

# Lewis Central Professional Assessment

Lewis Central Community Schools, 1600 East South Omaha Bridge Road, Council Bluffs, IA 51503

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# Lewis Central Community Schools Professional Assessment Document

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# **Lewis Central Community Schools Professional Assessment Philosophy Statement**

The Lewis Central Community School District is committed to the continued development of a strong educational program. The primary focus of professional assessment is to provide a basis for professional conversation, establish a direction for growth, clarify effective teaching, focus areas for professional growth and support, and connect to mentoring and induction programs. The process is continuous and constructive, is fostered in an atmosphere of mutual trust and respect, and promotes self-reflection and productive dialogue.

## Iowa Teaching Standards

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

**Standard Two:** Demonstrates competence in content knowledge appropriate to the teaching position.

**Standard Three:** Demonstrates competence in planning and preparing for instruction.

**Standard Four:** Uses strategies to deliver instruction that meets the multiple learning needs of students.

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

**Standard Six:** Demonstrates competence in classroom management.

**Standard Seven:** Engages in professional growth.

**Standard Eight:** Fulfills professional responsibilities established by the school district.

# Overview

## **Beginning Teachers**

A beginning teacher is an individual serving under an initial license issued by the board of educational examiners under Iowa Code chapter 272. A teacher is defined as an individual who is employed as a teacher, librarian, media specialist, or counselor.

### *Mentoring and Induction*

Beginning teachers will participate in a two-year mentoring and induction program. A trained mentor will guide the beginning teacher through a series of structured activities focusing on the Iowa Teaching Standards. Documentation collected during these activities will be used to create a portfolio which serves as part of the beginning teacher's comprehensive evaluation. Participation in ongoing building/district-directed professional development which addresses school improvement goals is a requirement for beginning teachers.

### *Comprehensive Evaluation*

Because of the probationary status of beginning teachers in Iowa, building principals will provide summative evaluations each year for three years for the beginning teacher (a minimum of two formative evaluations and one summative evaluation annually). The comprehensive evaluation at the end of the second year will determine whether the beginning teacher's practice meets the district expectations for a career teacher and is also used as the basis for recommendation for Iowa licensure. A recommendation for a third year of mentoring and induction may be made by the building administrator which may delay the recommendation for Iowa licensure.

## **Career Teachers New to the District (Probationary)**

A career teacher new to the district is a teacher with at least two years of successful teaching experience who holds a valid practitioner's license. These teachers are assigned a peer mentor to serve as a guide as the teacher develops a working knowledge of district curricula, policies, and procedures. For teachers who are new to the District, the provisions of the collective bargaining agreement relating to evaluation of probationary employees (a minimum of two formative evaluations and one summative evaluation) apply.

A teacher is considered probationary until the requirements of Iowa Code 279.19 are met. The first three consecutive years of employment of a teacher in the same school district in Iowa are a probationary period. However, if the teacher has successfully completed a probationary period of employment for another school district located in Iowa, the probationary period in the current district of employment shall not exceed one year. A board of directors may waive the probationary period for any teacher who previously has served a probationary period in another school district and the board may extend the probationary period for an additional year with the consent of the teacher.

## **Career Teachers (Not probationary)**

Career teachers are experienced teachers holding a valid practitioner's license. This path addresses the majority of the teachers in the district. Participation in ongoing building/district-directed professional development which addresses school improvement goals is required.

### *Career Development Plans*

Career teachers create annual Career Development Plans. The Career Development Plan addresses one or more of the Iowa Teaching Standards and is directly linked to building/district student achievement goals. Career development plans may be developed individually or with a team of collaborating peers. When planning occurs collaboratively, each teacher collects data and completes an individual growth plan tailored to his/her needs.

The goal of the Career Development Plan will remain consistent for at least one academic year and may be continued to subsequent years. The Career Development Plan process includes at least an annual meeting with the building administrator, meetings with colleagues who serve as "coaches", and the completion of a written plan and written reflections. Data and other evidence will be collected to address progress toward the goal of the Career Development Plan.

