

DIOCESE OF TOLEDO

TEACHER EVALUATION

2006 - 2007

**Catholic Youth and School Services
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INTRODUCTION

"Teachers must remember that it depends chiefly on them whether the Catholic school achieves its purpose...Possessed by charity both toward each other and toward their pupils, and inspired by an apostolic spirit, they should bear testimony by their lives and their teaching to the one Teacher, who is Christ...The sacred Synod declares that the services of such teachers constitute an active apostolate, one which is admirably suited to our times and indeed is very necessary" (Vatican II, Declaration on Christian Education, Section 8, par. 3).

Catholic Youth and School Services believes that far from being another job, teaching is a ministry to the young people who attend our schools. The Professional Development Program for Teacher-Ministers has been developed to help teachers in their ministry. A process of professional assessment is based on the following concepts:

- It is a necessary component of professional growth to reflect, review, and assess one's skills as an educator.
- That one's growth in the field of education demands input from mentors, peers, and administrators to develop a well-rounded plan for continuous improvement.
- It is necessary that professional growth goals be set for the continued development of knowledge and skills as we all strive to become master educators.
- It is necessary that all of this be done in light of our Catholic philosophy, that all life is sacred, all children can learn, and it is our responsibility to use our gifts as we strive for knowledge and wisdom in the building of God's kingdom.

Keeping all of this in mind, CYSS, with the input of teachers and principals, has attempted to incorporate the latest research and formats of delivery, into a process that encourages a common language for thought-filled reflection. The design includes a foundation from which goals can be developed that will encourage growth in a profession that continues to develop both skill and scientific understanding. The Diocesan process is based on the work of Charlotte Danielson and Tom McGreal in the publication Teacher Evaluation: To Enhance Professional Practice, the State of Ohio's PRAXIS, OCSAA's Continuous Improvement requirements for school accreditation, and Local Professional Development Committee requirements to set goals for license renewal. The design of this process and its instruments attempts to meet a variety of laws and requirements for professional licensure, growth, and evaluation.

The desired outcome from this process is that administrators, mentors, and teachers will use a common, specific language to reflect on continued growth, skill areas that need attention, and goals that propel and support educators as they strive for new levels of professionalism.

CATEGORIES OF TEACHERS

It is our suggestion to call the three categories of teachers "tracks" because it is felt that labels such as "novice" and "expert" don't always apply to those teachers who would fall into that particular category. The word "tracks" is a general term that can apply to each group and the diversity within each group.

TRACK ONE

FOCUS: An induction program designed for all new teachers.

WHO:

1. All teachers new to the teaching profession (new teachers with a two-year Provisional License must complete Ohio's "Entry Year Teacher Process");
2. Teachers with more than three years of experience but new to the diocese;
3. Teachers with more than three years of experience but new to a particular school;
4. Teachers who have left teaching for a period of time and are now returning to the profession.

TIMESPAN: Normally three years**

PROCESS: Yearly observations, mentoring, and formal evaluation

BENCHMARK: New teachers must complete the following:

1. Five sessions of the Diocesan "New Teacher-Minister Orientation" program.
2. "Protecting Youth and Those Who Serve Them" workshop. It must be completed before or during their first year of teaching.
3. An "Individual Professional Development Plan" (IPDP) and an annual action plan that are consistent with the overall school goals as found in the School Improvement Plan as required by the O.C.S.A.A.

**The process will include options allowing teachers who have demonstrated competency in meeting the school's teaching standards to move on to Track Two.

TRACK TWO

FOCUS: Professional growth

WHO: Teachers who have successfully completed Track One

TIMESPAN: Normally four or more years of experience

PROCESS: Two-year cycles of alternating professional development / self-assessment and formative / summative evaluation. The following are samples of some professional development options and strategies:

- Collaboration: can include, but is not limited to, study groups, grade-level meetings, team teaching, action research, and teacher exchange.
- Independent study: can include activities such as taking a course or doing action research.
- Action research: teams of teachers select a topic of study of the impact of teaching strategies on learning and then measure the difference in student results.
- Peer observation: teachers have the opportunity to confer with colleagues about the observation of specific classroom practices or their teaching in general.

