

**DIOCESE OF DAVENPORT
SCHOOLS OFFICE**

TEACHER EVALUATION: INDICATORS OF PERFORMANCE

Within each of the five performance areas – Faith Community Member, Learning Facilitator, Professional Staff Member, Communicator, Personal Qualifications – are listed criteria on which the evaluation of teachers is based. Each criterion is followed by a list of indicators. The indicators are not intended to be an all inclusive list of possible descriptors of teacher behaviors which indicate the criterion has been met. These indicators are provided only for the purpose of helping define the listed criterion. Other types of behaviors not listed as indicators can be considered as evidence to support successful achievement of the stated criterion.

FAITH COMMUNITY MEMBER:

1. Gives evidence of valuing Catholic philosophy of education.
 - a. Articulates a personal philosophy of education which reflects Catholic values and principles.
 - b. Affirms that Catholic schools exist to teach and live the Gospel message of Jesus Christ.
 - c. Strives to contribute to an environment where religious truths and values can be integrated with the rest of life.
2. Gives on-going support to the development and living of a Christian faith community among faculty and students.
 - a. Gives time/attention to fostering own adult faith in community.
 - b. Shares adult faith, times of celebration, and times of support-in-need with faculty and students.
3. Demonstrates commitment to the values of personal prayer and participation in community worship.
 - a. Prays and assists students to pray in various forms, e.g., liturgical, individual, formal, spontaneous, contemplative, and expressive prayer.
 - b. Models participation in school liturgies.
4. Fosters apostolic consciousness and an awareness of Peace and Justice issues in students by witnessing to and encouraging Christian service.
 - a. Participates in school and parish service projects.
 - b. Promotes student participation in such projects.
 - c. Encourages student participation in mission projects and collections.
 - d. Infuses Peace and Justice concepts in appropriate areas of the curriculum.
5. Fosters awareness of multicultural nonsexist issues as justice issues.
 - a. Appropriately infuses multicultural nonsexist concepts into the curriculum.
 - b. Encourages students to examine multicultural nonsexist issues in the contexts of faith and morality.
 - c. Demonstrates personal awareness of the relation of multicultural nonsexist issues to justice through positive attitudes.

LEARNING FACILITATOR:

1. Demonstrates an understanding of the principles of growth and development.
 - a. Interacts with and responds to students in a manner which is aligned with their stage of development.
 - b. Establishes appropriate rules, expectations, and consequences.
2. Demonstrates knowledge of curriculum and subject matter.
 - a. Presents information accurately.
 - b. Presents information in a sequential manner.
 - c. Demonstrates awareness of recent developments in the teaching of particular subjects.
 - d. Is open and receptive to new ideas.

3. Develops lesson plans consistent with approved diocesan curriculum guidelines.
 - a. Writes appropriate instructional objectives.
 - b. Incorporates designated content in keeping with the ability of the students.
 - c. Includes teaching techniques and materials relevant to the objective.
4. Implements lesson design effectively and efficiently.
 - a. Sets the stage.
 - b. Communicates the instructional objective.
 - c. Organizes students for effective instruction.
 - d. Teaches to the objective, demonstrating a variety of techniques and instructional materials.
 - e. Provides modeling of the process or product.
 - f. Checks for understanding, i.e., polling, sampling, signaling.
 - g. Paces and adjusts the lesson appropriately to different learning styles and needs.
 - h. Incorporates the principles of practice and reinforcement theory.
 - i. Summarizes and provides closure.
 - j. Uses effective personal organization skills to maintain student attention.
 - k. Identifies connections for the purpose of integrating student learning.
5. Utilizes appropriate techniques to motivate students.
 - a. Displays enthusiasm for subject matter.
 - b. Communicates challenging scholastic expectations to students.
 - c. Provides response opportunities for students appropriate to their ability level.
 - d. Employs specific, supportive and immediate feedback to students.
6. Establishes reasonable standards for student achievement.
 - a. Plans cooperatively with other teachers to insure consistency throughout the school.
 - b. Implements school-wide expectations to students.
 - c. Assists students to participate in setting classroom expectations.
 - d. Accommodates and supports all students in meeting a level of skills acquisition appropriate to their ability levels.
7. Evaluates student progress qualitatively and quantitatively.
 - a. Uses methods of evaluation which are clear and purposeful.
 - b. Develops a variety of assessment techniques which reflect course content and objectives.
 - c. Uses appropriate norm-referenced and criterion-referenced test data.
 - d. Modifies content, teaching procedures, and testing modes to accommodate varying levels of student ability.
8. Demonstrates effective classroom management techniques.
 - a. Promotes self-discipline.
 - b. Achieves and maintains classroom control through knowledge of students, effective teaching, and clearly-stated expectations.
 - c. Models good humor, poise, consistency, and kindness towards students.
 - d. Demonstrates effectiveness in classroom management by rarely referring students to the principal for disciplinary action.
9. Provides an atmosphere and utilizes communication techniques which lead students to think critically.
 - a. Leads open-ended discussions, encourages brain-storming, and suspends judgment to encourage divergent thinking.
 - b. Models an attitude of openness to truth rather than one of converging on a single correct answer.
10. Integrates technology in classroom instruction.
 - a. Shows evidence of effort to become knowledgeable about applications of technology in classroom.
 - b. Utilizes technology in lesson design and implementation.

