

Diocese of Memphis Catholic Schools

Performance Evaluation Model

*Department of Education
Catholic Schools Office
Fall 2013*



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Performance Evaluation Model

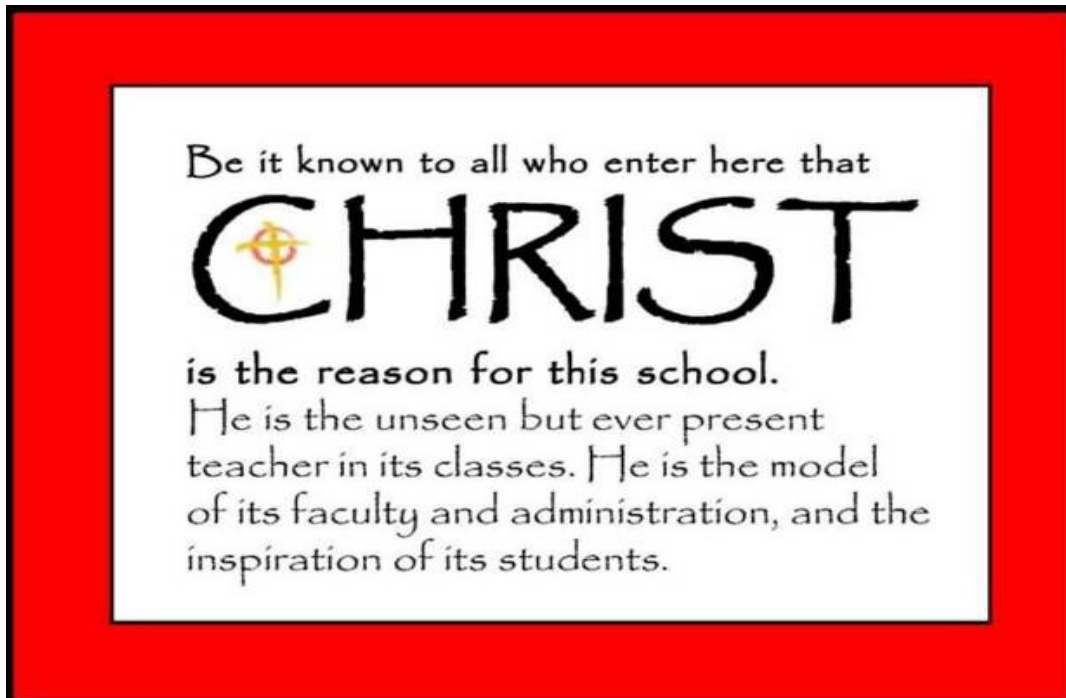
**Department of Education
Catholic Schools Office
Fall 2013**

**Bishop J. Terry Steib, S.V.D., D.D.,
Bishop of Memphis**

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Mission Statement

The Catholic Diocese of Memphis, Tennessee, System of Catholic Schools is committed to quality education in the spirit of Christ in accordance with the teachings of the Roman Catholic Church. Working in partnership with parents and families, we are dedicated to providing a safe and nurturing environment while preparing our students for the future through spiritual, intellectual, physical and emotional formation.



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,

Mrs. Janet Donato
Superintendent of Schools



Dear Catholic School Teachers and Administrators,

Thank you so much for all of your inspired work to serve our students. You are certainly the key to our ongoing efforts to provide our students with the very best Catholic education possible. Recently, strong research about “teacher effectiveness” has confirmed what we intuitively already knew: a child’s *teacher* impacts his/her learning more than anything else inside a school. This research-based recognition is a much-deserved, though belated, compliment to the entire teaching profession. Similarly, as the teacher is responsible for the effectiveness of his/her classroom, the principal’s leadership is clearly vital for the effectiveness of the entire school. Our children’s future depends in large part on their teachers and principals.

Because of its paramount importance, the work of teachers and principals demands careful performance evaluations. These evaluation processes should be undertaken with appropriate rigor because our children deserve no less. Our students need us to carefully identify areas of excellence so that these successes can be celebrated, continued, and spread. Similarly, our children benefit when we thoughtfully identify areas that need improved performance—and then make the required adjustments.

