

Model Evidence

Assembling Your Teaching Portfolio

Presented by:

Karry Putzy, MA

kputzy@solon.k12.ia.us

kputzy@msn.com

Spanish and Latin American Studies
Solon High School

President of Solon Education Association
Grievance Chair
Chief Negotiator
Member of the Teacher Quality Committee

Iowa Teaching Standards and Criteria Sample Model Evidence

Standard 1: Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.

a. Provides evidence of student learning to students, families, and staff.

- E-mail/written communication to parents
- PowerSchool/PowerGrade/Grade book
- Report card
- Grade updates/progress reports/mid-term report
- Grades posted regularly and often
- Log of student, staff, parent contacts
- Student achievement test data reports
- Rubrics
- Documentation of student work on display (wall, board, etc.)
- Newsletters
- Student-Teacher/Parent-Teacher conference log
- Student progress report
- Student portfolio
- Classroom observation

b. Implements strategies supporting student, building, and district goals.

- Building/district goals
- Mission posted
- Lesson plans with instructional strategies/assessments addressing content benchmarks
- Lesson plans with student work
- Course syllabus/outline
- Instruction sheets for projects, grading criteria, rubric
- Classroom rules
- Department meeting logs/minutes
- Committee schedule
- Discussions on content standards/benchmarks with colleagues, students, parents
- Assessments
- Classroom observation
- Goal writing/Individual Teacher Professional Development Plan

c. Uses student performance data as a guide for decision-making.

- Results of assessments (class, group)
- Pre-tests and post-tests
- Study session log
- Lesson plans demonstrating re-teaching, incorporation of skills not learned
- Lesson plans demonstrating a variety or alternative assessments
- 504 plans/IEPs (with accommodations noted)
- Retesting/regrouping
- Write/rewrite
- Running records
- Show concurrent lesson plans
- Department/Team meeting minutes

- d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.

- Post standards and benchmarks in classroom
- Classroom rules/expectations
- Classroom observation
- Adaptation copies
- IEP pages
- Multiple assessments
- CST meeting notes
- Student surveys/journaling
- Team teaching
- Comfortable physical learning environment
- Classroom arrangement/seating chart
- Music/movement in the classroom

- e. Creates an environment of mutual respect, rapport, and fairness.

- Teacher journal
- Bulletin boards
- Classroom rules/management/expectations guidelines
- Classroom arrangement/seating chart
- Games and other activities that lower affective filters
- Student surveys
- Lesson Plans
- Lifelong guidelines
- Classroom observation

- f. Participates in and contributes to a school culture that focuses on improved student learning.

- Teacher journal
- Minutes/agenda from committee meetings
- Enrichment plans
- Action steps/teacher action
- Curriculum review
- School board presentation
- Classroom rules/management guidelines
- Learning team minutes
- Notes from meetings
- Student surveys
- Classroom observations
- Observed monitoring hallways, lunchroom, after school activities, etc.

- g. Communicates with students, families, colleagues, and communities effectively and accurately.

- Syllabus
- Communication log to students, parents, colleagues, administrators
- E-mail/written communication to parents, students, colleagues, administrators
- Participation at school board/district/department/team meetings
- Progress reports

Newsletter
File of student work
Parent-teacher conference log
Communication (phone, e-mail) log
Thank you notes
Planners
Web site
Communication from parents/students
Classroom observation

Standard 2: Demonstrates competence in content knowledge appropriate to the teaching position.

- a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.

Posting standards and benchmarks in the classroom
Uses district curriculum
Lesson plans/activities
Course syllabus/outline
Assignment sheets
Reading log of professional literature
Team/department meeting minutes
Professional membership
Certificates of attendance at workshops/conferences
Use of internet/technology in planning/teaching
Student work/portfolio
Transcripts/certification

- b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.

Curriculum (504/IEP) accommodations/adaptations
Student work
Lesson plans
Notes on lesson plans
Copies of handouts appropriate for age and level
Assignment sheets
Graphic organizers
Rubrics
Reading log of professional literature
Workshops/conferences
Classroom observations
Use of technology/internet in planning/teaching
Log of video, CD, DVD use
Log of GWAEA involvement

- c. Relates ideas and information within and across content areas.

