

ARTICLE VIII

EVALUATION PROCEDURES

The Evaluation Procedure

The evaluation procedure for Keota Community School District teachers will follow a three-step cycle. All teachers will enter the cycle steps according to years of experience and placement by the administration. New teachers (not in the mentoring program) hired by the district will automatically be placed at the administrator's discretion. For teachers on tier II, the evaluation process consists of a (3) year cycle.

TIER I

Beginning teachers: (In the mentoring program)

Beginning teachers will be at step 1 of the collaborative evaluation process as outlined in the chart on the following page for two years. A formative evaluation will be done by the end of the first year. Portfolio development for standards 1, 7, and 8 will be provided by the teacher, and given to the evaluator. Standards 2, 3, 4, 5 & 6 will be observed by the administrator during a 30 minute or longer observation. The administrator will seek the evidence needed to complete standards 2-6. Standards 2-6 which are not met through the observations will be discussed by the teacher and evaluator to determine any additional supporting evidence to satisfy the standard(s), which will then be discussed between the teacher and evaluator to determine which standards will need artifacts.

If necessary, subsequent observations may be done, followed by a conference with the evaluator.

Again the evaluator will be seeking criteria for standards 2-6. Walk-through observations may be done throughout the year, and can be used to show evidence of standards 2-6. Teachers may choose to complete the optional Pre-Observation Form and give it to the evaluator. The comprehensive evaluation will be included in the teachers personnel file.

The same process will be used for a beginning teacher in their second year with a comprehensive evaluation no later than March 15th.

Portfolios with artifacts needed, must be turned in by April 1st with a comprehensive evaluation and conference completed by the end of the school year.

At the end of two years the evaluator may:

1. Recommend the teacher for licensure
2. Give the teacher a third year to complete the (8) Iowa Teaching Standards.
3. Decide not to recommend the teacher for licensure

Recommendation for licensure will be made to the Iowa Department of Education upon successful completion of the evaluation.

TIER II

Evaluation for Tier II: Career Teachers will be a 3 year cycle. Newly hired experienced teachers from the State of Iowa will be placed in year 1, 2 or 3 of the cycle at the administration's discretion.

The 3 year cycle will be as follows:

Year 1	Year 2	Year 3
Write individual career plan	Write/ edit career plan- continue or new plan	Write/ edit career plan- continue or new plan
Discuss plan, implement	Discuss plan, implement	Discuss plan, implement
Evaluate plan ₁ , and tweak at end of year	Evaluate plan, and tweak at end of year	Evaluate plan, and tweak at end of year, or show plan has been completed, goals met
Continue to update portfolio with artifacts	Continue to update portfolio with artifacts	Turn in portfolio documentation requested by administration, for standards not observed, or not fully met at this point
Document work on goals and plan	Document work on goals and plan	Share and discuss work toward goals, data collected
Collect data on achievement, or data that supports work done to meet goals	Collect data on achievement, or data that supports work done to meet goals	Formal evaluation of work done, collaborating with administration

The Individual Career Development Plan may be a one year, two year, three year, or ongoing (longer term) plan. Plans that are expected to take multiple years to complete are expected to have more documentation and supporting data than shorter term plans.

A collaborative process should guide the development of the Individual Teacher Career Development Plan. Initially, staff members will develop a draft of their plan. Staff members who will be working individually on a one-year plan will meet and collaborate with the supervisor /responsible administrator to review, refine and finalize the plan by October 15.

Individuals designing a multiple year plan and teams of staff who will be developing a common plan for multiple years should meet with the responsible administrator by October 31.

The plan needs to address the building student achievement goals, district comprehensive school improvement plan (CSIP goals), and/ or the Iowa Teaching Standards. Plans that do not meet this requirement will be considered only in special circumstances. The supervisor/administrator must also determine if the plan is appropriate for the requested time frame and that the plan reflects a serious attempt to improve the teaching/learning process. A form for submission of the professional development plan is provided in Appendix 2 and is available on the district website.

Each individual or team will meet to discuss progress and collaborate with the evaluator at least once during the twelve month period following the submission of the plan. Multi-year plans require at least one meeting per each twelve month period.

Career Development Plan Process

1. The **Individual Career Development Plan** is drafted by the teacher. It will contain at least one measurable student achievement goal. It will identify any other staff members who are working collaboratively with the teacher as part of the plan.

2. The evaluator will meet with the teacher to review the draft plan; work with the teacher on any modifications needed, and approve the plan. Both the teacher and evaluator will have a copy of the mutually agreed upon final plan. In those rare situations in which there is still disagreement, the evaluator makes the final decision.

3. Informal discussions of the progress of the plan may be initiated by either the teacher or the evaluator at any time.

4. If, during the term of the plan, a teacher wishes to modify the plan, the teacher will meet with the evaluator to discuss proposed changes and submit a revised plan for any agreed-upon changes. Both the teacher and evaluator will have a copy of the revised plan.

5. An annual conference will occur to review progress in meeting the goals in the plan, to review collaborative work with other staff on student achievement goals and to modify the plan as necessary. The teacher will complete the teacher portion of the **Annual Update/Performance Review** prior to the meeting. Based on the meeting, the evaluator will complete the evaluator comment section. A copy of the completed form will be provided to the teacher.

6. The teacher retains other materials created and collected as part of the **Individual Career Development Plan**.

7. The law requires that “supporting documentation from other evaluators, teachers, parents, and students” be collected for the performance review. Teachers are encouraged to collect such documentation each year from one or two of the groups. This collection of data could be included in the action plan segment of the individual career development plan. In most cases, data may be collected that relates specifically to the teacher’s goals or in other cases it may be more general. A teacher should be sure to keep any letters of commendation, awards, or more informal notes of praise and appreciation. Too often, teachers are too modest and don’t draw attention to good things about their teaching.

Below are some ideas for each group:

Students – thank you notes, graded rubrics for projects, emails, letters, student surveys

Parents – questionnaires, notes of appreciation, emails, letters, parent surveys

Teachers – notes about activities, emails

Other Evaluators – notes, feedback from staff development and other activities

8. The teacher may have a representative present at any meeting involving the Career Development and Performance Review Process.

Keota School District Performance Review Process

1. The Performance Review Process will be completed a minimum of once every three years.
2. At the time of the Performance Review the teacher will submit an **Annual Update/ Performance Review Report** describing progress on the individual career development plan.
3. The primary criteria for reviewing the **Annual Update/Performance Review Report** should be the effort, progress, and involvement reflected in implementation of the work and in the products of the plan. The evaluation will use the data from the **Annual Update/Performance Review Report** to complete the “Individual Career Development Plan” portion of the **Career Performance Review**.
4. The evaluator will schedule and conduct a conference with the teacher to review both the **Annual Update/Performance Review Report** and the **Career Performance Review**.
5. The evaluator will review both the **Annual Update/Performance Review Report** and the **Career Performance Review** and discuss it with the teacher in a conference held at a mutually agreeable time. Both the teacher and the evaluator will sign the form. If an evaluator indicates that a teacher is not meeting the expectations of the Iowa Teaching Standards, then those standards not being met must be identified. The information and evidence used to make this decision will be provided to the teacher. This conference can be included as part of the post-observation conference in those situations when the evaluator has no major concerns regarding the teacher’s performance. The evaluator will observe in the classroom, complete the **Career Performance Review** form, and discuss it with the teacher.
6. The evaluation shall include, at a minimum, classroom observation of the teacher, the teacher’s progress and implementation of the teacher’s individual career development plan. The evaluation should include supporting documentation from other supervisors, teachers, parents, and students. The evaluation may include portfolios as evidence of teaching practices. A teacher may be comprehensively evaluated for purposes of performance review or recommendation for licensure, and shall be comprehensively evaluated for advancement in the career path established pursuant to the teacher quality law.
7. If the evaluator determines the teacher is not meeting the Iowa Standards, the evaluator and teacher will discuss future steps. While a joint decision is preferable, the evaluator will ultimately recommend:
 - a. Creating a new career development plan that focuses only on the Iowa Teaching Standards not met with a performance review held within twelve months
 - b. Placing the teacher in the career teacher assistance program awareness phase; although the TINA process may begin at anytime.
8. The teacher may have a representative present at any meeting involving the performance review process.

Individual Career Development Plan (template available on website)

Name: _____

Date: _____

Specific Measurable Goal(s) (At least one must be a measurable student achievement goal and all must be written in a measurable manner that allows for progress to be noted.):

Collaborative School Personnel:

Rationale for the Plan:

What building and/or district student learning goals will this plan address?

What information/data will be used to document progress toward the goal? Is this research based?