We truly have much to celebrate, and we look forward to utilizing these evaluation processes as an important foundation in our commitment to continuous improvement. Thank you for all of your efforts to serve our students each and every day.

Sincerely,

Dr. David Hill
Director of Academic Operations

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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
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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:

“I touch the future. I teach.”

-- Christa McAuliffe



INSTRUCTIONAL EXCELLENCE PERFORMANCE RUBRIC

Teacher:
 Date/Time:
 Grade/Subject:
 Observer:

I. ACADEMIC PRESS/RIGOR

<i>Lesson purpose</i>			
<p>Excellent: Instruction is driven by a learning objective that is standards-based*, prominently posted, manageable, and measurable.</p>	<p>Good: Instruction is driven by a learning objective that is standards-based*, prominently posted, and either manageable or measurable.</p>	<p>Fair: Instruction is driven by a learning objective that is 1) standards-based* and prominently posted but neither manageable nor measurable; or 2) apparently not standards-based*; or 3) not prominently posted.</p>	<p>Unsatisfactory: The focus of instruction is clearly not challenging; OR instruction lacks a sense of focus (whether or not a learning objective is posted).</p>
<p><i>Notes/Definitions:</i></p> <ul style="list-style-type: none"> •*“Standards-based”: Clearly aligned to appropriate grade-level Common Core standards for Math and English/Language Arts. For other subjects, instruction will be guided by Diocesan standards as well as supplemental academic content which may not always be based on published standards. [NOTE: Observer will be made aware of the standard being taught in the way preferred by teacher/school. Standard will be identified according to the following consistent format: Math: 2.OA.1; Reading/Language Arts: 6.RI.5; Social Studies: Unit # 2; Science: Unit # 4; Religion: IV. 3; Pre-K: V. 2.] • “Prominently Posted”: Students and visitors can readily determine the <u>current</u> objective for the <u>current</u> lesson at the beginning of the lesson. • “Manageable”: It is possible for students to master the objective in one lesson. • “Measurable”: Student mastery of the objective can be determined via an assessment. 			
<p>Comments on lesson purpose:</p>			

Lesson delivery

Excellent: Instruction is clear, error-free, and masterful; AND the teacher demonstrates high expectations for individual student mastery.	Good: Instruction is clear and error-free, yet not masterfully effective; AND the teacher demonstrates high expectations for individual student mastery.	Fair: Instruction is error-free but slightly unclear; OR the teacher does not demonstrate high expectations for individual student mastery.	Unsatisfactory: Instruction contains content-specific errors or is generally unclear.
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Note: While great teachers often use well-established and proven instructional approaches (e.g. emphasizing the objective, “Do Now’s,” “I/We/You,” “Exit Slips,” etc.), it is also possible for teachers to provide excellent instruction through other delivery formats. Additionally, some parts of the lesson may be missed during a drop-in visit. Therefore, the rubric is open-ended regarding the type of lesson plan that is followed and, instead, focuses on results—“masterful instruction” that is focused on “individual student mastery.”

Comments on lesson delivery:

Sense of urgency

Excellent: There is consistently a highly focused and positive energy in the classroom that is aligned to the importance of the current learning objective/lesson.	Good: There is consistently a highly focused energy in the classroom that is aligned to the importance of the current learning objective/lesson.	Fair: At times, there is a focused energy in the classroom that is aligned to the importance of the current learning objective/lesson.	Unsatisfactory: There is generally a lax/apathetic attitude in the classroom regarding the learning objective/lesson.
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Note: “Sense of urgency” refers to the overall attitude/tone of the classroom. The main question is this: How important does this lesson seem to be? Ideally, it will be clear that the teacher and students view the lesson as extremely important and are happy to be teaching/learning it. There are various ways to ensure that the classroom exudes a sense of urgency that is positive and focused. For example, one teacher might say something like: “As you know, I love all of you students dearly, so I really need you to work hard!” Another teacher might send this same message to students in a different manner.

