



Teacher Performance Appraisal Domains and Criteria

“... the life of faith needs to be the driving force behind every activity in the school, so that the Church’s mission may be served effectively, and the young people may discover the joy of entering into Christ’s “being for others” (Spe Salvi, 28).

Standard #1: 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.

1. School Mission & Community of Faith	Performance Indicators
1a. Understands, supports and implements the mission of Catholic education in the Archdiocese of Hartford and the local school	<ul style="list-style-type: none">• Works to accomplish the school’s mission and the mission of Catholic education in the Archdiocese of Hartford• Gives witness through speech, actions and attitudes to the doctrines, moral and social teachings of the Catholic Church• Inspires and motivates students to reach their full potential spiritually, academically, socially and morally• Works as a team member with the principal, pastor, faculty and parents on behalf of the educational, spiritual, social formation of the students• Respects cultural diversity unique to the school and works toward reducing bias, stereotyping, etc.
1b. Gives evidence of lived Gospel values	<ul style="list-style-type: none">• Seeks ways of integrating Gospel values and Catholic social teaching into all subject areas and all parts of the school day• Fosters leadership within the students and their parents in serving and supporting the school community, parish life and the local civic community• Models service and plans appropriate service projects with students• Uses language reflective of the Catholic identity of the school
1c. Participates in building a faith community	<ul style="list-style-type: none">• Promotes daily prayer and an attitude of reverence in religious celebrations• Incorporates daily prayer into classroom routines• Models respect and reverence during school prayers• Maintains one classroom display devoted to the expression of faith, liturgical season, or religion curriculum• Plans liturgies and prayer services for class / school
1d. Maintains positive, healthy interpersonal relationships with students and parents and one another	<ul style="list-style-type: none">• Works to establish and maintain open lines of communication with parents , students and all the school community• Acts considerately of other staff members and works collaboratively when implementing projects• Shows appreciation for the gifts and talents of each staff member• Respects and cooperates with parents as co-educators
1e. Affirms principles of Catholic social teachings in school day	<ul style="list-style-type: none">• Successfully fosters a commitment to acts of service and Catholic social teachings• Coordinates age-appropriate service projects with students that foster the principles of catholic social teachings



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“Great teachers are very clear about their approaches to student behavior. They establish clear expectations at the start of the year and follow them through consistently as the year progresses.” (Whitaker, 2004)

Standard #2: Teachers promote student engagement, independence and interdependence in learning by facilitating a positive learning community.

2. Classroom Environment and Student Engagement	Performance Indicators
2a. Creates an environment of respect, warmth, caring, and fairness, integrating Christian values for all students	<ul style="list-style-type: none"> • Demonstrates knowledge of students • Demonstrates an understanding of human growth and development and how children learn • Supports and implements the school discipline policy for all students in the school in a fair and equitable manner • Establishes and clearly communicates expectations and consequences for student behavior • Involves students in establishing rules and consequences for classroom behavior • Follows through equitably on disciplinary consequences
2b. Establishes a culture for learning	<ul style="list-style-type: none"> • Reflects the school philosophy in the instructional process • Sets high expectations for student learning • Displays student work to celebrate achievement and individuality in classroom and throughout school • Conveys genuine enthusiasm for content • Through active participation, students demonstrate curiosity and value in the importance of the content
2c. Maximizes amount of time spent on instruction	<ul style="list-style-type: none"> • Follows curriculum standards and time allotments as established by the Archdiocese and the school • Smoothly manages classroom environment with little or no loss of instructional time
2d. Establishes appropriate classroom procedures and routines and maintains them throughout the year	<ul style="list-style-type: none"> • Sets clear standards for student conduct • Establishes efficient and seamless classroom routines and transitions from one subject to the next • Organizes small group-work is effectively • Engages students productively in learning • Manages routines for handling materials and supplies smoothly • Establishes clear systems for performing non-instructional duties
2e. Organizes physical space	<ul style="list-style-type: none"> • Organizes physical environment to support learning • Provides a physical environment conducive to good health and safety • Maintains a classroom that is attractive, orderly, neat, and functional • Displays bulletin boards that are functional and relevant to learning • Frequently adjusts classroom furniture to accommodate learning styles and activities
2f. Develops positive interactions and social-emotional skills with students	<ul style="list-style-type: none"> • Exhibits highly positive personal interactions • Facilitates student pride in their work • Promotes self-discipline in students while reinforcing appropriate behavior • Anticipates and prevents disruptive behavior constructively and



