Professional Growth Plan for Teachers

Teacher Criteria

1. Assume an active role in building the school's Catholic Identity within the classroom, with faculty, and in the broader faith community.
2. Focus on curriculum standards and center instruction on high expectations for student achievement.
3. Demonstrate effective teaching practices.
4. Recognize individual student learning needs and develop strategies to address those needs.
5. Use multiple forms of student data to assess learning and modify instruction.
6. Foster and manage a safe, positive learning environment.
7. Communicate and collaborate with parents and school community.
8. Exhibit collaborative and collegial practices focused on improving instructional practice and student learning.

Criterion 1: Assume an active role in building the school's Catholic Identity within the classroom, with faculty, and in the broader faith community	
Component 1.1: **Uphold the expectations and teachings of the Church**	
Teacher Expectations/Evidence	*Possible Student Evidence*
• Use the approved diocesan religion curriculum and instruction that is faithful to Roman Catholic Church teaching and use resources set forth by the USCCB and approved by the Diocese • Infuse Catholic identity and Social Teachings throughout secular curricular areas • Promote the evangelizing mission of the Church • Participate in ongoing catechetical formation in order to update his/her knowledge of the Catholic faith and keep current with the Religious Certification/ renewal program • Give witness to Catholic faith in the classroom, at school-related activities and in the broader faith community	• *Articulate the teachings of the Church at an age appropriate level* • *Knowledge of grade level prayers*

Component 1.2: Create and maintain a culture in which faith can be nurtured and Catholic traditions are practiced	
Teacher Expectation/Evidence	*Possible Student Evidence*
• Provide meaningful and varied faith experiences • Provide regular prayer opportunities throughout the day • Organize and implement age-appropriate service oriented outreach • Participate in building a faith community within the classroom as well as the school • Actively integrate the school's mission and philosophy	• *Participate in service projects, retreats, prayer* • *Active participation in Mass* • *Articulate their personal journey of faith in relation to the Student Learning Expectations (SLE)* • *Student initiates prayer*

Strengths identified by principal:	Strengths identified by teacher:

Recommendations for growth from principal:	Teacher identified areas of growth:

Criterion 2: Focus on curriculum standards and center instruction on high expectations for student achievement

Component 2.1: Understand and teach to content standards
The teacher demonstrates a comprehensive understanding of the subject taught and the standards for the subject.

Teacher Expectation/Evidence	Possible Student Evidence
• Demonstrate knowledge of subject matter • Develop and use curriculum maps to align with content standards • Appropriately use content vocabulary	• *Can summarize important content and standards* • *Can make connections to other disciplines and prior knowledge*

Component 2.2: Provide clear learning goals/grade level standards aligned with assessment
The teacher communicates learning standards aligned with assessment.

Teacher Expectation/Evidence	Possible Student Evidence
• Clearly communicate the learning standard/goal throughout the lesson • Use appropriate formative and summative assessments which align with standards • Create clear criteria for assessments (e.g. rubric/scale) • Monitor progress toward standards • Explain the structure of the assessment to students and how the student will be evaluated	• *Identify the learning standards and explain its relationship to current activities as well as to the long-term learning goal* • *Understand the scale or rubric* • *Describe how they will achieve the learning standard/ goal*

Component 2.3: Develop comprehensive lessons and activities that are directly related to the learning standards
The teacher prepares lessons and activities which are specifically aligned with the standards.

Teacher Expectation/Evidence	Possible Student Evidence

• Lesson is focused on learning standards and assessment • Lesson plans reflect progression toward meeting curriculum standards • Pacing is intentional • Anticipate and take into account potential student questions and sources of frustration • Plan and prepare for effective scaffolding of information within lessons and units • Break content into comprehensible segments to allow for student reflection and processing • Curricular objectives are integrated with other content areas, lessons, and units when appropriate	• *Students seem confident and prepared to complete assignments and activities* • *Students are engaged in the learning*

Strengths identified by principal:	Strengths identified by teacher:
Recommendations for growth from principal:	Teacher identified areas of growth:

Criterion 3: Demonstrate effective teaching practices	
Component 3.1: Utilize research based instructional practices The teacher uses research based strategies to effectively meet the needs of students.	
Teacher Expectation/Evidence	*Possible Student Evidence*

