

Name: \_\_\_\_\_

Position: \_\_\_\_\_

Building: \_\_\_\_\_

School  
Year: \_\_\_\_\_

TEACHER PERFORMANCE REVIEW  
GILBERT COMMUNITY SCHOOL

PURPOSE

The primary purpose of the evaluation program of the Gilbert Community School District is to enhance student learning through the improvement of instruction. The evaluation process will emphasize, review, and clarify responsibilities and core expectations of staff members. In addition, the evaluation process should empower teachers to reach beyond the status quo to new levels of growth. This is an ongoing process that is cooperative, continuous, and requires a commitment from both teachers and administrators in striving to meet the district's high standards.

Core expectations are aligned with the Iowa Teaching Standards and Criteria.

EXPLANATION OF THE SCALE

Effective (EF)  
Needs Improvement (NI)

Performance meets the high standards required.  
Performance is below the high standards required.

| Standard 1—Demonstrates Ability to Enhance Academic Performance and Support for Implementation of the Gilbert Community School District's Student Achievement Goals.   | Meets Standard | Does Not Meet Standard |
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| <p><b>1A The teacher provides evidence of student learning to students, families, and staff.</b></p> <ul style="list-style-type: none"> <li>• Provides high quality feedback; students use in their learning</li> <li>• Provides feedback that is timely; students use in their learning</li> <li>• Provides information on positive and negative aspects of student progress provided to parents</li> </ul>   | EF             | NI                     |
| <p><b>1B The teacher implements strategies supporting student, building, and district goals.</b></p> <ul style="list-style-type: none"> <li>• Implements instructional goals that are valuable, clearly articulated, and establish high expectations related to curriculum</li> <li>• Uses instructional materials and resources that match goals and engage students mentally</li> <li>• Contributes to school and district by making substantial contributions and assuming leadership roles in projects</li> </ul>  | EF             | NI                     |
| <p><b>1C The teacher uses student performance data as a guide for decision making.</b></p> <ul style="list-style-type: none"> <li>• Uses assessment results to plan for individuals and groups of students</li> <li>• Makes students aware of meeting standards and students participate in planning</li> </ul>  | EF             | NI                     |
| <p><b>1D The teacher accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.</b></p> <ul style="list-style-type: none"> <li>• Seeks effective approaches and uses a variety of strategies for students who need help</li> <li>• Sees that instructional goals, activities, and interactions in the classroom convey high expectations for student learning</li> <li>• Assures that students take pride in their work and initiate improvements to improve the quality of their work</li> </ul> | EF             | NI                     |
| <p><b>1E The teacher creates an environment of mutual respect, rapport and fairness.</b></p> <ul style="list-style-type: none"> <li>• Interacts with students in a caring and respectful manner</li> <li>• Supports student interactions; students demonstrate caring for one another</li> <li>• Provides opportunities for all students to participate; teacher and students ensure all voices are heard</li> </ul>   | EF             | NI                     |

