TEACHER EVALUATION AND GROWTH PLAN

DIOCESE OF PHOENIX

CATHOLIC SCHOOLS OFFICE

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PERFORMANCE-BASED TEACHER EVALUATION CHART

NOVICE TEACHER   1-3 YEARS

Teacher Evaluation Components

- Teacher collected data
- Data requested by Principal/Supervisor
- Planned/Unplanned data
- Frequent "drop-in" observation

EXPERIENCED   4+ YEARS

Teacher Evaluation Components

- Teacher collected data
- Data requested by Principal/Supervisor
- Planned/Unplanned data

PRINCIPAL/SUPERVISOR COLLECTED DATA

- Classroom observations
- Pre- and post-observation conferences
- Data Collection (suggest meeting with each teacher monthly)
- Goals
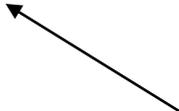- Catechist certification/renewal
- Summative Evaluation

CATECHIST FORMATION

- Catechist certification within three years of employment
- Renewal of certification every three years

PROFESSIONAL DEVELOPMENT

Professional Growth Plan

- Classroom goals
- Catholic Identity goals
- Professional goals
- Educational goals

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<h1 style="text-align: center;">PERFORMANCE EVALUATION PROCESS</h1>

Formative and Summative Evaluations

Formative Evaluations
Formative evaluations are any observations, formal or informal, announced or unannounced which are done to gather information about a teacher's performance and to assist the teacher in development. This is ongoing throughout the process.

Summative Evaluation
The evaluation summary of the teacher's teaching and professional performance is based on fulfilling the Job Description expectations and includes both formal and informal observations and other pertinent documented data.

PRINCIPAL/SUPERVISOR:
Remember to be honest and open when evaluating a teacher.
- The intent of an evaluation is to give the teacher a realistic snapshot of his or her performance

Offer constructive comments to motivate the teacher
- Motivate the teacher about the challenges he or she is facing by discussing the ability to meet them
- Be fair – inflating ratings only result in unrealistic expectations for the teacher
- All reviews should be positive and used as a tool
- Set objective goals for improvement or development, determine a date by which the goals should be met, and be sure to evaluate the teacher at the appropriate time

Be Consistent and objective in your approach
- All personal should be held to the same standards as outlined in their job description

No Surprises
- Through previous guidance and oral or written communications, the employee should already be aware of any concerns you might have about his or her job performance – there should be a record of that in the file
- Be prepared to provide concrete examples of what and how the individual performs and make your expectations clear

Teachers:
New or beginning teachers are defined as those with three years or less of teaching experience.
Veteran Teachers are teachers with four or more years of teaching experience.

Approval of Forms:
If a school wishes to uses a different performance based evaluation form, the principal must obtain prior approval from the Pastor and send a copy to the Catholic Schools Office. The Summative Evaluation form as provide in packet must be used.

The ultimate purpose of the Teacher Performance-Based Evaluation process is to enrich and improve performance. It should emphasize strengths and foster growth through both affirmation and recommendations. Ongoing dialogue between Principal/Supervisors and teachers is encouraged.

The following timeline and accompanying forms are structured to be of assistance to Principal/Supervisors to help a teacher to recognize, strengthen, and utilize skills which effectively creates and maintains a Catholic learning environment. They are designed to be of assistance to teachers to focus on continued improvement through the processes of goal setting, feedback and self-reflection.

ACTION	Timeline
Orientation for all teachers of process for supervision and formative evaluation provided by the Principal/Supervisor	August
Teacher's goals for new school year are developed The professional goal(s) should be based on the previous year's Summative Evaluation and mutually agreed on to focus in consultation with the Principal/Supervisor. Copies retained by the teacher and Principal/Supervisor	September
Teacher goal form is completed and given to Principal and Supervisor Principal/Supervisor and teacher meet to discuss proposed goals and finalized	October

Principal/Supervisor formally observes classroom Instruction.
Conference with the Principal/Supervisor and teacher utilizing information from following forms:
    Progress review of annual goals
    Pre-observation Lesson Plan Form
    Classroom observation form
    Lesson Reflection Sheet
	By **December 1st** and **March 1st** 1st,2nd, 3rd year teachers

Teacher and Principal/Supervisor conference on progress of goals Walk-through classroom observations	Each Semester

Principal/Supervisor formally observes classroom Instruction
Conference with the Principal/Supervisor and teacher utilizing information from following forms:
    Progress review of annual goals
    Classroom observation form
    Lesson Reflection Sheet
	By March 1

