

**Fort Dodge Community Schools**  
**Examples of Supporting Documentation to Represent Each Standard**

| Standard and Criteria   | Supporting Documentation   |
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| <p><b>1. Demonstrates ability to enhance student achievement goals</b></p> <p>a. Provides multiple forms of evidence of student learning and growth to students, families and staff</p> <p>b. Implementing strategies supporting student, building and district goals.</p> <p>c. Uses student performance data as a guide for decision making</p> | <ul style="list-style-type: none"> <li>▪ Report Cards.</li> <li>▪ Test results: BRI, DIBELS, Math Exemplars, STAR Math, 6 Traits, A to Z Leveling, District developed assessments, Physical Fitness tests, teacher developed, etc.</li> <li>▪ ITBS/ITED reports, charts/graphs of results</li> <li>▪ Student work</li> <li>▪ Assessment books</li> <li>▪ Awards</li> <li>▪ Midterm/progress reports</li> <li>▪ Notes in planner</li> <li>▪ Student folders (taken home regularly)</li> <li>▪ Child Study Report</li> <li>▪ Letters, notes, e-mails, homegrams, phone call log (Note <i>Family Contact Log</i>)</li> <li>▪ Completed IEP</li> <li>▪ Summary/notes of parent/teacher conferences</li> <li>▪ Notes from teacher/student conferences</li> <li>▪ Log for active participation at staff faculty meetings/in-services where student learning is shared</li> <li>▪ Student contracts</li> <li>▪ Teacher web pages (Share Point)</li> <br/> <li>▪ Unit plan, lesson plan identifying standards and benchmarks covered</li> <li>▪ Record of service to the district to show committees, curriculum writing, interview teams, presentations/facilitations at in-services, etc. (Note <i>School and District Contribution Log</i>)</li> <li>▪ Running Records</li> <li>▪ Benchmark Summary</li> <li>▪ Reading leveling documentation</li> <li>▪ Report Cards</li> <li>▪ Curriculum Maps</li> <li>▪ Log/reflection of teaching strategies used</li> <li>▪ Rubrics used</li> <br/> <li>▪ Evidence of revised instruction based on test results/rubrics</li> <li>▪ Use of data from pre and post tests</li> <li>▪ Graphs of test results</li> <li>▪ Teacher notes</li> <li>▪ Guided Reading groups</li> <li>▪ Evidence of how diagnostic tests are used to help individual students improve</li> <li>▪ Teacher analysis of student data to identify to student needs</li> <li>▪ Evidence that additional professional development/research sought because of test results—</li> </ul> |

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| <p>d. Accepts and demonstrates responsibility for creating a classroom culture that supports 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>Evidence of how that information is used to improve student achievement</p> <ul style="list-style-type: none"> <li>▪ Evidence of use of student journaling to improve student achievement</li> <li>▪ Student self-assessment</li> <li>▪ Evidence of re-teaching due to the need identified by student assessment – and how instruction was changed to meet the need</li> <li>▪ Evidence of using multiple teaching strategies to meet the diverse needs of students within one classroom</li> </ul> <ul style="list-style-type: none"> <li>▪ Classroom rules/expectations; Seating charts; classroom management plan</li> <li>▪ Class syllabus</li> <li>▪ Log of various teaching strategies used in the classroom (examples)</li> <li>▪ Positive behavior plan</li> <li>▪ Application of Character Counts/Education</li> <li>▪ Classroom/student achievement goals</li> <li>▪ Evidence of re-teaching due to the need identified by student assessment – and how instruction was changed to meet the need</li> <li>▪ Evidence of using multiple teaching strategies to meet the diverse needs of students within one classroom</li> <li>▪ Grade book: graph tracking student grades</li> <li>▪ Photos of student work displayed</li> <li>▪ Photos showing a variety of learning situations (eg.: small group, large group, presentations, etc.)</li> <li>▪ Complete substitute folder</li> <li>▪ Discipline referrals (actual referrals or log of referrals); graph tracking referrals</li> <li>▪ Log and/or activities/lesson plans for Homebase/Homeroom</li> </ul> <ul style="list-style-type: none"> <li>▪ Student recognition for positive behavior</li> <li>▪ Classroom rules/expectations; seating charts; classroom management plan</li> <li>▪ Application of Character Counts/Education</li> <li>▪ Log and/or activities/lesson plans for Homebase/Homeroom</li> <li>▪ Positive behavior plan</li> <li>▪ Learning modality survey/how info. is used</li> <li>▪ Photos of student work displayed</li> <li>▪ Photos showing a variety of learning situations (eg.: small group, large group, presentations, etc.)