

## Summative Teacher Evaluation

Name of teacher: Adelmund

Evaluator: Weber

Date: April 2022

### Standard 1

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

#### Criteria

The teacher:

- a. Provides multiple forms of evidence of student learning and growth to students, families, and staff.
- b. Implements strategies supporting student, building, and district goals.
- c. Uses student performance data as a guide for decision making.
- d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.
- e. Creates an environment of mutual respect, rapport, and fairness.
- f. Participates in and contributes to a school culture that focuses on improved student learning.
- g. Communicates with students, families, colleagues, and communities effectively and accurately.

#### Artifact List:

#### Teacher Reflection:

Through Professional Development opportunities, I better utilize and implement concepts and key strategies that focus on improved student learning. I also organize my classroom activities with the goal of being interesting, safe and engaging, while maintaining an environment that supports the learning of every student. I consider multiple aspects of student learning when planning lessons, projects and assessments.

While living with the effects of Covid-19 in our community, we have all been adapting and utilizing technology more effectively in the classroom. Using strategies to build relationships with students has never been more important to support the social and emotional needs of my students. Avoiding students falling behind can avoid stress and anxiety and enhance student performance. Keeping both students and their parents informed of assignments, grades and expectations for my classroom has been very beneficial. Posting updated information on my school website, Google Classroom as well as the "e-exhibit" of student work, fosters a better understanding of what students are achieving while in their art classes

Evaluator Comments:

Mr. Adelmund understands that having a positive culture impacts his classroom and the overall health of a school. His attention to developing a caring and positive culture in his classroom begins with effective communication. As he points out in his review, his website is an effective location for students to house versions of their creations, reflections, and his professional feedback on students' art. In several observations, Mr. Adelmund has established a positive culture of psychological safety. Students are often fearful of the quality of their art but Mr. Adelmund is able to differentiate his classes to ensure all students feel successful in their artistic endeavors.

Meets Standard: YES

Standard 2

Demonstrates competence in content knowledge appropriate to the teaching position.

Criteria

The teacher:

- a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.
- b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.
- c. Relates ideas and information within and across content areas.
- d. Understands and uses instructional strategies that are appropriate to the content Area.

Artifact List:

Teacher Reflection:

My belief/why statement as an educator is to provide a safe and positive learning experience so that students can take risks, explore their creativity and discover the positive impact they can have on others with their artwork. Since my days as an elementary art student, art has always been an interest and passion of mine. I understand that not every student has the same talents, but everyone has an ability since art is definitely something that can be learned and applied if the appropriate concepts and techniques are presented.

The visual arts are so expansive, influencing every aspect of our visual life, it is easily adaptable to other content areas to deepen student understanding of the importance of the

arts in our society. Having our students involved in opportunities like the annual ArtShare Program with Veridian Credit Union or having students selected as an "All-Northeast Iowa Conference Artist" are unique and meaningful experiences for everyone involved.

I hope that I not only pass on the knowledge I have of my craft but also to inspire my students to use their creativity to have a positive impact on others.

Evaluator Comments:

Mr. Adelumund demonstrates daily his depth of content knowledge since he is the lone art educator for our entire school. He effectively manages and teaches a variety of skill levels and genres of art (i.e. drawing, ceramics, history, etc.). His knowledge is also viewable when providing feedback in writing or verbally, he speaks with content specificity frequently with his students. His students clearly respect and value his skill as an artist.

Meets Standard: YES

Standard 3

Demonstrates competence in planning and preparing for instruction.

Criteria

The teacher:

- a. Uses student achievement data, local standards, and the district curriculum in planning for instruction.
- b. Sets and communicates high expectations for social, behavioral, and academic success of all students.
- c. Uses student's developmental needs, backgrounds, and interests in planning for instruction.
- d. Selects strategies to engage all students in learning.
- e. Uses available resources, including technologies, in the development and sequencing of instruction.

Artifact List:

Teacher Reflection

Planning each lesson is an opportunity to incorporate 21st Century, district goals and Iowa CORE standards for the arts into the bigger picture of what I expect students to learn. Since most assignments are student centered and activity based, it is a goal to have students engaged in higher order thinking skills, supporting the processes and techniques presented in each unit. As district art teachers, we continue to explore how to implement more "choice-based" strategies. I feel this will allow even greater student engagement as lessons are adapted to allow more student choice.

I believe the most productive classrooms have high expectations for both academic and behavioral success.

I spend class time early each semester having students establish those components that are most beneficial for them to reach their potential, giving them ownership in the expectations for the classroom.

Evaluator Comments:

Mr. Adelmund has a clear and consistent structure for his classes that demonstrates his strong abilities as a course planner. His depth of knowledge provides his students access to well-planned and organized classes. Mr. Adelmund also points out how valuable his class website is to managing his courses. This is a great place for students to understand what is expected of them and a resource in case they miss classes as well.

Meets Standard: YES

Standard 4

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

Criteria

The teacher:

- a. Aligns classroom instruction with local standards and district curriculum.
- b. Uses research-based instructional strategies that address the full range of cognitive levels.
- c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.
- d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.
- e. Connects students' prior knowledge, life experiences, and interests in the instructional process.

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

Artifact List:

Teacher Reflection

*As a teacher, I feel part of my responsibility is to make my classroom not only productive, but provide students the opportunity to freely express their creativity. Building an environment where students can feel comfortable and respected is essential for my students to reach their potential. I try to engage students in the learning process using a variety of group and student focused activities. Including more choice-based learning strategies allows for more diversity in what and how students approach assignments.*

*Using technology in the delivery of instruction, incorporating graphic organizers, assignment matrix, with others, allows for greater delivery of instruction and assessment. If students are absent or need to revisit key concepts, I have the vast majority of that information conveniently posted on the class webpages or linked on Google Classroom.*

*Allowing students the opportunity to ask questions about concepts that they may not completely understand helps me to better understand what I need to do to engage all students.*

Evaluator Comments:

Mr. Adelmund understands that since he is the only art instructor for our school he will educate a variety of artistic abilities in his classes. Over the years he has effectively managed a wide variety of abilities and can teach all levels of artist skills. In observing his classes, he effectively leverages teachable moments to guide students to feel successful at art.

Meets Standard: YES

Standard 5

Uses a variety of methods to monitor student learning.

Criteria

The teacher:

- a. Aligns classroom assessment with instruction.
- b. Communicates assessment criteria and standards to all students and parents.
- c. Understands and uses the results of multiple assessments to guide planning and instruction.

- d. Guides students in goal setting and assessing their own learning.
- e. Provides substantive, timely, and constructive feedback to students and parents.
- f. Works with other staff and building and district leadership in analysis of student Progress.

Artifact List:

Teacher Reflection:

*I use a variety of instructional strategies and activities in my classroom. I believe very strongly that my students need to have their basic needs met (belonging, respect, freedom and fun) in order to work to their full potential. Their needs coupled with multiple intelligences require me using a variety of tools daily in order to effectively teach my students.*

*With each strategy I teach, I ask students to place that "tool" in their own toolbox and demonstrate how best to use those skills or techniques as they progress throughout the semester. While it often requires more class time, I periodically have student peer critiques to self assess their work in progress. I give specific items to look for, broader suggestions, particular expectations of the lesson, or details of a technique learned. Allowing students the necessary peer feedback can impact the quality of their work instead of traditional after-the-fact reflections alone.*

Evaluator Comments:

As Mr. Adelmund points out in his review, he uses a variety of ways for students to demonstrate their content and understands of art concepts in his classes. His use of peer review, written reflections, rubrics, etc. Mr. Adelmund updates his gradebook frequently and provides all stakeholders notices if students need additional support in his classes.

Meets Standard: YES

Standard 6

Demonstrates competence in classroom management.

Criteria

The teacher:

- a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.
- b. Establishes, communicates, models, and maintains standards of responsible student

behavior.

- c. Develops and implements classroom procedures and routines that support high expectations for student learning.
- d. Uses instructional time effectively to maximize student achievement.
- e. Creates a safe and purposeful learning environment.

#### Artifact List:

##### Teacher Reflection

Classroom management is always evolving, adapting to the needs of students in each class. As my BOE demonstrates, I have used my past training and experience to establish clear expectations for student behavior. Students understand the importance of their role in making the classroom environment safe and supportive. As with anything, there is a certain amount of frustration with students for their lack of concern for others, but that is human nature. While I will have disagreements, differences of opinion and occasional behavioral issues in class, I believe they are minimal.

I have been complemented by many substitute teachers on my classroom management and my planning which demonstrates the clear expectations established. David Arns once told me, "what you allow, you promote." I feel the behavior students exhibit with a substitute teacher may be the behavior that is normally allowed in the classroom.

#### Evaluator Comments:

As mentioned earlier in the review, Mr. Adelmund places a great deal of emphasis on creating a positive culture in his classroom. A core management strategy he uses is to converse with each of his students individually daily to create a meaningful relationship with each of his students. Mr. Adelmund accurately points out in his review that how students conduct themselves with a substitute teacher often reflects on the positive relationships cultivated with the classroom teacher, and this general truth is frequently on display on the rare occasion that Mr. Adelmund is out of the building.

Meets Standard: YES

Standard 7

Engages in professional growth.

## Criteria

The teacher:

- a. Demonstrates habits and skills of continuous inquiry and learning.
- b. Works collaboratively to improve professional practice and student learning.
- c. Applies research, knowledge, and skills from professional development opportunities to improve practice.
- 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.
- e. 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.

Artifact List:

Teacher Reflection:

[IPDP LINK](#)

Evaluator Comments:

Mr. Adelmund is a positive contributor to the overall professional learning culture of the W-SR HS staff. No matter the setting, Mr. Adelmund is a quality collaborator with his peers and seeks learning opportunities that support his teaching practices.

Meets Standard: YES

## Standard 8

Fulfills professional responsibilities established by the school district.

### Criteria

The teacher:

- a. Adheres to board policies, district procedures, and contractual obligations.
- b. Demonstrates professional and ethical conduct as defined by state law and district policy.
- c. Contributes to efforts to achieve district and building goals.
- d. Demonstrates an understanding of and respect for all learners and staff.
- e. Collaborates with students, families, colleagues, and communities to enhance student learning.



Artifact List:

Teacher Reflection:

NA

Evaluator Comments:

Mr. Adelmund is a valuable member of the W-SR High School staff. He understands that he is a visible leader in our community and an ambassador of art education for W-SR students. Administration values his commitment to our school and community alike.

Meets Standard: YES