Comments on sense of urgency:

<i>Use of time</i>			
Excellent: All available time is used to advance student learning of rigorous, grade-level content.	Good: Almost all available time is used to advance student learning (e.g. may be slightly inefficient student transitions, slightly slower than necessary pacing, etc.)	Fair: Class time is used to advance student learning, but students are allowed to spend “small” amounts of time unproductively (e.g. very slow transitions; unstructured time between assignments, etc.)	Unsatisfactory: Significant amounts of class time are wasted.
<i>Note: “Use of Time” is related to both “Sense of Urgency” and “Lesson Delivery,” but it is still a distinct concept. “Use of Time” refers to how the time in the class is actually used—as opposed to the tone of the classroom or the actual quality of instruction. (An example: If five minutes of a 50-minute class period are spent unproductively, then one month of instructional time will be lost over the course of the school year, and 13 months will be lost over the course of a student’s K-12 educational career.)</i>			
Comments on use of time:			

II. STUDENT ENGAGEMENT

<i>Student conduct</i>			
Excellent: The learning environment is never (not even once) disturbed by student misbehavior.	Good: The learning environment is very infrequently disturbed by student misbehavior.	Fair: The learning environment is occasionally disturbed by student misbehavior.	Unsatisfactory: The learning environment is often disturbed by student misbehavior.
<i>Note: Like all categories in our rubric, this achievable standard is set at the highest levels of excellence. The learning environment is “disturbed” anytime misbehavior disturbs a single student’s ability to concentrate on the task at hand. Of course, it is possible to have “excellent” student conduct (i.e. learning environment never disturbed) while still giving individual redirections to students (e.g. encouraging a student to focus, fix posture, etc.).</i>			
Comments on student conduct:			

<i>Student participation</i>			
<u>Excellent:</u> All students are consistently on task <i>and</i> giving 100% effort.	<u>Good:</u> Almost all students are consistently on task and giving 100% effort (e.g. only occasional brief instances of students “zoning out,” etc.).	<u>Fair:</u> The majority of students are consistently on task and giving solid effort.	<u>Unsatisfactory:</u> Fewer than half of the students are consistently on task and giving solid effort.
<i>Note: This is an “active” measure. That is, students must have a productive activity to engage in (e.g. listening, reading, questioning, discussing, etc.) in order to be “on task” and give “100% effort.” If a student completes an assignment and simply waits, then he/she is not actively participating. (In this case, students might always simply take out their independent reading books when finished with an assignment.)</i>			
Comments on student participation:			
<i>Classroom procedures/routines</i>			
<u>Excellent:</u> Procedures/routines are carefully designed, flawlessly executed, and support a classroom that is a truly well-oiled machine.	<u>Good:</u> Thoughtful procedures/routines are well-executed and support a smooth-running classroom.	<u>Fair:</u> Thoughtful procedures/routines are attempted but inadequately designed and/or implemented; classroom does not run smoothly.	<u>Unsatisfactory:</u> Thoughtful procedures/routines appear to be mostly non-existent, thus causing classroom to operate very inefficiently.
			<u>Not Applicable:</u> Opportunity to use procedures/routines not present
Comments on procedures/routines:			

III. PHYSICAL ENVIRONMENT

<i>Appearance</i>			
Excellent: Classroom is exceptionally clean, organized, and welcoming. There are no “broken windows” (i.e. symbols of disorder).	Good: Classroom is clean, organized, and welcoming. There are no glaring “broken windows” (i.e. symbols of disorder).	Fair: Classroom is generally well-organized, clean, and welcoming. However, the appearance is slightly chaotic (or sparse/cold).	Unsatisfactory: “Broken Windows” (i.e. symbols of disorder) are everywhere (e.g. trash on floor, disorganized walls, piles of “stuff,” etc.). General appearance is chaotic.
<i>Note: The “Broken Windows Theory” states that a “broken window” (i.e. symbol of disorder) sends a message that “nobody cares” and, therefore, leads to misbehavior and all kinds of bigger problems.</i>			
Comments on classroom appearance:			
<i>Function</i>			
Excellent: Physical space (e.g. classroom layout, walls, etc.) is masterfully used to help students learn.	Good: Physical space is used to support student learning, with existing opportunities for enhancement (e.g. clarity of posted instructional materials, etc.)	Fair: Physical space only marginally supports student learning. Classroom may be characterized by a configuration that does not support the actual instruction and/or generic materials that are not closely linked to instruction.	Unsatisfactory: Physical space does not support student learning at all (e.g. layout creates unnecessary “blind spots,” walls lacking in appropriate focus, etc.)
Comments on classroom function:			