</li> <li>▪ Complete substitute folder</li> <li>▪ Discipline referrals (actual referrals or log of referrals); graph tracking referrals</li> <li>▪ Student self assessment and evidence of how that information is used</li> <li>▪ Log showing variety of grouping strategies used and when/why used</li> <li>▪ Written communications from students/parents (e-mails, letters, notes)</li> </ul> |
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| <p>g. Communicates with students, families, colleagues, &amp; communities effectively and accurately</p>   | <ul style="list-style-type: none"> <li>▪ Record of service to the district to show committees, curriculum writing, interview teams, presentations/facilitation during inservice, etc. (Note <i>School and District Contribution Log</i>)</li> <li>▪ Notes from team or faculty meetings</li> <li>▪ Interdisciplinary planning notes</li> <li>▪ Team teaching planning notes</li> <li>▪ Summary of active participation in building professional development/in-service</li> <li>▪ Complimentary notes/memos received</li> <li>▪ Learning modality survey</li> <br/> <li>▪ See evidence for criteria 1a</li> </ul>  |
| <p><b>2. Demonstrates competence in content knowledge appropriate to the teaching position</b></p> <p>a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.</p><br><p>b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.</p> | <ul style="list-style-type: none"> <li>▪ Benchmark summary</li> <li>▪ Variety of graphic organizers</li> <li>▪ Study guides</li> <li>▪ Lesson plan with reference to standards and benchmarks</li> <li>▪ Evidence that lesson plans are revised regularly</li> <li>▪ Log of activities/strategies used that reflect content related standards and benchmarks</li> <li>▪ Samples of questions asked showing varied techniques/formats</li> <li>▪ Thematic unit plans</li> <li>▪ Supplemental materials</li> <li>▪ Summary/log explaining how ideas/strategies learned during professional development have been implemented (Note <i>Professional Development Log</i>)</li> <li>▪ Log of resources used to develop instructional strategies</li> <li>▪ List of fiction and non-fiction literature used and how/why they are used</li> <br/> <li>▪ Learning modality survey/how info. is used</li> <li>▪ Interest inventory and how the information provided is used</li> <li>▪ Log of accommodations/adaptations used</li> <li>▪ Lesson plan with reference to standards and benchmarks</li> <li>▪ Evidence of reteaching due to the need identified by student assessment—and how instruction was changed to meet the diverse needs/learning styles of students within one classroom</li> <li>▪ Evidence of using/log of multiple teaching strategies to meet the diverse needs/learning styles of students within one classroom</li> <li>▪ Samples of questions asked showing varied techniques/formats in order to reach diverse students</li> <li>▪ Evidence of how diagnostic tests are used to help individual students improve</li> <li>▪ Teacher analysis of student data to identify student needs</li> <li>▪ Photos of students using learning centers</li> </ul> |

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| <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>                           | <ul style="list-style-type: none"> <li>▪ Photos showing a variety of learning situations (eg.: small group, large group, presentations, etc.)</li> <li>▪ Log showing a variety of grouping strategies used and when/why used</li> <li>▪ Examples of assessments/tests showing varied use of methods and formats</li> <li>▪ Evidence of techniques used to learn about your students' and how you used that to make teaching meaningful for each student (<i>Note Knowledge of Students and Resources Sheet</i>)</li> <li>▪ Summary/notes from reviewing student cum. Folder and talking with previous teachers to gain guiding information</li> <li>▪ Integration of technology into instruction and learning (eg.: I-books, WebQuest, digital camera, video-streaming, HyperStudio, PowerPoint, etc.)