



Diocese of Memphis Catholic Schools

Performance Evaluation Model

**Department of Education
Catholic Schools Office
Fall 2013**

Bishop of Memphis

Mrs. Janet Donato, Superintendent of Schools

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My Dear Educators,

As we strive to provide our students with an education that is simultaneously academically rigorous and vibrantly Catholic, we celebrate successes and look for ways to improve. I hope that you will find the processes outlined in this document helpful toward this continual improvement effort, particularly as it relates to the crucially important teacher-student relationship focused on student learning. As you may know, more than 50% of the indicators in the AdvancED SACS/CASI standards of accreditation focus on the teaching and learning process. We are pleased about this strong focus on teaching and learning, as this aligns very well with our own established priorities.

You will find that the performance evaluation processes outlined in this document establish high standards for excellence. I am sure you will agree that our students deserve no less. As Pope John Paul II said, "It is fitting that teachers should be constantly challenged by high professional standards in preparing and teaching their courses." It is with fidelity to this worthy goal that we present our Diocese of Memphis Catholic Schools Performance Evaluation Model. This document serves to ensure that at every Catholic school there are dedicated, well-supported, and effective teachers and administrators who challenge and affirm students in an environment of faith and academic rigor, for the greater honor and glory of God.

Education is an integral ministry in our Church, and through you, this ministry is lived out every day, in every classroom, for every student. Within the communities formed in our Catholic schools, the Gospel message is lived out, and students are lifted academically, spiritually, socially and emotionally. They grow spiritually and develop the academic skills needed to become productive, faith-filled citizens in our community. We are in unison in our commitment to provide a learning environment that challenges, affirms, and holds accountable all involved in the education process, and assists all in being the best they can be for the benefit of our students.

In Christ the Teacher,

A handwritten signature in cursive script that reads "Janet M. Donato".

Mrs. Janet Donato
Superintendent of Schools

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EVALUATION PROCESS FOR TEACHERS

PHILOSOPHY AND PURPOSE OF EVALUATION PROGRAM

The professional staff evaluation program for the Catholic Schools in the Diocese of Memphis is rooted in the philosophy that rigorous evaluation processes are foundational to a commitment to continuous improvement. The primary purpose of performance evaluations in the schools is to improve student learning by facilitating professional growth of teachers and principals. This will involve celebrating areas of excellence and focusing attention on areas in need of improvement. Ultimately, performance evaluations are undertaken to improve the quality of pupil learning in light of the Diocesan/School Mission Statements as well as to facilitate the professional growth of individual teachers and principals.

RESPONSIBILITY FOR TEACHER EVALUATIONS

The principal or designee of each school is responsible for the evaluation of professional staff members. The process followed should be based on both diocesan and local evaluation guidelines and policies.

PROCEDURES

For classroom observations

- The Instructional Excellence Performance Rubric serves as the common classroom observation rubric across all Catholic schools.
- Using this Instructional Excellence Performance Rubric, the school principal or designee will observe all teachers frequently over the course of the school year. Feedback from these observations will be provided to teachers regularly. It is suggested that unannounced observations occur multiple times each month for all teachers.
- Frequent classroom observations will serve two purposes: 1) provide helpful feedback and support to teachers; and 2) serve as data points to be used when completing the Formative and Summative Evaluations (see below).

For completing Summative and Formative Evaluations

- The Summative Evaluation will reflect a teacher's performance over the entire school year. In many areas, summative performance evaluation ratings can be determined by averaging all of the observation ratings on the Instructional Excellence Performance Rubric over the course of the year.
- Similarly, a Formative Evaluation can be given intermittently that reflects the teacher's current average performance across all rubric categories at any given time.

For other supporting documents

- The Yearly Goal Form and the Goal Attainment Evaluation can be used by the teacher to set goals based on the Summative Evaluation and to assess the attainment of those goals. If desired, individual schools may develop their own forms for establishing teachers' yearly goals.
- The Teacher's Self-Appraisal can be used as a helpful self-reflection exercise that celebrates successes and reflects on challenges.
- The Counseling Form should be completed when significant improvements are required of professional staff. At the school level, this form will be completed by the principal and signed by the principal and teacher (or other employee).

SUGGESTED SCHEDULE, DISTRIBUTION AND FILING

The following is a suggested timeline to assist principals in meeting the Diocesan deadline.

August

- ☒ The evaluation process should be reviewed with all teachers and each teacher should have a copy of the process.
- ☒ New teachers, in consultation with the principal, write goals for the upcoming year using the appropriate form. Returning teachers set goals in May based on the required summative evaluation of that school year.

August through May

- ☒ Frequent classroom observations are conducted for all teachers using the Instructional Excellence Performance Rubric.