****During a teacher's professional growth process, focus should be on integrating their IPDP, Growing in Faith process, and their schools' Continuous Improvement Plan.****

At the end of a two-year cycle, the teachers in Track Two and their supervisor will build a new plan and establish a new timeline. This would ensure that teachers are continuously involved in Track Two.

TRACK THREE

FOCUS: To provide organizational support and assistance to teachers who are not meeting the school's teaching standards.

WHO: Experienced teachers who:

- Are experiencing some trauma or stressful episode in their life;
- Have been "coasting" along because of no previous assistance program.

TIMESPAN: Dependent upon the teacher's need for assistance

PROCESS:

- Identify area(s) needing improvement;
- Set goal(s) and behavior(s) to be demonstrated;
- Determine timeline for specific interventions and evaluations.

****The goal of this track is to guide teachers to successfully make the transition to Track Two.****

DIOCESE OF TOLEDO—A PLAN FOR EVALUATION TIMETABLE

	Track 1	Track 2 & Track 3	
Month	Years 1-3	Year A (on even years) Self-Directed Professional Growth Years	Year B (on odd years) Formal Evaluation Years
August	Review/develop IPDP	Teacher conducts self-assessment	Throughout the academic year, teacher collects evidence of student learning and professional activities
September	Teacher submits Annual Action Plan	Teacher submits Annual Action Plan	and continues working on professional development
October	Informal observation/drop-ins	Teacher and Administrator hold goal-setting conference	Teacher submits Annual Action Plan
November	Conduct first formal evaluation	Based on OCSAA goals, IPDP goals, and student learning goals, form study groups, critical friends, peer coaching, etc., to meet regularly (minimum 4 meetings)	Teacher and Administrator conduct initial conference
December	Gather data to support IPDP & School Improvement Plan throughout the year		Administrator conducts formal evaluation on all competencies
January	Conduct second formal evaluation	Throughout the academic year, teacher collects evidence of student learning and professional activities	Teacher and Administrator hold conference to examine teacher artifacts and discuss Annual Action Plan
February	Conference with teacher		
March	Informal observation/drop-ins	Teacher reflects on professional growth plan and, if necessary, submits additions	Develop new 5-Year IPDP
April			
May	Review IPDP & evaluate Annual Action Plan	Evaluate self-assessment	
June			

FORMS:

ALL

TRACKS

Individual Professional Development Plan (IPDP)

DIOCESE OF TOLEDO

This Plan lays out the broad goals which an educator will strive to achieve to renew the five-year license. It is developed in conjunction with an "Annual Action Plan" which is reviewed by the educator and his/her supervisor each year. Reference to these goals must be made when submitting requests to Local Professional Development Committees for CEU's.

Name _____ Date _____
School _____ City _____
Social Security # _____ Type _____
Content Areas listed on Certificate _____,
Expiration _____ (If Non-Tax, give year for review of CEU's/credits)

Note: These goals should support the school's goals as developed through the Ohio Catholic Schools Accreditation Association, North Central Accreditation or another similar process.

Catholic Identity Goal: (*What will I do to promote the unique mission of the Catholic School? How will I strengthen the faith formation of the students? How will I grow in my personal faith? How will I infuse the Catholic mission/philosophy into my teaching area?*)

Instruction Goal: (*What new methods will I incorporate into my teaching? How will I learn about new developments in teaching and learning? How will I better meet individual needs of students especially those who are gifted and those who struggle to grasp basic concepts?*)

Content Goal: *(How will I stay abreast of recent developments in my content area, e.g. integration across subject areas? How will I develop resources to reflect these changes? What research will I do in my area? How will I make the content more meaningful? Will I investigate teaching a new course within my subject area?)*

General Education Goal: *(What areas do I hope to address in the next five years? Where are the gaps in my professional development? What would help me to be a more effective teacher/administrator? How will I become active in my local, state or national professional organization? What steps might I take to become better at classroom management?)*

Teacher's Signature _____ Date: _____

Principal's Signature _____ Date: _____

LPDC's Chair's Signature _____ Date: _____

Copies to the principal (or supervisor) and to CYSS for teacher's file. Educator keeps the original.