### *Performance Reviews*

Career teachers participate in a Performance Review with a building administrator at least once every three years. The performance review is a summative evaluation used to determine whether the teacher's practice meets district expectations and the Iowa Teaching Standards. Observation by the building administrator and evidence collected by the teacher will be used to demonstrate that district expectations and the eight Iowa Teaching Standards are being met. The teacher's Career Development Plan documents will serve as part of this shared body of evidence.

## **Intensive Assistance Teachers**

Teachers working under Intensive Assistance are career teachers not demonstrating that district expectations and/or Iowa Teaching Standards are being met.

Intensive Assistance is designed to provide organizational support and technical assistance to teachers, other than beginning teachers, for the remediation of identified teaching and management concerns for a period not to exceed twelve months.

The Intensive Assistance Program is confidential.

## **Professional Assessment Document Review**

A review of the efficacy of the district professional assessment document will be conducted annually by the Teacher Quality Committee. When changes to the document are indicated as a result of district initiative or changes in Iowa professional assessment guidelines, changes will be made by the district.

# Beginning Teachers

## *Mentoring and Induction*

Beginning teachers participate in a two-year mentoring and induction program with a trained mentor selected by the building administrator. Beginning teachers and mentors complete a series of structured events focusing on the classroom environment, instruction, analysis of student work, and goal-setting. In the spring of the first and second years, beginning teachers present what they have learned to other beginning teachers and their mentors during a district colloquium. While the work of the beginning teacher and the mentor is confidential, beginning teachers may choose to use evidence (plans, student work samples, etc.) collected during this process as evidence that the Iowa Teaching Standards are being addressed.

## *Comprehensive Evaluation*

- The building administrator will review detailed comprehensive evaluation procedures with beginning teachers either during preschool orientation or within three weeks after the employee's duties officially commence.
- A minimum of two formal observations are conducted by the building administrator between October and April. Additional formal observations may be requested by the teacher or administrator. The teacher selects the content for the lessons. Formal pre- and post-conferences with completed paperwork are held. Informal observations occur throughout the year.
- Summative Evaluations are conducted in accordance with State of Iowa guidelines. A final summative report is written after formal observations have been completed. This process includes a summative conference with the beginning teacher.
- Summative Evaluations are required each year for three consecutive years to satisfy the Iowa probation requirements of Iowa Code 279.19.
- Group meetings with all beginning teachers may be held for the study of the Iowa Teaching Standards and the sharing of portfolio evidence supporting these standards.

At the end of the second year of teaching, the building administrator makes a decision concerning recommendation for Iowa licensure. In some cases, a third year of work with a mentor and comprehensive evaluation with the building administrator may be recommended before the licensing decision is made. This is not Intensive Assistance as described in Iowa Code, Chapter 284.

# Career Development Plan and Performance Review Cycle for Career Teachers

An annual overview of Career Development Plans and Performance Review procedures, including notification of participation in Performance Review, will be conducted by the building administrator either during preschool orientation or within three weeks after the employee's duties officially commence.

## *Non-Probationary Career Teacher Cycle:*

### *Year One*

Career Development Plan and collection of evidence for Iowa Teaching Standards

### *Year Two*

Career Development Plan and collection of evidence for Iowa Teaching Standards

### *Year Three*

Career Development Plan and collection of evidence for the eight Iowa Teaching Standards, and a formal Performance Review with building administrator to include:

- A minimum of one formal observation before April 10 with completed pre- and post-observation forms, and informal observations throughout the year
- A dialogue about teacher performance addressing the eight Iowa Teaching Standards with supporting evidence from cycle years one through three shared by the teacher
- An LC Career Development Plan: End-of-Plan Report about the Career Development Plan(s) from the cycle with a planning conversation about the direction of next year's plan
- A summative evaluation form signed by teacher and administrator will be completed before April 20 and a copy sent to central office by the administrator.