• Utilize teaching strategies that include modeling, practicing, reviewing and assessing
• Engage students in cognitively complex tasks involving application and transfer of new knowledge
  ➢ Decision-making tasks
  ➢ Problem-solving tasks
  ➢ Investigation tasks
  ➢ Inquiry tasks
• Content is organized to build upon previous information and presented in meaningful segments
	• *Transition from one type of activity to another*
	• *Engaged in various instructional tasks and projects*
	• *Articulate the homework's purpose*

• Vary student interactions by utilizing grouping, pairing, and individual work • Provide organizational tools (e.g. graphic organizers, etc.) • Design homework to support learning and build positive home/school connection • Provide meaningful and timely feedback on student work • Determine whether re-teaching, practice, or moving forward with instruction is appropriate	

Component 3.2: Use technology to enhance learning
The teacher plans and prepares for the use of technology.

Teacher Expectation/Evidence	*Possible Student Evidence*
• Utilize available technology for instruction • Integrate technology as a tool to meet curricular standards • Communicate and implement ethical use of technology	• *Use technology to support learning* • *Demonstrate ethical use of technology*

Component 3.3: Student engagement
Students are engaged in learning through a variety of methods and activities which promote processing new information, making inferences and connections, recording understanding, and reflecting on learning.

Teacher Expectation/Evidence	*Possible Student Evidence*
• Vary questioning techniques • Monitor student engagement • Probe correct and incorrect answers • Adjust pace of lesson based on student response • Incorporate appropriate physical movement • Provide opportunity for reflection of learning	• *Appropriately engaged in lesson and activity*

Component 3.4: Evaluate effectiveness of individual lessons and units
The teacher reflects on and evaluates the effectiveness of lessons and units to identify areas of strength and weakness.

Teacher Expectation/Evidence	*Possible Student Evidence*
• Identify specific ways to improve a lesson/unit • Update curriculum map or teacher guide to reflect notes or changes for future use • Analyze student data to provide feedback on specific lesson or unit	

Strengths identified by principal:	Strengths identified by teacher:
Recommendations for growth from principal:	Teacher identified areas of growth:

Criterion 4: Recognize individual student learning needs and develop strategies to address those needs	
Component 4.1: Plan and prepare for the needs of students The teacher plans and provides for differentiation that meets individual student learning needs.	

Teacher Expectation/Evidence	*Possible Student Evidence*
• Determine learning goals for students • Implement accommodations and modifications to meet individual student needs • Seek out and utilize available resources and tools	• *Articulate learning goals and progress toward goals* • *Aware of available resources and tools and accesses them appropriately*

Strengths identified by principal:	Strengths identified by teacher:
Recommendations for growth from principal:	Teacher identified areas of growth:

Criterion 5: Use multiple forms of student data to assess learning and modify instruction

Component 5.1: Use data from multiple assessments to modify instruction and assessment
The teacher uses data to modify instruction and assessments.

Teacher Expectation/Evidence	*Possible Student Evidence*
• Use formative assessment during a lesson to check for understanding • Analyze data from formative and summative assessment to modify instruction	• *Track progress and reflect on learning goals* • *Aware of the fact that individuals in class may be involved in different assessment and instructional activities based on individual strengths and weaknesses*

Strengths identified by principal:	Strengths identified by teacher:
Recommendations for growth from principal:	Teacher identified areas of growth:

Criterion 6: Foster and manage a safe positive learning environment

Component 6.1: Organize the physical layout of the classroom
The teacher organizes a safe physical layout of the classroom to facilitate movement and focus on learning.

Teacher Expectation/Evidence	*Possible Student Evidence*
• Organize and arrange the physical layout to provide a safe and effective learning environment • Provide structures that promote organizational skills (class schedule, homework posted, basket for completed work, etc.)	• *Move easily about the classroom* • *Use routines and organizational structures provided by the teacher*

Component 6.2: Develop, provide guidance, and ensure adherence to rules and procedures for behavioral expectations
The teacher develops and provides guidance for behavioral expectations regarding rules and

procedures.

