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

<table>
<thead>
<tr>
<th>Standard and Criteria</th>
<th>Supporting Documentation</th>
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<tbody>
<tr>
<td>1. Demonstrates ability to enhance student achievement goals</td>
<td>▪ Report Cards.</td>
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<tr>
<td>a. Provides multiple forms of evidence of student learning and growth to students,</td>
<td>▪ Test results: BRI, DIBELS, Math Exemplars, STAR Math, 6 Traits, A to Z Leveling,</td>
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<tr>
<td>families and staff</td>
<td>District developed assessments, Physical Fitness tests, teacher developed, etc.</td>
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<td>b. Implementing strategies supporting student, building and district goals.</td>
<td>▪ ITBS/ITED reports, charts/graphs of results</td>
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<td>c. Uses student performance data as a guide for decision making</td>
<td>▪ Student work</td>
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<td>▪ Assessment books</td>
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<td>▪ Awards</td>
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<td>▪ Midterm/progress reports</td>
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<td>▪ Notes in planner</td>
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<td>▪ Student folders (taken home regularly)</td>
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<td>▪ Child Study Report</td>
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<td>▪ Letters, notes, e-mails, homegrams, phone call log (Note Family Contact Log)</td>
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<td>▪ Completed IEP</td>
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<td>▪ Summary/notes of parent/teacher conferences</td>
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<td>▪ Notes from teacher/student conferences</td>
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<td>▪ Log for active participation at staff faculty</td>
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<td>meetings/inservices where student learning is shared</td>
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<td>▪ Student contracts</td>
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<td>▪ Teacher web pages (Share Point)</td>
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<td>▪ Unit plan, lesson plan identifying standards and benchmarks covered</td>
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<td>▪ Record of service to the district to show committees, curriculum writing, interview</td>
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<td>teams, presentations/facilitations at inservices, etc. (Note School and District</td>
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<td>Contribution Log</td>
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<td>▪ Running Records</td>
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<td>▪ Benchmark Summary</td>
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<td>▪ Reading leveling documentation</td>
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<td>▪ Report Cards</td>
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<td>▪ Curriculum Maps</td>
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<td></td>
<td>▪ Log/reflection of teaching strategies used</td>
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<td>▪ Rubrics used</td>
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<td>▪ Evidence of revised instruction based on test results/rubrics</td>
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<td></td>
<td>▪ Use of data from pre and post tests</td>
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<td>▪ Graphs of test results</td>
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<td>▪ Teacher notes</td>
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<td>▪ Guided Reading groups</td>
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<td>▪ Evidence of how diagnostic tests are used to help individual students improve</td>
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<td>▪ Teacher analysis of student data to identify to student needs</td>
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<td>▪ Evidence that additional professional development/research sought because of test</td>
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<td>results—</td>
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| **d. Accepts and demonstrates responsibility for creating a classroom culture that supports learning of every student** | Evidence of how that information is used to improve student achievement
- Evidence of use of student journaling to improve student achievement
- Student self-assessment
- Evidence of re-teaching due to the need identified by student assessment – and how instruction was changed to meet the need
- Evidence of using multiple teaching strategies to meet the diverse needs of students within one classroom |
| **e. Creates an environment of mutual respect, rapport, and fairness** | Classroom rules/expectations; Seating charts; classroom management plan
- Class syllabus
- Log of various teaching strategies used in the classroom (examples)
- Positive behavior plan
- Application of Character Counts/Education
- Classroom/student achievement goals
- Evidence of re-teaching due to the need identified by student assessment – and how instruction was changed to meet the need
- Evidence of using multiple teaching strategies to meet the diverse needs of students within one classroom
- Grade book: graph tracking student grades
- Photos of student work displayed
- Photos showing a variety of learning situations (e.g.: small group, large group, presentations, etc.)
- Complete substitute folder
- Discipline referrals (actual referrals or log of referrals); graph tracking referrals
- Log and/or activities/lesson plans for Homebase/Homeroom |
| **f. Participates in and contributes to a school culture that focuses on improved student learning** | Student recognition for positive behavior
- Classroom rules/expectations; seating charts; classroom management plan
- Application of Character Counts/Education
- Log and/or activities/lesson plans for Homebase/Homeroom
- Positive behavior plan
- Learning modality survey/how info. is used
- Photos of student work displayed
- Photos showing a variety of learning situations (e.g.: small group, large group, presentations, etc.)
- Complete substitute folder
- Discipline referrals (actual referrals or log of referrals); graph tracking referrals
- Student self-assessment and evidence of how that information is used
- Log showing variety of grouping strategies used and when/why used
- Written communications from students/parents (e-mails, letters, notes) |
| g. Communicates with students, families, colleagues, & communities effectively and accurately | • Record of service to the district to show committees, curriculum writing, interview teams, presentations/facilitation during inservice, etc. (Note *School and District Contribution Log*)
  • Notes from team or faculty meetings
  • Interdisciplinary planning notes
  • Team teaching planning notes
  • Summary of active participation in building professional development/inservice
  • Complimentary notes/memos received
  • Learning modality survey
  • See evidence for criteria 1a |
|---|---|
| 2. Demonstrates competence in content knowledge appropriate to the teaching position | 2. Demonstrates competence in content knowledge appropriate to the teaching position