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	<p>consistently, respecting the dignity of the student</p> <ul style="list-style-type: none">• Students tend to trust teacher with sensitive information• Students demonstrate genuine caring for one another and monitor one another's treatment of peers; correcting classmates respectfully when necessary• Responds to student misbehavior sensitively and appropriately, respecting student's dignity• Affirms a positive self-image in students• Encourages students' self-discipline• Interacts with each student in a mutually respectful and just manner• Uses discretion in handling difficult or sensitive situations
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“Good planning sets the stage for good teaching, which in turn fosters optimal learning... Effective teaching starts with an organized instructional plan.” (Skowron, 2001)

Standard #3: Teachers plan instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large.

3. Planning and Preparation for Active Learning	Performance Indicators
3a. Demonstrates knowledge of content and pedagogy	<ul style="list-style-type: none"> • Displays solid knowledge of the important concepts in specific disciplines • Participates in the ongoing professional development of curriculum • Participates in consistent curriculum review • Demonstrates knowledge of teaching practices that reflect varied and effective pedagogical approaches to the disciplines
3b. Demonstrates knowledge of students	<ul style="list-style-type: none"> • Reflects knowledge of individual student interests, strengths, and abilities in lesson plans • Demonstrates understanding of how students learn at various developmental levels • Displays accurate understanding of typical developmental characteristics of the age as well as general exceptions to the pattern • Recognizes the value of understanding students’ interests and cultural heritage and displays this knowledge for class as a whole and groups of students • Demonstrates awareness of students’ special learning/medical needs
3c. Selects reflective and relevant instructional goals	<ul style="list-style-type: none"> • Shows evidence of long and short range planning • Establishes goals and objectives that represent high expectation outcomes that reflect relevance , rigor, and important learning in the discipline • Designs and plans lessons that represent significant cognitive challenges with differentiation for groups of students as appropriate • Outcomes reflect several different types of learning and opportunities for coordination of disciplines • Outcomes reflect comprehensive of student learning and reflect varying needs of individual students or groups of students to plan and adapt instruction and set instructional goals • Designs lessons in a clear, logical, and sequential format that implements stated grade level goals and objectives
3d. Demonstrates knowledge of resources	<ul style="list-style-type: none"> • Lessons reflect knowledge of a variety of resources to support learning • Accesses and utilizes needed materials and equipment as appropriate to learning objectives • Displays awareness of resources to enhance content and pedagogical knowledge available through the school, district and resources external to the school and on the Internet
3e. Designs coherent, standards-based instructional plans	<ul style="list-style-type: none"> • Designs plans that reflect knowledge of standards and content teaching • Designs lessons in a clear, logical, and sequential format that implements stated grade level goals and objectives • Plans clearly identify alignment to a specific Archdiocesan standard, learning objective, learning outcomes/activities, and daily assessments • Lesson plans indicate necessary adaptations as needed for individual students • Provides lesson plans for substitutes when absent



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*“In teaching student to think, the teacher deliberately structures and uses teaching methods and learning tasks that actively involve students in ample opportunities to develop concepts and skills in generating, structuring, transferring, and restructuring knowledge.”
(Ellett, 1990)*

Standard #4: Teachers implement instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large.

4. Instruction for Active Learning	Performance Indicators
4a. Communicates to students clearly and effectively enforcing high expectations	<ul style="list-style-type: none">• Communicates objectives a/o learning targets clearly to students• Effectively enforces high learning expectations• Promotes development of good study skills• Communicates effectively with students• Reflects the school philosophy in the instructional process• Challenges students and enthusiastically communicates expectations and purposes for learning• Speaks and writes in language that is clear and correct and conforms to standard English• Uses vocabulary as appropriate to the students’ ages and interests• Demonstrates opportunities for students to expand vocabulary• Clearly communicates directions and procedures
4b. Uses questioning and discussion techniques	<ul style="list-style-type: none">• Develops higher order thinking skills through use of appropriate questions and activities that provide opportunities for problem solving• Asks high-quality questions and provides adequate time for students to respond• Provides opportunities for students to formulate their own questions• Creates quality discussion among students, stepping aside when appropriate• Provides opportunities to guide students to initiate their own topics for discussion based on a set of criteria• Engages all students in class discussions successfully
4c. Engages all students in focused learning by providing for individual differences among learners	<ul style="list-style-type: none">• Varies teaching styles to meets the needs of student learning styles, and diversifies instruction to meet the needs of learners• Uses differentiated teaching strategies• Groups students flexibly and appropriately based on learning objectives and activities• Varies instructional groups as appropriate to the students and different instructional outcomes
4d. Orchestrates effective strategies, materials, and groupings to motivate students to work to their potential	<ul style="list-style-type: none">• Builds upon interests, abilities and previous learning experiences of students• Employs a variety of instructional methods and materials, including but not limited to technological tools• Draws on an extensive repertoire of strategies in seeking approaches for students who are struggling to learn• Uses instructional time efficiently and effectively• Paces lesson as appropriate for all students• Provides activities and materials that are appropriate for the developmental levels of the student• Provides a variety of activities which encourage and promote maximum student involvement