</li> </ul> <ul style="list-style-type: none"> <li>▪ Interdisciplinary units</li> <li>▪ Graphic organizers</li> <li>▪ Study guides</li> <li>▪ Multiple lesson plans showing the relationship</li> <li>▪ Unit plans</li> <li>▪ Rubrics</li> <li>▪ Notes from team meetings</li> <li>▪ Student work</li> <li>▪ Interdisciplinary planning notes</li> <li>▪ Team teaching planning notes</li> </ul> <ul style="list-style-type: none"> <li>▪ Lesson plans</li> <li>▪ "Skinny book" checklist</li> <li>▪ Evidence of using/log of multiple teaching strategies</li> <li>▪ Examples of assessments/tests showing varied use of methods and formats</li> <li>▪ Samples of questions asked showing varied techniques/formats</li> <li>▪ Student work</li> <li>▪ Graphic organizers</li> <li>▪ Photos of students using learning centers</li> <li>▪ Photos showing a variety of learning situations (eg.: small group, large group, presentations, etc.)</li> <li>▪ Integration of technology into instruction and learning eg.: I-books, WebQuest, Breakthrough, etc.)</li> <li>▪ Log showing variety of grouping strategies used and when/why used</li> <li>▪ Evidence of re-teaching due to the need identified by student assessment – and how instruction was changed to meet the need</li> </ul> |
| <p><b>3. Demonstrates competence in planning and preparing for instruction</b></p> <p>a. Uses student achievement data, local standards, and the district curriculum in planning for instruction</p> | <ul style="list-style-type: none"> <li>▪ Benchmark summary</li> <li>▪ Report cards</li> <li>▪ Unit plan, lesson plan identifying standards and benchmarks covered</li> <li>▪ Evidence of revised instruction based on test</li> </ul>  |

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| <p>b. Sets and communicates high expectations for social, behavioral, and academic success of all students.</p> <p>c. Uses student's developmental needs, backgrounds, and interests in planning for instruction.</p> | <p>results/rubrics</p> <ul style="list-style-type: none"> <li>▪ Use of data from pre and post tests</li> <li>▪ Graphs of test results</li> <li>▪ Running Records</li> <li>▪ Reading leveling documentation</li> <li>▪ Curriculum Maps</li> <li>▪ Log/reflection of teaching strategies used; showing how teaching strategies are chosen to accommodate various learning styles within the classroom</li> <li>▪ Teacher notes</li> <li>▪ Evidence of how diagnostic tests are used to help individual students improve</li> <li>▪ Teacher analysis of student data to identify student needs</li> <li>▪ Integration of technology into instruction and learning (eg.: I-books, WebQuest, etc.)</li> <li>▪ Log showing variety of grouping strategies used and when/why used</li> <li>▪ Evidence of re-teaching due to the need identified by student assessment – and how instruction was changed to meet the need</li> <li>▪ Log showing how teaching strategies were chosen to accommodate various learning styles within the classroom</li> <li>▪ Log of accommodations/adaptations provided</li> </ul> <ul style="list-style-type: none"> <li>▪ Classroom goals</li> <li>▪ Student planners showing use of goal setting</li> <li>▪ Classroom rules/expectations</li> <li>▪ Classroom management plan</li> <li>▪ Unit plan, lesson plan identifying standards and benchmarks covered</li> <li>▪ Substitute folder</li> <li>▪ Rubrics</li> <li>▪ Student contract</li> <li>▪ Midterm/progress reports</li> <li>▪ Notes in planner</li> <li>▪ Student folder</li> <li>▪ Letters, notes, e-mails, homegrams, phone call log (Note <i>Family Contact Log</i>)</li> <li>▪ Evidence of following completed IEP/504</li> <li>▪ Summary/notes of parent/teacher conference</li> <li>▪ Notes from teacher/student conferences</li> <li>▪ Student contracts</li> <li>▪ Class/course syllabus</li> <li>▪ Examples of student work that are shared with students showing various levels of acceptance to promote an understanding of what is expected</li> </ul> <ul style="list-style-type: none"> <li>▪ See evidence for standard 2 criteria b</li> </ul> |