a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area. | • Benchmark summary
  • Variety of graphic organizers
  • Study guides
  • Lesson plan with reference to standards and benchmarks
  • Evidence that lesson plans are revised regularly
  • Log of activities/strategies used that reflect content related standards and benchmarks
  • Samples of questions asked showing varied techniques/formats
  • Thematic unit plans
  • Supplemental materials
  • Summary/log explaining how ideas/strategies learned during professional development have been implemented (Note *Professional Development Log*)
  • Log of resources used to develop instructional strategies
  • List of fiction and non-fiction literature used and how/why they are used |
| b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student. | • Learning modality survey/how info. is used
  • Interest inventory and how the information provided is used
  • Log of accommodations/adaptations used
  • Lesson plan with reference to standards and benchmarks
  • 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
  • Evidence of using/log of multiple teaching strategies to meet the diverse needs/learning styles of students within one classroom
  • Samples of questions asked showing varied techniques/formats in order to reach diverse students
  • Evidence of how diagnostic tests are used to help individual students improve
  • Teacher analysis of student data to identify student needs
  • Photos of students using learning centers |
c. Relates ideas and information within and across content areas.

- Photos showing a variety of learning situations (e.g.: small group, large group, presentations, etc.)
- Log showing a variety of grouping strategies used and when/why used
- Examples of assessments/tests showing varied use of methods and formats
- Evidence of techniques used to learn about your students' and how you used that to make teaching meaningful for each student (Note Knowledge of Students and Resources Sheet)
- Summary/notes from reviewing student cumulative Folder and talking with previous teachers to gain guiding information
- Integration of technology into instruction and learning (e.g.: I-books, WebQuest, digital camera, video-streaming, HyperStudio, PowerPoint, etc.)

- Interdisciplinary units
- Graphic organizers
- Study guides
- Multiple lesson plans showing the relationship
- Unit plans
- Rubrics
- Notes from team meetings
- Student work
- Interdisciplinary planning notes
- Team teaching planning notes

- Lesson plans
- “Skinny book” checklist
- Evidence of using/log of multiple teaching strategies
- Examples of assessments/tests showing varied use of methods and formats
- Samples of questions asked showing varied techniques/formats
- Student work
- Graphic organizers
- Photos of students using learning centers
- Photos showing a variety of learning situations (e.g.: small group, large group, presentations, etc.)
- Integration of technology into instruction and learning (e.g.: I-books, WebQuest, Breakthrough, etc.)
- Log showing variety of grouping strategies used and when/why used
- Evidence of re-teaching due to the need identified by student assessment – and how instruction was changed to meet the need

3. Demonstrates competence in planning and preparing for instruction

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

- Benchmark summary
- Report cards
- Unit plan, lesson plan identifying standards and benchmarks covered
- Evidence of revised instruction based on test
b. Sets and communicates high expectations for social, behavioral, and academic success of all students.