Interdisciplinary Lesson/Unit plan
Notes on planning meetings

- Curriculum mapping
- Curriculum team/department/grade/committee minutes
- List of available technologies/use
- Classroom observation
- Student work
- Bulletin boards
- Pictures of students
- Pictures of students and work

d. Understands and uses instructional strategies that are appropriate to the content area.

- Lesson plans
- Study guides
- Assessments
- Journal
- Presentations at conferences/meetings
- Classroom arrangement/centers/work stations
- Realia
- Student work
- Differentiated student work
- Classroom observation

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

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

- Lesson plans aligned with standards/benchmarks
- Unit plans aligned with standards/benchmarks
- Print out standards
- Graphs
- Show class average over time
- Pre-tests and post-tests
- Assessments
- ITEDS/ITBS results
- Log/memo of times set aside to give additional help to students
- Student progress reports

b. Sets and communicates high expectations for social, behavioral, and academic success of all students.

- Syllabus/Classroom expectations (discussed, posted)
- Handbooks
- Handouts
- Lesson plans
- Parent letter
- Discipline log, communication log, verbal conversations log, e-mails
- Student survey/responses to classroom climate
- Rubrics
- Photos of students
- Classroom observation/Observation in general

c. Uses student's developmental needs, backgrounds, and interests in planning for instruction.

- Student information sheet
- Student interest survey
- Project choices for a specific lesson
- Accommodations for high/low achievers
- Lesson plans
- Demographic information
- Assignments with choices
- IEP binders
- Student examples of reports
- Student work

d. Selects strategies to engage all students in learning.

- Lesson plans/activities (with differentiation of instruction)
- Copies of activities in progress
- Inquiries
- Student evaluation of project/lesson
- Assignments with choices
- Group work
- Pictures
- Classroom observation

e. Uses available resources, including technologies, in the development and sequencing of instruction.

- Technology based projects
- Plan/Log of field trips, speakers, variety of resources used
- Plan/Log of computer lab/media center usage
- Bibliography of resources
- Guided outlines, graphic organizers
- Classroom observation
- Pictures
- Lesson plans showing a variety of resources
- AEA media confirmation forms
- Webpage

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

a. Aligns classroom instruction with local standards and district curriculum.

- Lesson plans/lesson plans with adjustments made
- Notes from planning session
- Classroom observation
- Self-reflection/log or notes of adjustments made
- Classroom visitation summaries (by teacher)
- Assessments
- Units
- Student work/rubrics
- Standards/Benchmarks posted in room

Photo diary/documentation
Curriculum map

- b. Uses research-based instructional strategies that address the full range of cognitive levels.

Lesson plans
Classroom observation
Team/Grade/Department minutes
Unit plans
Documentation of workshop implementation
Self-assessments
Log of resources used by teacher
Sample activities
Projects/choices modeling different strategies
Examples of student work
Examples of research

- c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.

504 plans/IEP accommodations
Student portfolios
Accommodation samples
Activities with options
Classroom observations
Use of assisted technology (in lesson plans, classroom observation)
Notes in plan book for special help (before/after school, seminar)
Student work/evidence of positive development

- d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.

Lesson plans showing a variety of instructional strategies
Classroom observation
Student work/samples
Student surveys
Log/self-reflection of strategies used
Student reflection/assessments
Pictures
Field trips
Role play activities
Letters from students or parents
Social growth lessons

- e. Connects students' prior knowledge, life experiences, and interests in the instructional process.

Student interest survey
Lesson plans/activities with choices
Assignments sheets
Video of student presentations
Student work/projects
Send home activities

Show and Tell
Current Events
Parent survey
Group, pair and individual work/activities
Field trips
Pictures

f. Uses available resources, including technologies, in the delivery of instruction.

Lesson plans
Parent communication (newsletter/website)
Classroom observation
Webpage/power point slides
Student work
Research projects
Guest speakers
Log of media center/computer use
Pictures

Standard 5: Uses a variety of methods to monitor student learning.

a. Aligns classroom assessment with instruction.