April 15 or earlier

- ☒ Teachers are to complete the Goal Attainment Evaluation form.

April 30 or earlier

- ☒ A conference is held between the principal and teacher at which time the Summative Evaluation Report is discussed and signed by both parties.
- ☒ All Summative Evaluations and follow-up conferences should be completed by this date.

May 15 or earlier

- ☒ Written reactions to the Summative Evaluation Ratings may be submitted by the teacher and attached to the Summative Report within ten days of the summative evaluation conference.
- ☒ The original Summative Evaluation is placed in the teacher's personnel record at the school. A copy must be given to the teacher and one sent to the Catholic Schools Office.
- ☒ The content of the evaluation report is confidential. The teacher must authorize the release of this evaluation to outside agencies.

May

- ☒ Goals are set for the upcoming year, in collaboration with the principal, based on the summative evaluation. A teacher, after discussion with the principal, may set goals based on the areas(s) that the teacher believes he/she needs to improve or to grow as a professional.

Catholic Diocese of Memphis Professional Teaching Standards

I. MINISTRY OF CATHOLIC EDUCATION STANDARDS

- A. Fulfills requirements as directed by Diocese of Memphis Religion Certification Program.
- B. Witnesses to the philosophy and mission of Catholic education established by the Diocese of Memphis and the local school.
 - Integrates Christian values throughout the curriculum.
 - Supports the school's effort to form a strong faith community.
 - Stresses reverence in daily prayer and in religious celebrations.
- C. Witnesses to Christian commitment through personal example.
 - Willingly attends and assists in the preparation of school liturgies and prayer services.
 - Works to accomplish the school mission.
 - Models the importance of Christian living through prayer and service to others.
 - Models for students the development of a relationship with God.
- D. Infuses Catholic philosophy in all areas of the curriculum.
 - Interacts with students in a manner consistent with Christian values.
 - Reveals an understanding of and consideration for the individual interests, needs, and differences of people.
 - Adheres to Diocesan guidelines for integration of religious principles in all areas of the curriculum.
- E. Contributes to the growth of the school's Catholic education community.

II. INSTRUCTIONAL PERFORMANCE STANDARDS

Part 1: Student Learning Outcomes

Ensures that students learn subject-specific content at the highest levels—as determined by improvements in what students know and can do.

Part 2: Observed Practices

- A. Teaches based on learning objectives that are standards-based, manageable, measurable, and prominently posted.
- B. Teaches content in a clear and error-free manner.
- C. Teaches in a manner that demonstrates high expectations for individual student mastery.
- D. Creates a highly focused and positive energy in the classroom aligned to the importance of the learning objective/lesson.
- E. Uses time efficiently to advance student learning of rigorous, grade-level content.
- F. Effectively uses various instructional techniques/tools as needed for different learning objectives.
- G. Effectively integrates technology into the curriculum when applicable.

- H. Responds to principal's/administrator's suggestions for improving instruction or overall performance.
- I. Demonstrates overall competence in teaching, faithfully implementing the Diocesan curriculum standards.

III. CLASSROOM ENVIRONMENT/MANAGEMENT STANDARDS

- A. Ensures that student conduct supports a productive learning environment.
- B. Ensures that students are on-task and give maximum effort.
- C. Effectively and consistently manages smooth-running classroom routines and procedures.
- D. Consistently creates an environment of mutual respect and rapport.
- E. Maintains a clean, organized, and welcoming classroom.
- F. Effectively uses physical space to help students learn.

IV. PROFESSIONAL RESPONSIBILITIES STANDARDS

- A. Demonstrates an awareness of current trends in education.
 - Through professional reading
 - Through participating in courses, workshops, and conferences
- B. Maintains certification according to Diocesan policy.
- C. Interacts with students in a manner consistent with Catholic values.
 - Fosters an open atmosphere in which others feel free to express themselves.
- D. Works cooperatively with administration and staff.
 - Projects a friendly, cooperative attitude toward administration and colleagues with a willingness to share ideas.
- E. Interacts with parents/guardians in a manner that is professional and reflective of Gospel values.
 - Maintains proper communication with parents/guardians.
 - Uses written and oral communication that is clearly and professionally stated; spelling and grammar are correct.
 - Obtains approval from the principal or designee for all written communication.
- F. Interacts with members of the school community in a way that is professional and reflective of Catholic values.
 - Contributes to overall positive climate of the school.
 - Listens and responds to the concerns of others.
 - Responds to constructive criticism.
- G. Maintains a neat and appropriate appearance.
 - Dresses in a manner that is professional and has an overall neat appearance.
 - Models what is expected of students.

“He makes a great sacrifice, and one that is completely free, since he devotes himself willingly to something highly important for his neighbor, namely the instruction of children . . .”