PROFESSIONAL STAFF MEMBER:

1. Maintains professional standard of ethical behavior.
 - a. Maintains confidentiality about information concerning students, parents, colleagues.
 - b. Maintains ethical relationships with students, parents, colleagues.
 - c. Demonstrates Christian ethics in personal and professional responsibilities.
2. Gives evidence of accountability in fulfilling professional responsibilities.
 - a. Demonstrates ongoing attention to good instruction, with all that it implies.
 - b. Fulfills expectations promptly and completely, in terms of clerical tasks, extracurricular assignments, et cetera.
 - c. Leads students to cooperate in care for the school, its furnishings and equipment, instructional materials, and surrounding property.
 - d. Informs principal promptly of planned or emergency absence.
 - e. Informs administrator(s) about school-related matters.
3. Demonstrates effort to respond to professional evaluation.
 - a. Presents evidence of response to evaluation (i.e. establishment of goals, annual goal statement, etc.)
 - b. Shows improvement in areas targeted for growth.
4. Participates in a program of continuous professional growth.
 - a. Formulates a plan showing continuous progress in academic, religious, and/or other areas of growth.
 - b. Follows through on plan.
 - c. Demonstrates commitment to and models life-long learning.
5. Assumes responsibilities outside the classroom as they relate to the total school program.
 - a. Volunteers for responsibilities outside the classroom.
 - b. Fulfills such responsibilities reliably.
 - c. Cooperates with other teachers in sharing responsibilities in times of emergency.
 - d. Is positive in outlook and attitude.
6. Initiates appropriate referrals for the benefit of students.
 - a. Seeks principal's and parents' support for appropriate referrals.
 - b. Follows through on referrals for students' academic and social learning needs.
 - c. Cooperates with recommendations from referral agencies.

COMMUNICATOR:

1. Contributes to students' sense of self-worth as Christian persons.
 - a. Affirms, encourages, and compliments students appropriately.
 - b. Treats students with consideration and courtesy.
 - c. Reinforces desired behavior rather than calling attention to undesired behavior.
2. Establishes and maintains positive relationship with administrator.
 - a. Maintains professional attitude toward administrator.
 - b. Cooperates with reasonable requests of administrator.
 - c. Displays willingness to "go the undemanded mile."
 - d. Fulfills administrative requests in a timely manner.
3. Establishes and maintains positive relationships with other staff members.
 - a. Maintains professional attitude toward staff.
 - b. Cooperates with the reasonable requests of staff members in authority.
 - c. Displays willingness to "go the undemanded mile."
 - d. Supports staff members in times of joy and difficulty.

4. Establishes and maintains positive relationships with parents.
 - a. Greets parents by name; displays genuine interest in them as well as in their children.
 - b. Acknowledges that parents are the primary teachers of their children and recognizes their concerns.
 - c. Maintains confidentiality concerning communications from parents.
 - d. Provides for involvement of parents in education of their children.
 - e. Maintains timely communication with parents (i.e. telephone calls, progress reports, etc.).
5. Gives evidence of professional oral and written communications skills.
 - a. Uses correct speech habits.
 - b. Uses correct grammar and spelling in written communication.
 - c. Maintains professional tone/content in written communications.
6. Provides an atmosphere and utilizes communications techniques which lead students to think critically.
 - a. Leads open-ended discussions, encourages brain-storming, and suspends judgment to encourage divergent thinking.
 - b. Models an attitude of openness to truth rather than one of converging on a single correct answer.

PERSONAL QUALIFICATIONS:

1. Gives evidence of good health.
 - a. Is seldom absent or impeded from teaching by health problems.
 - b. Fulfills responsibility for supplying report of physical exam when employed and every three years thereafter.
2. Demonstrates emotional stability and self-confidence.
 - a. Maintains reputation for fair, consistent treatment of students without regard to racial/ethnic background, socio-economic status or sex.
 - b. Displays maturity in emotional responses.
 - c. Knows she (he) is professionally competent; avoids extremes of arrogance and of self-deprecation.
 - d. Portrays composure and self-possession in meeting the varied demands of daily teaching.
3. Maintains a professional personal appearance.
 - a. Models good grooming for students in terms of cleanliness and appropriateness of dress, hairstyle, and related matters.