Catholic Identity Rubric Evidence of Professional Development End of Year Reflection Summative form	By March 15
Teacher Letter of Intent	By March 15
Principal/Supervisor Letter of Intent to hire	By April 1
Placement on Salary Scale	By June 1

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GOALS

TEACHER GOAL FORM

☐ **Catholic Identity Goal**   ☐ **Professional Goal**   **NAME: _____**

☐ **Classroom Goal**   ☐ **Educational Goal**   **DATE: _____**

☐ **Instructional Learner Goal**   ☐ **Other**

Goal	Reason for the Goal	Action Steps	Resources	Completion date /on-going	Evidence
		1. 2. 3.			

Goal	Reason for the Goal	Action Steps	Resources	Completion date /on-going	Evidence
		1. 2. 3.			

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TEACHER GOAL FORM

Goal	Reason for the Goal	Action Steps	Resources	Completion date /on-going	Evidence
		1. 2. 3.			

COMMENTS:

Teacher Signature _____   **Date**_____

Principal/Supervisor _____   **Date**_____

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WALKTHROUGH

Understand the purpose of the three types of walkthroughs.

1. **Implementation Walkthrough**: Purpose is to observe if a program is being implemented as planned.
2. **Instructional Walkthrough**: Purpose is to determine if the instruction being delivered within the classroom reflects the tools of instructional effectiveness.
3. **Informational Walkthrough**: Purpose is to determine if students are learning from the instruction.

Share with staff the rationale for the walkthrough process based on the connections between walkthroughs and student achievement.

- The walkthrough process is a manifestation of instructional leadership.
- Instructional leadership leads to greater teacher effectiveness.
- Effective teaching yields increased student achievement.

Consistently plan time to complete the walkthrough process.

- Monitoring the classroom programs and their effectiveness is essential to achieving goals.
- Naturally occurring time demands in the leader's daily schedule necessitate scheduling time for walkthroughs into a daily and/or weekly calendar.
- Several strategies, outlined in the following pages, are available which make planned walkthroughs helpful.

Communicate with staff about the walkthrough process before beginning to conduct classroom walkthroughs.

- Staff participation and buy-in is critical to making the walkthrough process work.
- Be sure that staff understands the purpose and process of the walkthrough routine.
- Engage staff in identifying walkthrough "focused observations" and in understanding the reason for those that are identified by the leaders.
- Debrief with staff periodically regarding the walkthrough process (at least annually) to resolve any issues and to refine the process.

Focus observations on the variables that make the greatest difference in improving student achievement.

- "Focused observations" are essential for addressing basic implementation components and critical instructional variables.
- "Focused observations" should be linked to program goals and to areas of documented need.
- "Focused observations" should be differentiated based on grade, instructional level and identified student needs.
- All staff should be made aware of "focused observations" to be addressed during walkthroughs.

Plan follow-up steps to ensure that identified needs are addressed.

- Without follow-up, improvement stemming from the walkthrough process is less likely.
- The follow-up action from one walkthrough should lead to a focused observation for subsequent ones.
- Engage staff in identifying ways to support implementation of suggested actions.

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CLASSROOM WALKTHROUGH CHECKLIST

Name: _____   Date/Time: _____

Subject/Grade: ─────────────────────────────   Purpose: ──────────────────────────

(A) Implementation Purpose is to determine if a program is being implemented as planned.	**(B) Instructional** Purpose is to determine if the instruction being delivered within the classroom reflects what we know about instructional effectiveness.	**(C) Informational** Purpose is to determine if the students are learning from the instruction being provided, and there is supportive evidence.

Instructional Strategies

____Direct Instruction   ____Questions, Cues

____Guided Practice   ____Advanced Organizers

____Independent Seat Work   ____Graphic Organizers

____Cooperative Learning   ____Summarizing

____Silent Reading   ____Similarities/Differences

____Technology Incorporation   ____Brainstorming

____Teacher/Student Discussion   ____Demonstration/Presentation

Other_____

Other_____

Student Engagement

____Near 100% on Task   ____About 50% on Task

____Near 75% on Task   ____Less than 50% on Task

Learning Environment

_____Classroom Norms Posted   ____Resources available

____Student Work Displayed   ____Furniture Allows for Grouping

Comments:

CLASSROOM OBSERVATIONS

Pre-Observation Lesson Plan Form – Novice Teacher

Teacher:_____ **Date:**_____

Principal/supervisor:_____ **Grade/Subject:**_____

The Lesson Plan Review is to be completed by the **novice teacher** and given to the principal/supervisor at/or before a pre-observation conference. This form is used by the principal/supervisor to gain insight into the teacher's reflective understanding regarding lesson planning. The lesson plan is to be attached to this form.

1. What objectives and activities will be used that reflect Catholic Identity?

2. What learning difficulties do you expect and how will you address them?

3. What instructional materials or other resources will you use?

4. How do you plan to assess student achievement? What process will you use? What outcomes will the students produce?

5. Is there anything about the learning environment that you think might affect your students during the observation?

6. What are the most important classroom routines, procedures, rules and expectations for students' behavior that will be in operation during the observed lesson?

7. Are there any special circumstances of which the observer should be aware?

8. What particular teaching behaviors(s) do you want observed?

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CLASSROOM OBSERVATION

TEACHER_____   Date_____

O-OUTSTANDING   S-SATISFACTORY
N-NEEDS IMPROVEMENT

INSTRUCTIONAL PLANNING: O   S   N

	O	S	N
Weekly lesson plans are easy to follow			
Teacher consistently plans lessons and activities which incorporate diocese and school curriculum			

 COMMENTS:

INSTRUCTIONAL DELIVERY:

	O	S	N
OBJECTIVE:			
Teacher clearly communicates the objective of the lesson			

COMMENTS:

	O	S	N
INTRODUCTION: Focus-anticipatory set, motivation			
Teacher reviewed previous lesson			
The teacher shares with the students the importance of what they are learning			
The teacher informs the students how the lesson is going to be taught			
The teacher provides for discovery or acquisition			

COMMENTS:

	O	S	N
INSTRUCTION			
The activities matched the objective			
The teacher modifies the lesson based upon student feedback or response			
The teacher monitors the students progress			
The teacher recognizes different learning styles			
The teacher involves most of the students most of the time			

COMMENTS:

	O	S	N
EVALUATION:			
The teacher checks for student understanding			
The teacher uses effective questioning techniques			

COMMENTS:

	O	S	N
CLOSURE:			
The teacher provides for a summary of lesson			
Students participate in the closure of the lesson			
The teacher incorporates other subject areas to expand and enrich the learning process			

COMMENTS:

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CLASSROOM OBSERVATION

Teacher: _____   **Observer:** _____

Date: _____   **Class:** _____

	Very Evident	Evident	Not Observed	Would be beneficial	Comments
Environment					
Positive classroom atmosphere, effective seating arrangement					
Consistent method of handling disruptions					
Preparation:					
Teaches the curriculum in an organized fashion					
Uses material that complements the curriculum					
Submits detailed lesson plans on a timely basis					
Assigns quality homework					
Testing reflects content taught					
Attitude/Relationships with students:					
Interacts in an enthusiastic and positive manner with students					
Acknowledges students by name, provides positive reinforcement					
Displays sense of humor, maintains students' attention					
Includes all students in presentation and discussion					
Provides a reasonable yet challenging lesson					
Provides challenging yet realistic expectations of students					
Classroom methods/activities					
Reviews previous material, checks for understanding					
Provides an atmosphere open to questioning					
Provides a variety of activities involving all students					
Facilitates group/student led work					
Requires quality time on task					
Maintains active participation throughout class time					
Summarizes lesson, closure					
The following ESLRs were observed					
Knows the teachings of the Catholic Church					
Ministers to self and others					
Shows facility with writing tasks					
Active listening					
Articulate and intelligent speaking					
Creative and critical thinking					
Integrates technology					

If clarification is needed, contact observer.

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CLASSROOM OBSERVATION INSTRUMENT

Teacher _____ **Grade/Subject** _____

Date _____ **Time In** _____ **Time Out** _____

Directions: Complete the form by rating each area using symbols identified in the definitions which follow. Comments should be used where appropriate and specific recommendations are required for any unsatisfactory rating.

<u>**SYMBOLS:**</u>   **P = Particular Strength**   **I = Needs Improvement**   **U = Unsatisfactory**
          NA = Not applicable

This instrument should be used to evaluate the effectiveness of teacher decisions and skills, as related to instruction.