“The education of youth demands, on the part of those who are charged therewith, the most assiduous attention, the most constant efforts, and concern for the most minute details.”

-Brother Agathon (successor of John Baptist de La Salle), 1785

Name _____

School _____

Grade/Subject _____

School Year _____

_____ Years teaching in Catholic schools

_____ Years on present staff

_____ Total number of years teaching

_____ Number of days absent this year

_____ Number of days tardy this year

_____ Total number of students taught

_____ Professional development hours

_____ Religious development hours

_____ Endorsement/License Number/Type

_____ Expiration date

REQUIRED TEACHER SUMMATIVE EVALUATION REPORT

The administrator must make comments on **Fair/Unsatisfactory** ratings and is encouraged to make recommendations and/or commendations in all areas.

Code: E – Excellent F - Fair
 G – Good U - Unsatisfactory

I. MINISTRY OF CATHOLIC EDUCATION STANDARDS **E** **G** **F** **U**

A. Fulfills requirements for Religion Certification.				
B. Witnesses to the philosophy and mission of Catholic education established by the Diocese of Memphis and the local school.				
C. Witnesses to Christian commitment by personal example.				
D. Infuses Catholic philosophy in all areas of the curriculum.				
E. Contributes to the growth of the school’s Catholic education community.				

COMMENTS: _____

II. INSTRUCTIONAL PERFORMANCE STANDARDS

Part 1: Student Learning Outcomes

Ensures that students learn subject-specific content at the highest levels—as determined by improvements in what students know and can do.

For teachers in K-8 grade levels, student learning is determined as follows:

Excellent: Average student achievement grows by 3+ NCEs between Spring/Spring Iowa testing

Good: Average student achievement grows by 1-2 NCEs between Spring/Spring Iowa testing

Fair: Average student achievement holds steady between Spring/Spring Iowa testing (i.e. no NCE gains/losses)

Unsatisfactory: Average student achievement declines between Spring/Spring testing (i.e. NCE losses)

For teachers in grades 9-12, determinations of student learning will be made using the best available student data.

Part 1: Student Learning Outcomes

Note: The above student learning ratings (as determined by NCE change) apply only for the following subjects: Reading, Language/Written Expression, and Mathematics. While all taught subjects are important, only these subjects have clear standards that are directly aligned to the Iowa Assessment. Principals will use their best professional judgment when considering student learning outcomes in other subjects as well as for students whose average absolute achievement level is at or above the 80th Normal Curve Equivalent.

Subject/Content Areas	E	G	F	U
Reading				
Language/Written Expression				
Mathematics				

Part 2: Observed Practices

	E	G	F	U
A. Teaches based on learning objectives that are standards-based, manageable, measurable, and prominently posted.				
B. Teaches content in a clear and error-free manner.				
C. Teaches in a manner that demonstrates high expectations for individual student mastery.				
D. Creates a highly focused and positive energy in the classroom aligned to the importance of the learning objective/lesson.				
E. Uses time efficiently to advance student learning of rigorous, grade-level content.				
F. Effectively uses various instructional techniques/tools as needed for different learning objectives.				

G. Effectively integrates technology into the curriculum when applicable.				
H. Responds to principal's/administrator's suggestions for improving instruction or overall performance.				
I. Demonstrates overall competence in teaching, faithfully implementing the Diocesan curriculum standards.				

COMMENTS: _____

III. CLASSROOM ENVIRONMENT/MANAGEMENT STANDARDS **E G F U**

A. Ensures that student conduct supports a productive learning environment.				
B. Ensures that students are on-task and give maximum effort.				
C. Effectively and consistently manages smooth-running classroom routines and procedures.				
D. Consistently creates an environment of mutual respect and rapport.				
E. Maintains a clean, organized, and welcoming classroom.				
F. Effectively uses physical space to help students learn.				

COMMENTS: _____

IV. PROFESSIONAL RESPONSIBILITIES STANDARDS

E G F U

A. Demonstrates an awareness of current trends in education.				
B. Maintains certification according to Diocesan policy.				
C. Interacts with students in a manner consistent with Catholic values.				
D. Works cooperatively with administration and staff.				
E. Interacts with parents/guardians in a manner that is professional and reflective of Gospel values.				
F. Interacts with other members of the school community in a manner that is professional and reflective of Catholic values.				
G. Maintains a neat and appropriate appearance.				

COMMENTS: _____

I have received a copy of this evaluation report and understand that I may file with the Principal for placement in my folder any comments I wish to make regarding it. I also understand that a copy of my remarks must be given to the evaluator; an indication that this has been done must be noted on my statement. My signature does not imply my agreement or disagreement with this evaluation.

