

Atlantic Community School District Individual Career Development Plan and Performance Review

Purposes of Individual Career Development Plans

1. To support professional development and growth for teachers.
2. To focus teacher growth and instruction using student achievement data.
3. To encourage risk-taking (learning and using new methods) and reflection on best practice.
4. To show how teacher effort aligns with district and building goals.
5. To encourage learning by collaboration.
6. To support growth in mastery of the Iowa Teaching Standards.
7. To provide supportive structure for teacher learning.

Process of the Individual Career Development Plans

- A. The Individual Career Development Plans are to be drafted by October 1.
- B. The Individual Career Development Plan may be developed as individual or group plan.
- C. The principal or evaluator will meet the teacher(s) to review the plan, modify the plan as needed, and approve the plan by October 30. Both the teacher and principal will have a copy.
- D. A mid-year reflection meeting will occur once during the year. The purpose of the meeting is to review progress in meeting the goals in the plan, to review collaborative work with other staff on student achievement goals, and to modify the plan as necessary. The teacher provides the principal with a copy of the "Reflection and Update" prior to the meeting. Conferences with teachers working on a joint plan may be held individually or collectively.
- E. End of Year reports on the Individual Career Development Plan will be provided as part of the Performance Review. Both the teacher and administrator will have a copy of the "End of Plan Report."
- F. With the approval of the principal, the teacher keeps the materials created as part of the Individual Career Development Plan such as "artifacts" and reflections.
- G. As part of the Individual Career Development Plan, the teacher shall collect data for the performance review such as "supporting documentation from other evaluators, teachers, parents, and students" that is required by law.

Performance Reviews

Below are excerpts from Chapter 284, Iowa code that describe the requirements for performance reviews for career teachers, Districts are required to have evaluation systems that use performance reviews by the 2005-06 school year. The Atlantic Community School District will implement this format for use in 2005-06.

Performance Reviews

(Excerpts from Chapter 284, Iowa Code)

Performance review means a summative evaluation of a teacher other than a beginning teacher that is used to determine:

- whether the teacher's practice meets school district expectations and the Iowa Teaching Standards, and
- whether the teacher's practice meets school district expectations for career advancement.

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

- assisting teachers in making continuous improvement,
- documenting continued competence in the Iowa Teaching Standards,
- identifying teachers in need of improvement, or
- determining whether the teacher's practice meets school district expectations for career advancement.

The review shall include, at minimum:

- classroom observation of the teacher;
- teacher's progress, and implementation of the teacher's individual career development plan;
- supporting documentation from other evaluators, teachers, parents, and students;
- and may include video portfolios as evidence of teaching practices.

Atlantic Community School District Performance Review Design

We believe performance reviews must be a meaningful process which:

- Promotes continuous growth.
- Validates effective practice.
- Documents impact on student achievement.
- Encourages a collaborative exchange of ideas.
- Satisfies the legal framework.

Major Elements of a Performance Review

In accordance with Iowa statute and good practices, performance reviews in Atlantic Community Schools will have four (4) major elements:

- Individual Career Development Plan
- Classroom Observation
- Iowa Teaching Standards Review
- Conference

The remainder of the design provides direction and specific information on the Performance Review process.

Timeline for a Performance Review

- A. Near the beginning of the school year, the evaluator notes the procedures for performance reviews to all staff and notifies all teachers who are scheduled to participate in a performance review that year.
- B. An individual conference between each teacher participating in a performance review and the evaluator will be held at the beginning of the year that:
 - 1. lays out the general timeline
 - 2. begins collaborative work between the teacher and evaluator that results in a schedule that includes dates for observations and discusses topics that might be addressed in the process
 - 3. explains expectations of the teacher
 - 4. provides an opportunity for the teacher to ask questions.
- C. Buildings may hold general planning sessions with the evaluator(s) and groups of teachers as appropriate. Such sessions may be held quarterly to assist teachers.
- D. A formal observation of the teacher will be held.
- E. The teacher completes an Iowa Teaching Standards Review.
- F. The evaluator and teacher participate in a formal Performance Review that includes:
 - Results from the Individual Career Development Plan
 - Information from the formal observation
 - The Iowa Teaching Standards Review
- G. The results of the Performance Review are recorded on the Iowa Teaching Standards Review form.

Connection of the Individual Career Development Plan With the Performance Review

- A. The Individual Career Development work by the teacher shall be considered as part of the Performance Review.
- B. The Individual Career Development Plans may be included in the teacher's comments (supporting indicators) section for Standard 7 in the Iowa Teaching Standards Review.

Procedures for Observation

- A. There will be at least one formal observation for each performance review.
- B. The timeline for a pre-conference, observation, and post-conference is the same as is currently in use.
- C. Forms for use in the observations are:
 - 1. Pre-observation Form
 - 2. Observation Form
 - 3. Post-observation Form

Guidance for the Iowa Teaching Standards Review

- A. The Iowa Teaching Standards Review serves as the summary event of the performance review. The review, along with the Individual Career Development Plan and observation provides the content for the conversation (conference) between the teacher and evaluator. Preparation of the review allows the teacher to provide information regarding the teacher's work in each of the eight Iowa Teaching Standards.
- B. The teacher is encouraged to collect pertinent artifacts and information in the period of time prior to the Iowa Teaching Standards Review. This information might be collected loosely in a box or folders for each standard, or more formally in a portfolio. The method of collection and what to collect is a decision of the teacher, unless the evaluator makes a specific request.
- C. With the approval of the principal, the teacher may save items specifically for the review such as letters and communications to parents in addition to information otherwise available such as ITBS scores. Information from evaluator observations may be used in the review.
- D. As the teacher begins writing the "Teacher's Comments" (Supporting Indicators) section of the review, the teacher is encouraged to examine the items that have been saved specifically for the review or are otherwise available and use those items as a launching pad for the comments and reflection. The purpose of this section is to allow the teacher to describe what he/she is doing and learning in each of the Iowa Teaching Standards.
- E. The teacher is to address each Iowa Teaching Standard. All the criteria for the standards are a part of the employee's evaluation. There should be a statement for each standard that connects the actual teaching of the teacher in terms of the standard. Artifacts relating to the teaching may be referenced.
- F. The review may use phrases and bullet lists, as well as full sentences

- G. In general, there will be information (artifacts) available for the comments and reflection in the teacher comments section. As needed, the evaluator may wish to review such artifacts with the teacher as part of the conference.