Check the Iowa Teaching Standards that are addressed in this plan:

- | | |
|--------------------------------|----------------------------------|
| 1. Enhance Student Achievement | 5. Monitoring Student Learning |
| 2. Content Knowledge | 6. Classroom Management |
| 3. Planning and Preparation | 7. Professional Growth |
| 4. Instructional Strategies | 8. Professional Responsibilities |

Action Plan with Timeline:

Resources Needed to Implement the Plan:

Teacher Signature(s) and Date

Evaluator Signature and Date

Copy to be placed in personnel file

Annual Update/Performance Review – Individual Career Development Plan

Name: _____

Date: _____

What progress have you made toward the completion of the plan?

Specifically, what needs to be done to complete the plan? I.e. Any additional support, resources, collaboration?

Are there any revisions needed?

Teacher Signature and Date

Evaluator Comments:

Evaluator Signature and Date

Career Performance Review

Teacher: _____ School: _____

Evaluator: _____

Observation Date(s): _____

Staff member's teaching performance and progress on Individual Career Development

Plan:

Staff member is meeting the expectations of the Iowa Teaching Standards

Yes No

If "no" is marked, state which standard(s) is (are) not met and identify the information and evidence used to make the decision.

Evaluator 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.

Teacher in Need of Assistance

Purpose

1. It is expected that most performance concerns will be resolved through informal discussions in a professional, collaborative manner.
2. The Teacher in Need of Assistance (TINA) Process is designed to provide clear intervention and remediation for the experienced teacher who does not meet one or more of the Iowa Teaching Standards.
3. The decision regarding implementation of TINA may be collaborative and or directive. This plan is intended to provide the highest likelihood for professional improvement.
4. This process may begin at any time.
5. Due to the personal nature of this process, confidentiality is expected of all participants.
6. TINA consists of two phases: Awareness and Intensive Assistance.
7. Teachers will continue in the Career Development Process unless there is mutual agreement between the teacher and administrator to do otherwise.
8. The teacher may have representative present at all formal meetings.
9. Depending on circumstances, the district has legal right under Iowa law, to use other forms of interventions.

Awareness Phase

1. If informal and collaborative measures do not successfully resolve administration concerns about the teacher's performance or the concern is serious in nature and requires immediate attention, a formal meeting will be scheduled to discuss the concern. This formal meeting will be the beginning of the Awareness Phase.
2. Prior to the formal meeting, the teacher will be notified in writing of the specific concern to be addressed during the meeting.
3. During the meeting, the administrator and teacher will discuss the specific concern that does not meet one or more of the Iowa Teaching Standards, including the information and evidence used as a basis for the judgment.
4. At the conclusion of this meeting, the *Identification of Concern* form will be completed which identifies:
 - a. Past informal discussions
 - b. Specific concern related to the Iowa Teaching Standard(s)
 - c. Information and evidence of the specific concern
 - d. Steps to take for improvement and timeline for completion
 - e. Expected outcomes
 - f. Signatures of the administrator and teacher
5. The teacher may also seek assistance from other individuals on a voluntary basis. Input from

those individuals whose assistance is received during the Awareness Phase will be confidential to the teacher requesting that help and will not be used in any way in the evaluation process.

6. The duration of the Awareness Phase shall be no less than one month and no more than three months unless otherwise agreed upon by both parties.
7. At the conclusion of the Awareness Phase, one of two determinations will be made:
 - a. Concern resolved -- Documentation shall be placed in the teacher's personnel file for the duration of the following school year and will then be removed.
 - b. Concern not resolved -- The teacher will be notified in writing that he/she is being placed on the Intensive Assistance Phase.