TEACHER COMMENTS:

PRINCIPAL COMMENTS:

Teacher's Signature

Date

Principal's Signature

Date

NAME _____ GRADE/SUBJECT _____

SCHOOL _____ TIME PERIOD FOR ASSESSMENT _____

TEACHER FORMATIVE EVALUATION FORM

The administrator must make comments on **Fair/Unsatisfactory** ratings and is encouraged to make recommendations and/or commendations in all areas.

Code: E – Excellent F - Fair
 G – Good U - Unsatisfactory

I. MINISTRY OF CATHOLIC EDUCATION STANDARDS E G F U

A. Fulfills requirements for Religion Certification.				
B. Witnesses to the philosophy and mission of Catholic education established by the Diocese of Memphis and the local school.				
C. Witnesses to Christian commitment by personal example.				
D. Infuses Catholic philosophy in all areas of the curriculum.				
E. Contributes to the growth of the school’s Catholic education community.				

COMMENTS: _____

II. INSTRUCTIONAL PERFORMANCE STANDARDS

Note: Unlike the Summative Evaluation, this Formative Evaluation form does not include a measure of student learning.

E G F U

A. Teaches based on learning objectives that are standards-based, manageable, measurable, and prominently posted.				
B. Teaches content in clear and error-free manner.				
C. Teaches in a manner that demonstrates high expectations for individual student mastery.				
D. Creates a highly focused and positive energy in the classroom aligned to the importance of the learning objective/lesson.				
E. Uses time efficiently to advance student learning of rigorous, grade-level content.				
F. Effectively uses various instructional techniques/tools as needed for different learning objectives.				
G. Effectively integrates technology into the curriculum when applicable.				
H. Responds to principal's/administrator's suggestions for improving instruction or overall performance.				
I. Demonstrates overall competence in teaching, faithfully implementing the Diocesan curriculum standards.				

COMMENTS: _____

III. CLASSROOM ENVIRONMENT/MANAGEMENT STANDARDS

E G F U

A. Ensures that student conduct supports a productive learning environment.				
B. Ensures that students are on-task and give maximum effort.				
C. Effectively and consistently manages smooth-running classroom routines and procedures.				
D. Consistently creates an environment of mutual respect and rapport.				
E. Maintains a clean, organized, and welcoming classroom.				
F. Effectively uses physical space to help students learn.				

COMMENTS: _____

IV. PROFESSIONAL RESPONSIBILITIES STANDARDS

E G F U

A. Demonstrates an awareness of current trends in education.				
B. Maintains certification according to Diocesan policy.				
C. Interacts with students in a manner consistent with Catholic values.				
D. Works cooperatively with administration and staff.				
E. Interacts with parents/guardians in a manner that is professional and reflective of Gospel values.				
F. Interacts with other members of the school community in a manner that is professional and reflective of Catholic values.				
G. Maintains a neat and appropriate appearance.				

COMMENTS: _____

Principal's Signature

Date

Teacher's Signature

Date

YEARLY GOAL FORM
(to be completed by teacher)

Name _____

Date _____

Complete a separate sheet for each goal.

Proposed Goal:

Action Plan (Action steps needed to achieve goal):

Possible required resources:

Action Plan adjustments (if needed):

Teacher: _____ Date: _____

Principal: _____ Date: _____

GOAL ATTAINMENT EVALUATION

Teacher's assessment of yearly goal attainment:

Fully achieved _____ Partially achieved _____ Not achieved _____

Teacher's Comments: _____

Principal's Comments: _____

Date of Conference: _____

Teacher: _____

Principal: _____

OPTIONAL TEACHER'S SELF-APPRAISAL

Name: _____

School: _____

1. What progress have you made toward the goals you set for this school year?
2. What is your assessment of how much students learned this year? What data supports this assessment?
3. What is the most significant accomplishment you have had this year?
4. Describe any special strategies, techniques, and programs you have pursued/initiated.
5. What has been your greatest challenge? How have you attempted to meet this challenge?
6. How are you helping to achieve our school-wide goals?

7. What techniques have you used to communicate with and involve parents?

8. What strategies for positive behaviors/classroom management have you employed?

9. Discuss your committee contributions and sponsorships.

10. Describe your professional growth this year. Please include courses, conferences, workshops and presentations.

11. Anything else you would like to share?

Diocese of Memphis
Catholic Schools Office
EMPLOYEE COUNSELING FORM

Employee Name: _____

Date: _____

School: _____

Reason for counseling:

Correction required: (List steps to be taken by employee.)

To assist the employee, the principal or designee will:

Date to Review Progress _____

Principal's Signature _____ Date _____

I have been counseled by my supervisor. I understand that failure to make the correction(s) required may result in further disciplinary action.

Employee Signature _____ Date _____

Employee Comments: