Jesup Community School

Human Resources Handbook

2022-23

<u>AFFIRMATIVE ACTION</u>

The Jesup School District is an equal opportunity educational institution and will not discriminate on the basis of age, race, creed, color, gender, national origin, religion, gender identity, marital status, socioeconomic status, sexual orientation, or disability (physical, mental or emotional) in its activities, programs, or employment practices as required by Title VI, Title IX, Section 504 and others. Any person having inquiries regarding these procedures, civil rights or appeals (grievances) shall contact Lisa Loecher, Middle School Principal.

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JESUP SCHOOL DISTRICT
PERSONNEL SELECTION PROCESS

1. Preparing for the Vacancy Announcement
    A. Update the job description.
    B. Establish preferred criteria/characteristics for position.
    C. Establish interview committee members.
    D. Prepare the timeline for the vacancy announcement and application.
2. Develop a Marketing Strategy
    A. Update district brochure.
    B. Update job posting (include employment application in all job postings)
    C. Post vacancy internally for a minimum of five days
    D. Post vacancy in appropriate venues
        i. Administrative
            1. Determine if hiring agency is necessary
            2. Post utilizing www.teachiowa.gov, and other internet media
        ii. Certified
            1. Post utilizing www.teachiowa.gov, and other internet media
            2. Post in local news media if necessary
        iii. Non-certified
            1. Post in local news media
3. Paper Screening/Selection for Interview
    A. Select the screening team. (if necessary)
    B. Identify no more than five candidates for interview
    C. Complete preliminary reference check on every candidate selected for interview
    D. Reference checks must be completed prior to scheduling interviews.
4. The Personal Interview
    A. Interview committee
    B. Direct supervisor interview
    C. Superintendent interview
    D. Building/district tour (optional)
5. Appointment
    A. Written recommendation completed and forwarded to Board
    B. Secretary/Superintendent
    C. Enter candidate information into personnel spreadsheet
    D. Contract approved by board of education
    E. Send contract for candidate signature

JESUP COMMUNITY SCHOOLS
CANDIDATE RECOMMENDATION PROCESS
CERTIFIED AND NON-CERTIFIED

Step One: A Written Recommendation for Appointment

 Complete Recommended Board Action and submit to superintendent for review. (For all positions/both certified and non-certified).

Step Two: Board Approval (both certified and non-certified)

 Copy of Recommended Board Action forwarded to Board Secretary for review and inclusion in Board Packet.

Step Three: Creating Personnel File

 Original written recommendation and application (also transcripts, credentials and certificates for certified positions) forwarded to Board Secretary. New personnel file created; written recommendation and application included in personnel file.

Step Four: Adding Candidate to Employee Database

 New employee will be added to employee database. Letter will be generated welcoming the new employee to the district.

Step Five: Transferring New Personnel File

 Superintendent Secretary will file in personnel file.

LICENSED EMPLOYEE EVALUATION

Evaluation of licensed employees on their skills, abilities, and competence shall be an ongoing process supervised by the building principals and conducted by approved evaluators. The goal of the formal evaluation of licensed employees, other than administrators, but including extracurricular employees, shall be to improve the education program, to maintain licensed employees who meet or exceed the board's standards of performance, to clarify the licensed employee's role, to ascertain the areas in need of improvement, to clarify the immediate priorities of the board, and to develop a working relationship between the administrators and other employees.

The formal evaluation criteria shall be in writing and approved by the board. The formal evaluation shall provide an opportunity for the evaluator and the licensed employee to discuss the past year's performance and the future areas of growth. The formal evaluation shall be completed by the evaluator, signed by the licensed employee and filed in the licensed employee's personnel file. This policy supports, and does not preclude, the ongoing informal evaluation of the licensed employee's skills, abilities and competence.

Licensed employees will be required to:

- Demonstrate the ability to enhance academic performance and support for and implementation of the school district's student achievement goals.
- Demonstrate competency in content knowledge appropriate to the teaching position.
- Demonstrate competency in planning and preparation for instruction.
- Use strategies to deliver instruction that meets the multiple learning needs of students.
- Use a variety of methods to monitor student learning.
- Demonstrate competence in classroom management.
- Engage in professional growth.
- Fulfill professional responsibilities established by the school district.

It shall be the responsibility of the superintendent to ensure licensed employees are evaluated. New and probationary licensed employees shall be evaluated at least twice each year of their probationary period.

Legal Reference: Aplington Community School District v. PERB, 392 N.W.2d 495 (Iowa 1986).
Saydel Education Association v. PERB, 333 N.W.2d 486 (Iowa 1983).
Iowa Code §§ 20.9; 279.14, .19, .27 (1995).
281 I.A.C. 12.3(4).

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Cross Reference: 405.2 Licensed Employee Qualifications, Recruitment, Selection
405.9 Licensed Employee Probationary Status

Approved <u>February 1996</u>
Reviewed <u>March 1999/April 2001/February 2003/June 2004/August 2008/January 2011</u>/April
<u>2013/September 2015/February 2018</u>
Revised <u>May 2006/June 2017</u>

JESUP COMMUNITY SCHOOL DISTRICT   Page 2 of 2

CLASSIFIED EMPLOYEE EVALUATION

Evaluation of classified employees on their skills, abilities, and competence shall be an ongoing process supervised by the superintendent. The goal of the formal evaluation of classified employees shall be to maintain classified employees who meet or exceed the board's standards of performance, to clarify each classified employee's role, to ascertain the areas in need of improvement, to clarify the immediate priorities of the board, and to develop a working relationship between the administrators and other employees.

It shall be the responsibility of the superintendent to ensure classified employees are formally evaluated annually. New and probationary classified employees shall be formally evaluated at least twice a year.

Legal Reference: Aplington Community School District v. PERB, 392 N.W.2d 495
(Iowa 1986).
Saydel Education Association v. PERB, 333 N.W.2d 486 (Iowa
1983).
Iowa Code §§ 20.9; 279.14 (1995).
281 I.A.C. 12.3(4).
Cross Reference: 411.2 Classified Employee Qualifications, Recruitment,
Selection

Certified Evaluation Schedule

Elementary/Rural		
Evaluation Year: 21-22	**Evaluation Year: 22-23**	**Evaluation Year: 23-24**
Stacey Conrad Mackenzie Geweke Nick Green Matt Gross Kathy Pettengill Brook Kaufman Sarah Nolan Cass Weber Katie Martin Jackie Berryhill Vicki Trueg Kelly Henderson Maria Youngblut	Laury Shonka Trisha Fuelling Lesa Parmely Cyndi Nuehring Amber Thoreson Megan Smith Samantha Mills Lindsay Niebuhr Brooke Parmely	Nichole Knepper Sara Harrold Erin Hunter Nicole Jurgersen Megan Vargason Alexis Zuck
Middle School		
Evaluation Year: 21-22	**Evaluation Year: 22-23**	**Evaluation Year: 23-24**
Bruce Wall Jeff Etringer Whitney Ott-Zuzich Dorthea Bovy Lauren Weepie Kelsey Latwesen Nicole Bock Brittany Wilson	Heather Nolting Josh Zuck Jason Feldt Kassidy Sharp Andrea Fettkether	Megan Rothlisberger Jessica Duprey Trela Rottinghaus Kara Backes Michelle Klein
High School		
Evaluation Year: 21-22	**Evaluation Year: 22-23**	**Evaluation Year: 23-24**
Ana Trinidad-Alvarez Kristen Bauer Kate Miller Tanner Ginn Ana Trinidad-Alavarez Kiersten Truex ***Librarian*** ***Ag Teacher***	Mandy Gleiter Allyson Kitch Miah Betz Rebecca Kenealy	Serena Andrews Ann Rigdon Mark Strabala Jason Sullivan Alex Ruehlow Tim Sauer Alex O'Connell Krista Casillas Miah Betz
Special Education		
Evaluation Year: 21-22	**Evaluation Year: 22-23**	**Evaluation Year: 23-24**
Michelle Krivanek Holly Sitzman Madeline Garber Miranda Kollasch	Madeline Garber Carrie Wall Keri Griswold Blair Sadler Monika Kerkove Kurt Yeoman	Nicole Lehnertz-Schwake

JOB SPECIFICATION/SELECTION CRITERIA

Job Title: _____

Grade Level/Subject: _____

License: _____

Special Certification: _____

Curricular Strengths:

Student Monitoring Strengths:

Personal Strengths:

Team Contributions:

Other: (Include preferred experience or training.)

School_____ Date _____ Administrator _____

TEACHER TELEPHONE REFERENCE CHECKLIST

QUALITY OF INFORMATION: __Excellent __OK __Poor

RATING OF CANDIDATE: ___Outstanding ___ Satisfactory ___Unsatisfactory

NAME OF CANDIDATE: _____ DATE: _____

NAME OF REFERENCE: _____POSITION: _____

NAME OF PERSON ACQUIRING THIS INFORMATION _____

1. How long have you known this candidate?
    a.   _____ Less than a year   _____ 1 -3 years   _____ 3 years or more

2. In what capacity have you known this candidate?

3. What do you find to be the greatest strengths of this candidate?

4. What special or unique contribution has this candidate made to your school?

5. What do you believe to be this candidate's most important reasons for being a teacher? (if applicable)

6. Please tell me about the relationships this candidate establishes and maintains:

    a. with students?

    b. with co-workers?

    c. with parents/community?

7. On a scale of 1 to 10, with 10 being the highest, how would you rate the overall effectiveness of this candidate ?

   a. Why?

8. How do you believe a supervisor should work with this candidate in order to bring out the best in him/her?

9. Does this candidate have the initiative to work above and beyond the minimum requirements of the job?

10. Why did this candidate leave your employment?

11. Would you rehire this candidate?

12. Is there anything else you would like to add to help us to understand this candidate more fully?

Thank you for your assistance!