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	<ul style="list-style-type: none">• Encourages creativity, critical thinking, and problem-solving skills• Provides student choice in selecting different assignments• Enables instructional groups to be productive and fully appropriate to the students or instructional purposes of the lesson• Allows time for student reflection and closure
4f. Demonstrates flexibility and responsiveness	<ul style="list-style-type: none">• Successfully makes major adjustments to a lesson when needed• Seizes opportunities to enhance learning, building on students' interests or a spontaneous event
4g. Knows and uses technology appropriately	<ul style="list-style-type: none">• Understands, models and teaches the religious, legal and ethical practices regarding media and educational technology• Models and teaches safe, healthy practices of technology• Uses technology to enable and empower learners• Applies problem solving strategies to issues involving teaching and learning with technology• Uses technology to create learning experiences that align with the curriculum standards• Manages the use of technology in the classroom• Uses technology resources to assess student needs, improve instructional practices, and maximize student learning• Uses technology to communicate both locally and globally



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“Monitoring students as they engage in a learning task is a crucial part of teaching. It is important for students to receive feedback on their progress throughout the learning activity.” (Skowron, 2001)

Standard #5: Teachers use multiple measures to analyze student performance and to inform subsequent planning and instruction.

5. Assessment for Learning	Performance Indicators
5a. Shows students exactly what is expected by posting rubrics, goals, and/or exemplars	<ul style="list-style-type: none">• Clearly communicates assessment criteria and standards to students• Uses rubrics to clearly explain to students learning outcomes and criteria for assessment and evaluation• Displays or posts exemplars of student produced work
5b. Uses a variety of assessments to pre-assess, inform instruction, and continuously monitor students' learning	<ul style="list-style-type: none">• Uses evaluation techniques that support school philosophy and relate to curriculum standards• Tracks student progress• Uses standardized test results to set student goals across the curriculum
5c. Continuously checks for understanding using formative methods	<ul style="list-style-type: none">• Uses evaluation of student progress as a continual guide in planning and modifying instruction when necessary• Monitors students' application of skills and concepts and checks for comprehension• Demonstrates well-developed strategy for using formative assessment• Re-teaches as needed and provides extra help outside of school hours
5d. Provides prompt and relevant written and verbal student feedback	<ul style="list-style-type: none">• Provides prompt feedback of test results and assignments• Consistently provides timely and quality feedback to students• Allows students opportunities to make active use of feedback to inform and improve their learning
5e. Uses interim data to adjust instruction, help struggling students and challenge accelerated students	<ul style="list-style-type: none">• Studies standardized test results as a measure of student growth and progress• Uses assessment results to plan for future instruction for groups of students
5e. Designs various forms of assessment to measure student learning	<ul style="list-style-type: none">• Uses a variety of evaluation techniques• Proposes approach to assessment that is fully aligned with instructional objectives and outcomes• Employs assessment methodologies that have been adapted for individual students as needed• Provides opportunities for students to monitor the quality of their own work against the criteria and performance standards• Provides multiple opportunities for students to demonstrate mastery of objectives



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"Education is one of the most important ways by which the Church fulfills its commitment to the dignity of the person and the building of community." (To Teach as Jesus Did, 1972, #13)

Standard #6: Teachers actively support all established goals, maximize support for student learning by developing professional skills, demonstrating professionalism, collaborating with others, and exhibiting leadership.

