Faculty Professional Growth Through Observation, Formation and Evaluation
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PERFORMANCE APPRAISAL

Basic Beliefs
- Faculty Evaluation and Observation is predicated upon several basic beliefs.
- The primary focus of evaluation and observation process must be upon what is and what contributes to effective education in the spirit and principles of the Roman Catholic Faith.
- The evaluation and observation process must promote improvement in education, professional growth, positive behaviors, Catholic principles, and attainment of Catholic School Teaching Standards.
- The evaluation and observation process will provide assistance to teachers who are failing to meet the Catholic Schools’ Teaching Standards.
- The evaluation and observation process must be applied uniformly and fairly.
- The evaluation and observation process must be continuous, capable of yielding useful information and valid conclusions.

Accountability
- The purpose of an evaluation and observation process is to assess teaching effectiveness, promote professional growth, provide a basis for personnel decisions, and comply with the policies of the school and the archdiocese, as well as the laws of the State of Washington.
- The evaluation and observation process will assure a high quality of education for students, foster continual improvement of instruction, spirituality & education, promote employee growth and development, enhance employee - administration communication, and provide a basis for identifying challenge areas for growth, that may require remediation.
- The faculty evaluation and observation process will ensure that all teachers meet specific standards of performance and that the school will comply with requirements established by the school, diocese, and State of Washington.
- The faculty evaluation and observation process will evaluate and observe employees during the professional day and/or school sponsored activities.

Policies
3.61 (A) All teachers employed in the Catholic schools shall be evaluated by the school administrator or designee formatively in first year, summatively in their second and third years, and no less than every three years thereafter or as determined by the school administrator.

3.61 (B) Newly-assigned teachers shall be evaluated formally twice within the first year of their assignment: once within the first 60 school days of their assignment and again before May 15 and thereafter according to the schedule set forth in 3.61 (A)

3.61 (C) If a teacher’s covenant is not to be renewed for failing to meet good teaching or leadership standards, the school administrator must conduct an evaluation and give the teacher feedback to support improvement of his or her performance. The improvement plan must begin no later than March 15th and if improvement is not shown to be satisfactory, the teacher will be notified before May 15th that a covenant will not be offered for the following school year.
3.61 (D) Included in the criteria of evaluation is an expectation that teachers will exercise professional conduct consistent with Catholic teachings and moral values, expressing Catholic teachings and moral values to students, parents, and all school personnel, in a positive and responsible manner.

3.61 (E) Teachers should be given a written copy of their evaluations and a copy should be placed in their official file at the school.

3.61 (F) Samples of evaluation instruments are available from the Office for Catholic Schools.
Definitions
- For the following section, these definitions will apply:

Walkthroughs
- Data is gathered by a series of administrative walkthroughs for all teachers. Walkthroughs are informal and unannounced. The walkthroughs assess performance based on criteria that was pre-determined through the Teachscape program. The walkthrough data can be identified through the use of paper/pen or the Teachscape program.

Teachscape
- Teachscape Walk is designed to be a handheld or laptop tool for data collection. The data allows for analysis and a reporting system for brief, targeted classroom observations. Classroom walkthroughs promote focused dialogue about teaching and learning promoting a culture of continuous improvement and translates data into practical action steps. Specifically, the program allows educators to
  - Gather key data about teaching practice
  - Create reports and analyze data to measure progress against gains
  - Identify trends and patterns in teaching
  - Increase student achievement as a result of reflective dialogue and targeted professional development, as well as through school wide collaboration on improved teaching and learning.
- Training on the use of Teachscape is cohort based and on-going through the Archdiocese of Seattle, and an on-going support group is in place to facilitate dialogue among the Teachscape users.

Essential Instructional Evaluation
- Based on the Teachscape criteria and collected data, the Essential Instruction Evaluation (EIE) offers the administrator a form as a synopsis of the Teachscape criteria and the standards for Catholic teachers. Keyed directly to the criteria in the walkthrough, the evaluation form allows for a selection of “Exceeds Standard”, “Meets Standard”, “Approaching Standard”, “Unable to Assess” in each of the essential areas. Page 4 of the EIE asks the administrator to identify strengths and opportunities for growth for the teacher. The final page seeks a teacher response and signature for both the teacher and the principal. The EIE is in draft form for the 2015-2016 school year. It may be used as the Summative Evaluation for the year.