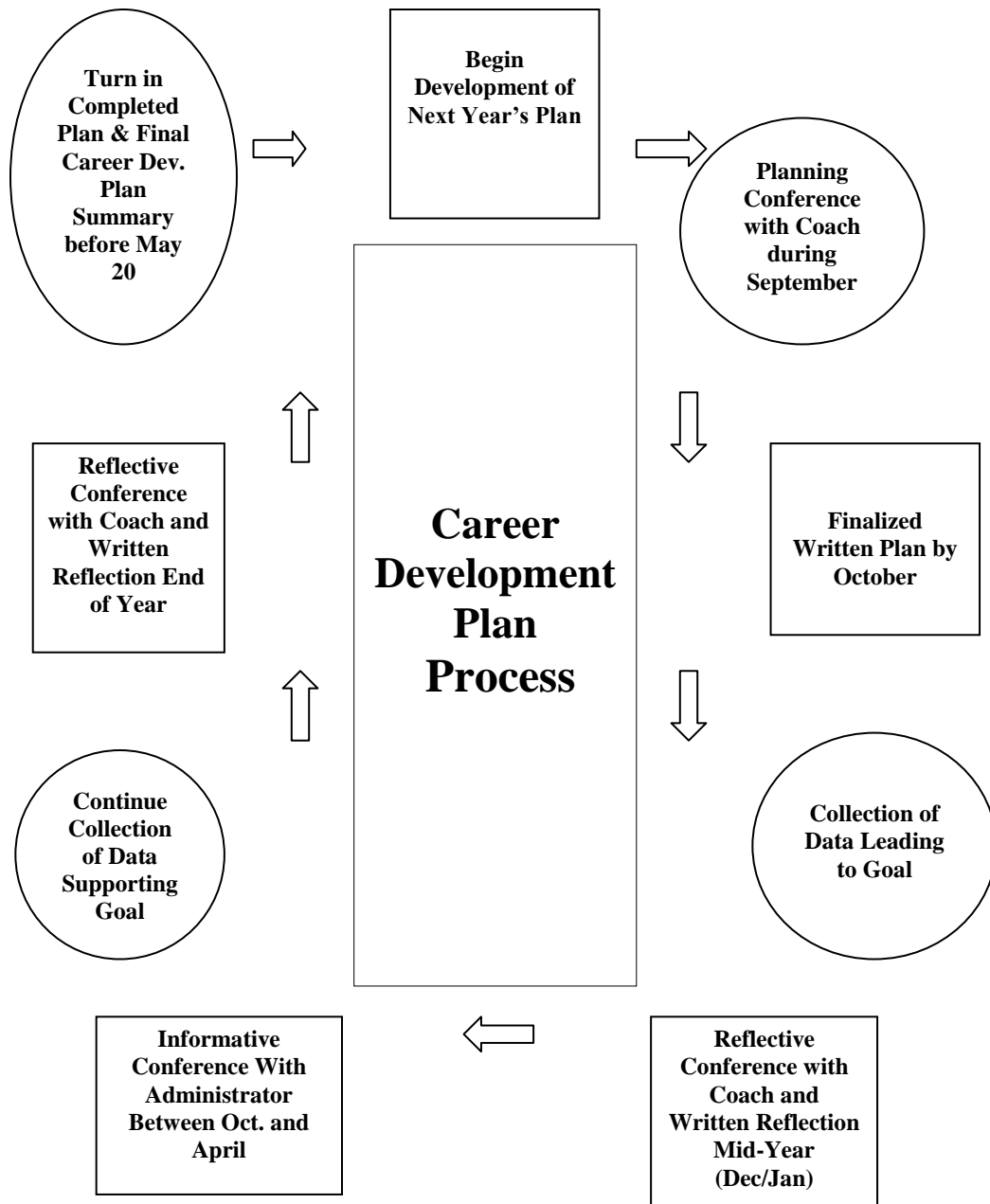
Career Development Plans address one or more of the Iowa Teaching Standards, as well as building and district student achievement goals. Plans are written to cover a minimum of one academic year and may be continued from year to year. Plans may be developed individually or collaboratively with teaching team members. When collaborative plans are developed, each teacher collects data and completes the forms and reflections individually.