Teacher Expectation/Evidence	Possible Student Evidence
• Teach and practice routines and behavioral expectations • Recognize potential sources of disruption and deal with them proactively • Teach and practice problem solving and conflict resolution skills • Provide verbal and nonverbal signals when students' behavior is not appropriate • Use natural or logical consequences when appropriate • Provide recognition for good behavioral practices • Involve parents/guardians when appropriate	• *Follow rules and procedures* • *Make good decisions, show respect, and solve problems* • *Cease inappropriate behavior when signaled by the teacher* • *Accept consequences for poor choices* • *Describe the teacher as in control of the class*

Component 6.3: Build positive relationships
The teacher will build positive relationships with students by valuing and respecting students, demonstrating awareness of students' interests and background, and acknowledging students' success.

Teacher Expectation/Evidence	Possible Student Evidence
• Demonstrate that each student is a valued member of the classroom community • Interact positively with all students • Demonstrate sensitivity to cultural issues • Demonstrate appropriate control of his/her emotions and attitude	• *Describe teacher as someone who knows, values, and respects them* • *Participate willingly in various aspects of classroom community*

Strengths identified by principal:	Strengths identified by teacher:
Recommendations for growth from principal:	Teacher identified areas of growth:

Criterion 7: Communicate and collaborate with parents and the school community

Component 7.1: Communicate and collaborate in a professional and positive manner regarding the school and community
The teacher actively communicates and collaborates with parents/guardians and school/community regarding courses, programs, and school events.

Teacher Expectation/Evidence	*Possible Student Evidence*
• Demonstrate awareness and sensitivity to social, cultural, and language backgrounds of families through communication methods • Maintain confidentiality when communicating about school matters (personnel, students, families, etc.) • Encourage parent and community involvement in classroom and school activities • Communicate classroom activities and curriculum standards on a regular basis (newsletters, online, notes home, etc.) • Use correct grammar and spelling in all home/school communications	• *Know that teachers and parents communicate*

Component 7.2: Communicate student progress
The teacher communicates individual student progress in a timely and professional manner.

Teacher Expectation/Evidence	*Possible Student Evidence*
• Acknowledge and affirm parents as primary educators of their children • Ensure consistent and timely communication with parents regarding student expectations, progress, and/ or concerns utilizing appropriate means of communication • Respond promptly to parent requests for support, assistance, and/or clarification, considering appropriate time and place • Respect and maintain confidentiality of student/ family information • Keep current with correcting assignments and update grades regularly • Regularly update and review student files/portfolios • Work collaboratively with appropriate school personnel to address issues that impact student	• *Know that teachers and parents communicate regarding student progress* • *Know that teacher is aware of their progress* • *Can explain why a specific grade was earned on an assessment*

learning	

Strengths identified by principal:	Strengths identified by teacher:
Recommendations for growth from principal:	Teacher identified areas of growth:

Criterion 8: Exhibit collaborative and collegial practices focused on improving instructional practice and student learning.

Component 8.1: Actively seeks opportunities for professional growth
The teacher collaborates and participates in opportunities that enhance instructional practice and student learning.

Teacher Expectation/Evidence	*Possible Student Evidence*
- Seek opportunities for professional growth - Actively participate in staff development/faith formation opportunities - Work to achieve school and diocesan improvement goals (accreditation/strategic plan) - Serve on school and diocesan committees - Engage in curricular discussions with colleagues	*Aware that teachers participate in professional growth opportunities*

Component 8.2: Interact positively with colleagues, other professionals, and staff
The teacher demonstrates respect for others through dependability, professionalism and active participation.

Teacher Expectation/Evidence	*Possible Student Evidence*
- Contribute to the effective functioning of a team/group (e.g. exhibiting leadership, creativity, mediation, and technology skills, etc.) - Demonstrate punctuality and preparedness for meetings	

• Respectfully interact with others • Work to resolve conflicts • Participate in school activities and events • Fully engaged in meetings and interactions	

Strengths identified by principal:	Strengths identified by teacher:
Recommendations for growth from principal:	Teacher identified areas of growth:

Diocese of Yakima
THE ROMAN CATHOLIC CHURCH IN CENTRAL WASHINGTON

Teacher Evaluation Summary

Evaluation Summary for: _____

Date: _____School: _____

Areas of Strength:

Areas of accomplishment on this year's growth plan:

Principal recommendations for improvement:

Dates of Supervision Conferences:

This is to certify that we have read and discussed the above evaluation report.

Teacher Signature: _____Date:_____

Principal Signature: _____Date:_____