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| <p><b>1F The teacher participates in and contributes to a school culture that focuses on improved student learning.</b></p> <ul style="list-style-type: none"> <li>• Makes significant effort to be an advocate so all students have an opportunity to succeed</li> <li>• Is proactive in seeking out resources to serve students</li> <li>• Takes a leadership role in team/departmental decision making</li> </ul>  | EF                           | NI                                   |
| <p><b>1G The teacher communicates with students, families, colleagues, and communities effectively and accurately.</b></p> <ul style="list-style-type: none"> <li>• Maintains accurate records of student progress in learning</li> <li>• Communicates clearly and accurately in spoken and written language</li> <li>• Communicates with families about the instructional program</li> <li>• Communicates aspects of student progress with families</li> </ul>   | EF                           | NI                                   |
| <p>Comments:</p>  |                              |                                      |
| <p><b>Standard 2—Demonstrates Competence in Content Knowledge Appropriate to the Teaching Position.</b></p>   | <p><b>Meets Standard</b></p> | <p><b>Does Not Meet Standard</b></p> |
| <p><b>2 A The teacher understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.</b></p> <ul style="list-style-type: none"> <li>• Displays connections between content and other disciplines; continues pursuit of such knowledge</li> <li>• Recognizes prerequisite relationships among topics, seeks causes of student misunderstanding</li> <li>• Engages students in linking content to their knowledge and experience</li> </ul> | EF                           | NI                                   |
| <p><b>2B The teacher uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.</b></p> <ul style="list-style-type: none"> <li>• Displays knowledge of typical developmental characteristics of age group</li> <li>• Recognizes individual student's knowledge and skills</li> <li>• Recognizes students' varied approaches to learning</li> </ul>   | EF                           | NI                                   |
| <p><b>2C The teacher relates ideas and information within and across content areas.</b></p> <ul style="list-style-type: none"> <li>• Displays connections between content and other disciplines; continues pursuit of such knowledge</li> <li>• Recognizes prerequisite relationships among topics, seeks causes of student misunderstanding</li> </ul>   | EF                           | NI                                   |

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| <p><b>2D The teacher understands and uses instructional strategies that are appropriate to the content area.</b></p> <ul style="list-style-type: none"> <li>• Displays continuing search for best practice and anticipates student misconceptions</li> <li>• Designs coherent instruction with relevant learning activities</li> <li>• Recognizes prerequisite relationships among topics; seeks causes of student misunderstanding</li> </ul>   | EF             | NI                     |
| Comments:  |                |                        |
| <p><b>Standard 3—Demonstrates Competence in Planning and Preparing for Instruction</b></p>   | Meets Standard | Does Not Meet Standard |
| <p><b>3 A The teacher utilizes student achievement data, local standards, and the district curriculum in planning for instruction.</b></p> <ul style="list-style-type: none"> <li>• Uses assessment of student learning results to plan for individuals and groups of students</li> <li>• Uses assessment that is congruent with the instructional goals</li> <li>• Maintains information on student learning progress; students may contribute and interpret the records</li> <li>• Reflects on teaching by using a repertoire of skills and offers specific alternative action for use in future teaching</li> </ul> | EF             | NI                     |
| <p><b>3B The teacher sets and uses high expectations for social, behavioral, and academic success of all students.</b></p> <ul style="list-style-type: none"> <li>• Selects valuable goals and articulates how goals establish high expectations</li> <li>• Establishes a culture for learning through planning of learning activities, interactions, and the classroom environment</li> <li>• Communicates directions and procedures clearly and accurately</li> <li>• Manages student behavior with clear expectations of conduct</li> </ul>   | EF             | NI                     |
| <p><b>3C The teacher uses students' developmental needs, backgrounds, and interests in planning for instruction.</b></p> <ul style="list-style-type: none"> <li>• Selects instructional goals that are suitable for diverse students and groups</li> <li>• Displays knowledge of typical developmental characteristics of age group</li> <li>• Recognizes students' varied approaches to learning</li> <li>• Recognizes individual student's knowledge and skills</li> </ul>   | EF             | NI                     |