Teachers select a coach (teacher peer or administrator) for formal planning and reflecting conferences. A copy of the initial plan and the end-of-year Reflection and Update is provided to the building administrator. In May a reflective conversation is held. This may be a dialogue with an administrator or a conversation with a small group of peers. The May reflection conversation format is at the discretion of the building administrator. The Career Development Plans are part of the



shared body of evidence used during a Performance Review to show that district expectations and the eight Iowa Teaching Standards are being met.

Performance Reviews for career teachers will occur every three years at a minimum and may occur more frequently at the request of the teacher or building administrator.



# Intensive Assistance

(As described in Iowa Code, Chapter 284)

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 months.

Circumstances for intensive assistance: When the supervisor or evaluator determines, at any time, as a result of the teacher's performance, that the teacher is not meeting

- District expectations under the Iowa Teaching Standards 1-7. (Standard 8 is excluded)
- The criteria for the Iowa Teaching Standards, and
- Any other standards and criteria established in the collective bargaining agreement.

The evaluator shall, at the direction of the teacher's supervisor, recommend to the district that the teacher participate in an intensive assistance program.

## **Career Teacher Assistance**

Career Teacher Assistance is designed to provide clear intervention and remediation for experienced teachers whose job performance has been determined to not meet Iowa Teaching Standards. The procedures identified are meant to provide a structured process for teachers who have been identified as needing additional assistance and support in order to maintain an acceptable level of performance.

Throughout the entire time of a teacher's employment with the district, evaluators monitor the performance of teachers and will address concerns with teachers as they arise.

The decision regarding implementation of intensive assistance should be collaborative, but may be directive. This plan is intended to provide the highest likelihood for professional improvement. This process may begin at any time. Because of the personal nature of this plan, confidentiality is expected of all participants.

## **Assistance Phase Procedures**

1. If, in the judgment of the evaluator, the evidence does not result in a teacher's satisfactory and timely progress toward meeting the Iowa Teaching Standards, the evaluator will communicate in writing that the teacher is to be placed into the Assistance Phase. The teacher may have a representative present or any meeting involving career teacher assistance.

2. The Assistance Phase will begin with a formal meeting between the evaluator and the teacher. During this meeting, the evaluator will convey to the teacher, in writing, the specific behaviors that do not meet the Iowa Teaching Standards and will review documentation supporting this conclusion. Also during this meeting, the evaluator will present to and discuss with the teacher a *Plan of Assistance* form which identifies actions for the teacher to complete for the purpose of improving performance in areas identified as unsatisfactory.
3. The *Plan of Assistance* will require, but is not limited to, conferencing with the teacher, observations, timeline and follow-up activities.
4. With the agreement of the teacher or at the request of the teacher, an Assistance Team shall be created consisting of persons who have experience or expertise in the performance area(s) in which the teacher is in need of improvement.
5. Membership on the Assistance Team will be voluntary. The district and teacher will mutually select the members of the team. Strict confidentiality will be maintained by members of the Assistance Team. Observations and comments made by members of the Assistance Team are not presented in writing, are not reported to the supervisor, and do not become part of the teacher's evaluation.
6. The evaluator shall convene the initial meeting of the Assistance Team with the teacher. The role of the Assistance Team is to use data and information provided by the evaluator and the teacher to assist in developing a planned approach to help the teacher meet the Iowa Teaching Standards. The assistance provided is targeted solely at helping the teacher improve her or his performance in relation to the Iowa Teaching Standards.
7. The duration of an Assistance Plan will vary, depending upon the needs of the teacher; however, it may not be for more than twelve months. The plan will be discontinued early upon determination by the supervisor that the teacher has met the goals.
8. After the Assistance Plan has been completed, the evaluator will complete a Final Summary form and make one of the following recommendations:
  - a. Concern resolved, the teacher returns to the *individual career development plan*.
  - b. Progress noted, a *new assistance plan* is developed.
  - c. Concerns not resolved, no progress noted, a recommendation is made for non-renewal of contract.