13. Additional Information:

REFERENCE SUMMARY SHEET

Applicant: _____

Position: _____

Date: _____

Contacted by: _____

The following table lists references contacted for the above applicant and results of those reference checks:

Name of Reference	Phone #	Relationship	Comments

Overall summary of references:

Recommended for Employment?   _____ Yes   _____ No

PANEL INTERVIEW-SAMPLE QUESTIONS
BUILDING PRINCIPAL

1. Climate: Establishing an atmosphere conducive to learning

    Question - What are the conditions necessary for a positive school climate?

        Indicators: Safe & Orderly
                          Trust
                          Caring/Commitment
                          Cooperation / Collaboration
                          Participation
                          Relationships
                          Expectations
                          Cohesiveness (Goals, Consensus)
                          Communication

    Question - How is a positive school climate established?

        Indicators: Beliefs Values Norms = Culture

2. High Expectations

    Question - What are your expectations for staff and students?

        Indicators: Staff that "does their very best"
                          All students can learn
                          All teachers can teach
                          Set challenging goals

    Question - How do you get high expectations in place?

        Indicators: Model the behavior
                          Set goals
                          Monitor progress
                          Reinforce and recognize accomplishments

3. School Improvement

    A. Setting Goals

    Question - Do you think goals are important? Why (or why not)?

        Indicators: Goals focus energy
                          Give a common purpose

Question - How would you go about setting building goals?

Indicators: Use data on student performance
Work with group
Limited number
Monitor progress
Reinforce and recognize accomplishments

4. Staff Development

Question - Define staff development.

Indicators: Building a repertoire of teaching skills based on sound research
Ongoing growth

Question - Describe a staff development program at your building.

Indicators: Group commitment
Based on research
5 step paradigm (Theory, Demonstration, Practice, Feedback, Coaching)
Structure for support
Focused on instruction

5. Instructional Leadership

Question - How would you describe instructional leadership?

Indicators: Work with groups and committees
Model behavior
Coaching skills
Clinical supervision
Support staff efforts

6. Organizational Communication

Question - Describe what you would do to ensure good communication.

Indicators: Vertical principal to staff to principal
Internal   Horizontal - staff to staff
School to home/community
External   School to school
School to central administration
Formal and informal networks
Conflict management

7. Building Parent and Community Support

    Question - Is parent and community support necessary? Why?

        Indicators: Support systems coalitions
                       Public relations

    Question - How would you build parent and community support?

8. Curriculum

    Question - Should schools cut the curriculum?

    Question - What decisions influence balance in the curriculum?

    Question - How can schools achieve curricular integration?

    Question - What about the co-curriculum?

        Indicators: Process
                       Participation by faculty
                       Interdisciplinary
                       Assessment
                       Monitoring process
                       Authentic

BUILDING PRINCIPAL INTERVIEW
INPUT FORM

Candidate's Name_____ Date_____ Position_____

The purpose of this instrument is to provide for individual input without group discussion because your personal insights about this candidate are being sought. Your evaluation will be kept in strict confidence by the administration.

	Excellent	Satisfactory	Unacceptable
1. Climate: Atmosphere Conducive to Learning			
2. High Expectations			

3. School Improvement
   a. Setting Goals
   b. Staff Development			

4. Instructional Leadership			
5. Organizational Communication			
6. Building Parent & Community Support			
7. Curriculum/Instruction			

Overall Rating:

    Comment briefly on the candidate's strengths and/or weaknesses:

Check ( ) the group you represent: _____Staff   _____Parent
                                    ____Administration _____Board

                                          Signature _____

TEACHER INTERVIEW- SAMPLE QUESTIONS
RATING SHEET

NAME _____ DATE _____

AVAILABLE POSITION _____

INTERVIEWER _____

SCALE: Excellent = 2 Satisfactory = 1, Unsatisfactory = 0
        2   1   0

Describe your reasons for wanting to teach. What do you enjoy the most?
What is most frustrating?

Cite several innovations in your field of teaching that interest you and tell why.

If you could establish an ideal school, what would it be like?

How important is supervision to you as an educator?

How do you change the principal's mind when he/she disagrees
with you over something you think is right or best? What would you do if
the administrator would not change her/his mind?

What is a good teacher?

Give several examples from your experience of how you have handled
discipline cases; e.g., a fight.

What are your thoughts on peer feedback or coaching?

How would you like students, parents, and staff to perceive you?

On a ten point scale, if you are already a 9.3, what types of skills
can you refine to make you a 9.6?

Describe the type of school administrator with whom you would like to work.

In your opinion, why should you be selected for this position?

Other Questions:

Questions from the candidate, if any:

Overall Rating _____

SUPPORT STAFF
SAMPLE INTERVIEW QUESTIONS

Name: _____

Date: _____

Position: _____ Interviewer: _____

SCALE: Excellent = 2; Satisfactory = 1; Unsatisfactory = 0

2   1   0   1. Please share some information about your background, e.g., working in a school setting or with school age children; and why you are interested in this position.

2   1   0   2. What do you find rewarding when working with children, and what is most frustrating?

2   1   0   3. Teachers come in demanding work to be done (in the middle of another project). What do you do?

2   1   0   4. How important is supervision to you?

2   1   0   5. How do you change the principal's mind when he/she disagrees with you over something you think is right or best? What would you do if the administrator would not change his/her mind?

2   1   0   6. Describe the characteristics or qualities that are important for this position.

2   1   0   7. What is good discipline? How would you deal with challenging students?

2   1   0   8. Share information about special skills you have that would assist with this position; e.g., use of computer.

2   1   0   9. How would you like students, parents, and staff to perceive you?

2   1   0   10. On a 10-point scale, if you are already a 9.3, what types of skills can you refine to make you a 9.6?

2   1   0   11. Describe the type of supervisor with whom you would like to work.

2   1   0   12. Community members ask your opinion about teacher/student. How do you respond?

RECOMMENDED BOARD ACTION REGARDING STAFF

Employee Name: _____ Position: _____

Building: _____ Date: _____

_____Present Staff   _____New Employee   _____Certified   _____Support

Contract Information: _   _____ $ _____
                            Degree-Step   Salary

Extra duty: _____ $ _____
                            Degree-Step   Salary

                            _____ $ _____
                            Hours-Months   Salary

Contract Change: _____ $ _____
                            Degree-Step   Salary

Extra duty: _____ $ _____
                            Degree-Step   Salary

                            _____   S _____
                            Hours-Months   Salary

Resignation: _____   _____   _____
                     Effective date   Reason   Replacement

Other information: _____

Principal or Supervisor: _____ Date: _____

Superintendent: _____ Date: _____

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JESUP COMMUNITY SCHOOL DISTRICT
TEACHER/CERTIFIED EMPLOYMENT APPLICATION

Please fill in all blanks or circle yes/no. If information required is not applicable, please fill in by placing an **N/A** in that blank. Please make copies (keep your originals) of all materials that you submit.

Application Date: [   ]   Date Available: [   ]

Name: [   ]   Social Security #: [   ]

Address: [   ]   City/State/Zip: [   ]

Home Phone: [   ]   Work Phone: [   ]

Position(s) for which you are applying: [   ]

Have you applied for, or do you hold an Iowa Teacher License/Coaching Certificate or a license from another state?   **Yes   No**   (If yes, please enclose a copy of license or list date you applied including the approvals/endorsements that your new license will include.)

[   ]

Have you ever had an educational license revoked or suspended or are you currently or have ever been under investigation? Have you ever had a teaching contract terminated?   **Yes**
No
(If yes, include dates below and provide an explanation.)

If yes, please explain: [   ]

Are you under a teaching contract for the current school year?   **Yes   No**
For the next school year?   **Yes   No**
(If yes, list contract years and whether you will be released from your contract?)
[   ]

If you have previously held a licensed position in a public school, have you successfully completed an official probation period?   **Yes   No**
(If yes, length of probationary period.)   [   ]

If you are presently teaching or have taught, what is/was your placement on the salary schedule and number of total years taught [   ]

Are you presently working on an advanced degree?   **Yes   No**
(If yes, please indicate degree/area)   [   ]

Have you served in the U.S. Military?   **Yes   No**
(If yes, please list branch, dates, rank, location of duty and discharge status.)
[   ]

With or without reasonable accommodation are you able to perform the essential job functions required of this position?   **Yes   No**

If no, please explain: [   ]

Required Information (Have you ever been charged, admitted to, plead no contest to or have been convicted of a felony or misdemeanor - excluding traffic violations):
Yes   No

If yes, please provide date, incident, city (county)/state of charge: [   ]

Are you listed on a sex offender registry: **Yes   No**

Are you listed on the Department of Human Services' Child Abuse Registry: **Yes**
No

Has any civil or criminal complaint, or any other written complaints, ever been made against you relating to sexual abuse, sexual harassment or physical abuse?   **Yes   No**

Please explain: [   ]

Have you ever terminated your employment or had your employment terminated for reasons relating to illegal activities or allegations of sexual abuse or physical abuse?   **Yes**
No

Please explain: [   ]

PLEASE NOTE: Responding "yes" to any of the previous questions is not an automatic bar to employment. The date of the offense, and the relationship between the offense and the position for which you are applying will be considered.

Education (Please list your education, starting with the most recent - place additional on back):

College/University/ High School/Attended High School Attended Minor Fields	Location	Degree/Major/ Minor Fields Minor Field(s)	Add'l Hours Hours	Dates Attended/ Graduated Graduated

Work Experience (List your work/qualifying experiences for the previous 10 years, starting with the most recent - place additional on a separate sheet): If the work below includes student teaching, provide the name and phone number of the supervising faculty and teacher. Do not include any substitute teaching.