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| <p><b>3D The teacher selects strategies that engage all students in learning.</b></p> <ul style="list-style-type: none"> <li>• Selects instructional goals that balance different types of learning and opportunities for integration</li> <li>• Designs coherent instruction through learning activities that are relevant to students and instructional goals</li> <li>• Engages students in learning by organizing instructional groups that are productive and appropriate to the students and instructional goals of a lesson</li> <li>• Establishes a culture for learning through planning of learning activities, interactions, and the classroom environment</li> </ul> | <p>EF NI</p>                 |                                      |
| <p><b>3E The teacher uses available resources, including technologies, in the development and sequencing of instruction.</b></p> <ul style="list-style-type: none"> <li>• Demonstrates knowledge of resources within district and seeks other materials to enhance teaching</li> <li>• Demonstrates knowledge of resources and knows how to gain access for students</li> <li>• Designs coherent instruction by using instructional resources that engage students in meaningful learning</li> <li>• Provides students with opportunities to use technology</li> <li>• Integrates the use of technology into the classroom</li> </ul>  | <p>EF NI</p>                 |                                      |
| <p>Comments:</p>   |                              |                                      |
| <p><b>Standard 4—Uses Strategies to Deliver Instruction that Meet the Multiple Learning Needs of Students</b></p>  | <p><b>Meets Standard</b></p> | <p><b>Does Not Meet Standard</b></p> |
| <p><b>4 A The teacher aligns classroom instruction with local standards and district curriculum.</b></p> <ul style="list-style-type: none"> <li>• Designs coherent instruction through learning activities that are relevant to students and instructional goals</li> <li>• Assesses student learning using an approach that is congruent with instructional goals</li> </ul>  | <p>EF NI</p>                 |                                      |
| <p><b>4B The teacher uses research-based instructional strategies that address the full range of cognitive levels.</b></p> <ul style="list-style-type: none"> <li>• Uses quality questioning techniques and allows adequate time for students to respond</li> <li>• Uses quality discussion techniques where students assume responsibility for the success of the discussion</li> <li>• Demonstrates flexibility and responsiveness by persisting in seeking approaches for students who have difficulty learning</li> <li>• Models activities congruent with topic being taught and provides</li> </ul>  | <p>EF NI</p>                 |                                      |

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| <p>guided practice to reinforce concepts</p> <ul style="list-style-type: none"> <li>• Reviews, previews, and verbalizes the purpose of the lesson</li> </ul>   |    |    |
| <p><b>4C The teacher demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.</b></p> <ul style="list-style-type: none"> <li>• Engages students in learning by providing clearly defined structure of activities and appropriate pacing</li> <li>• Demonstrates flexibility and responsiveness by making lesson adjustments to meet student needs</li> <li>• Designs coherent instruction by providing varied instructional groups appropriate to the different instructional goals</li> <li>• Demonstrates flexibility and responsiveness by accommodating students' questions; builds on a spontaneous event to enhance student learning</li> <li>• Uses appropriate verbal and nonverbal techniques</li> </ul> | EF | NI |
| <p><b>4D The teacher engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth:</b></p> <ul style="list-style-type: none"> <li>• Engages students in learning through appropriate activities and engaging assignments</li> <li>• Engages students in learning by organizing instructional groups that are productive and appropriate to the students and instructional goals of a lesson</li> <li>• Engages students in learning by using instructional materials and resources that are suitable to the instructional goals and engage students mentally</li> </ul>   | EF | NI |
| <p><b>4E The teacher connects students' prior knowledge, life experiences, and interests in the instructional process.</b></p> <ul style="list-style-type: none"> <li>• Demonstrates knowledge of students by understanding the different approaches to learning that different students exhibit and varies instruction accordingly</li> <li>• Displays knowledge of students' skills and knowledge for groups of students, including those with special needs, and recognizes the value of this knowledge</li> <li>• Engages students in linking content to their knowledge and experience</li> <li>• Displays knowledge of the interests or cultural heritage of groups of students and recognizes the value of this knowledge</li> </ul>          | EF | NI |
| <p><b>4F The teacher uses available resources, including technologies, in the delivery of instruction.</b></p> <ul style="list-style-type: none"> <li>• Designs coherent instruction where materials and resources support the instructional goals, and engage students in meaningful learning</li> <li>• Engages students in learning by using instructional materials and resources that are suitable to the instructional goals and engage students mentally</li> <li>• Models appropriate use of technology</li> <li>• Encourages innovative use of technology by students</li> </ul>  | EF | NI |