PROMOTES A POSITIVE ATMOSPHERE TO LEARNING

_____ **A.**	Courtesy and mutual respect are modeled and required by the teacher. Appropriate feeling tone is evident	Courtesy and mutual respect is inconsistently modeled/required. Appropriate feeling tone is inconsistent.	Mutual Courtesy, respect, and/or appropriate feeling tone are not evident.	comments

MAINTAINS APPROPRIATE CLASSROOM BEHAVIOR

_____ **A.**	Uses techniques to maintain and/or rein-force appropriate student behavior	Inconsistently maintains appropriate student behavior	Does not maintain appropriate student behavior	comments

UTILIZES TASK ANALYSIS

_____ **A. Selects Correct Level of Difficulty**

	The objective is at the correct level of difficulty for most of the students	The objective is at the incorrect level of difficulty for most of the students	The objective is at the incorrect level of difficulty for all students	comments

_____ **B. Includes Essential Sub-Objectives**

	All essential sub-objectives are present	Most essential sub-objective are present	Few essential sub-objectives are present.	comments

TEACHES TO THE OBJECTIVE

_____ **A. Focuses Students on Lesson Objective**

.	Effective focuses students on lesson objective	Focuses students' attention insufficiently or inappropriately.	Absence of focus impedes the achievement of the objectives.	comments

_____ **B.** **Evidence Objectives**

	Lesson objective is clear	Lesson objective is vague	Lesson objective is missing	comments

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	C. Provides Aligned Information			
_____	Gives sufficient information to aid students in the achievement of the objective	Gives insufficient information to aid students in the achievement of the objective	Gives no information to aid students in the achievement of the objective	comments
_____	**D. Asks Aligned Questions**			
	Asks sufficient questions which aid students in achieving the objective	Asks insufficient and/or unaligned questions which make the achievement of the objective difficult	Absence of aligned questions prevents the achievement of the objective	comments
_____	**E. Utilizes Aligned Activities**			
	Uses activities which aid students in achieving the objective	Uses insufficient and/or unaligned activities which make the achievement of the objective difficult.	Absence of aligned activities prevents the achievement of the objective.	comments
———	**F. Teaches Lesson in Logical Sequence – One Objective at a Time**			
	Teaches ideas, skills, etc. in logical sequence.	Teaches ideas, skills in a sequence which makes it difficult to achieve the objective	Teaches ideas, skills, etc. in a sequence which prevents the achievement of the objective	comments
———	**G. Promotes Development of Higher Level Thinking Skills**			
	Incorporate appropriate levels of thinking skills related to the objective.	Does not consistently incorporate varied levels of thinking when appropriate.	Does not involve the students in achieving the objective.	comments

APPLIES PRINCIPLES OF LEARNING

——— **A. Involves Students in the Learning (covert/overt)**

	Appropriately involves most of the students most of the time in achieving the objective	Involves students insufficiently and/or inappropriately to achieve the objective.	Does not involve the students in achieving the objective.	comments
———	**B. Motivates Students**			
	Uses appropriate and sufficient strategies to elicit attention and effort	Uses inappropriate and/or insufficient strategies which result in limited attention and effort	Absence of appropriate strategies which result in inattention and lack of effort.	comments
———	**C. Promotes Retention**			
	Uses appropriate and sufficient strategies which help students remember the learning	Uses inappropriate and/or insufficient strategies to help students remember the learning	Absence of appropriate sufficient strategies to help students remember the learning	comments

MONITORS STUDENT PERFORMANCE AND ADJUSTS TEACHING AS NEEDED
Examples of possible strategies are: meaning, modeling, practice, feeling tone, and closure

	Generates and checks overt behavior, adjusts plans and methods accordingly.	Insufficiently generates and checks behavior and/or adjusts plans and methods accordingly.	Does not generate and check overt behavior and/or adjust plans and methods accordingly.	comments
⎯⎯				

THE FOLLOWING ESLRs WERE OBSERVED

-
-
-

_____
Signature of Principal or Supervisor

_____
Date

_____
Signature of Teacher

_____
Date

Teacher:_____   Date:_____

Principal\supervisor:_____Grade/Subject_____

The Reflection Sheet is completed by the teacher following each formal observation and is discussed with the principal\supervisor.