Intensive Assistance Phase

1. An initial formal meeting will be held between the administrator and the teacher.
2. During the initial formal meeting, the administrator will convey to the teacher, in writing, the specific concern related to the Iowa Teaching Standard(s) and will review documentation supporting this conclusion.
3. During the initial formal meeting, the administrator will present to and discuss with the teacher a *Plan of Intensive Assistance* form, which identifies:
 - a. Specific concern related to Iowa Teaching Standard(s)
 - b. A plan of action outlining specific and realistic methods and strategies to be used and timeline
 - c. Intended outcomes that are measurable
 - d. Resources/support needed
 - e. Follow-up meeting date(s)
 - f. Signatures of administrator and teacher
4. With the agreement of the teacher or at the request of the teacher, an Assistance Team *may* be considered a valid method or strategy to be used.
5. Membership on the Assistance Team will be voluntary. The administrator and the teacher will mutually select the members of the team. Assistance Team members will maintain strict confidentiality. Observations and comments made by members of the Assistance Team are not presented in writing, are not reported to the administrator, and do not become part of the teacher's evaluation. The assistance provided is targeted solely at helping the teacher improve her/his performance in relation to the Iowa Teaching Standards.
6. The duration of an Intensive Assistance Plan may not be for less than three regular school session months nor for more than six regular school session months.
7. At the end of the Intensive Assistance phase, the administrator will complete a Final Summary form designating one of the following options:
 - a. Concern resolved -- All documentation placed in teacher's personnel file.

- b. Progress noted -- Intensive Assistance Plan timeline extended (Per Iowa law, total TINA process not to exceed 12 calendar months.)
- c. Concern not resolved -- no progress is noted; a recommendation is made for nonrenewal of contract.
- d. Teacher resignation accepted -- no recommendation necessary.

Identification of Concern – Awareness Phase

Teacher: _____ Date: _____

Summary of Informal Discussions:

Identification of Specific Concern Related to the following Iowa Teaching Standard(s):

Information and Evidence Documenting the Specific Concern:

Steps to be Taken and Timeline:

Expected Outcomes:

Next Meeting Date:

Administrator Signature _____ Date _____

Teacher Signature _____ Date _____

Signature of the teacher indicates awareness of the form. The teacher has the right to attach any written comments within ten working days.

Final Summary – Awareness Phase

Teacher: _____ Date: _____

Identification of Specific Concern Related to the following Iowa Teaching Standard(s):

Information and Evidence Documenting Administrator's Recommendation:

Administrator Recommendation:

_____ Concern resolved – Documentation shall be placed in the teacher's personnel file for the duration of the following school year and will then be removed

_____ Concern not resolved – The teacher will be notified in writing that he/she is being placed into the Intensive Assistance Phase

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.
- The teacher has the right to attach any written comments within ten working days.

Plan of Intensive Assistance

Teacher: _____ Date: _____

Identification of Specific Concern Related to the following Iowa Teaching Standard(s):

Plan of Action including Methods and/or Strategies and Timeline:

Intended Outcomes:

Resources/Support Needed:

Follow-up meeting date(s):

Administrator Signature _____ Date _____

Teacher Signature _____ Date _____

- Signature of the teacher indicates awareness of the form. ‘
- The teacher has the right to attach any written comments within ten working days.

Final Summary – Intensive Assistance Phase

Teacher: _____ Date: _____

Identification of Specific Concern Related to the following Iowa Teaching Standard(s):

Information and Evidence Documenting Administrator's Recommendation:

Administrator Recommendation:

_____ Concern resolved – Documentation shall be placed in the teacher's personnel file.

TINA _____ Progress noted – Intensive Assistance Plan timeline extended (Per Iowa law, total process not to exceed 12 calendar months.)

_____ Concern not resolved – No progress is noted; a recommendation is made for non-renewal of contract.

_____ Teacher resignation accepted – no recommendation necessary.

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.
- The teacher has the right to attach any written comments within ten working days.

APPENDIX

TIER II: EVALUATION FOR CAREER TEACHERS

Since most teachers in a district are neither beginners or in need of assistance, this tier becomes the dominant strand within the local evaluation system. This tier therefore is focused on developing and supporting the professional development of teachers while also providing for the on-going assessment of the career teachers' mastery of the Iowa Teaching Standards. The Individual Teacher Career Development Plan is designed for all career teachers (see definition - page 3) in the district.

The purpose of this tier is to provide a structured, supportive, and collaborative environment to promote professional development that will further the district's comprehensive school improvement plan and enhance student achievement.

Ideally, the Individual Teacher Career Development Plan and the District Career Development Plan will be very closely aligned. Unless the summative and formative components of the teacher evaluation indicate the teacher has additional training needs the individual teacher's plan should address the same skills or practices that are being studied collectively with the other faculty members as part of the District Career Development Plan. The Individual Career Development Plan for the Career Teacher may be isomorphic to the District Career Development Plan.