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| Comments:   |                       |                               |
| <b>Standard 5—Uses a Variety of Methods to Monitor Student Learning.</b>  | <b>Meets Standard</b> | <b>Does Not Meet Standard</b> |
| <b>5 A The teacher aligns classroom assessment with instruction.</b>  | EF                    | NI                            |
| <ul style="list-style-type: none"> <li>• Selects instructional goals that are clear, written in the form of student learning, and permit viable methods of assessment</li> <li>• Assesses student learning using an approach that is congruent with instructional goals both in content and process</li> <li>• Uses assessment criteria and standards that are clear and have been clearly communicated to students</li> <li>• Uses assessment results to plan for individuals and groups of students</li> </ul>  |                       |                               |
| <b>5B The teacher communicates assessment criteria and standards to all students and parents.</b>   | EF                    | NI                            |
| <ul style="list-style-type: none"> <li>• Assesses student learning by using criteria and standards that are clear and have been clearly communicated to students</li> <li>• Communicates with parents about positive and negative aspects of student progress; available as needed to respond to parent concerns</li> <li>• Communicates directions and procedures clearly and accurately</li> </ul>  |                       |                               |
| <b>5C The teacher understands and uses the results of multiple assessments to guide planning and instruction.</b>   | EF                    | NI                            |
| <ul style="list-style-type: none"> <li>• Uses assessment results to plan for individuals and groups of students</li> <li>• Demonstrates flexibility and responsiveness by making lesson adjustments to meet student needs</li> <li>• Makes accurate assessments of a lesson's effectiveness; recognizes goals achieved and sites general references to support the judgment</li> <li>• Reflects on teaching by using a repertoire of skills and offers alternative actions for use in future teaching</li> <li>• Incorporates both formative and summative evaluation procedures</li> </ul> |                       |                               |
| <b>5D The teacher guides students in goal setting and assessing their own learning.</b>   | EF                    | NI                            |
| <ul style="list-style-type: none"> <li>• Establishes a culture for learning by insisting on high quality work;</li> </ul>   |                       |                               |

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| <p>student demonstrates pride in that work</p> <ul style="list-style-type: none"> <li>• Assess student learning by using assessment results to plan for individuals and groups of students</li> <li>• Uses assessment criteria and standards that are clear and have been clearly communicated to students</li> <li>• Establishes a culture for learning through instructional goals and activities, interactions, and a classroom environment that conveys high expectations for student achievement</li> </ul>   |                              |                                      |
| <p><b>5E The teacher provides substantive, timely, and constructive feedback to students and parents.</b></p> <ul style="list-style-type: none"> <li>• Provides quality feedback to students that is accurate, substantive, constructive, and specific</li> <li>• Provides feedback to students in a timely manner; students make prompt use of the feedback in their learning</li> <li>• Maintains a system of accurate records including information on student completion of assignments; students participate in the maintenance of records</li> <li>• Communicates with parents about positive and negative aspects of student progress; available as needed to respond to parent concerns</li> </ul> | EF                           | NI                                   |
| <p><b>5F The teacher works with other staff and building and district leadership in analysis of student progress.</b></p> <ul style="list-style-type: none"> <li>• Shows professionalism by working within the context of a particular team; advocates for all students to receive a fair opportunity to succeed</li> <li>• Shows professionalism by maintaining an open mind during decision making efforts</li> <li>• Contributes to the school and district by supporting and cooperating with colleagues</li> <li>• Contributes to the school and district by volunteering to participate in school and district projects, making a substantial contribution; assumes a leadership role</li> </ul>     | EF                           | NI                                   |
| <p>Comments:</p>   |                              |                                      |
| <p><b>Standard 6—Demonstrates Competence in Classroom Management.</b></p>  | <p><b>Meets Standard</b></p> | <p><b>Does Not Meet Standard</b></p> |
| <p><b>6 A The teacher creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every</b></p>   | EF                           | NI                                   |