## Appendix – Forms and At-A-Glance Summary

# Plan of Assistance – Assistance Phase

**Teacher:**

**Date:**

Specific Concern(s) related to the following Iowa Teaching Standards:

Plan (Methods/Strategies):

Proposed Timeline:

Indicators of Progress:

Resources/Support Needed:

Next Meeting Date:

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Administrator Signature

Date:

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Teacher Signature

Date:

Signature of the teacher does not indicate that the teacher agrees with the content of the review, only that he/she has received a copy. Plan of Assistance and final summary forms should be sent to the district office.

# Final Summary – Assistance Phase

**Teacher:**

**Date:**

**Meeting Dates:**

Information and Evidence documenting Evaluator’s Recommendation:

Evaluator’s Recommendation:

- Concern resolved, the teacher returns to *Individual Career Development Plan*.
- Progress noted, a new *Assistance Plan* is developed.
- Concern not resolved, no progress noted, a recommendation made for non-renewal of contract.

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Evaluator Signature

Date:

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Teacher Signature

Date:

# Lewis Central Professional Development Plan

**Name:** \_\_\_\_\_ **School:** -Choose school- **District:** Lewis Central CSD **AEA:** Green Hills **Year:** -Choose year-

## District/Building Focus

<b>Step 1</b> <b>General District or Building Goal:</b>	
<b>Step 2</b> <b>Specific Student Goal</b> (for above general goal area):  (Who will do what and how will I know they did it and how often will I check in?)	

<b>Step 3</b> <b>Specific Action Goals*</b> (1-3 things I will DO for and with the students to increase the likelihood that goals in steps 1 & 2 will be achieved)	<b>Related ITS</b>	<b>Indicators of Progress</b> (Document the effect of chosen indicators.)	<b>Personal Review Date(s)</b> <i>at least 3 times/year</i>	<b>Start/End Dates</b>	<b>Notes</b>

<b>Step 4</b> <b>Personal Learning Goals*</b> (1-3 things I will LEARN/STUDY to increase the likelihood I achieve my action goals in step 3.)	<b>Related ITS</b>	<b>Indicators of Progress</b> (Document the effect of chosen indicators.)	<b>Personal Review Date(s)</b> <i>at least 3 times/year</i>	<b>Start/End Dates</b>	<b>Notes</b>

**Step 5 Supports for Plan Implementation** (check all that apply and describe what supports they could provide)

- |   |   |
|---|---|
| <input type="checkbox"/> Principal:<br><input type="checkbox"/> AEA/Regional: | <input type="checkbox"/> Peer:<br><input type="checkbox"/> Other: |
|---|---|

Administrator Signature/Date \_\_\_\_\_ Peer Reviewer Signature/Date \_\_\_\_\_

**Step 6 Mid-Year Reflection (Dec/Jan)**

What progress have you made toward completion of the plan?	
What are you learning?	
What impact is this learning having on students?	
Specifically, what needs to be accomplished to complete this plan?	
What revisions are needed?	