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<tr>
<th>results/rubrics</th>
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<tr>
<td>Use of data from pre and post tests</td>
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<tr>
<td>Graphs of test results</td>
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<tr>
<td>Running Records</td>
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<tr>
<td>Reading leveling documentation</td>
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<tr>
<td>Curriculum Maps</td>
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<tr>
<td>Log/reflection of teaching strategies used; showing how teaching strategies are chosen to accommodate various learning styles within the classroom</td>
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<tr>
<td>Teacher notes</td>
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<td>Evidence of how diagnostic tests are used to help individual students improve</td>
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<td>Teacher analysis of student data to identify student needs</td>
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<td>Integration of technology into instruction and learning (eg.: I-books, WebQuest, etc.)</td>
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<td>Log showing variety of grouping strategies used and when/why used</td>
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<td>Evidence of re-teaching due to the need identified by student assessment – and how instruction was changed to meet the need</td>
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<tr>
<td>Log showing how teaching strategies were chosen to accommodate various learning styles within the classroom</td>
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<tr>
<td>Log of accommodations/adaptations provided</td>
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<th>Classroom goals</th>
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<tr>
<td>Student planners showing use of goal setting</td>
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<td>Classroom rules/expectations</td>
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<td>Classroom management plan</td>
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<td>Unit plan, lesson plan identifying standards and benchmarks covered</td>
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<td>Substitute folder</td>
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<td>Rubrics</td>
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<td>Letters, notes, e-mails, homegrams, phone call log (Note Family Contact Log)</td>
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<td>Evidence of following completed IEP/504</td>
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<td>Summary/notes of parent/teacher conference</td>
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<td>Notes from teacher/student conferences</td>
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<td>Student contracts</td>
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<td>Class/course syllabus</td>
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<td>Examples of student work that are shared with students showing various levels of acceptance to promote an understanding of what is expected</td>
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| See evidence for standard 2 criteria b |

c. Uses student's developmental needs, backgrounds, and interests in planning for instruction.
| d. Selects strategies to engage all students in learning. | • See evidence for standard 2 criteria b  
• Evidence that lesson plans are revised regularly  
• Teacher analysis of student data to identify student needs  
• Integration of technology into instruction and learning (eg.: I-books, WebQuest, digital camera, video-streaming, HyperStudio, PowerPoint, etc.)  
• Log of accommodations/adaptations provided |
| e. Uses available resources, including technologies, in the development and sequencing of instruction. | • Integration of technology into instruction and learning (eg.: I-books, WebQuest, digital camera, video-streaming, HyperStudio, PowerPoint, etc.)  
• PowerPoint presentations  
• Student work  
• List of internet and other resources used and show how  
• Assignment/assessments are prepared and/or administered electronically  
• Lesson plans identifying standards and benchmarks covered, showing appropriate sequencing  
• Evidence of revised instruction based on test results/rubrics  
• Curriculum maps; unit plans  
• Evidence of how instruction and assignments are handled for absent students  
• Evidence of working with the Library Media Specialist and the media center |