1. Catholic Identity is evident in my lesson by:

2. I focused on the following Diocesan Curriculum Standards:

3. Students were productively engaged in the following ways:

4. I adjusted my goals or my lesson as I taught the lesson because:

5. If I had the opportunity to teach this lesson again to this same group of students, I would do the following different:

6. I would share this lesson with a colleague and the element I would emphasize would be:

7. I used the following tasks or rubrics for assessments of this lesson and/or unit:

8. I am in the process of working/completing the following in my Professional Growth Plan:

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SUMMATIVE EVALUATIONS

I.   **POSITION TITLE:**   Teacher
        Department: Catholic Schools
        Grade: N/A
        Supervisor: Principal or Designee

II.   **PURPOSE AND SCOPE:**

Under the supervision of the principal, the teacher is a person of faith who strives to achieve the goals of Catholic education; assumes responsibility for the leadership and management of the grades or classes assigned; develops and implements an instructional program according to the needs of the students and the established Diocesan Curriculum Standards; maintains detailed and accurate records as required by the school; establishes positive school-community relationships; continues professional development to remain current with religious and academic certifications; performs any other job-related tasks deemed necessary and/or assigned by the principal.

III.   **ESSENTIAL JOB FUNCTIONS:**

A.   Strives to achieve the goals of Catholic education:
- Embraces and models the Catholic philosophy of education
- Promotes and lives gospel values and Catholic moral teaching
- Upholds the doctrinal teachings of the Catholic Church
- Provides opportunities for faith development of students in the classroom to prepare them for life in today's Church and society
- Can articulate and give evidence of Catholic living by the example of their lives

B.   Assumes responsibility for the leadership and management of the classes assigned:
- Provides a positive learning environment
- Organizes the classroom to facilitate student learning
- Supervises and provides for the safety, welfare, and care of the students while they are in school
- Works toward the creation of a Catholic community within the classroom and the entire school community
- Teaches in accordance with diocesan and local policies as well as appropriate state laws
- Shows respect for individuals and fairness in dealing with students and parents
- Develops and implements a daily and weekly schedule covering all areas of curriculum

C.   Develops and implements an instructional program according to the needs of the students and the established Diocesan Curriculum Standards:
- Integrates Church's teachings in all aspects of the curriculum
- Determines levels of student achievement
- Uses appropriate teaching strategies to meet individual student needs
- Uses resources available to promote learning experiences for all students
- Uses a variety of instructional strategies and incorporates technology into instruction
- Refers students for evaluation and consultation when necessary in collaboration with administration and parents
- Includes all students in presentation and discussions

D.   Evaluates student progress effectively:
- Uses a variety of ongoing assessments
- Aligns assessments with goals, objectives, information taught, and instructional guidelines and Curriculum Standards of the Diocese and school
- Provides prompt constructive feedback on student work and performance
- Maintains students' records consistently and accurately

E.   Maintains accurate records in all record keeping as required by the school:
- Maintains proper grading and/or reporting system for each student as required by the principal
- Meets deadlines with official classroom reports, attendance, and statistics as required by the principal
- Maintains daily lesson plans

F.   Establishes positive school-community relationships:
- Maintains cooperative relations with all in the school community
- Promotes respectful and positive school relationships
- Maintains awareness of his/her role as a Catholic schoolteacher and its impact on the community
- Provides for regular conferences and meetings with parents
- Cooperates with and helps promote various curricular and co-curricular programs within the school
- Attends and actively participates in school faculty meetings and in-services

G.   Continues professional development to remain current with religious and academic certifications:
- Keeps informed of current instructional practices through professional reading and educational opportunities
- Participates in professional activities and joins appropriate professional organizations
- Attends diocesan sponsored in-services
- Attends and actively participates in school faculty meetings and in-services
- Actively participates in the process of continuous school improvement
- Maintains personal professional development records

H.   Performs any other job-related tasks deemed necessary and/or assigned by the principal.

KNOWLEDGE, SKILLS, AND ABILITIES REQUIRED

- Must demonstrate personal self-discipline, be adaptable and flexible in routine and unexpected situations
- Must use good judgment in daily encounters
- Must use verbal and written language correctly
- Must demonstrate an appropriate sense of humor
- Must demonstrate knowledge and understanding of good teaching techniques and child psychology
- Must maintain appropriate grooming and dress at all times as stated in the faculty handbook

MINIMUM QUALIFICATION
- Preference given to Catholic teacher

- Must meet Ministry Formation Certification and/or re-certification as required by Diocesan policy
- Must be willing to make a public Profession of Faith if Catholic and if non – Catholic willing to support Catholic teachings and philosophy
- Must hold a Bachelor's Degree
- Must be certified by the Arizona State Department of Education as a teacher and meets applicable NCA requirements.
- Received Safe Environment Training and signed the Code of Conduct
- FBI Fingerprint clearance completed

Approved by Principal:

	Date

I have read, understand and agree to abide by all of the provisions set forth in this Teacher Job Description.