Annual Action Plan

DIOCESE OF TOLEDO

This form should be used in conjunction with the Individualized Professional Development Plan. Each year progress towards the goals listed on the Plan should be evaluated and a new action plan developed. Not all goals will be addressed each year, but all four goals should be addressed within the five-year licensing cycle.

Catholic Identity Goal: *(Please list your goal from your IPDP.)*

ACTION STEPS: _____

Instruction Goal: *(Please list your goal from your IPDP.)*

ACTION STEPS: _____

Content Goal: *(Please list your goal from your IPDP.)*

ACTION STEPS: _____

General Education Goal: *(Please list your goal from your IPDP.)*

ACTION STEPS: _____

Teacher's Signature _____ Date: _____

Principal's Signature _____ Date: _____

This form is kept in the teacher's portfolio. A copy should be given to the principal.

Diocese of Toledo

The Four Domains for Professional Competency

Domain	Component
Domain A: Organizing Content Knowledge for Student Learning	*A1: Demonstrating knowledge of and supporting the school's mission. *A2: Becoming familiar with relevant aspects of students' background knowledge and experiences. *A3: Articulating clear learning goals for the lessons that are appropriate to the students. *A4: Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future. *A5: Creating or selecting teaching methods, learning activities, and instructions materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson. *A6: Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson.
Domain B: Creating an Environment for Student Learning	*B1: Supporting the schools' mission and living up to the "Affirmations of Employment." *B2: Creating a climate that promotes fairness by being a positive Christian role model. *B3: Establishing and maintaining respect and rapport with students. +B4: Communicating challenging learning expectations to each student. *B5: Establishing and maintaining consistent standards of classroom behavior. +B6: Making the physical environment as safe and conducive to learning as possible.
Domain C: Teaching for Student Learning	*C1: Evidencing that the teacher's work inside and outside the classroom is consistent with our Credo. *C2: Making learning goals and instructional procedures clear to students. +C3: Making content comprehensible to all types of learners. +C4: Encouraging students to extend their thinking. +C5: Monitoring students' understanding of content, providing feedback to students to assist learning, and adjusting learning activities as the situation demands. *C6: Using instructional time and resources effectively. *C7: Evidencing flexibility and an openness to change.
Domain D: Teacher Professionalism	D1: Evidencing that the teacher works to develop the Formative Outcomes. *D2: Maintaining accurate records (including ongoing professional growth). D3: Reflecting on (and recording) the extent to which the learning goals were met. +D4: Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students. *D5: Communicating with parents or guardians about student learning. *D6: New teachers must complete the five sessions of the Diocesan "New Teacher-Minister Orientation" program. *D7: New teachers with a two-year Provisional License must complete Ohio's "Entry Year Teacher Process." *D8: "Protecting Youth and Those Who Serve Them": This workshop is required of all new teachers. (It must be completed before or during their first year of teaching.) D9: Teachers must follow the guidelines for professional development based on their Local Professional Development Committee (LPDC). (Specifically, they must develop an "Individual Professional Development Plan" and an annual action plan that are consistent with the overall school goals as found in the School Improvement Plan as required by the O.C.S.A.A.)

* indicate CORE ITEMS for Year One

+ additional CORE ITEMS for Year Two

Year Three includes all items in the Professional Competency Framework

SOURCES OF INFORMATION

Component of the Framework	Samples Sources of Information
<p>Domain A: Organizing Content Knowledge for Student Learning</p> <p>A1: Demonstrating knowledge of and supporting the school's mission. A2: Becoming familiar with relevant aspects of students' background knowledge and experiences. A3: Articulating clear learning goals for the lessons that are appropriate to the students. A4: Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future. A5: Creating or selecting teaching methods, learning activities, and instructions materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson. A6: Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson.</p>	<p>Classroom observation, sample lesson plan Interviews, sample lesson plan</p> <p>Classroom observation, sample unit plan, sample lesson plan Sample unit plan, sample lesson plan</p> <p>Sample unit plan, sample lesson plan, teaching artifact</p> <p>Sample unit plan, sample lesson plan, teaching artifact</p>
<p>Domain B: Creating an Environment for Student Learning</p> <p>B1: Supporting the schools' mission and living up to the "Affirmations of Employment." B2: Creating a climate that promotes fairness by being a positive Christian role model. B3: Establishing and maintaining respect and rapport with students. B4: Communicating challenging learning expectations to each student. B5: Establishing and maintaining consistent standards of classroom behavior. B6: Making the physical environment as safe and conducive to learning as possible.</p>	<p>Classroom observation, student surveys, parent surveys Classroom observation</p> <p>Classroom observation, student surveys Classroom observation</p> <p>Classroom observation, records of students sent to office Classroom observation</p>
<p>Domain C: Teaching for Student Learning</p> <p>C1: Evidencing that the teacher's work inside and outside the classroom is consistent with our Credo. C2: Making learning goals and instructional procedures clear to students. C3: Making content comprehensible to all types of learners. C4: Encouraging students to extend their thinking. C5: Monitoring students' understanding of content, providing feedback to students to assist learning, and adjusting learning activities as the situation demands. C6: Using instructional time and resources effectively. C7: Evidencing flexibility and an openness to change.</p>	<p>Classroom observation</p> <p>Classroom observation, teaching artifact</p> <p>Teaching artifacts, student work, sample unit plan, lesson plans Classroom observation, teacher artifact, samples of student work</p> <p>Classroom observation Classroom observation, Interview</p>
<p>Domain D: Teacher Professionalism</p> <p>D1: Evidencing that the teacher works to develop the Formative Outcomes. D2: Maintaining accurate records (including ongoing professional growth). D3: Reflecting on (and recording) the extent to which the learning goals were met. D4: Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students. D5: Communicating with parents or guardians about student learning. D6: New teachers must complete the five sessions of the Diocesan "New Teacher-Minister Orientation" program. D7: New teachers with a two-year Provisional License must complete Ohio's "Entry Year Teacher Process." D8: "Protecting Youth and Those Who Serve Them": This workshop is required of all new teachers. D9: Teachers must follow the guidelines for professional development based on their Local Professional Development Committee.</p>	<p>Classroom observation, participation in school professional development, liturgical participation Attendance records, CEU/workshop record sheet, field trip records Interview, reflection form Interview, department meeting notes, other professional meetings Phone logs, letters to parents, conference notes New Teacher-Minister schedule</p> <p>Entry Year Teacher schedule</p> <p>Record of workshop</p> <p>LPDC guidelines</p>

SELF-ASSESSMENT WORKSHEET

DIOCESE OF TOLEDO

Carefully reflect on your teaching performance in all four domains and complete the Self-Assessment.

Key: U . . . Unsatisfactory B . . . Basic P . . . Proficient D . . . Distinguished

Domain A: Organizing Content Knowledge for Student Learning	U	B	P	D
A1: Demonstrating knowledge of and supporting the school's mission				
A2: Becoming familiar with relevant aspects of students' background knowledge and experiences.				
A3: Articulating clear learning goals for the lessons that are appropriate to the students.				
A4: Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future.				
A5: Creating or selecting teaching methods, learning activities, and instructions materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson				
A6: Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson.				
Domain B: Creating an Environment for Student Learning				
B1: Supporting the schools' mission and living up to the "Affirmations of Employment."				
B2: Creating a climate that promotes fairness by being a positive Christian role model.				
B3: Establishing and maintaining respect and rapport with students.				
B4: Communicating challenging learning expectations to each student.				
B5: Establishing and maintaining consistent standards of classroom behavior.				
B6: Making the physical environment as safe and conducive to learning as possible.				
Domain C: Teaching for Student Learning				
C1: Evidencing that the teacher's work inside and outside the classroom is consistent with our Credo.				
C2: Making learning goals and instructional procedures clear to students.				
C3: Making content comprehensible to all types of learners.				
C4: Encouraging students to extend their thinking.				
C5: Monitoring students' understanding of content, providing feedback to students to assist learning, and adjusting learning activities as the situation demands.				
C6: Using instructional time and resources effectively.				
C7: Evidencing flexibility and an openness to change.				
Domain D: Teacher Professionalism				
D1: Evidencing that the teacher works to develop the Formative Outcomes.				
D2: Maintaining accurate records (including ongoing professional growth).				
D3: Reflecting on (and recording) the extent to which the learning goals were met.				
D4: Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students.				
D5: Communicating with parents or guardians about student learning.				
D6: New teachers must complete the five sessions of the Diocesan "New Teacher-Minister Orientation" program.				
D7: New teachers with a two-year Provisional License must complete Ohio's "Entry Year Teacher Process."				
D8: "Protecting Youth and Those Who Serve Them": This workshop is required of all new teachers. (It must be completed before or during their first year of teaching.)				
D9: Teachers must follow the guidelines for professional development based on their Local Professional Development Committee. (LPDC).				

ADMINISTRATOR'S ASSESSMENT WORKSHEET

DIOCESE OF TOLEDO

Carefully reflect on your teaching performance in all four domains and complete the Self-Assessment.

Key: U . . . Unsatisfactory B . . . Basic P . . . Proficient D . . . Distinguished

Domain A: Organizing Content Knowledge for Student Learning	U	B	P	D
A1: Demonstrating knowledge of and supporting the school's mission				
A2: Becoming familiar with relevant aspects of students' background knowledge and experiences.				
A3: Articulating clear learning goals for the lessons that are appropriate to the students.				
A4: Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future.				
A5: Creating or selecting teaching methods, learning activities, and instructions materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson				
A6: Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson.				
Domain B: Creating an Environment for Student Learning				
B1: Supporting the schools' mission and living up to the "Affirmations of Employment."				
B2: Creating a climate that promotes fairness by being a positive Christian role model.				
B3: Establishing and maintaining respect and rapport with students.				
B4: Communicating challenging learning expectations to each student.				
B5: Establishing and maintaining consistent standards of classroom behavior.				
B6: Making the physical environment as safe and conducive to learning as possible.				
Domain C: Teaching for Student Learning				
C1: Evidencing that the teacher's work inside and outside the classroom is consistent with our Credo.				
C2: Making learning goals and instructional procedures clear to students.				
C3: Making content comprehensible to all types of learners.				
C4: Encouraging students to extend their thinking.				
C5: Monitoring students' understanding of content, providing feedback to students to assist learning, and adjusting learning activities as the situation demands.				
C6: Using instructional time and resources effectively.				
C7: Evidencing flexibility and an openness to change.				
Domain D: Teacher Professionalism				
D1: Evidencing that the teacher works to develop the Formative Outcomes.				
D2: Maintaining accurate records (including ongoing professional growth).				
D3: Reflecting on (and recording) the extent to which the learning goals were met.				
D4: Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students.				
D5: Communicating with parents or guardians about student learning.				
D6: New teachers must complete the five sessions of the Diocesan "New Teacher-Minister Orientation" program.				
D7: New teachers with a two-year Provisional License must complete Ohio's "Entry Year Teacher Process."				
D8: "Protecting Youth and Those Who Serve Them": This workshop is required of all new teachers. (It must be completed before or during their first year of teaching.)				
D9: Teachers must follow the guidelines for professional development based on their Local Professional Development Committee. (LPDC).				

Assessment Summary

Noted Areas of Strength

Possible Areas for Growth

Suggested Growth Goals

1.

2.

Teacher Signature

Administrator/Designee Signature

Date

Date

The Four Domains for Professional Competency	
Domain	Component
Domain A: Organizing Content Knowledge for Student Learning	
Domain B: Creating an Environment for Student Learning	
Domain C: Teaching for Student Learning	
Domain D: Teacher Professionalism	

Name _____ School Year _____

Note: Track One teachers would do this every year.
Track Two teachers would do this every other year.

PRE-OBSERVATION FORM

(To Be Filled Out By Teacher)

1. Briefly describe the students in this class, including those with special learning needs. (Component A2)

2. What are the goals for the lesson? What do you want the students to learn? (Component C2)

3. Why are the goals suitable for this group of students? (Components A3, C3)

4. How do these goals support the Diocesan Course of Study?

5. How do these goals relate to broader curriculum goals in the discipline as a whole or in other disciplines? (Components A4, C4)

Note: Track One teachers would do this every year.
Track Two teachers would do this every other year.

PRE-OBSERVATION DISCUSSION FORM

(To Be Filled Out By Administrator and Teacher)

Name _____ School Administrator _____

Date of Pre-Conference _____ Date/Time of Observation _____

Grade Level/Subject Area Observed _____

1. How do you plan to engage students in the content? What will you do? What will the students do?

2. What difficulties do students typically experience in this area, and how do you plan to anticipate these difficulties? (Components C5 , C7)

3. What instructional materials or other resources, if any, will you use? Attach sample materials you will be using in the lesson. (Component A5)

4. How do you plan to assess student achievement of the goals? What procedures will you use? Attach any tests or performance tasks, with rubrics or scoring guides. (Component A6)

5. How do you plan to use the results of the assessment? (Component A6)

Teacher comments pertaining to the observation. List any items you might want to call to the attention of the observer.

Observational Focus:

CLASSROOM OBSERVATION RECORD

Name _____ School _____

Grade Level _____ Subject _____ School Year _____

Observer Name _____ Position _____

Component A1: Demonstrating knowledge of and supporting the school's mission.

Component B1: Supporting the schools' mission and living up to the "Affirmations of Employment."

Component A2: Becoming familiar with relevant aspects of students' background knowledge and experiences.

Component B2: Creating a climate that promotes fairness by being a positive Christian role model.

Component A3: Articulating clear learning goals for the lessons that are appropriate to the students.

Component B3: Establishing and maintaining respect and rapport with students.

Component A4: Demonstrating an understanding of the connections between the content that was learned previously, the current content, and the content that remains to be learned in the future.

Component B4: Communicating challenging learning expectations to each student.

Component A5: Creating or selecting teaching methods, learning activities, and instructions materials or other resources that are appropriate to the students and that are aligned with the goals of the lesson.

Component B5: Establishing and maintaining consistent standards of classroom behavior.

Component A6: Creating or selecting evaluation strategies that are appropriate for the students and that are aligned with the goals of the lesson.

Component B6: Making the physical environment as safe and conducive to learning as possible.

CLASSROOM OBSERVATION RECORD

Name _____ School _____

Grade Level _____ Subject _____ School Year _____

Observer Name _____ Position _____

<p>Component C1: Evidencing that the teacher's work inside and outside the classroom is consistent with our Credo.</p>	<p>Component C7: Evidencing flexibility and an openness to change.</p>
<p>Component C2: Making learning goals and instructional procedures clear to students.</p>	<p>Component D1: Evidencing that the teacher works to develop the Formative Outcomes.</p>
<p>Component C3: Making content comprehensible to all types of learners.</p>	<p>Component D2: Maintaining accurate records (including ongoing professional growth).</p>
<p>Component C4: Encouraging students to extend their thinking.</p>	<p>Component D3: Reflecting on (and recording) the extent to which the learning goals were met.</p>
<p>Component C5: Monitoring students' understanding of content, providing feedback to students to assist learning, and adjusting learning activities as the situation demands.</p>	<p>Component D4: Building professional relationships with colleagues to share teaching insights and to coordinate learning activities for students.</p>
<p>Component C6: Using instructional time and resources effectively.</p>	<p>Component D5: Communicating with parents or guardians about student learning.</p>

Observation Reflection Form

Name _____ School _____

Grade/Subject _____

Observation Date _____ Time _____

Post-Conference Date _____ Time _____

1. As I reflect on the lesson, to what extent were students productively engaged?
(Components B4, C3, C6)

2. Did the students learn what I intended? Where my instructional goals met? How do I know? (Components B4, C5)

3. Did I alter my goals or instructional plan as I taught the lesson? If so, why? (Components C5, C7)

4. If I had the opportunity to teach this lesson again to this same group of students, what would I do differently? Why? (Component D3)

5. Provide several samples of student work on this assignment. This work should reflect the full range of student ability in your class and include feedback you provide to students on their papers.

Teacher's signature/date _____

Administrator's signature/date _____

PROFESSIONAL DEVELOPMENT PORTFOLIO

Teacher Professional Portfolio

Purpose:

A teacher's portfolio can serve many different purposes. It can showcase their best work and determine their focus for evaluations, mentoring, and a professional development plan. A portfolio can be used for self-reflection and analysis, to support mentoring and coaching relationships, and to strengthen a resume. It is an extension and enhancement of these purposes to cover all aspects of teaching, not merely those observed in a single class.

The purpose is two-fold: record keeping and informational. (1) The guidelines used by the teacher that drives his/her professional development, and (2) the actual records of the process in obtaining the professional development and teacher assessment goals.

The contents will vary according to the experience of the teacher. Eventually a teacher may have all the following forms. This is meant to be a sample of different possibilities for all levels of teachers. If the form is not included in the general guidelines, a sample is included.

Contents:

- IPDP (Individual Professional Development Plan) for renewal of the 5-year license
- Annual Action Plan (which is derived from the IPDP)
- Growing In Faith process
- School Improvement Plan
- Professional Development Log (will list all the work (with dates) of the classes, workshops, or books read, etc., completed for CEU and credit classes) (p. 24)
- Evaluations (with pre- and post-observation and pre- and post-conference forms)
- Classroom Observation Record
- Observation Reflection Form
- Self-Assessment Worksheets
- Videotape(s) of a class/unit
- Three-week unit/student project (p. 25)
- Instruction Plan for a Single Lesson (p. 26)
- Samples of Assessment Procedures (enables a reader of the portfolio to understand the teacher's intent in using different assessment methodologies and the aspects of student performance that the teacher particularly valued)
- Student Artifacts (preferably from the Three-week unit and/or videotaped included in the portfolio) (p. 27)
- Knowledge of Students and Resources Sheet (p. 28)
- Family Contact Log (p. 29)
- School and Community Contribution Log (p. 30)
- Research Log (p. 31)
- Pictures evidencing Catholicity in the classroom
- Copy of teaching certificate/license
- Supportive notes from parents

Note: The forms were adapted from Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson (1996)