Appendix: Selected “Champion” Techniques Aligned to Our Observation Rubric (from Teach Like a Champion)

I. Academic Press/Rigor

Lesson Purpose

Champion Techniques: 6: Begin with End; 7: 4 Ms, 8: Post It; 9: Shortest Path

Lesson Delivery

Champion Techniques: 3: Stretch It; 4: Format Matters; 10: Double Plan; 12: The Hook; 13: Name the Steps; 14: Board = Paper; 16: Break It Down; 17: Ratio; 18: Checks for Understanding; 19: At Bats; 20: Exit Ticket; 29: Do Now

Sense of Urgency

Champion Techniques: 1: No Opt Out; 2: Right is Right; 5: Without Apology; 33: On Your Mark; 35: Props; 44: Precise Praise; 46: J-Factor; Work the Clock

Use of Time

Champion Technique: Every Minute Matters

II. Student Engagement

Student Conduct

Champion Techniques 36: 100 Percent, 37: What to Do, 38: Strong Voice, 39: Do It Again, 40: Sweat the Details, 42: No Warnings, 45: Warm/Strict

Student Participation

Champion Techniques 22: Cold Call, 23: Call and Response; 24: Pepper, 25: Wait Time; 26: Everybody Writes; 43: Positive Framing

Classroom Procedures/Routines

Champion Techniques 28: Entry Routine; 30: Tight Transitions; 34: Seat Signals

III. Physical Environment

Appearance

Champion Technique 40: Sweat the Details

Function

Champion Technique 11: Draw the Map

*“We are what we repeatedly do.
Excellence, therefore, is not an act but a habit.”*

-Aristotle

Name _____

School _____

School Year _____

SCHOOL LEADERSHIP EVALUATION FORM

School leadership is responsible for overall school performance. Ratings in this report are determined by assessing the detailed criteria described in the Principal Excellence Performance Rubric.

Code:

E – Excellent

G – Good

F – Fair

U – Unsatisfactory

I. CATHOLIC IDENTITY

<i>Catholic Community</i>	Rating
School is a vibrantly Catholic community regarding its integration of Gospel values, faith and moral development, and respect for religious and cultural differences.	
<i>Religious Formation</i>	Rating
Religion teachers have proper diocesan certification and receive ongoing professional development in required hours for recertification.	

Comments:

II. ACADEMIC PROGRAM

Note: While all taught subjects are important, only Reading, Language/Written Expression, and Mathematics have clear standards that are directly aligned to the Iowa Assessment. Therefore, only these subjects are included for accountability purposes when determining student learning outcomes.

<i>Teacher Effectiveness: Student Learning Outcomes</i>	Rating
Grades K-8: Student achievement gains in Reading between Spring/Spring Iowa testing.	
Grades K-8: Student achievement gains in Language/Written Expression between Spring/Spring Iowa testing.	
Grades K-8: Student achievement gains in Math between Spring/Spring Iowa testing.	
Grades 9-12: Process to be determined	
<i>Teacher Effectiveness: Classroom Observations</i>	Rating
<i>Lesson Purpose:</i> Instruction is consistently driven by learning objectives that are standards-based, manageable, measurable, and prominently posted.	
<i>Lesson Delivery:</i> Instruction is consistently clear, error-free, and masterful; AND teachers demonstrate high expectations for individual student mastery.	
<i>Sense of Urgency:</i> There is a highly focused and positive energy in classrooms that is aligned to the importance of the current learning objective/lesson.	
<i>Use of Time:</i> Available time is efficiently used to advance student learning of rigorous, grade-level content.	
<i>Student Conduct:</i> The learning environment is consistently undisturbed by student misbehavior.	
<i>Student Participation:</i> Students are consistently on task and giving 100% effort.	
<i>Procedures/Routines:</i> Classroom procedures/routines support classrooms that are truly well-oiled machines.	
<i>Classroom Appearance:</i> Classrooms are clean, organized, and welcoming.	
<i>Classroom Function:</i> Physical space in classrooms is used to help students learn.	
<i>Commitment to Continuous Improvement</i>	Rating
<i>Criteria:</i> Principal actively seeks opportunities to learn, implement, and share best/promising practices for improving educational opportunities for students.	
<i>Talent Management: Teacher Hiring/Renewing</i>	Rating
<i>Criteria:</i> Principal masterfully works to ensure the “right people” are on the “right seats” in the school (e.g. teacher hiring, retaining, non-retaining, etc.)	
<i>Talent Management: Teacher Support</i>	Rating
<i>Criteria:</i> Principal effectively provides needed resources and guidance to help each individual teacher improve his/her craft, as evidenced by significantly improved teacher performance.	

Comments:

III. STEWARDSHIP

<i>Budget Process</i>	Rating
School assists in creating a budget that reflects the actual expenses of the fiscal year and shows good stewardship in the purchasing and remittance process.	
<i>Student Enrollment Management Plan</i>	Rating
School effectively implements a student enrollment management plan.	
School effectively implements a development plan.	

Comments:

I have received a copy of this evaluation report and understand that I may file with the evaluator 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.

PRINCIPAL COMMENTS:

Principal's Signature

Date

Director of Academic Operation's Signature

Date

Superintendent's Signature

Date

*“Leadership: The art of getting someone else to do something
you want done because he wants to do it.”*

-Dwight D. Eisenhower

PRINCIPAL EXCELLENCE PERFORMANCE RUBRIC

I. CATHOLIC IDENTITY

<i>Catholic Community</i>			
Excellent: School is a vibrantly Catholic community regarding its integration of Gospel values, faith and moral development, and respect for religious and cultural differences.	Good: School is a solidly Catholic community regarding its integration of Gospel values, faith and moral development, and respect for religious and cultural differences.	Fair: School is a marginal Catholic community regarding its integration of Gospel values, faith and moral development, and respect for religious and cultural differences.	Unsatisfactory: School is not a healthy Catholic community regarding its integration of Gospel values, faith and moral development, and respect for religious and cultural differences.
<i>Religious Formation</i>			
Excellent: All Religion teachers have proper diocesan certification and receive ongoing professional development in required hours for recertification.	Good: All Religion teachers either have proper diocesan certification and receive ongoing professional development in required hours for recertification OR are satisfactorily working toward proper diocesan certification.	Fair: Some Religion teachers are making insufficient progress toward diocesan certification and/or recertification.	Unsatisfactory: Some Religion teachers are making no progress toward diocesan certification and/or recertification.

II. ACADEMIC PROGRAM

A) *TEACHER EFFECTIVENESS*

(Note: The below student learning targets apply for schools/classrooms where average student achievement is not yet at the 80th Normal Curve Equivalent.)

<i>Student Learning Outcomes: Reading, Language/Written Expression, and Mathematics</i>			
Excellent: <u>Scenario 1:</u> Average student achievement grows by 3-5 NCEs between Spring/Spring Iowa testing and all grade levels show gains of 0+ NCEs. <u>Scenario 2:</u> Average student achievement grows by 6+ NCEs between Spring/Spring Iowa testing and no more than one grade level shows student achievement decline.	Good: <u>Scenario 1:</u> Average student achievement grows by 1-2 NCEs between Spring/Spring Iowa testing and all grade levels show gains of 0+ NCEs. <u>Scenario 2:</u> Average student achievement grows by 3-5 NCEs between Spring/Spring Iowa testing and no more than one grade level shows student achievement decline.	Fair: <u>Scenario 1:</u> Average student achievement grows by 0-2 NCEs between Spring/Spring Iowa testing and no more than one grade level shows student achievement decline. <u>Scenario 2:</u> Average student achievement grows by 2+ NCEs between Spring/Spring Iowa testing; however, multiple grade levels show student achievement declines.	Unsatisfactory: <u>Scenario 1:</u> Average student achievement declines between Spring/Spring testing (i.e. NCE losses). <u>Scenario 2:</u> Average student achievement grows by 0-1 NCEs between Spring/Spring Iowa testing; however, multiple grade levels show student achievement declines.