Teacher Signature	**Date**

CATHOLIC IDENTITY RUBRIC
Level of Performance

Elements	Particular Strength	Proficient	Needs Improvement	Does not meet Standard
Philosophy of Catholic Education	Teacher displays extensive knowledge actively pursues additional knowledge, connects to other disciplines and guides personal behavior.	Teacher display solid content knowledge makes connections to other disciplines as well as guides personal behavior**.**	Teacher displays basic knowledge but does not connect it to other disciplines.	Teacher does not integrate or accept philosophy of Catholic education. Teacher minimally connects philosophy to behavior
Sacrament, Prayer and Liturgy (Conscious awareness of God's presence through sacramental ritual and symbol)	Teacher leads knowledge of sacraments, prayer forms and liturgical expressions and involves students in creation and formation. Classroom environment reflects a conscious awareness of God's presence.	Teacher demonstrates knowledge of sacraments, prayer forms and liturgical expressions and involves students in creation and formation**.**	Teacher demonstrates knowledge of sacraments prayer and liturgy and demonstrates this in his/her personal life and the lives of his/her students	Teacher acknowledges sacraments, prayer and liturgy as an expression of Catholic Identity when directed but with minimal planning
Curriculum Articulation	Teacher infuses curriculum with knowledge of faith. Assessment across the curriculum includes application to faith. Expectations are set for students beyond transmission of facts to the practice of faith.	Teacher infuses all curriculums with faith. Assessment across the curriculum includes application to tenets of faith.	Teacher demonstrates knowledge of faith, curriculum expectations & catechetical methods during religion instruction.	Teacher articulates minimal knowledge of faith, curriculum expectations or catechetical methods
Scripture	Teacher consistently integrates Scripture across disciplines. Teacher actively pursues opportunities to study Scripture in personal life.	Teacher consistently integrates Scripture across disciplines.	Teacher inconsistently integrates Scripture across disciplines.	Teacher uses minimal application of Scripture in personal life or the classroom
Theology/Integration Of religious spirituality, morals, and ethical dimensions	Teacher plans, practices and models behavior, which reflects extensive content knowledge of the teachings of the church. Evidence exists of continuous pursuit of such knowledge.	Teacher plans, practices and models behavior, which reflects an understanding and knowledge of Catholic teaching. Evidence exists of continuing growth in this area.	Teacher indicates basic knowledge. Teacher indicates an interest in improving knowledge.	Teacher displays minimal or no understanding of basic Catholic teaching.
Catechetical Methods and Formation	Pedagogical practices reflect current research on best catechetical practice. Teacher displays continuing search for best practices.	Pedagogical practices reflect current research on best catechetical practice.	Teacher displays basic pedagogical knowledge in catechetical formation and methods.	Teacher display little understanding of catechetical pedagogical methods and formation. No evidence of improvement.
Social Teachings of the Church	Teacher displays extensive content knowledge in Catholic social teaching and integrates this into instruction. Current evidence of ongoing education and action exists.	Teacher has read/research major documents of social teaching & consistently applied to classroom instruction. Current evidence of ongoing education exists.	Teacher can express basic knowledge on the social teachings of the church. Current evidence of continuing education exists.	Teacher exhibits minimal knowledge of the social teachings of the church. No evidence of pursuing continuing education on this topic.
Organizing physical and sacred space	Evidence of religious artifacts visually. Classroom arrangement allows for planned and spontaneous student religious activity	Evidence of religious artifacts visually. Classroom arrangement allows for planned student's religious activity	Evidence of religious artifacts used only visually	Little evidence of religious artifacts in the classroom.
Prayer	Consistent use of prayer and prayer ritual. Prayer is integrated into instruction	Consistent use of prayer in the classroom. Evidence exists of the use	Sporadic use of prayer in the classroom; over reliance of one prayer	Prayer in classroom is observed when directed by supervisors, over

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Catholic Identity Evaluation Summary

Teacher's name: _____ School year: _____

School: _____ Subject Area/ Grade level: _____

Evaluator: _____ Position: _____

Catechist Certification Date:_____   **Next Renewal Date**_____

Ratings on Individual Rubrics:
Please mark the overall rating for each section based on the teachers performance rankings in each category.