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| <p>d. Selects strategies to engage all students in learning.</p> <p>e. Uses available resources, including technologies, in the development and sequencing of instruction.</p>                   | <ul style="list-style-type: none"> <li>▪ See evidence for standard 2 criteria b</li> <li>▪ Evidence that lesson plans are revised regularly</li> <li>▪ Teacher analysis of student data to identify student needs</li> <li>▪ Integration of technology into instruction and learning (eg.: I-books, WebQuest, digital camera, video-streaming, HyperStudio, PowerPoint, etc.)</li> <li>▪ Log of accommodations/adaptations provided</li> </ul><br><ul style="list-style-type: none"> <li>▪ Integration of technology into instruction and learning (eg.: I-books, WebQuest, digital camera, video-streaming, HyperStudio, PowerPoint, etc.)</li> <li>▪ PowerPoint presentations</li> <li>▪ Student work</li> <li>▪ List of internet and other resources used and show how</li> <li>▪ Assignment/assessments are prepared and/or administered electronically</li> <li>▪ Lesson plans identifying standards and benchmarks covered, showing appropriate sequencing</li> <li>▪ Evidence of revised instruction based on test results/rubrics</li> <li>▪ Curriculum maps; unit plans</li> <li>▪ Evidence of how instruction and assignments are handled for absent students</li> <li>▪ Evidence of working with the Library Media Specialist and the media center</li> </ul> |
| <p><b>4. Uses strategies to deliver instruction that meets the multiple learning needs of students.</b></p> <p>a. Aligns classroom instruction with local standards and district curriculum.</p> | <ul style="list-style-type: none"> <li>▪ Lesson plans identifying standards and benchmarks covered</li> <li>▪ Benchmark summary</li> <li>▪ Evidence of revised instruction based on test results/rubrics</li> <li>▪ Log of accommodations/adaptations provided, show how they align with standards and benchmarks</li> <li>▪ Results of district assessments</li> <li>▪ Running Records</li> <li>▪ Reading leveling documentation</li> <li>▪ Evidence that Curriculum Maps are implemented and aligned</li> <li>▪ Log/reflection of teaching strategies used</li> <li>▪ Integration of technology into instruction and learning (eg.: I-books, WebQuest, etc.)</li> <li>▪ Log showing variety of grouping strategies used and when/why used</li> <li>▪ Evidence of re-teaching due to the need identified by student assessment – and how instruction was changed to meet the need</li> </ul>  |

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| <p>b. Uses research-based instructional strategies that address the full range of cognitive levels.</p>                      | <ul style="list-style-type: none"> <li>▪ Lesson plans identifying standards and benchmarks covered</li> <li>▪ Log/reflection of teaching strategies used and how they were chosen to accommodate various learning styles within the classroom</li> <li>▪ Log of accommodations/adaptations provided, show how they align with standards and benchmarks</li> <li>▪ Evidence of – re-teaching due to the need identified by student assessment – and how instruction was changed to meet the need</li> <li>▪ Evidence of revised instruction based on test results/rubrics</li> <li>▪ See evidence for standard 2 criteria b</li> </ul>   |
| <p>c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.</p>                        | <ul style="list-style-type: none"> <li>▪ See evidence for standard 2 criteria b</li> <li>▪ Evidence of revised instruction based on test results/rubrics</li> <li>▪ Use of data from pre and post tests</li> <li>▪ Evidence that additional professional development/research sought because of test results— Evidence of who that information is used to improve student achievement</li> <li>▪ Evidence of use of student journaling to improve student achievement</li> <li>▪ Student self-assessment and use of the info.</li> <li>▪ Use of Child Study information</li> <li>▪ Evidence of following IEP and/or 504 Plan</li> <li>▪ Examples of assessments/tests showing varied use of methods and formats</li> <li>▪ Samples of questions asked showing varied techniques/formats</li> <li>▪ Graph showing grades administered over semesters/years</li> <li>▪ Log of extra help provided students (outside designated school day)</li> </ul> |