Employer: [   ]   Dates Employed: [   ]

Address: [   ]   City/State/Zip: [   ]

Position: [   ]   Supervisor's
                                         Name/Phone: [   ]

Duties/Responsibilities/Skills: [   ]
(Include extra-curricular)

Reason For Leaving: [   ]

Employer: [   ]   Dates Employed: [   ]

Address: [   ]   City/State/Zip: [   ]

Position: [   ]   Supervisor's
                                         Name/Phone: [   ]

Duties/Responsibilities/Skills: [   ]
(Include extra-curricular)

Reason For Leaving: [   ]

Employer: [   ]   Dates Employed: [   ]

Address: [   ]   City/State/Zip: [   ]

Position: [   ]   Supervisor's
                                         Name/Phone: [   ]

Duties/Responsibilities/Skills: [   ]
(Include extra-curricular)

Reason For Leaving: [   ]

Please list any volunteer activities; special skills, licenses or training that would enhance your qualifications for the job(s) for which you are applying.

Professional References (List at least three related to employment – place additional references on a separate sheet): Please include principal and superintendent for all contract teaching assignments.

Reference's Name: [   ]   Phone Work/Home: [   ]

Address: [   ]   City/State/Zip: [   ]

Relationship: [   ]

Reference's Name: [   ]   Phone Work/Home: [   ]

Address: [   ]   City/State/Zip: [   ]

Relationship: [   ]

Reference's Name: [   ]   Phone Work/Home: [   ]

Address: [   ]   City/State/Zip: [   ]

Relationship: [   ]

I hereby certify that the above information, to the best of my knowledge, is true, accurate and complete. Any misrepresentation or willful omissions of fact shall be sufficient cause for disqualification of this application or termination of employment. I authorize verification of any of this information. I understand that prior to employment, a criminal background check, including the list of sex offenders and the child abuse registry will be done.

I authorize all current and former employers to release any information concerning my background.

I understand that this application is not a contract of employment. I understand that a physical must be completed prior to employment. I also understand that according to federal law all individuals who are hired must, as a condition of employment, produce certain documentation to verify their identity and U.S citizen status or their legal authorization to work in the U.S. I further agree if employed, I will accept assignments to grade level, subjects, and activities made by the superintendent and/or Jesup Community School Board of Education

Signature: [   ]   Date: [   ]

Please return to: Jesup Community Schools, Superintendent's Office, 531 Prospect St., PO Box 287, Jesup, IA 50648. 1/29/01

JESUP COMMUNITY SCHOOL DISTRICT
SUPPORT (NON-CERTIFIED) EMPLOYMENT APPLICATION

Please fill in all blanks or circle yes/no. If information required is not applicable, please fill in by placing an **N/A** in that blank. Please make copies (keep your originals) of all materials that you submit. Applications will be kept on file for one year from the date of application. To activate your application for additional positions please call {(319) 827-1700} when they are advertised.

Application Date: [ ]   Date Available: [ ]

Name: [ ]   Social Security #: [ ]

Address: [ ]   City/State/Zip: [ ]

Home Phone: [ ]   Work Phone: [ ]

Position(s) for which you are applying: [ ]

Are you willing to substitute?   **Yes**   **No**

With or without reasonable accommodation (modification) are you able to perform the essential job functions required of this position: **Yes**   **No**

If no, please explain: [ ]

Have you ever previously worked for Jesup Community Schools: **Yes**   **No**
(If yes, list dates/position)

Have you served in the U.S. Military: **Yes**   **No**
 (If yes, please list branch, dates, rank, location of duty and discharge status.)

Have you ever been charged, admitted to, plead no contest to or have been convicted of a felony or misdemeanor (excluding traffic violations):   **Yes**   **No**

If yes, please provide date, incident, city (county)/state of charge: [ ]

Are you listed on a sex offender registry: **Yes**   **No**

Are you listed on the Department of Human Services' Child Abuse Registry: **Yes**   **No**

Has any civil or criminal complaint, or any other written complaint, ever been made against you relating to sexual abuse, sexual harassment or physical abuse?   **Yes**   **No**

Please explain: [ ]

Have you ever terminated your employment or had your employment terminated for reasons relating to illegal activities or claims of sexual abuse or physical abuse?   **Yes**   **No**

Please explain: [ ]

PLEASE NOTE: Responding "yes" to any of the previous questions is not an automatic bar to employment. The date of the offense, and the relationship between the offense and the position for which you are applying will be considered.

Education (Please list your educational background including dates and diplomas/degrees earned beginning with high school. Also, list any advanced education or special training/licenses):

> **High School:**
>
> **College:**
>
> **Special Training/Licenses:**

Work Experience (List your work/qualifying experiences for the previous 10 years, starting with the most recent - place additional on back). If you do not want your current employer contacted, please indicate).

Employer: | Dates Employed:

Address: | City/State/Zip:

Position: | Supervisor's Name/Phone:

Duties/Responsibilities/Skills:

Reason For Leaving:

Employer: | Dates Employed:

Address: | City/State/Zip:

Position: | Supervisor's Name/Phone:

Duties/Responsibilities/Skills:

Reason For Leaving:

Employer: | Dates Employed:

Address: | City/State/Zip:

Position: | Supervisor's Name/Phone:

Duties/Responsibilities/Skills:

Reason For Leaving:

Please list any special skills applicable to the job(s) for which you are applying.

Professional References (List at least three related to employment – place additional references on back of page):

Reference's Name: [   ] Phone Work/Home: [   ]

Address: [   ] City/State/Zip: [   ]

Relationship: [   ]

Reference's Name: [   ] Phone Work/Home: [   ]

Address: [   ] City/State/Zip: [   ]

Relationship: [   ]

Reference's Name: [   ] Phone Work/Home: [   ]

Address: [   ] City/State/Zip: [   ]

Relationship: [   ]

I hereby certify that the above information, to the best of my knowledge, is true, accurate and complete. Any misrepresentation or willful omissions of fact shall be sufficient cause for disqualification of this application or termination of employment. I authorize verification of any of this information. I understand that prior to employment, a criminal background check, including the list of sex offenders and the child abuse registry will be done.

I authorize all current and former employers to release any information concerning my background.

I understand that this application is not a contract of employment. I understand that within the first thirty (30) days of employment a physical along with other required training must be completed. I also understand that according to federal law all individuals who are hired must, as a condition of employment, produce certain documentation to verify their identity and U.S citizen status or their legal authorization to work in the U.S.

Signature: [   ] Date: [   ]

Please return to: Jesup Community Schools, Superintendent's Office, 531 Prospect St., PO Box 287, Jesup, IA 50648. 1/29/01

The position you are applying for may require additional questions/information that should be returned with this application form.

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Iowa's Standards for School Leaders
(adopted 11.18.20 / effect date: July 2021)

STANDARD 1. MISSION, VISION, AND CORE VALUES
Educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

STANDARD 2. ETHICS AND PROFESSIONAL NORMS
Educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

STANDARD 3. EQUITY AND CULTURAL RESPONSIVENESS
Educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

STANDARD 4. CURRICULUM, INSTRUCTION, AND ASSESSMENT
Educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

STANDARD 5. COMMUNITY OF CARE AND SUPPORT FOR STUDENTS
Educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

STANDARD 6. PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL
Educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

STANDARD 7. PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF
Educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being.

STANDARD 8. MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY
Educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well- being.

STANDARD 9. OPERATIONS AND MANAGEMENT
Educational leaders manage school operations and resources to promote each student's academic success and well-being.

STANDARD 10. SCHOOL IMPROVEMENT
Educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

Teacher Leader Model Standards

The Standards: Domain 1:
Fostering a Collaborative Culture to Support Educator Development and Student Learning

The Standards: Domain 2:
Accessing and Using Research to Improve Practice and Student Learning

The Standards: Domain 3:
Promoting Professional Learning for Continuous Improvement

The Standards: Domain 4:
Facilitating Improvements in Instruction and Student Learning

The Standards: Domain 5:
Promoting the Use of Assessments and Data for School and District Improvement

The Standards: Domain 6:
Improving Outreach and Collaboration with Families and Community

The Standards: Domain 7:
Advocating for Student Learning and the Profession

Iowa Teaching Standard/Criteria/Artifact(s)		
Standard 1: Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.		
A	The teacher provides evidence of student learning to students, families and staff.	The teacher documents student learning with meaningful measures using data that is understandable and shares individual and classroom goals and results with student's families and staff members.	JSAT/STAT/problem-solving documentation; IEP updates; videos of performance; picture of posted grade sheets; phone logs; emails; student portfolios; good newsletters; end-of-year reports; FAST—CBM scores (3x/yr); progress reports/report cards; curriculum maps and frameworks; standardized test results (ISASP); classroom tests and papers
B	The teacher implements strategies supporting student, building and district goals.	The teacher knows the short- and long-range building and district goals for student learning and implements classroom instructional strategies that clearly align with these established goals.	classroom expectations distributed/posted; post learner performance goals; classroom video; committee roster/involvement; curriculum maps and frameworks; classroom observations; progress reports/ report cards; multiple assessments; lesson plans; ELP goals
C	The teacher uses student performance data as a guide for decision-making.	The teacher uses performance data such as achievement scores, individual products, writing samples, and teacher-made tests to profile student learning.	JSAT/STAT/problem solving forms; IEP updates; IEP reports; meetings; collaboration log; sample work; student reflections; ISASP scores; sample of work; tests; photos of artwork by students; team notes; FAST; CBM with teacher reflections
D	The teacher accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.	The teacher encourages students to work cooperatively as well as independently and includes students in decision making when appropriate.	student choice of assignments (lesson plans); bulletin boards of student work/student-made boards; digital/ photos; room diagram; class syllabus; seating charts; student samples; field trip news clips; interactive bulletin boards; co-op learning bulletin boards; classroom management, classroom rules and expectations; curriculum planners; observations; choice boards
E	The teacher creates an environment of mutual respect, rapport, and fairness.	The teacher demonstrates clear expectations of developing responsible, self-directed learners and models acceptance of all students based on awareness of individual student differences and evidence of diversity in teaching.	student evaluation of teacher; classroom videos; class expectations; classroom rules posted; student evaluation by teacher; curriculum planners; Observations; parent contact log; class checklist; syllabi; rubric given before project; choice boards
F	The teacher participates in and contributes to a school culture that focuses on improved student learning.	The teacher develops strategies with colleagues who share responsibility for a student(s) to increase the likelihood of success and engages in active inquiry with colleagues about the school's fulfillment of instructional goals.	staff development work (Standard 7); school Improvement community work; staff development; collaboration logs; team meeting participation, log and notes from team meetings, recommendations to child study/problem-solving; intervention log; attendance at IEP's & staffings; at-risk recommendations; minutes from intervention meeting; blue special ed. folders
G	The teacher communicates with students, families, colleagues, and communities	The teacher demonstrates professionalism and self-confidence in routine circumstances and eases stressful situations when they occur. The teacher uses appropriate spelling, grammar, mechanics and style. The	progress reports; school improvement committee work; awards banquet; certificates (copies); newspaper clippings; phone/email logs; observations by mentors, other teachers; administration; progress reports and grade slips; student award nights; observations from parent meeting;