A. Philosophy of Catholic Education:

Particular Strength (　)   Proficient (　)   Needs Improvement (　)   Does Not Meet Standards (　)

B. Prayer and Liturgy (Conscious awareness of God's presence through sacramental ritual and symbol):

Particular Strength (　)   Proficient (　)   Needs Improvement (　)   Does Not Meet Standards (　)

C. Curriculum Articulation:

Particular Strength (　)   Proficient (　)   Needs Improvement (　)   Does Not Meet Standards (　)

D. Scripture:

Particular Strength (　)   Proficient (　)   Needs Improvement (　)   Does Not Meet Standards (　)

E. Theology:

Particular Strength (　)   Proficient (　)   Needs Improvement (　)   Does Not Meet Standards (　)

F. Catechetical Methods and Formation:

Particular Strength (　)   Proficient (　)   Needs Improvement (　)   Does Not Meet Standards (　)

G. Social Teachings of the Church:

Particular Strength (　)   Proficient (　)   Needs Improvement (　)   Does Not Meet Standards (　)

H. Organizing physical and sacred space:

Particular Strength (　)   Proficient (　)   Needs Improvement (　)   Does Not Meet Standards (　)

I. Prayer

Particular Strength (　)   Proficient (　)   Needs Improvement (　)   Does Not Meet Standards (　)

<u>Overall Rating: (Circle One)</u>

Particular Strength **Proficient** **Needs Improvement** **Does Not Meet Standards**

Overall Comments by Principal:

Overall Comments by Teacher:

Principal's signature: _____ **Date:** _____

Teacher's signature: _____ **Date:** _____
(The teacher's signature indicates that he or she has been seen and discussed the evaluation; it does not necessarily denote agreement with the report).

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Roman Catholic Diocese of Phoenix
Catholic Schools Office
Teacher End-of-Year Reflection Form

Teacher _____   School _____   School Year _____

The ultimate purpose of the teacher professional growth process is to enrich and improve performance. The following form serves as a basis for conversation with the teacher's principal/supervisor and gives an opportunity for personal reflection.

1. The highlights of my job performance during the past school year are the following: (Include special studies, projects, innovations, etc.)

2. I have grown in this current position in the following ways:

3. My greatest challenge has been:

   I have addressed that challenge in the following ways:

4. I am assisting in the achievement of our school-wide goals in the flowing ways:

5. The techniques that I have found to be beneficial to communicate with parents are the following:

6. My plans for future growth are the following:

7. I am active in my parish, attend Mass on Sundays and regularly receive the sacrament of reconciliation:

8. I would like to share the following?

Teacher Signature _____   Date _____

This self-evaluation will be discussed with the principal/ supervisor as part of the professional growth process.

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Roman Catholic Diocese Of Phoenix
Catholic Schools Office
Yearly Professional Growth Record Summary

Teacher Name _____ School Year: _____ School: _____

- ✓ **This form should be completed by April 1st of every year for work done during the contract year**
- ✓ **Prior approval for all workshops/conferences/courses must be obtained and documented from the <u>principal.</u> Certificates of completion/grade reports should be in file for salary advancement**
- ✓ **Certificates and/or proof of attendance are to be attached**

1. RELIGIOUS INSERVICE/RETREATS

Date	TOPIC	Sponsored by	Clock Hours	CATECHIST CERTIFICATION	CATECHIST RECERTIFICATION	STATE RECERTIFICATION

2. DIOCESAN INSERVICE

Date	TOPIC	Sponsored by	Clock Hours	CATECHIST CERTIFICATION	CATECHIST RECERTIFICATION	STATE RECERTIFICATION

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3. INSERVICE/WORKSHOPS

Date	TOPIC	Sponsored by	Clock Hours	CATECHIST CERTIFICATION	CATECHIST RECERTIFICATION	STATE RECERTIFICATION	APPLIES TO SALARY INCREASE

4. CLASSES

Date	Courses taken from accredited institution	INSTITUTION	SEMESTER HOURS	CATECHIST CERTIFICATION	CATECHIST RECERTIFICATION	STATE RECERTIFICATION	APPLIES TO SALARY INCREASE

TOTAL SEMESTER HOURS_____   TOTAL CLOCK HOURS_____   SALARY INCREASE_____

Employee Signature_____   Principal Signature_____   Date_____

Catholic Schools Office Signature_____   Date_____

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Teacher		School Year

School		City

The ultimate purpose of the teacher professional growth process is to enrich and improve performance. It should emphasize strengths and foster growth through both affirmation and recommendations.