| 4. Uses strategies to deliver instruction that meets the multiple learning needs of students.  
a. Aligns classroom instruction with local standards and district curriculum. | • Lesson plans identifying standards and benchmarks covered  
• Benchmark summary  
• Evidence of revised instruction based on test results/rubrics  
• Log of accommodations/adaptations provided, show how they align with standards and benchmarks  
• Results of district assessments  
• Running Records  
• Reading leveling documentation  
• Evidence that Curriculum Maps are implemented and aligned  
• Log/reflection of teaching strategies used  
• Integration of technology into instruction and learning (eg.: I-books, WebQuest, etc.)  
• Log showing variety of grouping strategies used and when/why used  
• Evidence of re-teaching due to the need identified by student assessment – and how instruction was changed to meet the need |
| b. Uses research-based instructional strategies that address the full range of cognitive levels. | • Lesson plans identifying standards and benchmarks covered  
• Log/reflection of teaching strategies used and how they were chosen to accommodate various learning styles within the classroom  
• Log of accommodations/adaptations provided, show how they align with standards and benchmarks  
• Evidence of re-teaching due to the need identified by student assessment—and how instruction was changed to meet the need  
• Evidence of revised instruction based on test results/rubrics  
• See evidence for standard 2 criteria b |
|---|---|
| c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs. | • See evidence for standard 2 criteria b  
• Evidence of revised instruction based on test results/rubrics  
• Use of data from pre and post tests  
• Evidence that additional professional development/research sought because of test results— Evidence of who that information is used to improve student achievement  
• Evidence of use of student journaling to improve student achievement  
• Student self-assessment and use of the info.  
• Use of Child Study information  
• Evidence of following IEP and/or 504 Plan  
• Examples of assessments/tests showing varied use of methods and formats  
• Samples of questions asked showing varied techniques/formats  
• Graph showing grades administered over semesters/years  
• Log of extra help provided students (outside designated school day) |
| d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth. | • Low showing how teaching strategies were chosen to accommodate various learning styles within the classroom  
• Positive behavior plan  
• Application of Character Counts/Education  
• Classroom/student achievement goals  
• Evidence of re-teaching due to the need identified by student assessment—and how instruction was changed to meet the need  
• Photos showing a variety of learning situations (eg.; small group, large group, presentations, etc.)  
• Examples of assessments/tests showing varied use of methods and formats  
• Samples of question asked showing varied techniques/formats  
• Student self assessment and evidence of how that information is used  
• Learning modality survey/how info. is used  
• Interest inventory and how the information provided is used |
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| e. Connects students’ prior knowledge, life experiences and interests in the instructional process. | • Log of accommodations/adaptations used  
• Unit plan, lesson plan identifying standards and benchmarks covered  
• Service learning activities  
• School-to-career learning activities  
• Integrates technology/media in instruction and learning  
• Use of KWL strategies  
• Learning modality survey/how info. is used  
• Interest inventory and how the information provided is used  
• Log of accommodations/adaptations used  
• Lesson plan with reference to standards and benchmarks  
• Evidence of re-teaching due to the need identified by student assessment – and how instruction was changed to meet the need  
• Evidence of using/log of multiple teaching strategies to meet the diverse needs of students within one classroom  
• Student self assessment and evidence of how that information is used  
• Use of data from pre and post tests  
• Evidence of how student journaling is used to impact the instructional process  
• Lesson plans identifying standards and benchmarks covered  
• Integration of technology/varied media into instruction and learning (e.g.: I-books, WebQuest, digital camera, video-streaming, HyperStudio, PowerPoint, etc.)  
• Student work, projects  
• List/Log of internet and other resources used and show how they are used  
• Assignment/assessments are prepared and/or administered electronically  
• Evidence of working with the Library/Media Specialist and the media center  
• Log/reflection of teaching strategies used, showing a variety to meet the needs of the students |
| f. Uses available resources, including technologies, in the delivery of instruction. |   |
| 5. Uses a variety of methods to monitor student learning | a. Aligns classroom assessment with Instruction. | • Lesson plans identifying evidence used to indicate successful learning of the benchmark  
• Evidence of re-teaching due to the need identified by student assessment – and how instruction was changed to meet the need  
• Student self assessment and evidence of how that information is used  
• Use of data from pre and post tests  
• Examples of assessments/tests showing varied use of methods and formats aligned with the instruction/standard(s) taught  
• Evidence of revised instruction based on test results/rubrics |
| b. Communicates assessment criteria and standards to all students and parents. | - Rubrics  
- Parent/teacher/student conferences; pre-school conferences  
- Student planners  
- Letters to parents (standards/benchmarks, assessments, expectations, results, grading scale/procedures, etc.)  
- Weekly/quarterly newsletter  
- Syllabus; course/class outline  
- K-4 assessment books  
- Report cards  
- Student folders  
- Mid-term report; progress report  
- Student portfolios  
- Graphs showing progress  
- E-mail  
- Teacher web pages (Share Point)  
- Notes/summary from student conferences  
- Responses to student journaling  
- Grading scale and procedures |
|---|---|
| c. Understands and uses the results of multiple assessments to guide planning and instruction. | - Examples of assessments/tests showing varied use of methods and formats aligned with the instruction/standard(s) taught  
- Evidence of revised instruction based on test results/rubrics  
- Use of data from pre and post tests  
- Graph of test results with explanation of how that information is used to plan instruction  
- Evidence showing how information from Guided Reading/running records is used  
- Evidence of how diagnostic tests are used to help individual students improve  
- Teacher analysis of student achievement data to identify to student needs  
- Evidence that additional professional development/research sought because of test results—Evidence of how that information is used to improve student achievement  
- Show how student self-assessment is used to guide instruction  
- Evidence of re-teaching due to the need identified by student assessment – and how instruction was changed to meet the need  
- Log showing variety of grouping strategies used and when/why used |
| d. Guides students in goal setting and assessing their own learning. | - Student planners showing goal setting  
- Rubrics |
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<td>e.</td>
<td>Provides substantive, timely, and constructive feedback to students and parents.</td>
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|   | - Student portfolios  
|   | - Student self-assessment and evidence of how that information is used  
|   | - Student contract  
|   | - Student self-graphing of progress  
|   | - Teacher graphing of individual student progress  
|   | - Use of data from pre and post tests  
|   | - Notes/summary of student conferences  
|   | - Examples of student journaling with an explanation of how that information is used to assist students in their learning  
|   | - Examples of written student reflection regarding his/her own learning  
|   | - Student work showing teacher responses  
|   | - Letters of advice for students from former students  
|   | - Classroom assignments/activities on goal setting; student work  
| f. | Works with other staff and building and district leadership in analysis of student progress. |
|   | - See evidence for standard 1 criteria a  
|   | - Grade book; graph tracking student grades  
|   | - Pre and post test  
|   | - Log of when assignments are turned in and when they are returned to the student  
|   | - Responses/signature indicating they have seen the assignment returned from parents on student work that has been completed, evaluated, and sent home  
|   | - Examples of printed progress provided to student/parent on a regular basis (weekly, end of unit, etc.) such as from Integrate Pro  
| 6. | Demonstrates competence in classroom management.  
| a. | Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student. |
| b. | Establishes, communicates, models, and maintains standards of responsible student behavior. |
|   | - See evidence for standard 1 criteria d and e  
|   | - See evidence for standard 2 criteria b  
|   | - See evidence for standard 1 criteria d and e  
|   | - See evidence for standard 3 criteria b  
|   | - Log of when assignments are turned in and when they are returned to the student  
|   | - Responses/signature indicating they have seen the assignment returned from parents on student work that has been completed, evaluated, and sent home  |
c. Develops and implements classroom procedures and routines that support high expectations for student learning.