Teacher Resource Tool-Kit for the EIE and Goal Sheet
- The EIE Teacher Resource Tool-Kit assists the teacher in providing initial resources to consult in the areas marked “Approaching Standard” or “Unable to Assess”. The resources, mostly web-based, are meant as beginning point of reference and assistance in creating a goal. Teachers are encouraged to identify goals in each of the areas: Teacher as Religious Educator; Teacher as Communicator and Professional Educator; Teacher as Responder to the Needs of all Learners. The Resource Tool-Kit contains many articles, documents and videos that would also help the principal with whole-group professional development.
Formal Observation / Formal Report

- A Formal Report is an observation of the teacher where a clinical observation process is used. This will include a pre-observation conference, the observation, and a post-observation conference. All Formal Reports will be submitted by the Principal and included in the teacher’s personnel file.

Plan of Improvement

- In the interest of maintaining good morale and effective school personnel management, all teachers will be accorded a Plan of Improvement when deemed necessary by the chief school administrator.
- If an observation process indicates a teacher is recognized as having specific challenges and has not meet school expectations and/or standards, he/she will be provided assistance to correct the difficulties and/or meet the expectations and time to incorporate the recommended changes.
- With any personnel action, related to the observation and evaluation of a teacher, a Plan of Improvement will be used.
- The Assistant Superintendent responsible for school personnel shall be notified prior to the submission of a Plan of Improvement.
- The Assistant Superintendent responsible for school personnel may assign an additional evaluator to observe and conference with the affected teacher.
- All steps used in the Plan of Improvement shall be documented in the teacher’s personnel file.
- If a teacher does not meet growth goals within the time frame allotted on the Plan of Improvement, the teacher may be subject to suspension of employment, with or without pay, non-renewal of contract, or immediate termination.
- Nothing contained herein shall preclude the chief school administrator (or delegate) /or Superintendent from initiating termination proceedings against any employee who has committed an act that would constitute grounds for revocation or suspension of a teaching license, violate the employment contract, or go against the teachings and principles of the Catholic Faith.
Characteristics of Professionalism in Catholic Schools

- The following characteristics are paraphrased from the document prepared by the Committee on Personnel of the Supervision, Personnel and Curriculum Section, Department of Presidents, National Catholic Educational Association (NCEA).

The Catholic School Teacher ...

- Understands and accepts the fact that the schools are operated in accordance with the philosophy of Catholic education.
- Accepts and supports the ongoing building and living of a faith community, not simply as a concept to be taught but as a reality to be lived in worship, service, and interpersonal relationships.
- Has an overall knowledge of the school goals and can relate specific expertise to them.
- Reflects in his/her personal / professional life a commitment to Gospel values and the Christian tradition.
- Acknowledges that faith commitment is a free gift of God that is both relational and intellectual.
- Accepts the responsibility for providing an atmosphere for fostering the development of a faith commitment by the students.
- Accepts accountability in the fulfillment of his/her professional responsibilities. The teacher accepts professional evaluation of his/her performance.
- Demonstrates excellent classroom management and record-keeping techniques.
- Provides for continuous professional growth by engaging in advanced studies, attending workshops and in-service programs, reading current professional journals and adapting to improved teaching ideas, methods and materials.
- Recognizes and appreciates the contributions of the other members of the professional staff, and shares with them his/her ideas, abilities and materials.
- Understands the limits of his/her professional competencies and makes appropriate referrals for the benefit of the student.
- Recognizes and respects the primary role of the parents in the education of their children.
- Relates to the students in an adult Christian manner and contributes to the student's sense of self-worth as a Christian person.
- Shows an understanding of the principles of human growth and development.
- Is creative and resourceful in choosing instructional materials and in using appropriate school and community resources to facilitate optimum learning for all students.
- Fosters the apostolic consciousness of students by encouraging them to join in experiential learning activities that give witness to social justice and love.
- Motivates and guides the students in acquiring skills, virtues and habits of heart and mind required to address with Christian insight the multiple problems of injustice that face individuals and our pluralistic society.
- Demonstrates the use of skilful questions, leading pupils to analyze, synthesize, and think critically.
- Provides learning experiences that enable students to transfer principles and generalizations developed in school to situations outside of the school.
- Provides for ongoing evaluation of students and learning program in order to modify the learning process in accord with student needs, interests and learning patterns.
Code of Ethics for Catholic School Educators

- The professional conduct of every Catholic school educator affects attitudes about the teaching profession and Catholic education. Aware of the importance of maintaining the confidence of students, parents, colleagues, and the Church community, Catholic school educators strive to sustain the highest degree of ethical conduct.