6. Professional Responsibilities and Teacher Leadership	Performance Indicators
6a. Maintains a professional manner consistent with Catholic identity in the classroom and other related settings	<ul style="list-style-type: none"> • Avoids discussing disagreements with administration/faculty in the presence of students/parents/other staff • Avoids and discourages idle and unprofessional talk about school personnel, students and parents • Responds in a positive professional manner to parental comments and criticism • Language and tone reflective of Catholic identity • Dresses professionally and in accordance with school guidelines • Uses standard English in all written and oral communication • Patterns behavior to school's mission and Catholic identity in all settings • Complies with all policies stated in the Ministry Agreement, Faculty Handbook, and Archdiocese of Hartford Policies
6b. Maintains consistent professional communication with parent/guardian regarding student progress	<ul style="list-style-type: none"> • Maintains students' records consistently, accurately and neatly • Uses a variety of techniques for communicating student progress in a timely manner, including progress reports, conferences and portfolios • Provides a climate which initiates and invites communication with parents • Communicates with parents clearly, accurately, consistently, and in a timely manner
6c. Demonstrates a sense of professional responsibility and leadership through his/her attendance at school and participation in other professional responsibilities	<ul style="list-style-type: none"> • Accepts responsibility for all students in the school • Collaborates willingly with others in planning and implementing projects • Participates actively in school- sponsored parent meetings and programs • Participates appropriately in school- sponsored activities and events • Accepts extra assignments and supervisions (e.g. lunch, playground, dismissal, self-study, etc.) honoring the Ministerial Agreement • Takes initiative to assume positive leadership roles among faculty (e.g., curriculum coordinator, cluster leader, PLC leader) • Volunteers to participate in school events and make substantial contribution in at least one aspect of school life or school project
6d. Demonstrates professional responsibility for daily administrative tasks (e.g., student attendance, care of school property, review of emergency drill procedures, collection of money, etc.)	<ul style="list-style-type: none"> • Maintains a reasonable record of attendance and punctuality in compliance with school policy • Maintains accurate student records • Demonstrates responsible care and use of instructional materials, equipment and school facilities • Reviews fire and crisis drills and emergency procedures and practices with students regularly • Follows directives regarding collection of monies
6e. Reports and informs principal of any knowledge or suspicion of child abuse as required by law and students suspected as having	<ul style="list-style-type: none"> • Informs the principal of students with special needs • Informs principal of any knowledge or suspicion of child abuse • Documents various interventions • Documents parent communication



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special education needs	
6f. Attends any meetings/programs required by parish, school, OCS, and/or Archdiocese	<ul style="list-style-type: none"> • Participates willingly in school’s self-study, evaluation and accreditation activities • Attends faculty and parish meetings • Attends Archdiocesan sponsored in-service programs • Successfully completes and maintains Virtus training • Successfully participates in and completes the required certificate of religion • Attends meetings called by the Superintendent
6g. Takes advantage of opportunities for professional improvement	<ul style="list-style-type: none"> • Reflects on how a lesson could be improved upon to ensure higher student success and achievement • Seeks out opportunities to attend professional development workshops • Actively participates in the teacher evaluation process • Completes necessary work toward obtaining/maintaining certification. • Provides necessary documentation for personnel file as listed in Archdiocesan Policy Manual • Actively participates in promoting a culture of professional learning and inquiry • Seeks out and welcomes constructive feedback from teacher colleagues and administration through professional collaboration
6h. Maintains positive, healthy interpersonal relationships with administration, colleagues, and support staff	<ul style="list-style-type: none"> • Supports and enforces Archdiocesan and school regulations as articulated in the Archdiocesan and local school policies • Keeps the principal informed of activities • Demonstrates an openness, cooperation and flexibility in working with the principal • Works cooperatively with colleagues • Makes appropriate and efficient use of support staff • Displays emotional stability, sensitivity, appropriate humor, flexibility, good judgment and a positive attitude • Displays relationships with colleagues and other school staff members that are characterized by mutual support, cooperation, and reflect Catholic values • Displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public • Adheres to appropriate digital forms of communication and networking as outlined in Archdiocesan policies
6i. Highly proactive in serving students	<ul style="list-style-type: none"> • Actively serves all students • Seeks out resources when needed • Works to ensure that all students receive a fair opportunity to succeed • Maintains an open mind and participates in team decision making