2023-2024

Teacher

Evaluation

Manual

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Introduction

This manual identifies the purposes and procedures for teacher and staff evaluation within the Diocese of La Crosse. For evaluation purposes, a professional staff member is classified as:

1. A classroom teacher.
2. Any other professional support staff licensed by the Department of Instruction. They include, but are not limited to, the following: school counselors, librarians, reading specialists, and other certified instructional support staff.

All professional staff members are evaluated using the evaluation procedures described in this manual. These procedures are designed to improve a staff member's performance. Teachers and professional support staff are evaluated using different procedures, which are also described in this manual.

Philosophy of Staff Evaluation

The Diocese of La Crosse believes that the primary purposes of staff evaluation are instructional improvement and professional growth. Our evaluation system reflects current research in the field, embodied by the work of Charlotte Danielson and her book *Teacher Evaluation to Enhance Professional Practice.* The evaluation of staff focuses on professional behaviors that promote or influence Catholic Identity, student learning, or the staff member's assigned non-instructional duties. It is also designed to assist staff members in developing plans for professional growth. All teaching staff will complete a Professional Growth Plan (Form A, pp. 19-20) and self-assessment (Forms SA-1 and SA-2; pp. 22-30).

Teacher evaluation focuses on what students learn, how they learn best, and possible inhibitors to their learning. The teacher evaluation process includes terminology which allows teachers and administrators to effectively communicate about teacher behaviors associated with student learning.

Professional support staff evaluation focuses on professional performance and professional growth. Job descriptions, professional associations, the Department of Public Instruction, and a body of research have identified appropriate categories of professional performance for the different professional support service roles. These criteria, and the performance goals which emerge from them, are the basis for the diocese's Professional Growth Development Plan procedure. Standards for these professional groups are found in Section Seven on pages 60—66 in this manual.

It is unfortunate that all organizations must have evaluation procedures which identify staff members whose professional performance is unsatisfactory. The Diocese of La Crosse believes that staff evaluation procedures should not be used as the sole basis for making judgments about a staff member's employment status. Moral, legal, and contractual considerations require that an intensive evaluation procedure should be used to make judgments about the employment status of staff members. The diocese therefore has established an *Intensive Evaluation* process. Intensive evaluation includes notification to the staff member about the professional behavior which is unsatisfactory, the changes which are expected, and the time period during which the change must occur, and the help the diocese or

school will provide to the staff member in making the required improvements. A staff member who is rated in the "Needs Attention" or "Basic" range in two or more of the 27 component areas (22 in Domains 1-4 and 5 in the Catholic School Teaching Domain) <u>may be</u> considered in need of improvement and <u>could be</u> placed on a formal improvement program.

The Diocese of La Crosse expects that all of its employees will follow diocesan policies and administrative rules, use sound professional judgment, and contribute to the general quality of education in the diocese.

A Framework for Teaching

Charlotte Danielson's book, <u>Enhancing Professional Practice: A Framework for Teaching </u>(1996) identifies twenty-two components that define the role of the professional. These components are categorized into four *domains*: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. Each component is further described by *elements*. For each of the twenty-two (22) components, a rubric has been developed which differentiates levels of performance: *Needs Attention, Basic, Proficient, and Distinguished*.

The Diocese of La Crosse has also developed and added a fifth framework "Catholic School Teaching" that has identified five (5) essential components and critical elements that reinforce quality Catholic School teaching.

- **Domain:** Any of the five areas of teacher responsibility that will improve student learning. These domains are identified as: (1) Planning and Preparation; (2) The Classroom Environment; (3) Instruction; (4) Professional Responsibilities; and (5) Catholic School Teaching.
- **Components:** The coherent body of knowledge and skill that focuses on a particular domain.
- **Element:** The specific skills that combine together to form the component.
- **Example:**

Domain: 1: Planning and Preparation

Component   1A: Demonstrating Knowledge of Content and Pedagogy

Elements: 1.A.1: Knowledge of Content and Structure of the Discipline

1.A.2: Knowledge of Prerequisite Relationships

1.A.3: Knowledge of Content-Related Pedagogy

A Framework for Teaching

Charlotte Danielson's FRAMEWORK FOR TEACHING

DOMAIN 1: Planning and Preparation

1a Demonstrating Knowledge of Content and Pedagogy
- Content knowledge • Prerequisite relationships • Content pedagogy

1b Demonstrating Knowledge of Students
- Child development • Learning process • Special needs
- Student skills, knowledge, and proficiency
- Interests and cultural heritage

1c Setting Instructional Outcomes
- Value, sequence, and alignment • Clarity • Balance
- Suitability for diverse learners

1d Demonstrating Knowledge of Resources
- For classroom • To extend content knowledge • For students

1e Designing Coherent Instruction
- Learning activities • Instructional materials and resources
- Instructional groups • Lesson and unit structure

1f Designing Student Assessments
- Congruence with outcomes • Criteria and standards
- Formative assessments • Use for planning

DOMAIN 2: The Classroom Environment

2a Creating an Environment of Respect and Rapport
- Teacher interaction with students • Student interaction with students

2b Establishing a Culture for Learning
- Importance of content • Expectations for learning and behavior
- Student pride in work

2c Managing Classroom Procedures
- Instructional groups • Transitions
- Materials and supplies • Non-instructional duties
- Supervision of volunteers and paraprofessionals

2d Managing Student Behavior
- Expectations • Monitoring behavior • Response to misbehavior

2e Organizing Physical Space
- Safety and accessibility • Arrangement of furniture and resources

DOMAIN 4: Professional Responsibilities

4a Reflecting on Teaching
- Accuracy • Use in future teaching

4b Maintaining Accurate Records
- Student completion of assignments
- Student progress in learning • Non-instructional records