Commitment to the Student

- Catholic education is an expression of the mission entrusted by Jesus to the Church He founded. Through education the Church seeks to prepare its members to proclaim the Good News and to translate this proclamation into action. Since the Christian vocation is a call to transform oneself and society with God’s help, the educational efforts of the Church much encompass the twin purposes of personal sanctification and social reform in light of Christian values (To Teach as Jesus Did).
- As Catholic educators, we believe that students, like ourselves, are pilgrim people, making their journey through this life with a constant focus on the next. As Catholic educators, we have a special responsibility to encourage, protect, and support each student to achieve his/her maximum potential. We work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

Commitment to the Ministry of Teaching

- Education is one of the most important ways by which the Church fulfills its commitment to the dignity of the person and the building of community. Community is central to educational ministry both as a necessary condition and an ardently desired goal. The educational efforts of the Church must therefore be directed to forming persons-in-the-community; for the education of the individual Christian is important not only to his/her solitary destiny but also to the destinies of the many communities in which the teacher lives (To Teach as Jesus Did).
- As Catholic school educators, we believe that professional excellence in Catholic schools directly influences our Church, country, and world. We strive to create a Christian environment that promotes sound moral and professional judgment. Through our spirit of joy and enthusiasm, we encourage others to join us in our apostolate of teaching in a Catholic school.

Commitment to the Community

- The success of the Church’s education mission will also be judged by how well it helps the Catholic community value the dignity of human life and the vision of Jesus, and involve itself in the search for solutions to the pressing problems of society. Christians are obliged to seek justice and peace in the world. Catholic individually and collectively are called to join wherever possible with all persons of good will in the effort to solve problems in ways that constantly reflect Gospel values (To Teach as Jesus Did).
- As Catholic school educators, we believe that the Church’s role is especially evident in Catholic schools. We believe it is the special function of the Catholic school to develop in the school community an atmosphere animated by a spirit of liberty and charity based on the Gospel. We believe that this enables young people, while developing their own personality, to grow at the same time in the new life that has been given them in baptism. We understand that the faith community so orients the whole of human culture to the message of salvation that the knowledge, which pupils acquire of the world, of life and of mankind, is illuminated by our faith. We believe the school community is both an agent of appropriate change and a preserver of basic tradition. We consider the school community an integral part of the wider Catholic community, and a vital force for preparing future civic and Church leaders.

**Commitment to the Parents**

- While it was relatively easy in more stable times for parents to educate their children and transmit their values to them, the immense complexity of today’s society makes this a truly awesome task. Without forgetting, then, that parents are the first to communicate the faith to their children and to educate them, the Christian community must make a generous effort today to help them fulfill their duty. Parents have a right to expect at least that the content of the school programs will be expressed in doctrinally adequate formulae as an assurance that all programs are indeed capable of transmitting the authentic Christian message. These efforts presuppose parental understanding and approval and require parents’ cooperation with classroom teachers. A parent component must be part of the education program (To Teach as Jesus Did).

- As Catholic school educators, we believe children are influenced by home, community, and societies in which attitude toward Christian values are often challenged. Parents, the source from whom children and youth derive their values, entrust their children to the Catholic school to instruct, complement and intensify the education and formation begun in the home. We are called to assist these parents in fulfilling their obligation for the Christian formation and education of their child.
Standards That Reflect Effective Teaching in Catholic Schools

1. Authentically integrates Catholic practices and teaching into lessons
   - Understands and accepts the fact that the schools are operated in accordance with the philosophy of Catholic education.
   - Accepts and supports the ongoing building and living of a faith community, not simply as a concept to be taught but as a reality to be lived in worship, service, and interpersonal relationships.
   - Creates Unit Designs that incorporate Catholic Teachings across the content areas
   - Plans for and participates in prayer and sacraments with students
   - Prepares students for classroom and school liturgies through reflection on readings of the day
   - Facilitates creation of classroom rules that reflect “covenant” language
   - Participates fully in life of school community
   - Willingly responds to various opportunities for leadership and/or service to the school and greater community

2. Clearly identifies the Learning Target
   - States instructional objective unpacked as a target(s)
   - Develops unit designs which reflect the school curricula, school mission, or program goals

3. Empowers students to identify the Learning Target
   - Develops strategies to help students repeat, rephrase or draw the target

4. Reflects the grade-level standards in the Learning Target
   - Selects activities at correct grade level

5. Designs activities aligned to the Learning Target
   - Identifies the subset of skills that are essential for accomplishing the targets of the lessons
   - Relates specific topics or activities to content area.

