

<b>Cedar Catholic Jr.-Sr. High School</b>	
<b>Teacher</b>	<b>Summative Performance Evaluation</b>
<b>Teacher's Name:</b>	<b>Building:</b>
<b>Grade/Subject:</b>	<b>Date:</b>

### Levels of Performance

<b>1 = Meets Expectations</b>	<b>1 = Meets Expectatons</b> - The teacher <b>demonstrates an understanding</b> of concept underlying the component and implements it <b>effectively</b> .
<b>2 = Needs Improvement</b>	<b>2 = Needs Improvement</b> - The teacher <b>demonstrates an understanding</b> of the concept underlying the component, but is not yet <b>consistent</b> in implementing it <b>effectively</b> .
<b>3 = Not Acceptable</b>	<b>3 = Not Acceptable</b> - The teacher <b>does not yet demonstrate an understanding</b> of the concepts underlying the component. Student learning my be jeopardized.

<b>Teacher Performance Criteria</b>	
<b>Demonstrates/gives evidence of the following traits, competencies or professional standards</b>	
<b>Area I: Spiritual Leadership</b>	<b>Rating</b>
1. Worships regularly as active member of local Christian Community. <i>(Actively reflects on their faith life and encourages students to write their own prayers to read in class)</i>	
2. Models Catholic Christian values, respect, and compassion for entire School community. <i>(Actively supports the Religious life of the students, have students bring a scriptural passage to share)</i>	
3. Articulates and shares faith experiences. <i>(Leads prayer at the beginning of each class period)</i> <i>(Takes time to have students talk about: retreats, campus ministry, discipleship groups, service hours)</i>	
4. Must have an understanding of Catholic doctrine, practices, and sacramental life. <i>(Reflection: What virtue or vice is good to emphasize today?)</i>	
5. Behavior and conduct that serves as positive "Christ-like" examples for both students and adults. <i>(Addresses issues in a timely, professional manner and to work to promote a positive school culture)</i>	
6. Treats students and others with respect and dignity. <i>(Creates environment of respect)</i> <i>(Actively listens and direct/connect to the mission of the school)</i>	
<b>Area II. Building Community</b>	<b>Rating</b>
1. Establishes a classroom community of Christian faith that nurtures character, commitment, and compassion. <i>(Integrates faith: "I am the way, the truth and the life")</i>	
2. Demonstrates energy and enthusiasm for the Catholic Church, teaching, and working with students. <i>(Creates safe, supportive environment as part of a culture of learning)</i>	
3. Establishes procedures and routines that assure safety, success, and the most effective use of instructional time. <i>(Classroom conditions are conducive to an effective learning environment)</i>	
4. Develops classroom rules that are rooted in Scripture (Golden Rule, Decalogue, Beatitudes). <i>(Demonstrates consistent enforcement of established classroom rules and learning conditions)</i>	
5. Nurtures a non-threatening atmosphere conducive to learning and self-discipline. <i>(Clearly defined classroom routines and procedures for managing the learning environment)</i>	
6. Establishes a physical environment that is visibly Catholic, promotes efficient learning, and minimizes behavioral problems. <i>(Effectively monitors and manages students and learning activities)</i>	



<b>Area III. Designing Learning</b>	<b>Rating</b>
1. Displays knowledge of specific content area standards and benchmarks. <i>("What do we want kids to know, and be able to do and understand?")</i>	
2. Differentiates instruction. Attends to the individual needs of all students and to the development of responsible learners. <i>(Creates a positive classroom climate and an environment of respect)</i>	
3. Clearly articulates learning targets and shares instructional outcomes. <i>Has clearly defined classroom routines and procedures in managing the learning environment)</i>	
4. Effectively uses instructional strategies, materials, resources and interventions for all students. <i>(Is direct, specific, and consistent in communicating and enforcing high expectations)</i>	
5. Works collaboratively with colleagues using APL Strategies to create common units and lesson plans, and by sharing effective strategies and best practices. <i>(APL - Teachers Resource Guide )</i>	
6. Work collaboratively with colleagues to advance student learning by developing common targets, assessments, and annually reviewing or updating practices. <i>("How will we know when they know it?")</i>	
<b>Area IV. Managing Learning</b>	<b>Rating</b>
1. Demonstrates knowledge of content and communicates effectively both verbally and nonverbally. <i>(Reflects on teaching and has a clear instructional organizational model)</i>	
2. Collaboratively determines enduring understandings of each unit and asks high quality questions. <i>( Levels of questions align with learning targets and content standards.)</i>	
3. Uses a variety of curricular materials and resources to facilitate learning experiences and differentiate instruction. <i>(Demonstrates knowledge and use of technology)</i>	
4. Gives feedback and develops interventions that are school-wide, systemic and timely. <i>(How will we respond if they don't know it or already know it?")</i>	
5. Designs measurable objectives, adjusts instruction as needed, and uses data to drive instruction. <i>(Engages students in critical thinking and problem solving activities)</i>	
<b>Area V. Communication and Teamwork</b>	<b>Rating</b>
1. Actively participates and contributes to all PLC's as assigned. Works collaboratively to plan grade level instruction and establishes reasonable pacing expectations.	
2. Keeps accurate records reflecting a fair representation of student performance in each class. <i>(Adheres to grading policies and procedures)</i>	
3. Demonstrates effective listening skills with students, parents, and co-workers. <i>(Builds and maintains positive relationships with students, staff, parents and community)</i>	
4. Effectively communicates with families by clearly articulating school expectations and by responding to parent inquiries in a professional and timely manner.	
5. Develops appropriate professional relationships that serves and advocates for students. <i>(Demonstrates professionalism in all interactions)</i>	
<b>Area VI. Professional and Spiritual Growth</b>	<b>Rating</b>
1. Develops spiritually by actively nurturing faith through prayer, study, community, and spiritual direction. <i>(Morning Prayer, School Mass, Retreats, Involves students in leading prayer)</i>	
2. Seeks and participates in frequent reflection of faith life, vocation, and leadership roles. <i>(Seeks and accepts leadership opportunities and responsibilities beyond the regular classroom assignment)</i>	
3. Assumes professional and spiritual leadership roles and responsibilities in the school and carries out assignments in a punctual and conscientious manner.	
4. Seeks to grow professionally and willingly participates in department and school-wide initiatives. <i>(Seeks and readily accepts feedback)</i>	

**Teacher**

**Summative Performance Evaluation Form Page 3**  
**Narrative Section: Written assessment of all areas of performance**

**Comments concerning performance criteria:**

**Comments concerning classroom observations:**

**Strengths:**

**Concerns:** (areas where improvement or assistance is needed; formal action plan must be documented and be implemented)

**Summative evaluation of overall performance:**

I have reviewed this evaluation and discussed the contents with my administrator. I have been informed of my evaluation and have been provided an opportunity to make comments. My signature does not necessarily imply agreement with the assessment; merely that I have reviewed it and understand that it will be placed in my personnel file.

**Teacher remarks attached:**     Yes     NO

**Formal action plan attached:**     Yes     NO

\_\_\_\_\_  
Teacher's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