Lesson plans (align instructional strategies with benchmarks)
Classroom observations of different assessment strategies
Lesson plans stating multiple strategies of assessment
Assessments aligned to benchmarks
ITEDS/ITBS/ACT results used
Anecdotal/running results
Rubrics
Student presentations
Alternative tests
Student portfolio

b. Communicates assessment criteria and standards to all students and parents.

Newsletter/webpage
Parent letter
Parent info night
Grade updates (via web, phone, e-mail, etc.)
Report cards
Progress reports/mid-term report
Parent-teacher conversation log
Benchmarks posted
Course handbook (etc.) identifying units/topics and/or benchmarks
Classroom syllabus of academic expectations based on standards/benchmarks

c. Understands and uses the results of multiple assessments to guide planning and instruction.

Student work/samples

Standardized test results and item analysis of ITEDS, ITBS, etc.
Lesson plans (reflecting assessments)
Fist to Five
Pre-test/Post-test results
Multiple (different types of) assessments/informal assessments
Student results of classroom assessment(s)

d. Guides students in goal setting and assessing their own learning.

Student goal setting
Charts of goal progress
Achievement data
Parent-teacher conversation log
Individual Teacher Professional Development Plan
Personal goal setting related to benchmarks
Self-assessment/reflection
Cooperative learning projects
Documentation of students monitoring progress on benchmarks, behavior, contracts, etc.

e. Provides substantive, timely, and constructive feedback to students and parents.

Grade/Progress reports
IEP meetings
Parent-teacher conference log
Communication log (written, phone, e-mail) with parents and/or students
Student led conferences
Parent letters/newsletters
Student portfolio
Personal webpage
Student work returned in a timely manner
Copy of student activity/work (returned) with teacher comments on it

f. Works with other staff and building and district leadership in analysis of student progress.

Student achievement data
Team/Grade/Department minutes/notes
Log of conversations with Special Education/Resource teachers
IEP meetings
Communication log between teachers, departments, administrators, etc.
Reflection log

Standard 6: Demonstrates competence in classroom management.

a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.

Cooperative learning strategies/group evaluations
Classroom set-up/arrangement
Seating chart/student bins (make-up work)
Checklists and teacher reflection

- Small group assignments
- Role-play situations
- Student roles/jobs in groups
- Student roles/jobs in classroom
- Student self-evaluation of behavior
- Classroom observation of positive teacher modeling/interaction and engaged students
- Fieldtrip evaluation and classroom management forms used
- Classroom expectations posted in room and enforced in classroom

b. Establishes, communicates, models, and maintains standards of responsible student behavior.

- Classroom expectations/ground rules posted
- My job/your job
- List of Lifeskills
- Daily plan displayed on board
- Sample activities with expectations clearly defined
- Student handbook/expectations communicated with students and parents
- Observation of student-teacher interactions
- Student evaluation of classroom
- Pillars posted/observed in classroom
- Parent e-mail/progress reporting
- Pictures of agreements posted

c. Develops and implements classroom procedures and routines that support high expectations for student learning.

- Classroom observation of engaged learning
- Classroom observation of organized supplies, tasks, etc.
- Classroom rules/expectations
- Class constitution
- IEP, 504 Plans, behavior plans, modifications, etc.
- Teacher reflection
- Sub folder
- Lesson plans for strategies and transitions
- Classroom arrangement/seating chart/student bins
- Daily plan displayed on board
- Documentation of classes taken
- Pictures

d. Uses instructional time effectively to maximize student achievement.

- Lesson plans (may include time allotments/activities)
- Bell ringer activities
- DOL
- Journal
- Student folders/cubbies
- Lesson/unit plans
- Webpage
- Alternative/additional activities for engaged learning
- Classroom observation of routines, engaged learning
- Teacher reflection

Time audit on time spent on each topic/strategy used during class

Student work displaying following directions, etc.

Daily plan displayed on board

e. Creates a safe and purposeful learning environment.

Real world examples

Climate evaluation (form/survey)

Pictures of classroom

Ground rules/Classroom expectations posted and enforced

Classroom arrangement/seating chart for student activities

Parent-teacher conference log

Classroom observation of materials used effectively and efficiently for all students

Fire/Tornado poster posted

My job/your job

List of Lifeskills

Pictures of agreements

Standard 7: Engages in professional growth.

a. Demonstrates habits and skills of continuous inquiry and learning.