There are a number of issues that local districts must be prepared to address as the Individual Teacher Career Development Plan / Tier II is developed. These issues include: the relationship between the summative and formative components in Tier II (see Danielson & McGreal, 2000); the focus, the timeframe, and the requirements for developing the Individual Career Plans. Tier II see Beerens, 2000; Burke, 1997; Danielson & McGreal, 2000); the role and responsibilities of the administrator in developing, monitoring, and supporting the required Tier II professional development plans (see Beerens, 2000; Burke, 1997; Danielson & McGreal, 2000); and the appropriate ways to provide the necessary documentation and feedback in Tier II (see Burke, 1997; Danielson & McGreal, 2000). The sample document provided provides an example of how these issues can be addressed within a local evaluation plan.

1. The **District Career Development Plan** which is included in the Comprehensive School Improvement Plan (CSIP) focuses on improving student learning and should engage all teachers in collective professional development. Student needs drive the decision making and student learning forms the basis on which professional development is designed, supported, and evaluated. The Iowa Teacher Quality Program legislation states that the local district is responsible to develop and implement a District Career Development Plan that:

- aligns with the Iowa Teaching Standards
- delivers professional development that is targeted at instructional improvement and designed with the following components
 - student achievement data and analysis
 - theory
 - classroom demonstration and practice
 - observation and reflection, and

- peer coaching
- includes an evaluation component that documents the improvement in instructional practice and the effect on student learning
- integrates the instructional application of technology
- focuses on research-based instructional strategies aligned with the school district's student achievement needs and the long-range and annual improvement goals established by the district.
supports the career development needs of individual teachers.

Tier II EVALUATION FOR CAREER TEACHERS

Tier II provides possibilities and options for continued professional growth that should result in increased expertise and a deeper understanding of the teaching/learning process to support the progress of teachers through the various levels of the career teacher program. Demonstration of the Iowa Teaching Standards is an ongoing process and administrators have the continuous responsibility of monitoring excellence by using multiple alternative sources of data about daily practice that can include but are not limited to formal and informal observation, student achievement, review of professional development plans, and student and parent feedback.

This plan emphasizes continuous appraisal of performance with a focus on a professional development planning process that is flexible, creative, and stimulating. Individual Teacher Career Development Plans shall be based, at minimum, on the needs of the teacher, the Iowa teaching standards, and the student achievement goals of the attendance center and the school district (CSIP), and ultimately to student learning. Staff members are responsible to develop and implement their Individual Teacher Career Development Plan in collaboration with their supervisor, and to work collaboratively with their faculty in the implementation of the District Career Development Plan. The Individual Career plan design may include learning activities for one, two, or three year periods. Obviously, the longer the time period the plan covers, the higher the expectation for important and serious outcomes.

Ideally, the Individual Teacher Career Development Plan and the District Career Development Plan will be very closely aligned. Unless the summative and formative components of the teacher evaluation indicate the teacher has additional training needs the individual teacher's plan should address the same skills or practices that are being studied collectively with the other faculty members as part of the District Career Development Plan. The Individual Career Development Plan for the Career Teacher may be isomorphic to the District Career Development Plan.

Areas of inquiry and/or investigation for Individual Teacher Career Development for Career Teachers could include, but are not restricted to:

- **Refinement of Current Practice**
This area addresses the refinement of teaching skills/strategies (questioning, motivation techniques, small group instruction, etc.) that the staff member is currently using in practice. This type of plan is generally done individually and short term (one year).

- **Acquisition of New Skills**

This area assumes access to resources to acquire and support new skills or knowledge (integration of technology, research-based instruction strategies for specific content areas, teaching for understanding, etc). This type of plan may be done by an individual, but most likely a team. It should clearly relate to the teaching discipline/school improvement plan and would likely be a two or three year plan.

- **Redesign/Restructuring**

This area always requires additional resources, time, and district commitment. This is primarily a team activity, spans two or three years, and connects directly to a building or district initiative (technology, block scheduling, non graded primary classrooms, etc.). The product typically would be a design that included the rationale for change, potential student outcomes, necessary changes in curriculum and instruction, and an evaluation scheme.

- **Development of Curriculum/Program**

This area has three potential directions:

Deepening: Participants would generally address moving curriculum coverage to a “deeper level” (focusing on themes rather than linear facts). This endeavor may use an individual or team approach and generally span one to three years.

Integrating: Participants would focus on developing integrated lessons and courses. This work is generally done in teams and spans two to three years.