Administrator Signature/Date \_\_\_\_\_ Teacher Signature/Date \_\_\_\_\_

**Step 7 Final Reflection – End-of-Plan Report**

What are the results, outcomes and /or other products of this plan?	
What does the information indicate relating to the student learning outcomes?	
What has been learned as a result of this plan?	
As a result of this experience, what might be the focus of the next Career Development Plan?	
Teacher comments and reflections	

Administrator Signature/Date \_\_\_\_\_ Teacher Signature/Date \_\_\_\_\_



# LC Pre-Observation Form

Teacher:

Administrator:

Date of Pre-Conference:

Scheduled Date/Time of Observation:

Grade level/Curriculum Area Observed:

1. How does this lesson fit with where you are in the unit? What are the goals for the lesson? What do you want the students to know, do, and/or understand as a result of your instruction?
2. Briefly describe the students in this class in relation to the goals, including those with special needs.
3. How do these goals support the Iowa Core Curriculum and/or the District's curriculum? What essential question/s, enduring understanding/s and/or big idea/s will be addressed?
4. How do these goals support the District's curriculum, and what benchmark(s) will be addressed?
5. What difficulties/misconceptions do students typically experience with this concept or skill? How will you address that?
6. What instructional materials or other resources, if any will you use? (Attach sample materials you will be using in the lesson.)
7. What formative assessment strategies will you use in the lesson? How do you plan to assess students' achievement of the goal/s? (Attach any supporting documents.)
8. Is there any teacher behavior you want the administrator to look for (i.e., proximity, wait time, gender bias, classroom management, etc.)?

# LC Post Observation Reflection Form

Teacher:

Building: -Choose school-

Grade/Subject Observed:

Observation Date:

Time:

Post Conference Date:

Time:

1. As I reflect on the lesson, to what extent were students productively engaged? How do I know?
2. To what extent was my instruction effective? How do I know what students know, do, and/or understand?
3. Did I alter my goals or instructional plan as I taught the lesson? If so, why?
4. If I had the opportunity to teach this lesson again to this same group of students, what would I do differently? Why?
5. What will I do in the next lesson/s as a result of what I learned in this lesson?
6. Provide several examples of student work related to this lesson. The samples should reflect the full range of student ability in your class and include the feedback you provide to students on their papers.
7. Discuss an Iowa Teaching Standard/Criterion that was related to this lesson.

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Teacher's signature/date

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Administrator's signature/date



# Summative Evaluation Form

Teacher: \_\_\_\_\_ Folder # \_\_\_\_\_  
 Evaluator: \_\_\_\_\_ Folder # \_\_\_\_\_  
 School name: -Choose school-  
 Grade Level: \_\_\_\_\_ Subjects: \_\_\_\_\_ Year -Choose year-

**Directions:**

In the narrative under each standard, the evaluator should incorporate and address each criterion.

**1. DEMONSTRATES ABILITY TO ENHANCE ACADEMIC PERFORMANCE AND SUPPORT FOR AND IMPLEMENTATION OF THE SCHOOL DISTRICT’S STUDENT ACHIEVEMENT GOALS.**

**The teacher:**

- a. Provides multiple forms of evidence of student learning and growth to students, families, and staff.
- b. Implements strategies supporting student, building, and district goals.
- c. Uses student performance data as a guide for decision making.
- d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.
- e. Creates an environment of mutual respect, rapport, and fairness.
- f. Participates in and contributes to a school culture that focuses on improved student learning.
- g. Communicates with students, families, colleagues, and communities effectively and accurately.

Evidence to support attainment of or failure to meet standards:	Check one: <input type="checkbox"/> Meets Standard  <input type="checkbox"/> Does Not Meet Standard
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Documentations/artifacts applicable to this standard:

2. DEMONSTRATES COMPETENCE IN CONTENT KNOWLEDGE APPROPRIATE TO THE TEACHING POSITION.

The teacher:

- 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.

Evidence to support attainment of or failure to meet standards:	Check one: <input type="checkbox"/> Meets Standard  <input type="checkbox"/> Does Not Meet Standard
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Documentations/artifacts applicable to this standard:

3. DEMONSTRATES COMPETENCE IN PLANNING AND PREPARING FOR INSTRUCTION.

The teacher:

- a. Understands 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 developmental needs, background, 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.