- Examples of printed progress provided to student/parent on a regular basis (weekly, end of unit, etc.) such as from Integrade Pro
- Summaries/notes from student/teacher conferences
- Use of Child Study information
- Evidence of following IEP and/or 504 Plan
- Log of extra help provided students (outside designated school day)

- See evidence for standard 1 criteria d
- See evidence for standard 5 criteria d and e
- Complete substitute folder
- Student self-assessment and evidence of how that information is used
- Student contract
- Student self-graphing of progress
- Teacher graphing of individual student progress
- Completed and current grade book; classroom grades graphed over a period of time
- Use of data from pre and post tests
- Student recognition for academic achievement
- Evidence of using/log of multiple teaching strategies to meet the diverse needs/learning styles of students within one classroom

d. Uses instructional time effectively to maximize student achievement.

- Lesson plans
- Complete substitute folder
- Log/reflection of teaching strategies used and how they most effectively utilized class time
- Log of accommodations/adaptations provided
- Evidence of re-teaching due to the need identified by student assessment – and how instruction was changed to meet student need
- Classroom management plan
- Evidence of how instruction is handled during alternative schedules (shortened days)
- Syllabus
- Class rules/expectations
- Evidence of how the first 10 minutes and last 10 minutes of each class is used
- Log of how a day is typically utilized providing amount of time spent of direct instruction, guided practice, student work, “homework” assessment, etc

- Classroom rules/expectations; Seating charts; classroom management plan
- Positive behavior plan
- Application of character Counts/Education
- Classroom/student achievement goals
- Photos showing a variety of learning situations (eg.: small group, large group, presentations, etc.)
- Complete substitute folder
- Discipline referrals (actual referrals or log of referrals);

e. Creates a safe and purposeful learning environment.