6. Assesses student knowledge aligned with the Learning Target
   - Uses of variety of assessments, formative and summative
   - Prepares assessments that reflect course targets and objectives; returns student work in a timely and appropriate manner promoting differentiation and pacing considerations

7. Uses appropriate and varied instructional practices
   - Develops and strategically implements a variety of instructional practices, e.g., circulating presenting, modeling, text and evidence based Q and A
   - Incorporates content from previous lessons when appropriate
   - Moves smoothly from one activity to another
   - Establishes closure at the end of the lesson

8. Groups students intentionally
   - Arranges students to increase motivation and engagement with content and/or skill

9. Uses research-based instructional strategies (Marzano)
   - Develops and strategically implementing a variety of instructional strategies, e.g. identifying similarities and differences, summarizing and note taking, planning for cooperative learning
10. Uses Essential Strategies (Perini’s Core Six)
   - Develops and strategically implements a variety of the Core Six Essential Strategies: Reading for Meaning, Compare and Contrast, Inductive Learning, Circle of Knowledge, Write to Learn Vocabulary’s CODE

11. Supports student growth through skill development opportunities
   - Provides guided practice to reinforce concepts.
   - Provides independent practice activities
   - Track, analyzes and responds to student progress.

12. Intentionally uses learning materials
   - Identifies and finds resources for use in the classroom
   - Uses resources effectively, creatively and intentionally

13. Moves students to deeper levels of understanding through the use of Bloom’s Taxonomy
   - Skillfully implements questioning strategies
   - Encourages creativity and deeper understanding through carefully crafted projects

14. Actively seeks student engagement
   - Speaks clearly and giving concise directions
   - Uses a variety of verbal and nonverbal techniques
   - Demonstrates good listening skills

15. Engages and motivates students to learn
   - Communicates high but realistic expectations
   - Offers positive responses to students
   - Gives feedback to students in a timely fashion

16. Designs and maintains a positive and enriching classroom environment
   - Establishes and clearly communicating guidelines and consequences for student classroom behavior
   - Maintains confidentiality regarding all students
   - Provides a climate that opens up communication between teacher and parents
   - Begins class on time, understands and implements appropriate pacing, offers time for closure at the end of the lesson, minimizes transition time

17. Responds to specific learning needs through differentiation
   - Accommodates a variety of learning styles
   - Shows sensitivity for and attends to the special health and emotional needs of students
   - Works collaboratively with all staff for the benefit of all students
   - Assists students in develops efficient learning skills and work habits
   - Communicates and collaborates with parents to best meet the needs of all students
   - Engages in on-going assessment and analysis to best meet the needs of all students
   - Shows and willingness to differentiate with time expectations
   - Offers a willingness to vary expectations for length of assignments or content
   - Offers a willingness to provide a wide variety of products that illustrate learning
   - Actively seeks strategies to meet the needs of all learners
Effective Schools

- While no universal blueprint for effective schools exists, there are specific traits found in the most outstanding schools. Catholic schools are committed to strengthening all aspects of the educational program that encompass effective schools. The faculty will support the school's efforts in attaining or surpassing traits found in effective schools.

Effective Catholic schools have:

- A professional staff that is committed to the belief that all students can learn.
- Teachers who hold high expectations for students.
- Teachers who believe that their efforts make a difference in the lives of their students.
- A Principal who functions as the instructional and spiritual leader who is able to set high goals and inspire the professional staff to move toward these goals.
- A safe and orderly school environment.
- A professional staff that is encouraged and facilitated to continue their professional development.
- Firm, consistent, and fair enforcement of appropriate student behavior. Disruptive and dangerous behavior is not tolerated.
- Rules and expectations that are clearly communicated.
- A climate of cooperation that exists among the staff. The teaching faculty works as a team and collaboration is part of the school culture.
- Students who exhibit a high level of school spirit. They identify with and feel good about attending their school.
- Academic learning that is safeguarded. Frivolous interruptions of class learning activities are minimized.
- Parents who feel welcome in the school.
- A community that supportive of the school.
- A systematic monitoring process of the academic progress for all students.
- A staff whose input into instructional decisions is invited.
- A learning environment where the student level of “on task” behavior is very high.
- A continuity of instruction from one grade level to the next.