Classroom Observations: Lesson Purpose			
(**Note: Below data are based on average of school/classroom observations throughout the year.)			
Excellent: Instruction is driven by a learning objective that is standards-based, manageable, measurable, and prominently posted.	Good: Instruction is driven by a learning objective that is challenging, prominently posted, and either manageable or measurable.	Fair: Instruction is driven by a learning objective that is 1) standards-based and prominently posted but neither manageable nor measurable; or 2) apparently not standards-based; or 3) not prominently posted.	Unsatisfactory: The focus of instruction is clearly not challenging; OR instruction lacks a sense of focus (whether or not a learning objective is displayed).
Classroom Observations: Lesson Delivery			
Excellent: Instruction is clear, error-free, and masterful; AND the teacher demonstrates high expectations for individual student mastery.	Good: Instruction is clear and error-free, yet not masterfully effective; AND the teacher demonstrates high expectations for individual student mastery.	Fair: Instruction is error-free but slightly unclear; OR the teacher does not demonstrate high expectations for individual student mastery.	Unsatisfactory: Instruction contains content-specific errors or is generally unclear.
Classroom Observations: Sense of Urgency			
Excellent: There is consistently a highly focused and positive energy in the classroom that is aligned to the importance of the current learning objective/lesson.	Good: There is consistently a highly focused energy in the classroom that is aligned to the importance of the current learning objective/lesson.	Fair: At times, there is a focused energy in the classroom that is aligned to the importance of the current learning objective/lesson.	Unsatisfactory: There is generally a lax/apathetic attitude in the classroom regarding the learning objective/lesson.
Classroom Observations: Use of Time			
Excellent: All available time is used to advance student learning of rigorous, grade-level content.	Good: Almost all available time is used to advance student learning (e.g. may be slightly inefficient student transitions, slightly slower than necessary pacing, etc.)	Fair: Class time is used to advance student learning, but students are allowed to spend “small” amounts of time unproductively (e.g. very slow transitions; unstructured time between assignments, etc.)	Unsatisfactory: Significant amounts of class time are wasted.
Classroom Observations: Student Conduct			
Excellent: The learning environment is never (not even once) disturbed by student misbehavior.	Good: The learning environment is very infrequently disturbed by student misbehavior.	Fair: The learning environment is occasionally disturbed by student misbehavior.	Unsatisfactory: The learning environment is often disturbed by student misbehavior.
Classroom Observations: Student Participation			
Excellent: All students are consistently on task <i>and</i> giving 100% effort.	Good: Almost all students are consistently on task and giving 100% effort (e.g. only occasional brief instances of students “zoning out,” etc.).	Fair: The majority of students are consistently on task and giving solid effort.	Unsatisfactory: Fewer than half of the students are consistently on task and giving solid effort.
Classroom Observations: Classroom Procedures/Routines			