The following form is designed to coordinate with the teacher's job description. Principals are asked to mark: Particular Strength, Meets Expectations, or Area for Growth and provide a brief narrative when appropriate. This form should be used to recognize the teacher's accomplishments and facilitate growth.

General Job Description Areas	Particular Strength	Meets Expectations	Area for Growth	Principal's Comments
A. Strives to achieve the goals of Catholic education:				
• Embraces and models the Catholic philosophy of education				
• Promotes and lives gospel values and Catholic moral teaching				
• Upholds the doctrinal teachings of the Catholic Church				
• Provides opportunities for faith development of students in the classroom to prepare them for life in today's Church and society				
• Can articulate and give evidence of Catholic living by the example of their lives				
B. Assumes responsibility for the leadership and management of the classes assigned:				
• Provides a positive learning environment				
• Organizes the classroom to facilitate student learning				
• Supervises and provides for the safety, welfare, and care of the students while they are in school				
• Works toward the creation of a Catholic community within the classroom and the entire school community				

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General Job Description Areas	Particular Strength	Meets Expectations	Area for Growth	Principal's Comments
• Teaches in accordance with diocesan and local policies as well as appropriate state laws				
• Shows respect and fairness for individuals in dealing with parents				
• Develops and implements a daily and weekly schedule encompassing all areas of curriculum				
C. Develops and implements an instructional program according to the needs of the students and the established Diocesan Curriculum Standards:				
• Integrates Church's teachings in all aspects of the curriculum				
• Determines levels of student achievement				
• Uses appropriate teaching strategies to meet individual student needs				
• Uses resources available to promote learning experiences for all students				
• Uses a variety of instructional strategies and incorporates technology into instruction				
• Refers students for evaluation and consultation when necessary in collaboration with administration and parents				
• Includes all students in presentations and discussions				
D. Evaluates student progress effectively:				
• Uses a variety of ongoing assessments				
• Aligns assessments with goals, objectives, information taught, and instructional guidelines				
• Provide prompt constructive feedback on student work and performance				
• Maintains students' records				
• consistently, accurately, and neatly				
E. Maintains accurate records in all record keeping as required by the school:				
• Maintains proper grading and/or a reporting system for each student as required by the principal				

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General Job Description Areas	Particular Strength	Meets Expectations	Area for Growth	Principal's Comments
• Meets deadlines with official classroom reports, attendance, and statistics as required by the principal				
• Maintains daily lesson plans				
F. Establishes positive school-community relationships:				
• Maintains cooperative relations with all in the school community				
• Promotes respectful and positive school relationships				
• Maintains awareness of his/her role as a Catholic schoolteacher and its impact on the community				
• Provides for regular conferences and meetings with parents				
• Cooperates with and helps promote various curricular and co-curricular programs within the school				
• Attends and actively participates in school faculty meetings and in-services				
G. Continues professional development to remain current with religious and academic certifications:				
• Keeps informed of current instructional trends and practices through professional reading and educational opportunities				
• Participates in professional activities and joins appropriate professional organizations				
• Attends Diocesan sponsored in-service				
• Attends and actively participates in school faculty meetings and in-services				
• Actively participates in the process of continuous school improvement				
• Maintains personal professional development records				
H. Additional Job Functions:				
• Performs any other job-related tasks deemed necessary and/or assigned by the principal				

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NARRATIVE

A.   Overall commendations

B.   Areas for Growth

Principal Signature _____   Date_____

I have read and have had an opportunity to discuss this report with the principal.

Teacher Signature _____   Date_____

   Note: The teacher has the right to respond to this report in writing

TEACHER SUMMARY EVALUATION AND GROWTH PLAN FOR SALARY PLACEMENT

NAME: _____   SCHOOL YEAR_____

SCHOOL:_____   DATE: _____

PRINCIPAL/SUPERVISOR: _____

+ = Completed and in file	✓ =In progress and in file	**O**= Not completed	**NA**= Not applicable

FORMS	SYMBOL	COMMENTS
Teacher Goals - Form 30		
Lesson Plans		
Classroom Observation - formal		
Walkthroughs		
Teacher Lesson Reflections		
End of the Year Reflection		
Catholic Identity Rubric		
Catechist Certification Renewal due date:		
Yearly Professional Growth Record Summary		
Principal authorization for salary increase		
Official transcripts for salary increase		
Certificates for salary increase		
Review of Form JJ		

☐ **Intent to offer contract**   ☐ **Salary Increase**   ☐ **Documents for Lane Change Move to Lane _____**

Principal/Supervisor: _____   Date: _____

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