Transcripts

Individual Teacher Professional Development Plan

Teacher Portfolio

Study group minutes

Team/Grade/Department minutes

Documentation of workshops attended

Presents at professional conferences

Copies of membership certifications

Books/journals on shelves in classroom

Degrees or certification

b. Works collaboratively to improve professional practice and student learning.

Observations

Team/Grade/Department minutes

Sample lesson of collaborative activity

Teacher portfolio

Documentation of conference attendance

Log or list of committees and service

IEP showing attending meeting

Peer evaluation

Peer coaching/mentoring log

Study group minutes

Team-teaching

Classroom volunteers log

Student-teacher contracts

- c. Applies research, knowledge, and skills from professional development opportunities to improve practice.

Implementation log of strategies used learned at conference/workshop/in-service
Log or copies of books, magazines, Internet used in classroom
Presents to team/department
Classroom observation
Lesson plans
Webpage
Pre- and post-test student data
Notes from mentor observation
Student portfolio
Individual Teacher Professional Development Plan

- d. Establishes and implements professional development plans based upon the teacher's needs aligned to the Iowa teaching standards and district/building student achievement goals.

Individual Teacher Professional Development Plan
Portfolio
Show growth in student achievement
Evaluations
Set teacher goals and long-range plans
Administrative feedback

Standard 8: Fulfills professional responsibilities established by the school district.

- a. Adheres to board policies, district procedures, and contractual obligations.

Daily attendance log
Appropriate contacts when absent
In-service notes, agendas
Sub plans
Documentation of observation of duties (bus, lunch, etc.)
Grade book
Communications/reminders to complete paperwork/information
Transcripts from post-graduate work
Supervision calendar
Fire/Tornado posters posted
Copy of certification of completion of mandatory abuse training
Field trip/transportation forms
Teacher license/contract
Picture of you wearing your name-tag

- b. Demonstrates professional and ethical conduct as defined by state law and district policy.

List of leadership roles and opportunities
Positive notes, e-mails, newspaper articles, etc.
Student evaluation of teacher
Posted rules/expectations/conduct
Business cards
Documentation of conversations with administrators regarding concerns, etc.

Community service organizations
Demonstrates professional dress, attitude and language
Classroom observation
Documentation stating completion of background checks/finger prints

c. Contributes to efforts to achieve district and building goals.

Committee documentation of membership
List of leadership roles
Documentation of sessions/in-services attended
District committee/activity documentation
Team/Grade/Department minutes
Documentation/observation of seeking opportunities to be involved
Study group minutes
Mission Statement on business cards, etc.

d. Demonstrates an understanding of and respect for all learners and staff.

Student survey
Log of parent communication
Participates in staff functions
Observation of student/teacher interactions
Log of ways teacher incorporates multi-cultural/diversity issues into classroom
Pictures
Student progress reports
Student samples of work/activities
Number of office referrals
Lesson plans using multiple intelligences/learning styles
Copies of e-mails to and from staff
IEP showing accommodation
Classroom observation

e. Collaborates with students, families, colleagues, and communities to enhance student learning.

Log of parent/colleague communications, e-mails
Webpage
Progress reports
Study group/department minutes
Conference schedule
Student/parent feedback, positive notes, letters, e-mails, etc.
List of guest speakers/fieldtrips
Community service projects
Page from calendar
Participation at Board meetings, District Advisory Committees, Professional Organizations

The information included was compiled from:

Coursework taken Fall 2003 at GWAEA on Understanding the Iowa Teaching Standards

Department of Education website with sample model evidence

Evaluation Guide to the State of Iowa Teaching Standards for General Education Teachers from the University of Iowa College of Education and Cedar Rapids Community Schools

A Framework for Understanding the Iowa Teaching Standards and Criteria published by ISEA. Designed as a tool for professional growth and self-assessment, the ISEA worked closely with internationally known author and educator, Charlotte Danielson to link her widely acclaimed Framework for Teaching with the Iowa Teaching Standards and criteria.

Artifact Information Guide from Waverly-Shell Rock Community Schools

Conversations with UniServ Directors at East Central UniServ Unit (in Cedar Rapids)