Evidence to support attainment of or failure to meet standards:	Check one: <input type="checkbox"/> Meets Standard  <input type="checkbox"/> Does Not Meet Standard
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Documentations/artifacts applicable to this standard:

4. USES STRATEGIES TO DELIVER INSTRUCTION THAT MEETS THE MULTIPLE LEARNING NEEDS OF STUDENTS.

The teacher:

- 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.

Evidence to support attainment of or failure to meet standards:	Check one: <input type="checkbox"/> Meets Standard  <input type="checkbox"/> Does Not Meet Standard
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Documentations/artifacts applicable to this standard:

5. USES A VARIETY OF METHODS TO MONITOR STUDENT LEARNING.

The teacher:

- 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.

Evidence to support attainment of or failure to meet standards:	Check one: <input type="checkbox"/> Meets Standard  <input type="checkbox"/> Does Not Meet Standard
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Documentations/artifacts applicable to this standard:

6. DEMONSTRATES COMPETENCE IN CLASSROOM MANAGEMENT.

The teacher:

- 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.

Evidence to support attainment of or failure to meet standards:	Check one: <input type="checkbox"/> Meets Standard  <input type="checkbox"/> Does Not Meet Standard
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Documentations/artifacts applicable to this standard:



7. ENGAGES IN PROFESSIONAL GROWTH.

The teacher:

- 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.
- 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.

Evidence to support attainment of or failure to meet standards:	Check one: <input type="checkbox"/> Meets Standard  <input type="checkbox"/> Does Not Meet Standard
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Documentations/artifacts applicable to this standard:

8. FULFILLS PROFESSIONAL RESPONSIBILITIES ESTABLISHED BY THE SCHOOL DISTRICT.

The teacher:

- 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.

Evidence to support attainment of or failure to meet standards:	Check one: <input type="checkbox"/> Meets Standard  <input type="checkbox"/> Does Not Meet Standard
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Documentations/artifacts applicable to this standard:

- The Career Teacher meets or exceeds all eight Iowa Teaching Standards.
- The teacher fails to meet the Iowa Teaching Standards.
- The Beginning Teacher meets or exceeds all eight Iowa Teaching Standards (first year).
- The Beginning Teacher meets or exceeds all eight Iowa Teaching Standards and is recommended for a standard license after second year. \*
- The Beginning Teacher is being recommended for a third year before a licensure decision is made. \*

\* The district must contact the Board of Educational Examiners to extend the provisional license for a third year. Use the form provided by the Board of Educational Examiners to communicate the licensure decision made for a 2nd year teacher.

Evaluator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluation Period: \_\_\_\_\_, 20\_\_\_\_ to \_\_\_\_\_, 20\_\_\_\_

Teacher's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

# Lewis Central Professional Assessment Summary Sheet

## Beginning Teachers Completing the First Two Years of Teaching

- State approved structured mentoring and induction program
- Annual Comprehensive Evaluation for three consecutive years with consideration for licensure at the end of the second year. (In some cases, a third year of work with the mentor may be recommended before the licensing decision is made.)
  - Evidence of teaching standards provided by teacher
  - Formal observations by administrator with summative form completed before April 20

The purpose of the portfolio is to reflect on teaching practices and supply adequate evidence in the portfolio to demonstrate an understanding of each of the Iowa Teaching Standards.

Portfolio definition: A portfolio is an adequate collection of evidence for each teaching standard that reflects a teacher's practice over time.

## Career Teachers New to District (Probationary)

- Peer mentor
- Annual Career Development Plan
  - Written plan finalized by October
  - Written reflections in December, May, and at end-of-year
- Annual Performance review during probationary period
  - Evidence of teaching standards provided by teacher
  - Formal observations by administrator with summative form completed before April 20

## Career Teachers (Non-probationary)

- Annual Career Development Plan linked to Iowa Teaching Standards and building/district student achievement goals.
  - Written plan finalized by October
  - Written reflections in Mid-Year and End-of-Year
- Performance Review at least every three years
  - Evidence of teaching standards provided by teacher
  - Formal observations by administrator with summative form completed before April 20