| <p>d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.</p> | <ul style="list-style-type: none"> <li>▪ Low showing how teaching strategies were chosen to accommodate various learning styles within the classroom</li> <li>▪ Positive behavior plan</li> <li>▪ Application of Character Counts/Education</li> <li>▪ Classroom/student achievement goals</li> <li>▪ Evidence of re-teaching due to the need identified by student assessment—and how instruction was changed to meet the need</li> <li>▪ Photos showing a variety of learning situations (eg.; small group, large group, presentations, etc.)</li> <li>▪ Examples of assessments/tests showing varied use of methods and formats</li> <li>▪ Samples of question asked showing varied techniques/formats</li> <li>▪ Student self assessment and evidence of how that information is used</li> <li>▪ Learning modality survey/how info. is used</li> <li>▪ Interest inventory and how the information provided is used</li> </ul>                   |

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| <p>e. Connects students' prior knowledge, life experiences and interests in the instructional process.</p> <p>f. Uses available resources, including technologies, in the delivery of instruction.</p> | <ul style="list-style-type: none"> <li>▪ Log of accommodations/adaptations used</li> <li>▪ Unit plan, lesson plan identifying standards and benchmarks covered</li> <li>▪ Service learning activities</li> <li>▪ School-to-career learning activities</li> <li>▪ Integrates technology/media in instruction and learning</li> <br/> <li>▪ Use of KWL strategies</li> <li>▪ Learning modality survey/how info. is used</li> <li>▪ Interest inventory and how the information provided is used</li> <li>▪ Log of accommodations/adaptations used</li> <li>▪ Lesson plan with reference to standards and benchmarks</li> <li>▪ Evidence of re-teaching due to the need identified by student assessment – and how instruction was changed to meet the need</li> <li>▪ Evidence of using/log of multiple teaching strategies to meet the diverse needs of students within one classroom</li> <li>▪ Student self assessment and evidence of how that information is used</li> <li>▪ Use of data from pre and post tests</li> <li>▪ Evidence of how student journaling is used to impact the instructional process</li> <br/> <li>▪ Lesson plans identifying standards and benchmarks covered</li> <li>▪ Integration of technology/varied media into instruction and learning (eg.: I-books, WebQuest, digital camera, video-streaming, HyperStudio, PowerPoint, etc.)</li> <li>▪ Student work, projects</li> <li>▪ List/Log of internet and other resources used and show how they are used</li> <li>▪ Assignment/assessments are prepared and/or administered electronically</li> <li>▪ Evidence of working with the Library/Media Specialist and the media center</li> <li>▪ Log/reflection of teaching strategies used, showing a variety to meet the needs of the students</li> </ul> |
| <p><b>5. Uses a variety of methods to monitor student learning</b></p> <p>a. Aligns classroom assessment with Instruction.</p>   | <ul style="list-style-type: none"> <li>▪ Lesson plans identifying evidence used to indicate successful learning of the benchmark</li> <li>▪ Evidence of re-teaching due to the need identified by student assessment – and how instruction was changed to meet the need</li> <li>▪ Student self assessment and evidence of how that information is used</li> <li>▪ Use of data from pre and post tests</li> <li>▪ Examples of assessments/tests showing varied use of methods and formats aligned with the instruction/standard(s) taught</li> <li>▪ Evidence of revised instruction based on test results/rubrics</li> </ul>  |



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| <p>b. Communicates assessment criteria and standards to all students and parents.</p>                 | <ul style="list-style-type: none"> <li>▪ Rubrics</li> <li>▪ Parent/teacher/student conferences; pre-school conferences</li> <li>▪ Student planners</li> <li>▪ Letters to parents (standards/benchmarks, assessments, expectations, results, grading scale/procedures, etc.)</li> <li>▪ Weekly/quarterly newsletter</li> <li>▪ Syllabus; course/class outline</li> <li>▪ K-4 assessment books</li> <li>▪ Report cards</li> <li>▪ Student folders</li> <li>▪ Mid-term report; progress report</li> <li>▪ Student portfolios</li> <li>▪ Graphs showing progress</li> <li>▪ E-mail</li> <li>▪ Teacher web pages (Share Point)</li> <li>▪ Notes/summary from student conferences</li> <li>▪ Responses to student journaling</li> <li>▪ Grading scale and procedures</li> </ul>  |