Excellent: Procedures/routines are carefully designed, flawlessly executed, and support a classroom that is a truly well-oiled machine.	Good: Thoughtful procedures/routines are well-executed and support a smooth-running classroom.	Fair: Thoughtful procedures/routines are attempted but inadequately designed and/or implemented; classroom does not run smoothly.	Unsatisfactory: Thoughtful procedures/routines appear to be mostly non-existent, thus causing classroom to operate very inefficiently.
<i>Classroom Observations: Classroom Appearance</i>			
Excellent: Classroom is exceptionally clean, organized, and welcoming. There are no “broken windows” (i.e. symbols of disorder).	Good: Classroom is clean, organized, and welcoming. There are no glaring “broken windows” (i.e. symbols of disorder).	Fair: Classroom is generally well-organized, clean, and welcoming. However, the appearance is slightly chaotic (or sparse/cold).	Unsatisfactory: “Broken Windows” (i.e. symbols of disorder) are everywhere (e.g. trash on floor, piles of “stuff,” disorganized walls, etc.). General appearance is chaotic.
<i>Classroom Observations: Classroom Function</i>			
Excellent: Physical space (e.g. classroom layout, walls, etc.) is masterfully used to help students learn.	Good: Physical space is used to support student learning, with existing opportunities for enhancement (e.g. clarity of posted instructional materials, etc.)	Fair: Physical space only marginally supports student learning. Classroom may be characterized by a configuration that does not support the actual instruction and/or generic materials that are not closely linked to instruction.	Unsatisfactory: Physical space does not support student learning at all (e.g. layout creates unnecessary “blind spots,” walls lacking in appropriate focus, etc.)

B) COMMITMENT TO CONTINUOUS IMPROVEMENT

<i>Commitment to Continuous Improvement</i>			
Excellent: Principal actively seeks opportunities to learn, implement, and share best/promising practices for improving educational opportunities for students.	Good: Principal learns, implements, and shares best/promising practices for improving educational opportunities for students.	Fair: Principal reluctantly learns, implements, and shares best/promising practices for improving educational opportunities for students.	Unsatisfactory: Principal resists learning and implementing best/promising practices for improving educational opportunities for students.

C) TALENT MANAGEMENT

<i>Teacher Hiring/Renewing</i>			
Excellent: Principal masterfully works to ensure the “right people” are on the “right seats” in the school (e.g. teacher hiring, retaining, non-retaining, etc.)	Good: Principal diligently works to ensure the “right people” are on the “right seats” in the school (e.g. teacher hiring, retaining, non-retaining, etc.)	Fair: Principal attempts to ensure the “right people” are on the “right seats” in the school (e.g. teacher hiring, retaining, non-retaining, etc.)	Unsatisfactory: Principal generally exhibits a passive approach regarding the issue of who teaches students.
<i>Teacher Support</i>			

Excellent: Principal effectively provides needed resources and guidance to help each individual teacher improve his/her craft, as evidenced by significantly improved teacher performance.	Good: Principal effectively provides needed resources and guidance to help each individual teacher improve his/her craft, as evidenced by improved teacher performance.	Fair: Principal effectively provides needed resources and guidance to help the majority of teachers improve their craft, as evidenced by improved teacher performance.	Unsatisfactory: Principal does not effectively provide needed resources and guidance to help the majority of teachers improve their craft, as evidenced by teacher performance.
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III. STEWARDSHIP

<i>Budget Process</i>			
Excellent: School assists in creating a budget that reflects the actual expenses of the fiscal year and shows good stewardship in the purchasing and remittance process.	Good: School assists in creating a budget that almost completely reflects the actual expenses of the fiscal year and shows good stewardship in the purchasing and remittance process.	Fair: School assists in creating a budget that does not reflect the actual expenses of the fiscal year, yet school does show good stewardship in the purchasing and remittance process.	Unsatisfactory: School assists in creating a budget that does not reflect the actual expenses of the fiscal year and does not show good stewardship in the purchasing and remittance process.
<i>Student Enrollment Management Plan</i>			
Excellent: School effectively implements a student enrollment management plan.	Good: School inadequately implements a student enrollment management plan.	Fair: School does not have a student enrollment management plan but makes some effort to recruit students.	Unsatisfactory: School does not have a student enrollment management plan and passively waits for students to enroll.
<i>Development Plan</i>			
Excellent: School effectively implements a development plan.	Good: School inadequately implements a development plan.	Fair: School does not have a development plan but makes some effort to solicit financial support.	Unsatisfactory: School does not have a development plan and passively waits for financial support.