	effectively and accurately.	teacher varies vocal cues, rate, and volume.	copies of notes sent home, You Make a Difference Notes (YMAD), Dispatch articles written, individual class letter and newsletters; teacher web-presence, IEP updates

Iowa Teaching Standard/Criteria/Artifact(s)		
Standard 2: Demonstrates competence in content knowledge appropriate to the teaching position.		
A	The teacher understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.	There is incorporation of accurate content knowledge into instruction aligned with the local content standards and benchmarks. The teacher locates and uses multiple resources to expand subject matter beyond manuals, texts, and curriculum guides.	web quests/worksheets; resource list of related websites; thematic units; field trips; list web quests websites/multiple resources; interdisciplinary; univ. transcripts; lesson plans; use community members; resource lists; video clips/photos; results of practice/content knowledge tests; curriculum planners; portfolios (student)
B	The teacher uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.	The teacher provides significant, challenging, varied, and appropriate learning goals designed to meet the learning needs of each student. The teacher knows when it is appropriate to use adaptations and accommodations to meet individual student needs, including curriculum compacting, enrichment, and acceleration. The teacher shows a willingness to apply diversified teaching techniques.	parent communications; applying curriculum to relevant life experiences; video clips and photos; parent communication logs; curriculum to life situations; observation for differentiated instruction; curriculum planners; observation; implementation of IEP
C	The teacher relates ideas and information within and across content areas.	The teacher knows the content taught at grade levels below and above the current grade level taught and interrelates ideas and information within and across curricular areas to assist or facilitate student understanding.	integrated units; thematic units; cross curriculum; collaboration logs; curriculum planners; peer mentoring; assessment rubrics
D	The teacher understands and uses instructional strategies that are appropriate to the content area.	The teacher knows when and how a variety of instructional strategies can be used in the content area to improve student learning and uses those strategies as appropriate.	integrating cooperative learning; peer tutoring and mentoring; lesson plans; real life simulation activities (i.e. mock court); curriculum planners; observation

		Iowa Teaching Standard/Criteria/Artifact(s)	
		Standard 3: Demonstrates competence in planning and preparing for instruction.	
A	The teacher uses student achievement data, local standards, and the district curriculum in planning for instruction.	The teacher designs and uses a variety of instructional strategies and classroom materials that align with local content standards, benchmarks, and district curricular expectations. The teacher uses these local content standards and benchmarks to determine what students should know and be able to do.	curriculum planners; observation; ISASP; assessment; teacher-created pre/post tests; progress reports; CBMs; lesson plans, FAST; reading diagnostics; rubrics; IEP goals; curriculum frameworks
B	The teacher sets and communicates high expectations for social, behavioral, and academic success of all students.	The teacher establishes classroom goals for social, behavioral and academic success and develops classroom routines to support these goals.	classroom expectation sheets; observations; Character Counts; behavior charts; report cards; post class rules; parent/teacher conference sign-in sheets; parent communication (phone and email); class schedule modifications; referrals to principal; success notes; sub sheets/plans; IEPs; Teacher web-presence; extra curricular eligibility; student of the month; academic recognition night
C	The teacher uses student developmental needs, backgrounds, and interests in planning for instruction.	The teacher seeks and collects information to understand students' needs and interests for use in planning. The teacher designs and uses lessons/units that provide for varied student learning needs and use of information on diversified learning styles.	student of the month, curriculum planners; teacher-made student evaluation; prekindergarten observation; IEP log; success logs; JSAT/STAT/problem solving; input from counselor, nurse or secretary; lesson plans with diverse accountability; intervention logs; AEA classes; interest inventory; All About Me books; blue IEP folders; portfolio; interviews; ELP parent nomination surveys; career role play
D	The teacher selects strategies to engage all students in learning.	There is a plan for a variety of types of effective instructional strategies, facilitation techniques, and classroom activities that actively engage students in learning. The teacher plans for adjustments in instruction to meet student-learning needs based on the assessment of student progress.	curriculum planners; observation; cooperative learning; student planners; lesson plans; video tapes; field trip reflections; data results; district learner performance goals; goal chart; varied teaching methods that target different learning styles/multiple intelligence; IEP accommodations and modifications
E	The teacher uses resources including technologies, in the development and sequencing of instruction.	The teacher uses challenging resources that are mentally, visually, aurally, and kinesthetically stimulating. The teacher integrates the use of technology as a curricular support when appropriate.	observation; internet, video; field trips; speakers; literature lists; thematic units; power point; pictures of students using manipulatives; curriculum planners; honor programs; use of computers, cameras, calculators; videos; musical technology; displays of student work; Teacher web-presence

Iowa Teaching Standard/Criteria/Artifact(s)		
Standard 4: Uses strategies to deliver instruction that meets the multiple learning needs of students.		
A	The teacher aligns classroom instruction with local standards and district curriculum.	The teacher works collaboratively to develop and define standards, benchmarks, and performance assessments for student achievement. The teacher implements classroom instructional strategies that support the achievement of district standards and benchmarks.	minutes from district meeting; curriculum planners; student portfolios; IEPs; minutes from staff meetings; daily lesson plans; CSIP committee meetings; blue IEP folders
B	The teacher uses research-based instructional strategies that address the full range of cognitive levels.	The teacher uses instructional strategies that are effective for students at varied cognitive levels and is able to adjust strategies during instruction to meet student learning needs.	curriculum materials; implementation of IEP; curriculum planners; ELP/enrichment; observations; interventions; field trips; 504 Plan; speakers; collaboration with other teachers; alternative assignments; varied teaching methods that target different learning styles/multiple intelligences
C	The teacher demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.	The teacher adjusts instructional strategies as needed to meet student learning needs for remediation, differentiation, and extension for standards and benchmarks attainment. The instruction is paced to optimize effective learning by all students, provide clear directions, clarify when students are confused and use spontaneous events as a teaching and learning opportunity.	curriculum planners; teaming & differentiated instruction; observation; JSAT/STAT; ELP; Title I; student data; progress reports; 504 Plan; IEPs; student surveys; observation videos; behavior rating forms; collaboration with other teachers; field trips; speakers; varied teaching methods that target different learning styles/multiple intelligences, team notes
D	The teacher engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.	The teacher uses individual, cooperative, and whole class instruction to promote maximum student participation. The teacher uses instructional materials that are mentally engaging to the student.	observation; curriculum planners; field trips; 504 plan; projects applying education (physics olympics, middle school fair); teach then practice thinking and problem solving skills and strategies; demonstrations; role-playing; skits; associating current issues with existing curriculum; rubric; checklist; examples; study groups; tutoring
E	The teacher connects students' prior knowledge, life experiences, and interests in the instructional process.	The teacher draws on the prior knowledge, life experience, interest and language of students during instruction. The teacher assigns in-class and homework tasks that provide students with links connected to life experiences and interests.	interest surveys; observation; curriculum planners; service learning; field trips; KWL; interdisciplinary units; IEP; 504 plan; JSAT/STAT/problem solving meetings; pre-assessment
F	The teacher uses available resources, including technologies, in the delivery of instruction.	The teacher provides classroom settings and activities that are mentally, visually, aurally, and kinesthetically stimulating. The teacher uses resources that are appropriate to the content and to students' prior learning.	observation; curriculum planners; examples of overheads, power point; IPTV; internet; CD- Rom; AEA; Teacher web-presence; Publisher; Word; GoLive; video production; digital cameras; scanners; Excel; CAD/CAM, LCD/overhead projector

	Iowa Teaching Standard/Criteria/Artifact(s)		
**Standard 5: Uses a variety of methods to monitor student learning.**
A	The teacher aligns classroom assessment with instruction.	The teacher assesses what is taught by using classroom assessments that reflect multiple ways by which students can demonstrate knowledge and skills. The teacher uses multiple assessment strategies that are aligned to instructional goals.	lesson plan reflections; pre/post test analysis; student portfolio – work samples; FAST; CBM (math & reading); IEP; rubrics; daily work; quizzes; student self-reflections/assessments; performance assessments; norm-referenced tests;
B	The teacher communicates assessment criteria and standards to all students and parents.	The assessment information provided to students and parents is clear, makes sense and defines "success."	class expectations; curriculum planner; e-mail; parent-teacher conference attendance sheets; FAST/portfolios; Teacher web-presence ; progress reports; IEPs; rubrics; syllabus; class contracts
C	The teacher understands and uses the results of multiple assessments to guide planning and instruction.	The teacher uses student achievement information from a variety of sources for decision-making.	assessment grid reflection; student work; curriculum planners; JSAT/STAT/problem-solving worksheet; norm-referenced test results (ISASP); FAST/portfolios; chapter test analysis; IEP
D	The teacher guides students in goal setting and assessing their own learning.	The teacher involves students in establishing goals for learning and helps students to understand and monitor their own learning goals.	student work; IEP; curriculum planner; journals; EBCE (Experience Based Career Education); career research and evaluation; student contract; student self-evaluations and critiques
E	The teacher provides substantive, timely, and constructive feedback to students and parents.	The teacher maintains accurate records about each student's progress and provides adequate feedback to students and parents so it is clear what students have learned and what still needs to be learned.	progress reports; good news reports; student work; curriculum planner; IEP quarterly updates; newsletters; websites; student publications; grading systems; CBMs; parent-teacher conference/meeting; parent-teacher contact (telephone log; email); student contract
F	The teacher works with other staff and building and district leadership in analysis of student progress.	The teacher exchanges information about student learning with students, families, and school personnel who share the responsibility for the student.	inservice/ meeting notes; curriculum planners; study group; child study/problem solving team; APR - CSIP document; schedule; extra curricular; collaboration log; website; JSAT/STAT/problem solving interventions; CBMs; norm-referenced test results; progress reports; 504 plans; behavior progress; staff meetings

Iowa Teaching Standard/Criteria/Artifact(s)		
Standard 6: Demonstrates competence in classroom management.		
A	The teacher creates a learning community that encourages positive social interaction, active engagement and self-regulation for every student.	The teacher creates and communicates clear expectations for individual student interaction, engagement, and self-regulation.	IEPs; teacher questioning strategies; behavior charts; classroom management plan; observation document; referral log; seating chart; pictures and clippings; parent letter/parent email contact; Character Counts
B	The teacher establishes, communicates, models and maintains standards of responsible student behavior.	The teacher clearly communicates guidelines for responsible student behavior and instructs students about behavioral expectations and appropriate social skills.	student handbook; behavior contracts; referral log; classroom beliefs; Character Counts
C	The teacher develops and implements classroom procedures and routines that support high expectations for learning.	The teacher develops and implements schedules, timelines, procedures, and routines to support high expectations for learning.	student timeline/deadlines; product expectations; curriculum planner; individual project; project checklist;Teacher web-presence
D	The teacher uses instructional time effectively to maximize student achievement.	The teacher develops and implements classroom procedures and routines that optimize learning time.	classroom schedule/routine; classroom bulletin and activity board; lesson plans; student planner; duty boards
E	The teacher creates a safe and purposeful learning environment.	The teacher creates a classroom setting that is safe and provides an accessible learning environment for all students. The teacher insists upon fairness and respect as elements in each interpersonal relationship and encourages each student to be self-reflective. The teacher provides learning opportunities for students to become responsible, self-reliant, and collaborative.	class goals; unit goals; post rules on dealing with student conflict; health plans (504); behavior contract; safety quiz results; lab safety contract; referral log; climate surveys

Iowa Teaching Standard/Criteria/Artifact(s)		
Standard 7: Engages in professional growth.		
A	The teacher demonstrates habits and skills of continuous inquiry and learning.	The teacher routinely reflects on his/her practices and attends professional development opportunities.	College, AEA; staff development certificates; transcripts; mentor training; graduate coursework; professional reading; professional association and content area conferences and workshops; cooperating teachers; mentoring and induction, mentee Boot Camp, certificate renewal coursework
B	The teacher works collaboratively to improve professional practice and student learning.	The teacher collaborates with others to improve their teaching and their students' learning and supports joint efforts for the improvement of instruction. The teacher plans lessons, rehearses strategies, demonstrates strategies, and observes with a mentor and/or peer-coaching partner.	JSAT/STAT/problem solving worksheets; IEPs; team meeting logs; teacher planning; multi-grade activities; collaboration with associates; collaboration between teachers; mentorship logs; mentee Boot Camp; shared lesson plans
C	The teacher applies research, knowledge, and skills from professional development opportunities to improve practice.	The teacher monitors the implementation and effect of using new learning within the classroom.	internet lessons; data results; professional development training and implementation; AEA classes; staff-development certificates; transcripts; mentor training; mentee Boot Camp; graduate coursework; professional reading; professional association and content area conferences and workshops; cooperating teachers;
D	The teacher establishes and implements professional development plans based upon the teacher's needs aligned to the Iowa Teaching Standards and district/building student achievement goals.	The teacher collaborates in the development of their own professional development plan to meet district/building goals.	portfolio; mentoring meetings/logs; mentee Boot Camp; individual professional development plan
E	The teacher 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.		

Iowa Teaching Standard/Criteria/Artifact(s)		
Standard 8: Fulfills professional responsibilities established by the school district.		
A	The teacher adheres to board policies, district procedures, and contractual obligations.	The teacher demonstrates professional commitment and respects the contractual requirements of his/her employment.	attends in-services, meetings, training classes; extracurricular duties and responsibilities as assigned, health physical, licensure; any required trainings of district
B	The teacher demonstrates professional and ethical conduct as defined by state law and individual district policy.	The teacher presents himself/herself to the school and community in a manner that elicits respect and complies with state laws defining the profession.	child abuse reporting; OSHA; blood-borne pathogen training; CPR classes; medication certification; right to know; any required trainings of district
C	The teacher contributes to efforts to achieve district and building goals.	The teacher participates in professional development opportunities to improve achievement of district and building goals.	assists with extracurricular duties and responsibilities; peer training; mentoring; teaming meetings: CSIP; Specialist contributions; JSAT/STAT/problem solving
D	The teacher demonstrates an understanding of and respect for all learners and staff.	The teacher respects different values and beliefs other than one's own and works to ensure that all students are treated fairly through the understanding of differing family and community contexts.	JSAT/STAT/problem solving documentation; communication with teachers; student self assessments; differentiated instruction; Multicultural/Gender Fair (MCGF); Higher Order Thinking Skills (HOTS); AIW
E	The teacher collaborates with students, families, colleagues, and communities to enhance student learning.	The teacher values and respects others' roles in student learning and welcomes their participation in the teaching process.	PTO; community organizations & meetings; school board mtgs.; participation; real life experience – Career Talks; field trips; IEP mtg.; fundraisers; unique celebrations and activities (i.e. Read-Across America, Veterans' Day assembly); Arts in the Park; senior citizen lunch; community service; booster club; J-Stars; volunteers; enrichment; Head Start, FFA, FCCLA

Jesup Pre-Observation Form

Name_____   **Date of Observation**_____

Grade Level_____   **Class**_____   **Period**_____

Please fill out this form for each day your class will be visited. Attach any handouts, a seating chart, and any text materials you will be using for the lesson. A meeting will be set for us to discuss the observation.

Standard:
_____
_____
_____

Benchmark:
_____
_____
_____

Objectives:
_____
_____

Activities:
_____
_____
_____
_____
_____

What has been done prior to prepare students for this lesson?
_____
_____
_____
_____

List any outside factors that may have an effect on the presentation of the lesson (i.e., student behaviors, climate, etc.)
_____
_____
_____
_____

Other Comments:
_____
_____
_____
_____

Comprehensive Evaluation

Teacher:_____ Folder #:_____
Evaluator:_____ Folder #:_____
School Name:_____
Grade Level:_____Subjects:_____ Year: 1 2 3

Each standard will be scored as one of the following: Exceeds (4), Meets (3), Progressing (2), Does Not Meet (1)

Standard 1: Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.	
	Criterion a: The teacher provides evidence of student learning to students, families, and staff.
	Criterion b: The teacher implements strategies supporting student, building, and district goals.
	Criterion c: The teacher uses student performance data as a guide for decision making.
	Criterion d: The teacher accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.
	Criterion e: The teacher creates an environment of mutual respect, rapport, and fairness.
	Criterion f: The teacher participates in and contributes to a school culture that focuses on improved student learning.
	Criterion g: The teacher communicates with students, families, colleagues, and communities effectively and accurately.
Overall Standard 1 Score: _____	
Standard 2: Demonstrates competence in content knowledge appropriate to the teaching position.	
	Criterion a: The teacher understands and uses key concepts, underlying themes, relationship, and different perspectives related to the content area.

	Criterion b: The teacher uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.
	Criterion c: The teacher relates ideas and information within and across content areas.
	Criterion d: The teacher understands and uses instructional strategies that are appropriate to the content area.

Overall Standard 2 Score: _____

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

	Criterion a: The teacher uses student achievement data, local standards, and the district curriculum in planning for instruction.
	Criterion b: The teacher sets and communicates high expectations for social, behavioral, and academic success of all students.
	Criterion c: The teacher uses student developmental needs, background, and interests in planning for instruction.
	Criterion d: The teacher selects strategies to engage all students in learning.
	Criterion e: The teacher uses resources, including technologies, in the development and sequencing of instruction.

Overall Standard 3 Score: _____

Standard 4: Uses strategies to deliver instruction that meets the multiple learning needs of students.

	Criterion a: The teacher uses research-based instructional strategies that address the full range of cognitive levels.
	Criterion b: The teacher aligns classroom instruction with local standards and district curriculum.

	Criterion c: The teacher demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.
	Criterion d: The teacher engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.
	Criterion e: The teacher connects students' prior knowledge, life experiences, and interests in the instructional process.
	Criterion f: The teacher uses available resources, including technologies, in the delivery of instruction.
Overall Standard 4 Score: _____	
Standard 5: Uses a variety of methods to monitor student learning.	
	Criterion a: The teacher aligns classroom assessment with instruction.
	Criterion b: The teacher communicates assessment criteria and standards to all students and parents.
	Criterion c: The teacher understands and uses the results of multiple assessments to guide planning and instruction.
	Criterion d: The teacher guides students in goal setting and assessing their own learning.
	Criterion e: The teacher provides substantive, timely, and constructive feedback to students and parents.
	Criterion f: The teacher works with other staff and building and district leadership in analysis of student progress.
Overall Standard 5 Score: _____	

Standard 6: Demonstrates competence in classroom management.	
	Criterion a: The teacher creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.
	Criterion b: The teacher establishes, communicates, models, and maintains standards of responsible student behavior.
	Criterion c: The teacher develops and implements classroom procedures and routines that support high expectations for learning.
	Criterion d: The teacher uses instructional time effectively to maximize student achievement.
	Criterion e: The teacher creates a safe and purposeful learning environment.
Overall Standard 6 Score: _____	
Standard 7: Engages in professional growth.	
	Criterion a: The teacher demonstrates habits and skills of continuous inquiry and learning.
	Criterion b: The teacher works collaboratively to improve professional practice and student learning.
	Criterion c: The teacher applies research, knowledge, and skills from professional development opportunities to improve practice.
	Criterion d: The teacher establishes and implements professional development plans based upon the teacher needs aligned to the Iowa Teaching Standards and district/building student achievement goals.
	Criterion e: The teacher 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.
Overall Standard 7 Score: _____	

Standard 8: Fulfills professional responsibilities established by the school district.	
	Criterion a: The teacher adheres to board policies, district procedures, and contractual obligations.
	Criterion b: The teacher demonstrates professional and ethical conduct as defined by state law and individual district policy.
	Criterion c: The teacher contributes to efforts to achieve district and building goals.
	Criterion d: The teacher demonstrates an understanding of and respect for all learners and staff.
	Criterion e: The teacher collaborates with students, families, colleagues, and communities to enhance student learning.
Overall Standard 8 Score: _____	

╬ The teacher is a first year Beginning Teacher.
╬ The teacher meets, exceeds, or has made adequate progress on all eight Iowa Teaching Standards and is recommended for a standard license.
╬ The teacher fails to meet the Iowa Teaching Standards.
╬ The teacher is being recommended for a third year before a license decision is made.

Evaluator's Signature: _____
Date: _____
Evaluation Period: _____, 20___ to _____, 20___

Teacher's Signature: _____
Date: _____

*The district must contact the Board of Educational Examiners to extend the provisional license for a third year.

*The district must contact the Board of Educational Examiners to extend the provisional license for a third year.

Jesup Community School District

Building Level: _____

Individual Professional Development Plan

20__ - 20__ School Year

Teacher Name	Date
Evaluator	**Date**

District Professional Development Goal

Building Professional Development Goal

Individual Professional Development Goal (measurable and attainable)

How will this goal contribute to student learning according to the district and building goals?

Which Iowa Teaching Standards and Criteria will be addressed by this goal?

How will you participate in collaboration to learn and apply new knowledge and skills?

What indicators will you use to document the accomplishment of this goal?

Jesup CSD
Assistance Phase
Plan of Assistance

Teacher	Date

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

Plan (Method/Strategies):

Proposed Timeline:

Indicators of Progress:

Resources/Support Needed:

Next Meeting Date

Administrator Signature/Date	Teacher Signature/Date

Signature of the teacher does not indicate that the teacher agrees with the content of the review, only that they have received a copy.

Jesup CSD

Assistance Phase
Final Summary

Teacher	Date	Meeting Dates

Information and Evidence documenting Evaluator's Recommendation:

Evaluator's Recommendation:

Administrator Signature/Date	Teacher Signature/Date

Signature of the teacher does not indicate that the teacher agrees with the content of the review, only that they have received a copy.

JESUP COMMUNITY SCHOOL DISTRICT

CLASSIFIED EMPLOYEE EVALUATION REPORT

Employee's Name	Job Title
Employee's Signature Date	Evaluator's Signature Date

Signature by the employee indicates that the employee has read and understands the text of the evaluation summary but does not necessarily indicate agreement. The employee may file a statement regarding the evaluation summary.

DIRECTIONS: Place a check in the column that best describes the employee's performance on that criterion.

Performance Area I: Quality of Work

Does Not Meet (1)	Needs Improvement (2)	Meets (Standard) (3)	~~Above Average (4)~~	Exceeds ~~(5)~~ (4)
Too many errors or rejections	Often unacceptable-frequent errors	Makes occasional errors	~~Makes few errors-careful, thorough, and neat~~	Professional, thorough, error free

Comments:

Performance Area II: Quantity of Work

Does Not Meet (1)	Needs Improvement (2)	Meets (Standard) (3)	~~Above Average (4)~~	Exceeds ~~(5)~~ (4)
Incomplete Work	All necessary work completed with assistance	All necessary work completed independently	~~Makes few errors-careful, thorough, and neat~~	All necessary work completed, demonstrate leadership in refining

				procedures

Comments:

Performance Area III: Initiative

Does Not Meet (1)	Needs Improvement (2)	Meets (Standard) (3)	~~Above Average (4)~~	Exceeds ~~(5)~~ (4)
No drive or motivation to complete work	Inconsistent drive and motivation	Willing to do the work required	~~Makes few errors-careful, thorough, and neat~~	Seeks ways to improve position and duties

Comments:

Performance Area IV: Knowledge of Work

Does Not Meet (1)	Needs Improvement (2)	Meets (Standard) (3)	~~Above Average (4)~~	Exceeds ~~(5)~~ (4)
Does not demonstrate basic understanding	Can demonstrate basic understanding with time and assistance	Demonstrates a strong understanding of the job	~~Makes few errors-careful, thorough, and neat~~	Ability to use knowledge to solve unknown and unexpected problems

Comments:

Performance Area V: Ability to Get Along With Staff

Does Not Meet (1)	Needs Improvement (2)	Meets (Standard) (3)	~~Above Average (4)~~	Exceeds ~~(5)~~ (4)
Ineffective in communicating with colleagues and supervisors	Inconsistent in effective communication with colleagues and supervisors	Collaborates and communicates effectively with colleagues and supervisors	~~Makes few errors-careful, thorough, and neat~~	Demonstrates leadership characteristics when working with colleagues and supervisors

Comments:

Performance Area VI: Ability to Get Along With Public

Does Not Meet (1)	Needs Improvement (2)	Meets (Standard) (3)	~~Above Average (4)~~	Exceeds ~~(5)~~ (4)
Negative interactions and conduct. Failure to maintain confidentiality	Inconsistent positive interactions	Positive interactions with public	~~Makes few errors-careful, thorough, and neat~~	Active and involved community member

Comments:

Performance Area VII: Personal Appearance

Does Not Meet (1)	Needs Improvement (2)	Meets (Standard) (3)	~~Above Average (4)~~	Exceeds ~~(5)~~ (4)
Consistently inappropriate attire and/or cleanliness	Inconsistent use of appropriate attire	Dresses appropriately for the duties of the position	~~Makes few errors-careful, thorough, and neat~~	Always presents self in a manner that positively represents the school

Comments:

Performance Area VIII: Attendance/Punctuality

Does Not Meet (1)	Needs Improvement (2)	Meets (Standard) (3)	~~Above Average (4)~~	Exceeds ~~(5)~~ (4)
Frequent absences and not following regular hours. Exceeds allocated leave time.	Inconsistent attendance and punctuality.	Regularly reports to work on time.	~~Makes few errors-careful, thorough, and neat~~	Rarely absent.

Comments:

Is the employee well suited for the type of work he/she is now doing?   No __ Yes

The following list of goals has been discussed and are realistic and attainable during the next appraisal period:

Employee's Name	Job Title
Employee's Signature	Evaluator's Signature
Date	Date

Standard 1: Relationships with School Administration

Cooperates in submitting the following to the athletic director"

- Rosters and Team Rules
- Equipment Needs
- Additional Program Information

Also:

- Works cooperatively with the athletic director
- Keeps athletic administrators informed of problems and potential problems
- Keeps athletic administrators informed of conditions of practice/playing fields
- Accepts and implements athletic department decisions and policies

Comments:

Rating: _____

Standard 2: Equipment and Facilities Maintenance

- Submits preseason and postseason program needs
- Maintains exact inventory of equipment
- Stores and maintains equipment
- Secures facility after practice/games
- Maintains office areas
- Stresses proper care of equipment
- Shows concern for equipment (issue and storage)

Comments:

Rating: _____

Standard 3: Coaching Performance
- Sets appropriate example at all times
- Supervises athletes at all times
- Supervises and administration of training rooms, locker rooms, and practice areas
- Maintains current knowledge of sports/rule changes, including state and national rules
- Maintains appropriate dress at practice and games
- Maintains good squad/team discipline
- Displays leadership and mentor skills
- Instills competitive spirit (individual & team)
- Instills desire for intellectual growth/development
- Plans practice (objectives, activities & procedures)
- Selects appropriate teaching aids/drills
- Works to develop assistant coaches' abilities

Comments:

Rating:_____

Standard 4: Relationships with Participants
- Maintains rapport with assistant coaches
- Promotes positive relations:
  - With students
  - With parents
  - With media
  - With boosters/parent groups
- Maintains appropriate sideline conduct:
  - At games/practices towards players
  - At games toward officials
  - At games toward fans

Also:
- Promotes all sports in total athletic program
- Actively sells program to student body to maintain appropriate participation
- Continually works with athletes without interfering with other sports

Comments:

Rating:_____

Standard 5: Personal and Professional Qualities
- Stresses that students' physical and emotional well-being comes before winning
- Recognizes the role of athletics in the development of lifelong values
- Shows physical vitality and enthusiasm
- Gives evidence of flexibility rather than rigidity in thoughts and behavior patterns
- Accepts/profits from constructive criticism
- Is competent in the technique area of the sport
- Applies basic sports psychology where applicable
- Has basic understanding of athletic injury prevention, rehabilitation, and care
- Seeks opportunities to assume responsibility
- Shows respect and support of other coaches and athletes during their seasonal sports

Comments:

Rating: _____

Jesup Community School District

Principal Evaluation Instrument

PART I - JOB RESPONSIBILITIES

STANDARD #1: A principal is an educational leader who promotes the success of all students facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. (Shared Vision)

The descriptors supporting each criterion are provided as examples of the kind of activities/behaviors that would support the criterion. The descriptors are not exhaustive nor would it be reasonable to expect that a principal demonstrates competence on all descriptors.