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| <p><b>student.</b></p> <ul style="list-style-type: none"> <li>• Creates an environment of respect and rapport; teacher interactions with students are friendly and demonstrate general warmth, caring, and respect; students exhibit respect for teacher</li> <li>• Creates an environment of respect and rapport in which student interaction demonstrates respect and caring for one another as individuals and as students; promotes self-discipline</li> <li>• Establishes a culture for learning by conveying genuine enthusiasm for the subject; students demonstrate active participation, curiosity and attention to detail</li> <li>• Uses questions and discussion techniques that engage all students in the discussion or activity</li> </ul>  |                               |
| <p><b>6B The teacher establishes, communicates, models, and maintains standards of responsible student behavior.</b></p> <ul style="list-style-type: none"> <li>• Manages student behavior with clear expectations of standards of conduct</li> <li>• Monitors student behavior at all times in a subtle and preventative manner</li> <li>• Responds appropriately and successfully to misbehavior and respects the student's dignity, or student behavior is generally appropriate</li> <li>• Manages discipline problems in accordance with administrative regulations, school board policies, handbooks, and legal requirements</li> </ul>  | <p>EF                  NI</p> |
| <p><b>6C The teacher develops and implements classroom procedures and routines that support high expectations for student learning.</b></p> <ul style="list-style-type: none"> <li>• Establishes and maintains instructional goals and activities, interactions, and a classroom environment that conveys high expectations for student achievement</li> <li>• Manages classroom procedures by organizing tasks for group work and groups are managed so most students are engaged at all times</li> <li>• Manages classroom procedures so that transitions occur smoothly, with little loss of instructional time</li> <li>• Manages routines for handling materials and supplies so that they occur smoothly, with little loss of instructional time</li> <li>• Begins and ends class on time</li> </ul> | <p>EF                  NI</p> |
| <p><b>6D The teacher uses instructional time effectively to maximize student achievement.</b></p> <ul style="list-style-type: none"> <li>• Manages instructional groups with groups working independently; groups engaged productively</li> <li>• Manages transitions smoothly, with little loss of instructional time</li> <li>• Manages materials and supplies using routines to allow smooth handling of materials and supplies; little loss of instructional time</li> <li>• Performs non-instructional duties; uses efficient systems for performing non-instructional duties resulting in minimal loss of instructional time</li> </ul>  | <p>EF                  NI</p> |

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| <b>6E The teacher creates a safe and purposeful learning environment.</b>   |                       | EF                            | NI |
| <ul style="list-style-type: none"> <li>• Demonstrates caring, respect, and general warmth for individual students; students exhibit respect for teacher</li> <li>• Creates an environment of respect and rapport with students interactions being polite and respectful of one another</li> <li>• Establishes a culture for learning where there are high expectations for learning and achievement</li> <li>• Organizes physical space to maintain a safe classroom; the furniture arrangement is a resource for learning activities</li> </ul>  |                       |                               |    |
| Comments:   |                       |                               |    |
| <b>Standard 7—Engages in Professional Growth.</b>   | <b>Meets Standard</b> | <b>Does Not Meet Standard</b> |    |
| <b>7 A The teacher demonstrates habits and skills of continuous inquiry and learning.</b>   |                       | EF                            | NI |
| <ul style="list-style-type: none"> <li>• Reflects on teaching with accuracy; makes an accurate assessment of a lesson's effectiveness, extent to which it achieved goals, and cites general references to support the judgment</li> <li>• Reflects on teaching for use in the future; makes specific suggestions of alternative actions noting the probability of success of different approaches</li> <li>• Seeks out opportunities for professional development to enhance content knowledge and pedagogical skill</li> <li>• Grows and develops professionally by providing service to the profession; participates actively in assisting other educators</li> </ul> |                       |                               |    |
| <b>7B The teacher works collaboratively to improve professional practice and student learning.</b>  |                       | EF                            | NI |
| <ul style="list-style-type: none"> <li>• Shows professionalism in decision making efforts; maintains an open mind and participates in team or departmental decisions</li> <li>• Grows and develops professionally by providing service to the profession; participates actively in assisting other educators</li> <li>• Contributes to the school and district by developing supportive and cooperative relationships with colleagues</li> </ul>  |                       |                               |    |