Engaging: Participants would develop materials and activities that focus on engaging students more in the work of the classroom. This may be an individual or team activity and span one to three years.

- **Monitoring Student Outcome/Progress**

This area addresses the development of new and/or alternative assessments that measure or describe student learning. This can also cover work addressing the collecting, interpreting, and disaggregating of student achievement data. This work may use an individual or team-approach and span one to three years.

- **Special Populations/Opportunity to Learn**

This area focuses on developing new or alternative learning opportunities for special needs students (gifted, at risk, special education, etc.). This may be an individual or team activity and span one to three years.

- **Completing Requirements for Licensing Endorsements**

The Individual Teacher Career Development Plan may be designed, in collaboration with the teacher's supervisor, to assist a teacher who is not fully licensed to complete the endorsement requirements to instruct the students that teacher has been employed to teach. For example, a teacher who is teaching with a conditional license may work on completing the requirements as part of their Individual Career Development Plan.

Strategies and/or activities for the Individual Teacher Career Development Plan could include but are not limited to any combination of the following:

- action research
- workshops/conferences
- coaching
- visitation of model programs
- videotaping
- lesson designs

- study groups •classroom observations
- mentoring •teacher academies
- college courses •peer observations and conferences
- simulations •electronic networking
- shadowing experiences •professional dialogue

Possible products could include but not be limited to:

- student portfolios •curriculum units
- videotapes of lessons/classes •performance assessments
- study groups •reflective journals
- case study analysis •professional portfolios
- student inventories •electronic portfolios
- published work

A collaborative process should guide the development of the Individual Teacher Career Development Plan. Initially, staff members will develop a draft of their plan. Staff members who will be working individually on a one-year plan will meet and collaborate with the supervisor /responsible administrator to review, refine, and finalize the plan by October 1. Individuals designing a multiple year plan and teams of staff who will be developing a common plan for multiple years should meet with the responsible administrator by November 1. The role of the administrator is to be satisfied that the plan addresses the building student achievement goals or district comprehensive school improvement plans (CSIP goals) and is linked to the Iowa Teaching Standards. Plans that do not meet this requirement will be considered only in special circumstances. The supervisor/administrator must also determine if the plan is appropriate for the requested timeframe and that the plan reflects a serious attempt to improve the teaching/learning process (a form for submission of the professional development plan is provided in Appendix 2).

If individuals or teams are involved in multiple year plans, a written review of progress should be submitted by the team or the individual to the responsible administrator by May 15 of year one (if a two year plan) and by May 15 of year one and year two (if a three year plan). A form for use in providing an end of the year review is included in Appendix 2. An annual conversation with the teacher's supervisor must be held to reflect on progress of the career development plan. This should be held after the teacher or team have completed the written review of progress.

End of Plan Evaluation

At the completion of the Individual Teacher Career Development Plan two separate but necessary activities will occur. The first part of the process (the formative component) is the development of a written review of the progress and the outcomes of the completed Individual Teacher Career Development Plan. The write up of this review should be developed by the individual/team and by the responsible administrator. It should be written during the performance review at the end of the plan and should reflect the quality and tone of the conversation. The individual/team should come to the performance review with a draft of their comments and the results/product(s) of their work. The primary criteria for the written review should be the effort, power, progress, and involvement reflected in the work and in the products of that work. The end of plan form Part I included in Appendix 2 provides a structure for use in shaping and directing the comments and reflections of the participants and the administrator. A copy of this Individual Teacher Career Development plan write up will be placed in the individual's district file and in the case of a team plan a copy of the team write up will be placed in each individual team member's district file.

The second part of the end of plan experience (the summative component) involves the development by the responsible supervisor/administrator of a separate written evaluation for each staff member involved in the professional development plan. This

written evaluation should be based on the supervisor/administrator's professional judgment regarding the staff member's overall performance in meeting the Iowa Teaching Standards and the expectations of the local school district. The evaluation should be determined by the information collected during the continuous assessment of each staff member's overall performance over the period of time covered by the length of the professional development experience. Consequently, this summative evaluation could cover a one, two, or three year period of time but must occur at least once every three years through a performance review. The end of plan form Part 2 included in Appendix 2 provides a structured format for use in this summative evaluation and space for the justification for the evaluation. This evaluation should be presented to and discussed with the staff member in an end of the year performance review. The completion of Part 2, every one, two, or three years fulfills the provisions of section 284.3 of the Iowa statutes.