| <p>c. Understands and uses the results of multiple assessments to guide planning and instruction.</p> | <ul style="list-style-type: none"> <li>▪ Examples of assessments/tests showing varied use of methods and formats aligned with the instruction/standard(s) taught</li> <li>▪ Evidence of revised instruction based on test results/rubrics</li> <li>▪ Use of data from pre and post tests</li> <li>▪ Graph of test results with explanation of how that information is used to plan instruction</li> <li>▪ Evidence showing how information from Guided Reading/running records is used</li> <li>▪ Evidence of how diagnostic tests are used to help individual students improve</li> <li>▪ Teacher analysis of student achievement data to identify to student needs</li> <li>▪ Evidence that additional professional development/research sought because of test results— Evidence of how that information is used to improve student achievement</li> <li>▪ Show how student self-assessment is used to guide instruction</li> <li>▪ Evidence of re-teaching due to the need identified by student assessment – and how instruction was changed to meet the need</li> <li>▪ Log showing variety of grouping strategies used and when/why used</li> </ul> |
| <p>d. Guides students in goal setting and assessing their own learning.</p>                           | <ul style="list-style-type: none"> <li>▪ Student planners showing goal setting</li> <li>▪ Rubrics</li> </ul>   |

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| <p>e. Provides substantive, timely, and constructive feedback to students and parents.</p> <p>f. Works with other staff and building and district leadership in analysis of student progress.</p>   | <ul style="list-style-type: none"> <li>▪ Student portfolios</li> <li>▪ Student self-assessment and evidence of how that information is used</li> <li>▪ Student contract</li> <li>▪ Student self-graphing of progress</li> <li>▪ Teacher graphing of individual student progress</li> <li>▪ Use of data from pre and post tests</li> <li>▪ Notes/summary of student conferences</li> <li>▪ Examples of student journaling with an explanation of how that information is used to assist students in their learning</li> <li>▪ Examples of written student reflection regarding his/her own learning</li> <li>▪ Student work showing teacher responses</li> <li>▪ Letters of advice for students from former students</li> <li>▪ Classroom assignments/activities on goal setting; student work</li> </ul><br><ul style="list-style-type: none"> <li>▪ See evidence for standard 1 criteria a</li> <li>▪ Grade book; graph tracking student grades</li> <li>▪ Pre and post test</li> <li>▪ Log of when assignments are turned in and when they are returned to the student</li> <li>▪ Responses/signature indicating they have seen the assignment returned from parents on student work that has been completed, evaluated, and sent home</li> <li>▪ Examples of printed progress provided to student/parent on a regular basis (weekly, end of unit, etc.) such as from Integrate Pro</li> </ul><br><ul style="list-style-type: none"> <li>▪ See evidence for standard 1 criteria f</li> <li>▪ Notes/summary from Child Study meetings</li> <li>▪ Documentation from meetings with counselors, other teachers, administrators regarding student progress</li> <li>▪ Evidence of serving as a mentor and conversations regarding student progress</li> </ul> |
| <p><b>6. Demonstrates competence in classroom management.</b></p> <p>a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.</p> <p>b. Establishes, communicates, models, and maintains standards of responsible student behavior.</p> | <ul style="list-style-type: none"> <li>▪ See evidence for standard 1 criteria d and e</li> <li>▪ See evidence for standard 2 criteria b</li> </ul><br><ul style="list-style-type: none"> <li>▪ See evidence for standard 1 criteria d and e</li> <li>▪ See evidence for standard 3 criteria b</li> <li>▪ Log of when assignments are turned in and when they are returned to the student</li> <li>▪ Responses/signature indicating they have seen the assignment returned from parents on student work that has been completed, evaluated, and sent home</li> </ul>   |