1a. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs.
- Participates in the planning process to establish measurable goals with all stakeholders.
- Collects a variety of types of data in student learning to guide goal development.
- Uses an established procedure to collaboratively analyze and interpret data.
- Ensures that a comprehensive planning process is in place and followed.

1b. Uses research and/or best practices in improving the education program.
- Demonstrates knowledge of current research and best practice.
- Provides staff with information and/or examples of current research and best practices.
- Builds goals based on current research and best practice about high quality instructional programs.
- Systematically engages teachers and staff in discussions about current research and theory.

1c. Articulates and promotes high expectations for teaching and learning.
- Demonstrates understanding of the district's vision and goals.
- Makes decisions and allocates resources to support building and district goals.
- Maintains a focus on the implementation of the district's vision and goals.
- Supports the district's initiatives.

1d. Aligns and implements the education programs, plans, action, and resources with the district's vision and goals.
- Demonstrates understanding of the change process.
- Systematically plans change efforts to improve student achievement.
- Uses knowledge of the school, district and community environment to inform planning and actions.
- Allocates resources to support initiatives and change efforts.
- Supports staff during the change process.
- Garners staff and community support for change.
- Fosters a climate of shared leadership.
   Evidence: record of participation in planning, training and other preparation; states rationale for new direction and promotes its importance; monitors implementation; asks questions; coaches; helps clarify

1e. Provides leadership for major initiatives and change efforts.
- Demonstrates understanding of the change process.
- Systematically plans change efforts to improve student achievement.
- Uses knowledge of the school, district and community environment to inform planning and actions.
- Allocates resources to support initiatives and change efforts.
- Supports staff during the change process.
- Garners staff and community support for change.
- Fosters a climate of shared leadership.
   Evidence: record of participation in planning, training and other preparation; states rationale for new direction and promotes its importance; monitors implementation; asks questions; coaches; helps clarify.

1f. Communicates effectively to various stakeholders regarding progress with school improvement plan goals.

- Uses multiple means of communication to report building progress to share and help all stakeholders understand building progress.
- Responds to stakeholder questions and/or concerns with information.
Evidence: include building information in district reports and building newsletters and website; shares information in community meetings; conducts "test talks" with students (shares results and expectations); shares information with non-certified staff so they know/share priorities/plans to others.

Evidence:	Summary Rating
_____	
_____	4- Exceeds
_____	
_____	3- Meets
_____	
_____	2- Progressing
Reflection:	
_____	1- Does Not Meet
_____	
_____	
_____	
_____	
_____	

Possible artifacts a Principal could use to demonstrate proficiency.
Standard #1

The artifacts listed are meant to provide examples of evidence of work on the standards. The artifacts listed are not exhaustive nor would it be reasonable to expect a principal to provide all of the artifacts.
- Copy of School Improvement Plan, Building Improvement Plans/grade level goals.
- Building Staff Development Plan
- Staff meeting agenda (addressing vision/mission)
- Weekly school newsletter
- Monthly student recognition
- Local newspaper articles highlighting achievement
- Building wide discipline plans/academic guidelines
- Implement character counts
- Establishing student organization in support of student learning
- Number of times speak to community in person about vision for learning
- Use of student data/profiles to identify goals and address actual needs
- Department meeting agendas (grade level meetings, team meetings too)
- District report card/building report – annual report to all community – 3 year comparison
- "State of the School" report from principal quarterly
- Mission/Vision statement posters everywhere/schools/businesses
- Partners in Education programs
- Tours of building and sites to prospective parents

STANDARD #2: A principal is an educational leader who promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. (Culture of Learning)

The descriptors supporting each criterion are provided as examples of the kind of activities/behaviors that would support the criterion. The descriptors are not exhaustive nor would it be reasonable to expect that a principal demonstrate competence on all descriptors.

2a. Provides leadership for assessing, developing and improving climate and culture.
- Facilitates collaborative development of culture and climate goals.
- Provides and enforces clear structure, rules, and procedures for teachers, staff, and students.
- Collects data regarding school climate.
- Works with stakeholders in the development of an action plan to accomplish goals.
- Fosters a climate in which every student is well known, respected, and cared for.

2b. Systematically and fairly recognizes and celebrates accomplishments of staff and students.
- Develops a structure that ensures all students and staff earn recognition for work well done.
- Communicates accomplishments of staff and students to district stakeholders.

2c. Provides leadership, encouragement, opportunities and structure for staff to continually design more effective teaching and learning experiences for all students.
- Uses observation feedback to assist teachers in the development of effective teaching strategies.
- Provides conceptual guidance for teachers regarding effective classroom practice.

2d. Monitors and evaluates the effectiveness of curriculum, instruction and assessment.
- Ensures a high quality system is in place and used for the review of curriculum implementation and instruction and assessment practices.
- Facilitates the collection of data related to curriculum, instruction and assessment.
- Facilitates the collaborative analysis of data related to curriculum, instruction and assessment.
- Ensures that a rigorous academic program is in place at the school.
- Ensures that each student is engaged in a rigorous course of study.
- Ensures that the curricular program is aligned with assessment systems.
- Ensures that the curricular program is aligned across grades and levels of schooling.
- Ensures that the regular and special programs (special education, English as a second Language, etc.) are aligned.

2e. Evaluates staff and provides ongoing coaching for improvement.
- Demonstrates an understanding of and applies the Iowa Teaching Standards to evaluation.
- Maximizes district evaluation process to improve staff performance.
- Initiates critical conversations about quality teaching.

2f. Ensures staff members have professional development that directly enhances their performance and improves student learning.
- Allocates resources to provide ongoing, job-embedded professional development.
- Ensures alignment between professional development and improved student learning.
- Exposes teacher and staff to cutting-edge ideas about effective practices.
- Collaborates with staff in the design of a plan that correlates with the Iowa Professional Development Model.

Artifact: Involve teachers and staff in reading articles and books about effective practices.

2g. Uses current research and theory about effective schools and leadership to develop and revise his/her professional growth plan.
- Stays informed about current research and theory regarding effective schooling and quality instructional programs.
- Builds professional growth plan based on school district needs, the school improvement plan, and data on student performance.

2h. Promotes collaboration with all stakeholders.
- Ensures that a variety of stakeholders are meaningfully involved in accomplishing the mission of the school.
- Provides time and opportunities for collaboration.
- Provides meaningful opportunities for students to be engaged in school.
- Fosters a culture in which teachers collaboratively engage, on a routine basis, on the shared work of improving the instructional program.

2i. Is easily accessible and approachable to all stakeholders.
- Develops effective means for stakeholders to communicate with administrator.

2j. Is highly visible and engaged in the school community.

- Makes systematic and frequent visits to classrooms, student areas, and activities.
- Interacts with students, parents, and staff in ways that enhance their support for the school.

2k. Articulates the desired school culture and shows evidence about how it is reinforced.
- Develops a shared vision of the school culture.
- Collects, shares and analyzes data regarding school cultures.

Evidence:	Summary Rating
	4- Exceeds
	3- Meets
	2- Progressing
Reflection:	1- Does Not Meet

Possible artifacts a Principal could use to demonstrate proficiency.
Standard #2

The artifacts listed are meant to provide examples of evidence of work on the standards. The artifacts listed are not exhaustive nor would it be reasonable to expect a principal to provide all of the artifacts.

- Staff in-service quarterly – focusing on reading in the HS content areas
- Walk-through supervision
- School climate surveys
- Serve on a state-wide committee addressing NCLB, Principals' Standards
- Copy of year's Staff Development Plan
- Teacher evaluation artifact(s)
- Regional job fair brochure (attend with district personnel)
- Faculty meeting agenda (Prof issues and Dev)
- Copy of professional growth plan
- Attendance at state and national conferences
- Building level study teams
- Provides staff with professional reading material
- Provides opportunities for teachers to observe best practice (both inside and outside discipline)
- Uses state definitions and guidelines as basis for staff development
- Selection of teachers based on their openness /interest in staff development
- Lead in-service

- Develop a model portfolio for teachers
- Be involved in teacher in-service with your teachers
- Quality teacher in every classroom report to community

STANDARD #3: A principal is an educational leader who promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. (Management)

The descriptors supporting each criterion are provided as examples of the kind of activities/behaviors that would support the criterion. The descriptors are not exhaustive nor would it be reasonable to expect that a principal demonstrate competence on all descriptors.

3a. Complies with state and federal mandates and local board policies.
- Demonstrates awareness of local, state, federal policies and mandates to promote student achievement.
- Allocates resources to support the compliance of mandates and policies.
- Implements procedures and structures that support mandates.

3b. Recruits, selects, inducts, and retains staff to support quality instruction.
- Uses a variety of methods and resources to recruit highly qualified staff.
- Follows district procedures for hiring staff.
- Provides orientation and ongoing support for staff.
- Implements the district mentoring plan.

3c. Addresses current and potential issues in a timely manner.
- Anticipates issues that may impact the learning environment.
- Uses knowledge of informal groups and relationships among staff to enhance the learning environment.

