assists to create a learning community that encourages positive social interaction, active engagement, and self-regulation. b. Establishes, communicates, models, and maintains standards of responsible behavior. c. Develops and implements procedures and routines that support high expectations. d. Uses time effectively. e. Creates a safe and purposeful environment.	

Standard 7**Engages in professional growth.**

Criteria	Teacher's Comments
Non Classroom Teaching Staff: 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 district/building student achievement goals.	

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

Criteria	Teacher's Comments
Non Classroom Teaching Staff: 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.	

**Des Moines Public Schools
CAREER PERFORMANCE REVIEW FORM B**

Teacher: _____ School: _____

Administrator: _____

Date: _____ Formative ____ Summative ____

Iowa Teaching Standards

Standard	Meets	Does Not Meet
1. Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.		
2. Demonstrates competence in content knowledge appropriate to the position.		
3. Demonstrates competence in planning and preparing.		
4. Proposes strategies to deliver instruction that meets the multiple learning needs.		
5. Uses a variety of methods to monitor learning.		
6. Demonstrates competence in management.		
7. Engages in professional growth.		
8. Fulfills professional responsibilities established by the school district.		

Staff members overall performance – comments and reflections with reference to State Standards as evidenced by the portfolio.

Staff member is meeting the expectations of all eight DMPS Teaching Standards Yes ____ No ____
 Staff member's Career Development Plan is current and up to date. Yes ____ No ____
 Classroom observation was satisfactory. Yes ____ No ____

Administrator _____ Teacher _____

Date _____ Date _____

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

10/15/2007

DMPS Career Development, Performance Review

Des Moines Public Schools Teaching Standards (Form B)

1	STANDARD: Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.	5	STANDARD: Uses a variety of methods to monitor learning.
	<p>Non Classroom Teaching Staff:</p> <ul style="list-style-type: none"> a. Provides evidence of learning. b. Implements strategies supporting student, building, and district goals. c. Uses performance data as a guide for decision making. d. Accepts and demonstrates responsibility for creating a culture that supports learning. e. Creates an environment of mutual respect, rapport, and fairness. f. Participates in and contributes to a school culture that focuses on improved student learning. g. Communicates with students, families, colleagues, and communities effectively and accurately. 		<p>Non Classroom Teaching Staff:</p> <ul style="list-style-type: none"> a. Assists to align assessment with instruction. b. Communicates assessment criteria and standards. c. Understands and uses the results of multiple assessments to guide planning. d. Guides teachers in goal setting and assessing their own learning. e. Provides substantive, timely, and constructive feedback. f. Works with other staff and building and district leadership in analysis of student progress.
2	STANDARD: Demonstrates competence in content knowledge appropriate to the position.	6	STANDARD: Demonstrates competence in management.
	<p>Non Classroom Teaching Staff:</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>Non Classroom Teaching Staff:</p> <ul style="list-style-type: none"> a. Assists to create a learning community that encourages positive social interaction, active engagement, and self-regulation. b. Establishes, communicates, models, and maintains standards of responsible behavior. c. Develops and implements procedures and routines that support high expectations. d. Uses time effectively. e. Creates a safe and purposeful environment.
3	STANDARD: Demonstrates competence in planning and preparing.	7	STANDARD: Engages in professional growth.
	<p>Non Classroom Teaching Staff:</p> <ul style="list-style-type: none"> a. Uses student achievement data, local standards, and the district curriculum in planning. b. Sets and communicates high expectations for social, behavioral, and academic success. c. Uses student's developmental needs, backgrounds, and interests in planning. d. Suggests strategies to engage all students in learning. e. Uses available resources including technologies. 		<p>Non Classroom Teaching Staff:</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 district/building student achievement goals.
4	STANDARD: Proposes strategies to deliver instruction that meets multiple learning needs .	8	STANDARD: Fulfills professional responsibilities established by the school district.
	<p>Non Classroom Teaching Staff:</p> <ul style="list-style-type: none"> a. Aligns suggestions with local standards and district curriculum. b. Suggests research-based instructional strategies that address the full range of cognitive levels. c. Demonstrates flexibility and responsiveness. d. Proposes varied experiences that meet diverse needs and promote social, emotional, and academic growth. e. Considers students' prior knowledge, life experiences, and interests. f. Uses available resources, including technologies- 		<p>Non Classroom Teaching Staff:</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.