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| <p>c. Develops and implements classroom procedures and routines that support high expectations for student learning.</p> <p>d. Uses instructional time effectively to maximize student achievement.</p> <p>e. Creates a safe and purposeful learning environment.</p> | <ul style="list-style-type: none"> <li>▪ Examples of printed progress provided to student/parent on a regular basis (weekly, end of unit, etc.) such as from Integrate Pro</li> <li>▪ Summaries/notes from student/teacher conferences</li> <li>▪ Use of Child Study information</li> <li>▪ Evidence of following IEP and/or 504 Plan</li> <li>▪ Log of extra help provided students (outside designated school day)</li> </ul><br><ul style="list-style-type: none"> <li>▪ See evidence for standard 1 criteria d</li> <li>▪ See evidence for standard 5 criteria d and e</li> <li>▪ Complete substitute folder</li> <li>▪ Student self-assessment and evidence of how that information is used</li> <li>▪ Student contract</li> <li>▪ Student self-graphing of progress</li> <li>▪ Teacher graphing of individual student progress</li> <li>▪ Completed and current grade book; classroom grades graphed over a period of time</li> <li>▪ Use of data from pre and post tests</li> <li>▪ Student recognition for academic achievement</li> <li>▪ Evidence of using/log of multiple teaching strategies to meet the diverse needs/learning styles of students within one classroom</li> </ul><br><ul style="list-style-type: none"> <li>▪ Lesson plans</li> <li>▪ Complete substitute folder</li> <li>▪ Log/reflection of teaching strategies used and how they most effectively utilized class time</li> <li>▪ Log of accommodations/adaptations provided</li> <li>▪ Evidence of re-teaching due to the need identified by student assessment – and how instruction was changed to meet student need</li> <li>▪ Classroom management plan</li> <li>▪ Evidence of how instruction is handled during alternative schedules (shortened days)</li> <li>▪ Syllabus</li> <li>▪ Class rules/expectations</li> <li>▪ Evidence of how the first 10 minutes and last 10 minutes of each class is used</li> <li>▪ Log of how a day is typically utilized providing amount of time spent of direct instruction, guided practice, student work, “homework” assessment, etc</li> </ul><br><ul style="list-style-type: none"> <li>▪ Classroom rules/expectations; Seating charts; classroom management plan</li> <li>▪ Positive behavior plan</li> <li>▪ Application of character Counts/Education</li> <li>▪ Classroom/student achievement goals</li> <li>▪ Photos showing a variety of learning situations (eg.: small group, large group, presentations, etc.)</li> <li>▪ Complete substitute folder</li> <li>▪ Discipline referrals (actual referrals or log of referrals);</li> </ul> |
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|   | <p>graph tracking referrals</p> <ul style="list-style-type: none"> <li>▪ Log and/or activities/lesson plan for Homebase/Homeroom</li> <li>▪ Student recognition for positive behavior</li> <li>▪ Summaries/notes from student/teacher conferences</li> <li>▪ Use of Child Study information</li> <li>▪ Evidence of following IEP and/or 504 Plan</li> <li>▪ Log of extra help provided students (outside designated school day)</li> </ul>  |
| <p><b>7. Engages in professional growth.</b></p> <p>a. Demonstrates habits and skills of continuous inquiry and learning.</p> <p>b. Works collaboratively to improve professional practice and student learning.</p> <p>c. Applies research, knowledge, and skills from professional development opportunities to improve practice.</p> | <ul style="list-style-type: none"> <li>▪ Log of professional development/reading (Note Professional Development Log)</li> <li>▪ Articles written/published</li> <li>▪ Reflective writing on personal professional development activity completed</li> <li>▪ Evidence of implementation of information learned through professional development</li> <li>▪ Evidence of participation in district learning teams and evidence of implementation of what was learned</li> <li>▪ Regularly meets state requirements for own licensure renewal</li> <li>▪ Evidence of active membership in professional organization (local, state, or national level)</li> </ul><br><ul style="list-style-type: none"> <li>▪ Record of service to the district to show committees, curriculum writing, interview teams, presentations/facilitations at inservices, etc. (Note <i>School and District Contribution Log</i>)</li> <li>▪ Log/summary of active participation at staff faculty meetings/in-services where student learning is shared</li> <li>▪ Evidence that