Three-Week Unit Plan Diocese of Toledo

Name _____ School _____

Grade Level _____ Subject _____ Dates of Unit _____

DAILY TOPIC AND ACTIVITIES

	Monday	Tuesday	Wednesday	Thursday	Friday
Week One					
Week Two					
Week Three					

Course of Study Objective: _____

Skills Addressed: _____

Assessment: _____

Instruction Plan for a Single Lesson

Name _____ School _____

Grade Level _____ Subject _____ Date _____

1. Briefly describe the students in this class, including those with special needs. (Component A2)
2. What are your goals for the lesson? What do you want the students to learn? (Component A3)
3. Why are these goals suitable for this group of students? (Component A3)
4. How do these goals support the diocesan curriculum, state frameworks, and content standards? (Component A4)
5. How do these goals relate to broader curriculum goals in the discipline as a whole or in other disciplines? (Component A4)
6. How do you plan to engage students in the content? What will you do? What will the students do? (Include time estimates.) (Component A5)
7. What difficulties do students typically experience in this area, and how do you plan to anticipate these difficulties? (Component A2)
8. What instructional materials or other resources, if any, will you use? (Component A5)
9. How do you plan to assess student achievement of the goals? What procedures will you use? (Attach any tests or performance tasks, with accompanying scoring guides or rubrics.) (Component A6)
10. How do you plan to make use of the results of the assessment? (Component A6)

Instructional Artifact Sheet

Diocese of Toledo

Name _____ School _____

Grade Level _____ Subject _____ Date _____

Concept or Topic _____

Instructional Goal or Goals _____

1. Attach directions or an assignment that engages students in learning about the concept or topic cited above. Examples are a worksheet, homework, or class assignment, project guidelines, or a problem.

2. Provide several samples of student work on this assignment. They should reflect the full range of student ability in your class and include feedback you provided to the students on their papers.

3. Write a brief commentary about the assignment, answering the following questions:
 - What is the context of the assignment in terms of students' prior knowledge and the other topics they have been studying?
 - How does the assignment help students develop their understanding?
 - What do you plan to do next with these students?

Knowledge of Students and Resources Sheet

Diocese of Toledo

Name _____ School _____

Grade Level _____ Subject _____ Date _____

1. What techniques do you use to learn about your students'

... background knowledge and skills?

... interests outside school?

... cultural heritage?

2. What resources are available to enhance your students' experience in this subject? (Examples are films, videos, museums, and experts in the community.)

3. What resources are available for students if needed? (Examples are counseling, medical facilities, and clothing contributions.)

Research Log Diocese of Toledo

Name _____ School _____

Grade Level _____ Subject _____ School Year _____

1. Write a question that you would like to answer about student learning or your teaching.

2. What information do you need to answer the question?

3. In the Action Plan, indicate how you plan to answer the question.

Action Plan

Step	Actions	Time Line
1		
2		
3		
4		
5		

4. Summary and Conclusions: If you are able to complete the research, answer the following questions on separate paper:
 - What have you learned from this project?
 - What additional questions do you have?
 - Do you plan to alter your practice as a result of this project? If so, how?

FORMS:

TRACK

THREE

3. Management Ability

- A. Rapport with Students (in/out of classroom) is appropriate, professional and positive.
- B. Demonstrates resourcefulness in classroom management and instruction.
- C. Meets and instructs students at designated locations and times, adapts flexibility to change in structure, programs and scheduling procedures.
- D. Sets and maintains acceptable standards of classroom behavior.
- E. Prepares for assigned classes, and shows written evidence of preparation and implementation on request of the principal or immediate supervisor.
- F. Takes all necessary and reasonable precautions to protect students, equipment, materials and facilities.
- G. Maintains records as required by law, school/diocesan policy and administrative regulations.

	Needs
Satisfactory	Improvement

4. Professional Responsibility

- A. Commitment to student success, school vision and goals is evident.
- B. Professional ethics are respected and implemented.
- C. Professional Growth is evident through LPDC and personal continuous improvement.
- D. Assists in upholding and enforcing school rules, administrative regulations.
- E. Is available to students and parents for education related purposes outside the instructional day when necessary and under reasonable terms.
- F. Works to establish and maintain open lines of communication with students, parents and colleagues concerning both the academic and behavioral progress of all students.
- G. Attends and participates in faculty, department and school/diocesan meetings.
- H. Cooperates with other members of the staff in addressing general concerns and in planning instructional and extra curricular goals and activities.
- I. Assists in the selection of books, equipment and other instructional materials.
- J. Establishes and maintains cooperative professional relations with others.

	Needs
Satisfactory	Improvement

Comments: _____

Teacher Signature/Date _____

Administrator Signature/Date _____