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| <p><b>7C The teacher applies research, knowledge, and skills from professional development opportunities to improve practice.</b></p> <ul style="list-style-type: none"> <li>• Displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines</li> <li>• Displays practices that reflect current research on best pedagogical practice and anticipates students' misconceptions</li> <li>• Seeks opportunities for professional development to enhance content knowledge and pedagogical skill</li> </ul> | EF                           | NI                                   |
| <p><b>7D 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.</b></p> <ul style="list-style-type: none"> <li>• Grows and develops professionally by seeking opportunities for professional development to enhance content knowledge and pedagogical skill; makes a systematic attempt to conduct action research in the classroom</li> </ul>  | EF                           | NI                                   |
| <p>Comments:</p>  |                              |                                      |
| <p><b>Standard 8—Fulfills Professional Responsibilities Established by the Gilbert Community School District.</b></p>   | <p><b>Meets Standard</b></p> | <p><b>Does Not Meet Standard</b></p> |
| <p><b>8 A The teacher adheres to board policies, district procedures and contractual obligations.</b></p> <ul style="list-style-type: none"> <li>• Demonstrates awareness of and adheres to all relevant Gilbert Community School District policies, procedures, and contracts of employment</li> </ul>   | EF                           | NI                                   |
| <p><b>8B The teacher demonstrates professional and ethical conduct as defined by state law and Gilbert Community School District policy.</b></p> <ul style="list-style-type: none"> <li>• Demonstrates awareness of and adheres to the Iowa Board of Educational Examiners Code of Ethics:<br/>Principle I—Commitment to the Student<br/>Principle II—Commitment to the Public<br/>Principle III—Commitment to the Profession<br/>Principle IV—Commitment to Professional Employment Practices<br/>Principle V—Commitment of Board Members and Staff</li> </ul>               | EF                           | NI                                   |
| <p><b>8C The teacher contributes to efforts to achieve district and building goals.</b></p> <ul style="list-style-type: none"> <li>• Contributes to the school and district by voluntary participation in school and district projects; makes a substantial contribution, assumes a leadership role</li> <li>• Grows and develops professionally by providing service to the profession; participates actively in assisting other educators</li> </ul>  | EF                           | NI                                   |

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| <p><b>8D The teacher demonstrates an understanding of and respect for all learners and staff.</b></p> <ul style="list-style-type: none"> <li>• Contributes to the school and district by developing supportive and cooperative relationships with colleagues</li> <li>• Creates an environment of respect and rapport; teacher-student interactions are friendly and demonstrate warmth, caring and respect for individual students</li> <li>• Serves as an advocate for each student; ensures that all students receive a fair opportunity to succeed</li> <li>• Shows professionalism in service to students by being proactive in serving students, seeking out resources as necessary</li> </ul> | <p>EF      NI</p> |
| <p><b>8E The teacher collaborates with students, families, colleagues, and communities to enhance student learning.</b></p> <ul style="list-style-type: none"> <li>• Contributes to school and district by developing supportive and cooperative relationships with colleagues</li> <li>• Communicates with families and engages them in the instructional program; students contribute ideas that will be enhanced by family participation</li> <li>• Volunteers to participate in school and district projects, making a substantial contribution; assumes a leadership role</li> </ul>  | <p>EF      NI</p> |
| <p>Comments:</p>   |                   |

EVALUATOR COMMENTS

TEACHER COMMENTS

The content of this evaluation has been discussed with the teacher.

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(Evaluator's Signature)

(Date)

The content of this evaluation has been discussed with me by the evaluator.  
(Signature does not necessarily indicate agreement with evaluation ratings.)

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(Teacher Signature)

(Date)