

## Purpose of Teacher Performance Appraisal Process

The purpose of the teacher performance appraisal process is to foster a culture of excellence in Catholic school education by promoting spiritual, professional, and personal growth of teachers that will lead to improved instructional effectiveness and student outcomes by:

- Defining standards of performance for teachers.
- Maintaining a rigorous, faith-centered curriculum.
- Providing timely, constructive feedback to teachers.
- Recognizing outstanding performance of teachers.
- Setting goals with teachers based on their evaluations.

By providing an effective teacher appraisal process, the Archdiocese of Hartford is fulfilling its promise to:

- Provide a safe, nurturing and secure environment in which **students encounter the living God**, who in Jesus Christ, reveals His transforming love and truth;
- Partner with parents to support students in their learning and in their **search for knowledge, meaning, and truth**;
- Create a Catholic climate that contributes to the **formation of students** as active participants in the parish community;
- Foster a **culture of educational excellence** through critical thinking skills, innovative and rigorous curriculum standards, a global perspective, and an emphasis on moral education, community, and service;
- Promote life-long learning that advances the **development of the whole person** - mind, body, and soul; and
- Graduate students prepared to become **productive, virtuous citizens and church leaders** who will fashion a more humane and just world.

## **Catholic School Educator Job Description**

Catholic school educators, in carrying out the educational mission of the Church, have a continuing responsibility to teach, learn and promote Christ's values as expressed in Scripture and in the Church. The teacher is an educational and spiritual leader who encourages excellence in all students through best practices, and innovative and traditional education programs infused with Catholic social teaching. The teacher is responsible to the principal of the school for the effective implementation of the appropriate curriculum/program and for the successful instruction and guidance of students according to their individual needs and abilities. As a representative of the school, the parish, and the Archdiocese of Hartford, the teacher collaborates and cooperates with other members of the staff in promoting and enhancing the religious character of the educational experiences provided for students. The teacher recognizes the importance of cooperation between the school, the parish and the home, and maintains open and frequent communication with parents/guardians and administration.

### **1. School Mission and Community of Faith**

**Standard:** *Teachers understand and apply essential skills, central concepts and integrate Catholic social teachings and Gospel values in their subject matter and interactions with students and school community.*

- a. The teacher understands, supports, and implements the mission of Catholic education in the Archdiocese of Hartford and the local school.
- b. The teacher gives evidence of lived Gospel values.
- c. The teacher participates in building a faith community.
- d. The teacher maintains positive, healthy interpersonal relationships with students and parents and one another.
- e. The teacher affirms principles of Catholic social teachings in school day.

### **2. Classroom Environment and Student Engagement**

**Standard:** *Teachers promote student engagement, independence and interdependence in learning by facilitating a positive learning community.*

- a. The teacher creates an environment of respect, warmth, caring, and fairness, integrating Christian values for all students.
- b. The teacher establishes a culture for learning.
- c. The teacher maximizes amount of time spent on instruction.
- d. The teacher establishes appropriate classroom procedures and routines and maintains them throughout the year.
- e. The teacher organizes physical space.
- f. The teacher develops positive interactions and social-emotional skills with students.

**3. Planning and Preparation for Active Learning**

**Standard:** *Teachers plan instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large.*

- a. The teacher demonstrates knowledge of content and pedagogy.
- b. The teacher demonstrates knowledge of students.
- c. The teacher selects reflective and relevant instructional goals.
- d. The teacher demonstrates knowledge of resources.
- e. The teacher designs coherent, standards-based instructional plans.

**4. Instruction for Active Learning**

**Standard:** *Teachers implement instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large.*

- a. The teacher communicates to students clearly and effectively enforcing high expectations.
- b. The teacher uses questioning and discussion techniques.
- c. The teacher engages all students in focused learning by providing for individual differences among learners.
- d. The teacher orchestrates effective strategies, materials, and groupings to motivate students to work to their potential.
- e. The teacher demonstrates flexibility and responsiveness.
- f. The teacher knows and uses technology appropriately.

**5. Assessment for Learning**

**Standard:** *Teachers use multiple measures to analyze student performance and to inform subsequent planning and instruction.*

- a. The teacher shows students exactly what is expected by posting rubrics, goals, and/or exemplars.
- b. The teacher uses a variety of assessments to pre-assess, inform instruction, and continuously monitor students' learning.
- c. The teacher continuously checks for understanding using formative methods.
- d. The teacher provides prompt and relevant written and verbal student feedback.
- e. The teacher uses interim data to adjust instruction, help struggling students and challenge accelerated students.
- f. The teacher designs various forms of assessment to measure student learning.

**6. Professional Responsibilities and Teacher Leadership**

**Standard:** *Teachers actively support all established goals, maximize support for student learning by developing professional skills, demonstrating professionalism, collaborating with others, and exhibiting leadership.*

- a. The teacher maintains a professional manner consistent with Catholic identity in the classroom and other related settings.
- b. The teacher maintains consistent professional communication with parent/guardian regarding student progress.
- c. The teacher demonstrates a sense of professional responsibility and leadership through his/her attendance at school and participation in other professional responsibilities.
- d. The teacher demonstrates professional responsibility for daily administrative tasks (e.g., student attendance, care of school property, review of emergency drill procedures, collection of money, etc.).
- e. The teacher reports and informs principal of any knowledge or suspicion of child abuse as required by law and students suspected as having special education needs.
- f. The teacher attends any meetings/programs required by parish, school, Office of Catholic Schools, and/or Archdiocese.
- g. The teacher takes advantage of opportunities for professional improvement.
- h. The teacher maintains positive, healthy interpersonal relationships with administration, colleagues, and support staff.
- i. The teacher is highly proactive in serving students.