additional professional development/research sought because of test results—Evidence of how that information is used to improve student achievement</li> <li>▪ Notes from team or faculty meetings</li> <li>▪ Interdisciplinary planning notes</li> <li>▪ Team teaching planning notes</li> <li>▪ Evidence of participation in district learning teams and evidence of implementation of what was learned</li> <li>▪ Evidence of service as a mentor</li> <li>▪ Logs of use of common planning time for this purpose</li> </ul><br><ul style="list-style-type: none"> <li>▪ Lesson plans with implementation of new things learned identified</li> <li>▪ Log of professional development/reading (Note <i>Professional Development Log</i>)</li> <li>▪ Reflective writing on personal professional development activity completed and how it has been implemented</li> <li>▪ Evidence of implementation of information learned through professional development</li> <li>▪ Evidence of participation in district learning teams and evidence of implementation of what was learned</li> <li>▪ Evidence of presentation of application of new research or</li> </ul> |

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| <p>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> <p>e. Provides an analysis of student learning and growth based on teacher-created tests and authentic measures as well as any standardized and district-wide tests.</p>   | <p>implementation of new skills at building/district inservice or faculty/team meeting</p> <ul style="list-style-type: none"> <li>▪ Log of impact/effect of implementation within the classroom</li> <li>▪ Graph showing student achievement in a class where you are using the new skill compared to a class not using the new skill</li> <li>▪ Individual Career Development Plan</li> <li>▪ Log of professional development/reading (Note <i>Professional Development Log</i>)</li> </ul>  |
| <p><b>8. Fulfills professional responsibilities established by the school district.</b></p> <p>a. Adheres to board policies, district procedures, and contractual obligations.</p> <p>b. Demonstrates professional and ethical conduct as defined by state law and district policy.</p> <p>c. Contributes to efforts to achieve district and building goals.</p> <p>d. Demonstrates an understanding of and respect for all learners and staff.</p> | <ul style="list-style-type: none"> <li>▪ No evidence of not following board policies, district procedures and/or contractual obligations</li> <li>▪ Evidence that all state and district requirements are met/renewed on time (eg.: license, physicals, mandatory classes, contract, leaves, ID tag worn daily, etc.)</li> <li>▪ Evidence that proper building/district procedures/requirements are followed (eg.: building sign out, faculty/team/dept. team meeting attendance, supervision responsibilities, enforcement of student rules, ordering of materials, etc.)</li> <li>▪ Evidence that attendance and punctuality follows district/building expectations</li> <li>▪ Evidence of fulfillment of all extra-curricular obligations</li> <li>▪ No evidence of illegal or unethical activity</li> <li>▪ See evidence for standard 1 criteria b</li> <li>▪ Log of accommodations/adaptations used</li> <li>▪ Student recognition for positive behavior</li> <li>▪ Summaries/notes from student/teacher conferences</li> <li>▪ Log of extra help provided students (outside designated school day)</li> <li>▪ Evidence that proper building/district</li> </ul> |

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| <p>e. Collaborates with students, families, colleagues, and communities to enhance student learning.</p> | <p>procedures/requirements are followed (eg.: building sign out, faculty/team/dept. team meeting attendance, supervision responsibilities, enforcement of student rules, ordering of materials, etc.)</p> <ul style="list-style-type: none"> <li>▪ Evidence that attendance and punctuality follows district/building expectations</li> <li>▪ Evidence of fulfillment of all extra-curricular obligations</li> <li>▪ Evidence that school rules are adhered to equitably for all students</li> </ul><br><ul style="list-style-type: none"> <li>▪ See evidence for standard 1 criteria a</li> <li>▪ There is no evidence indicating inappropriate communications regarding student learning</li> </ul> |
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