3d. Manages fiscal and physical resources responsibly, efficiently, and effectively.
- Demonstrates an understanding of budgetary policies and procedures.
- Allocates resources, including technology, to optimize student learning.
- Maintains day-to-day management of building budget.

3e. Protects instructional time by designing and managing operational procedures to maximize learning.
- Develops building policies and procedures to minimize interruptions and distractions during the school day.
- Develops a master schedule to optimize instruction and learning.

3f. Communicates effectively with both internal and external audiences about the operations of the school.
- Demonstrates an awareness of district communication plan.
- Gathers information and input from a variety of sources prior to communicating.
- Communicates accurate information to appropriate audience in a timely manner.
- Uses a variety of methods and resources to communicate with stakeholders.

Evidence:	Summary Rating
	4- Exceeds
	3- Meets
	2- Progressing
Reflection:	1- Does Not Meet

Possible artifacts a Principal could use to demonstrate proficiency.
Standard #3

The artifacts listed are meant to provide examples of evidence of work on the standards. The artifacts listed are not exhaustive nor would it be reasonable to expect a principal to provide all of the artifacts.

- Building expectations / rules posted
- Student, faculty, substitute, and teacher handbook
- Newsletter
- Crisis plan
- Staff memos – agendas
- Phone log – email
- Fire marshal reports/fire and disaster drill records
- Insurance audit of building
- Regular meetings with maintenance staff; save agendas of those meetings
- Use technologies to streamline procedures for attendance, grades, registration
- Door monitors, hall monitors, parking lot monitors, schedules/duties
- Safety committee meeting/crisis management plan
- Attendance/tardy procedures/expectations with consistently enforced consequences
- Minutes of faculty meetings, department head meetings
- Physical plant management plan/walk through
- Student (new and incoming) orientation
- Budget management procedures collaboration
- Accreditation visit result

STANDARD #4: A principal is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources. (Family and Community)

The descriptors supporting each criterion are provided as examples of the kind of activities/behaviors
that would support the criterion. The descriptors are not exhaustive nor would it be reasonable to expect that a principal demonstrate
competence on all descriptors.

4a. Engages family and community by promoting shared responsibility for student learning and support of the education system.
- Involves students, families, and community members in the decision making process to enhance student achievement.
- Promotes collaborative opportunities to enhance student achievement.
- Builds partnerships with community groups to support school goals.

4b. Promotes and supports a structure for family and community involvement in the education system.
- Establishes system for school and stakeholders to communicate with one another.
- Collects and uses input/feedback from families and community for decision making.
- Provides for skill development to family and community to support student learning.
- Models equity in engaging stakeholders that represent the diversity of the school community.
- Secures resources from the larger community to support school goals.

4c. Facilitates the connections of students and families to the health and social services that support a focus on learning.
- Collaborates with community agencies in planning to serve the needs of students and address barriers to student learning.
- Provides structure to assist families in accessing appropriate community resources.
- Accesses community, health, human and social resources available to students and families

4d. Collaboratively establishes a culture that welcomes and honors families and community and seeks ways to engage them in student learning.
- Interacts with parents in ways that enhance their support for student learning.
- Fosters responsibility among staff to provide welcoming culture for all.
- Promotes respect for diversity; capitalizes on the diversity of the school community.

Evidence:	Summary Rating
_____ _____ _____ _____ _____ _____ Reflection: _____ _____ _____ _____ _____ _____	4- Exceeds 3- Meets 2- Progressing 1- Does Not Meet

Possible artifacts a Principal could use to demonstrate proficiency.
Standard #4

The artifacts listed are meant to provide examples of evidence of work on the standards. The artifacts listed are not exhaustive nor would it be reasonable to expect a principal to provide all of the artifacts.

- Parent advisory committee minutes or agenda
- Parent volunteer list and recognition ceremony
- Site-councils
- Junior Achievement/pictures of classes, sample lessons
- Field trips – community support
- Building assistance teams
- School web site hits
- Log of referrals of students and families to community agencies
- Log of placements of students (SPED) in comm. Agencies
- Student council agenda and minutes
- Establish business partnerships to enhance collaboration in community
- Job shadowing/internships (data)
- Collaboration with higher ed
- Mentors (adults/students)
- School to work
- Social health teams
- School- based health clinics on site
- Examples of parental involvement and input i.e. PAC agendas, log of volunteer hours/tasks, volunteer recognition, PTA connections/org.
- Career day brochure
- Teaming w/community agencies, YMCA, Mental Health
- Observations of site council meetings & presentations to the Board of Directors

STANDARD #5: A principal is an educational leader who promotes the success of all students by acting with integrity, fairness and in an ethical manner. (Ethics)

The descriptors supporting each criterion are provided as examples of the kind of activities/behaviors that would support the criterion. The descriptors are not exhaustive nor would it be reasonable to expect that a principal demonstrate competence on all descriptors.

5a. Demonstrates ethical and professional behavior.
- Adheres to state and federal mandates.
- Adheres to board policies, district procedures, and contractual obligations.
- Adheres to professional standards of behavior.
- Treats people fairly and with respect.

5b. Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.
- Portrays a positive attitude about the ability of staff and students to accomplish substantial goals.
- Supports major initiatives.
- Communicates and models ideals and beliefs about schooling, teaching, and learning with stakeholders.

5c. Fosters and maintains caring professional relationships with staff.
- Remains aware of personal needs of teachers and staff.
- Is informed about significant personal issues in the lives of teachers and staff.
- Acknowledges significant events in the lives of teachers and staff.

5d. Demonstrates appreciation for and sensitivity to diversity in the school community.
- Stays aware of informal groups and relationships among teachers and staff.
- Models inclusive hiring practices.
- Models equity in engaging stakeholders.

5e. Is respectful of divergent opinions.
- Maintains open and effective methods of communication.
- Encourages minority opinions to be heard.
- Responds appropriately to school issues as they arise.

Evidence:	Summary Rating
_____ _____ _____ _____ _____ _____ Reflection: _____ _____ _____ _____ _____	4- Exceeds 3- Meets 2- Progressing 1- Does Not Meet

Possible artifacts a Principal could use to demonstrate proficiency.
Standard #5

The artifacts listed are meant to provide examples of evidence of work on the standards. The artifacts listed are not exhaustive nor would it be reasonable to expect a principal to provide all of the artifacts.

- Establish a character education program in the school and document activities
- Periodic assemblies that have role-plays and examples of good character
- Provide speakers/programs for parents
- Discipline referral sheets – showing same treatment
- Share character ed info on newsletters to connect with parents and gain support
- Recognize those showing character
- Culture fest to celebrate diversity
- Provides multi-lingual newsletters and other school communications
- School calendar reflects many ethnic religious holidays based on school demo
- Demographic rep on all school comm. And booster groups
- Building-wide management plan (done by all stakeholders)
- Student handbook (policies and procedures)
- Maintains confidentiality of issues and discipline (students and staff)
- Review of handbook to show implementing policies
- Addresses specific concerns of families/student re: controversial issues: gay student concerns about treatment, etc.
- Involve students in community service events, programs
- Observations or knowledge of community service work or participation

STANDARD #6: A principal is an educational leader who promotes the success of all students by understanding the profile of the community and, responding to, and influencing the larger political, social, economic, legal and cultural context. (Societal Context)

The descriptors supporting each criterion are provided as examples of the kind of activities/behaviors
that would support the criterion. The descriptors are not exhaustive nor would it be reasonable to expect that a principal
demonstrate competence on all descriptors.

6a. Collaborates with service providers and other decision-makers to improve teaching and learning.
- Participates in efforts to influence the political process related to education.
- Responds to community needs by supporting educational programs.
- Interacts with organizations to enhance their support for schools and programs.

6b. Advocates for the welfare of all members of the learning community.
- Serves as liaison between educational community and broader community.
- Advocates for children and families in the larger community.

6c. Designs and implements appropriate strategies to reach desired goals.
- Analyzes data to make decisions.
- Provides opportunities for input from all stakeholders.
- Understands profile of and its relationship to global society.
- Infuses global understandings in program design and implementation.

Evidence:	Summary Rating
	4- Exceeds
	3- Meets
	2- Progressing
Reflection:	1- Does Not Meet

Possible artifacts a Principal could use to demonstrate proficiency.
Standard #6

The artifacts listed are meant to provide examples of evidence of work on the standards. The artifacts listed are not exhaustive nor would it be reasonable to expect a principal to provide all of the artifacts.

- Meet monthly to curriculum director to plan staff development for teachers and self – log meeting notes and action
- Active member of district curriculum committee
- Speaker at service club (Rotary)
- Share progress on district goals to P.T.O., P.A.C., etc
- Member of Sup Advisory Council
- Culture Fest celebrating school/community diversity
- Site-Council implementation at the building level
- Serves on Ed Committee for city chamber org.
- Email state legislator – OFTEN using all capital letters +!!!
- Log of outside community resource agencies
- Communication log – local/state decision makers
- District committee agenda
- Staff development plan indicating diversity agenda
- Communication with Matt Carver
- Guides staff in disaggregating data
- Use demographic data of community to establish student learning needs
- Observations of participation in community forums, city council or Bd. of Directors mtgs.
- Write articles in newsletter or local paper re: ed. issue

PART II – OVERALL SUMMARY [Check (√) one in each row]

Job Responsibilities:	Exceeds	Meets	Progressing	Does Not Meet
Standard 1				
Standard 2				
Standard 3				
Standard 4				
Standard 5				
Standard 6				

Significant Achievements:

Areas for Growth:

Principal Comments:

Superintendent or Designee Comments:

Recommendation for Continuous Improvement (check one)

_____Professional Growth Plan

_____Remediation Target(s)

Principal's Signature: _____   Date: _____

Evaluation Period: 20_____ to _____, 20_____

Superintendent or Designee:_____   Date: _____