- Log of how a day is typically utilized providing amount of time spent of direct instruction, guided practice, student work, “homework” assessment, etc
- Classroom rules/expectations; Seating charts; classroom management plan
- Positive behavior plan
- Application of character Counts/Education
- Classroom/student achievement goals
- Photos showing a variety of learning situations (eg.: small group, large group, presentations, etc.)
- Complete substitute folder
- Discipline referrals (actual referrals or log of referrals);
| 7. Engages in professional growth. | graph tracking referrals  
|---------------------------------|-------------------------------
| a. Demonstrates habits and skills of continuous inquiry and learning. | - Log and/or activities/lesson plan for Homebase/Homeroom  
| | - Student recognition for positive behavior  
| | - Summaries/notes from student/teacher conferences  
| | - Use of Child Study information  
| | - Evidence of following IEP and/or 504 Plan  
| | - Log of extra help provided students (outside designated school day)  
| b. Works collaboratively to improve professional practice and student learning. | - Log of professional development/reading (Note Professional Development Log)  
| | - Articles written/published  
| | - Reflective writing on personal professional development activity completed  
| | - Evidence of implementation of information learned through professional development  
| | - Evidence of participation in district learning teams and evidence of implementation of what was learned  
| | - Regularly meets state requirements for own licensure renewal  
| | - Evidence of active membership in professional organization (local, state, or national level)  
| c. Applies research, knowledge, and skills from professional development opportunities to improve practice. | - Record of service to the district to show committees, curriculum writing, interview teams, presentations/facilitations at inservices, etc. (Note School and District Contribution Log)  
| | - Log/summary of active participation at staff faculty meetings/inservices where student learning is shared  
| | - Evidence that additional professional development/research sought because of test results—Evidence of how that information is used to improve student achievement  
| | - Notes from team or faculty meetings  
| | - Interdisciplinary planning notes  
| | - Team teaching planning notes  
| | - Evidence of participation in district learning teams and evidence of implementation of what was learned  
| | - Evidence of service as a mentor  
| | - Logs of use of common planning time for this purpose  
| | - Lesson plans with implementation of new things learned identified  
| | - Log of professional development/reading (Note Professional Development Log)  
| | - Reflective writing on personal professional development activity completed and how it has been implemented  
| | - Evidence of implementation of information learned through professional development  
| | - Evidence of participation in district learning teams and evidence of implementation of what was learned  
| | - Evidence of presentation of application of new research or
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.

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.

### 8. Fulfills professional responsibilities established by the school district.

| a. Adheres to board policies, district procedures, and contractual obligations. | - No evidence of not following board policies, district procedures and/or contractual obligations
- Evidence that all state and district requirements are met/renewed on time (e.g., license, physicals, mandatory classes, contract, leaves, ID tag worn daily, etc.)
- Evidence that proper building/district procedures/requirements are followed (e.g., building sign out, faculty/team/dept. team meeting attendance, supervision responsibilities, enforcement of student rules, ordering of materials, etc.)
- Evidence that attendance and punctuality follows district/building expectations
- Evidence of fulfillment of all extra-curricular obligations

| b. Demonstrates professional and ethical conduct as defined by state law and district policy. | - No evidence of illegal or unethical activity

| c. Contributes to efforts to achieve district and building goals. | - See evidence for standard 1 criteria b

| d. Demonstrates an understanding of and respect for all learners and staff. | - Log of accommodations/adaptations used
- Student recognition for positive behavior
- Summaries/notes from student/teacher conferences
- Log of extra help provided students (outside designated school day)
- Evidence that proper building/district procedures/requirements are followed (e.g., building sign out, faculty/team/dept. team meeting attendance, supervision responsibilities, enforcement of student rules, ordering of materials, etc.)
| e. Collaborates with students, families, colleagues, and communities to enhance student learning. | procedures/requirements are followed (eg.: building sign out, faculty/team/dept. team meeting attendance, supervision responsibilities, enforcement of student rules, ordering of materials, etc.)
- Evidence that attendance and punctuality follows district/building expectations
- Evidence of fulfillment of all extra-curricular obligations
- Evidence that school rules are adhered to equitably for all students
- See evidence for standard 1 criteria a
- There is no evidence indicating inappropriate communications regarding student learning |

Compiled by the Faculty of the Fort Dodge Community School District, August, 2003