4c Communicating with Families
- About instructional program • About individual students
- Engagement of families in instructional program

4d Participating in a Professional Community
- Relationships with colleagues • Participation in school projects
- Involvement in culture of professional inquiry • Service to school

4e Growing and Developing Professionally
- Enhancement of content knowledge and pedagogical skill
- Service to the profession

4f Showing Professionalism
- Integrity/ethical conduct • Service to students • Advocacy
- Decision-making • Compliance with school/district regulations

DOMAIN 3: Instruction

3a Communicating With Students
- Expectations for learning • Directions and procedures
- Explanations of content • Use of oral and written language

3b Using Questioning and Discussion Techniques
- Quality of questions • Discussion techniques • Student participation

3c Engaging Students in Learning
- Activities and assignments • Student groups
- Instructional materials and resources • Structure and pacing

3d Using Assessment in Instruction
- Assessment criteria • Monitoring of student learning
- Feedback to students • Student self-assessment and monitoring

3e Demonstrating Flexibility and Responsiveness
- Lesson adjustment • Response to students • Persistence

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DOMAIN 5: Catholic School Teaching

5a Serve as a Positive Catholic School Role Model
- Involved in building the faith community
- Models Catholic ideals, virtues and respect
- Assumes leadership in prayer and worship

5b Infuse Catholic Values into the Curriculum
- Infuses religious, spiritual, moral and ethical dimensions into curriculum, through learning opportunities and activities

5c Promote a Model Catholic Learning Environment
- Models and involves students in frequent prayer
- Incorporates liturgical themes
- Creates a Catholic physical environment in the classroom

5d Exert a Positive Influence on the Catholic School Community
- Promotes positive interaction with staff, students, school and parish families
- Attends and supports parish and school functions
- Assumes leadership roles, mentors other teachers, and shares ideas and strategies

5e Encourage Student Participation in the Community, Parish, and School Ministries
- Creates and/or supports opportunities for student involvement in community, parish, and school charitable ministries
- Leads each student to understand the power of Catholic ministry and social justice.

Diocese School Policy 4201: Quality Personnel

All persons commissioned to serve in the educational ministry of the Church in the Diocese of La Crosse must meet the following primary requisites: They must be persons of faith whose everyday lives give witness to their faith. They must actively participate in the personal ministry of spreading the Gospel message through teaching. They must be properly certified for the assigned teaching or administrative responsibility and must pursue continuing education, especially in personal religious development.

All those who serve in the Catholic educational system must, as a condition of their service, support and exemplify in conduct both Catholic doctrine and morality. He or she must be consistent, in expression and example, with the teaching and practice of the Catholic faith and shall not teach, advocate, encourage or counsel beliefs or practices contrary to the Catholic faith.

Diocese School Policy 4205: Professional Standards and Formation

Recognizing the educator's unique and critical role in the development of educational faith communities, all educational personnel employed in the Catholic schools are to be appropriately certified by the Wisconsin Department of Public Instruction and to comply with religious education, academic and professional growth standards as established by the Diocese of La Crosse and the Wisconsin Catholic Conference.

Formation of Catholic school teachers in their own personal faith development and in Catholic doctrine, including the social teachings of the Church, shall be a top priority and shall be assisted by the active involvement of local pastors and their associates.

Diocese School Policy 4501: Supervision and Evaluation

In order to maintain a high quality of productive service and professional personal growth, a system of regular and periodic evaluation shall be established at the local level. The evaluation process is to be based on the diocesan guidelines, local job descriptions, goals and objectives, programs, and standards of professional performance and competencies.

Diocese School Rule 4501: Supervision and Evaluation

School administrators are to establish a planned, continuous program of supervision for teachers and to conduct a formal annual evaluation of each teacher. Copies of such evaluations, any written warnings, and conference summaries are to be signed by the teacher and school administrator, a copy given to the teacher, and a copy retained in the school files.

Evaluation for non-probationary personnel shall occur at least once each year. Evaluation for probationary personnel shall occur at least two times per year, with one of the times before the expiration of the probationary period.

Teaching Staff Evaluation

DATE	PROBATIONARY STAFF	NON-PROBATIONARY (VETERAN) STAFF OBSERVATION YEAR	NON-PROBATIONARY (VETERAN) STAFF NON-OBSERVATION YEAR
By May 15	Principal develops a preliminary list identifying probationary staff to be evaluated in the coming year	Principal develops a preliminary list identifying non-probationary staff to be evaluated in the coming year	
By June 1	Principal notifies staff of evaluations for the subsequent school year	Principal notifies staff of evaluations for the subsequent school year	
By September 30	Principal meets with any new teachers to review Diocese of La Crosse Evaluation Process		
By September 30	Principal and teacher meet to review Self-Analysis and Self-Assessment Worksheet Rating Performance (Forms SA1 & SA 2) completed prior by teacher	Principal and teacher meet to review Self-Analysis and Self-Assessment Worksheet Rating Performance (Forms SA1 & SA 2) completed prior by teacher	Principal and teacher meet to review Self-Analysis and Self-Assessment Worksheet Rating Performance (Forms SA1 & SA 2) completed prior by teacher
Within First 30 Days of School	Principal conducts one formal classroom observation/post-conference utilizing an evaluation tool		
By January 15		Principal conducts one formal classroom observation/post-conference utilizing an evaluation tool	
By January 15	Principal notifies Superintendent of any **non-renewal** considerations	Principal notifies Superintendent of any **non-renewal** considerations	Principal notifies Superintendent of any **non-renewal** considerations
By March 15	Principal conducts a second formal classroom observation/post-conference utilizing an evaluation tool	Principal conducts any additional classroom observations/post-conferences (as necessary, at the discretion of the building principal)	Principal conducts any additional classroom observations/post-conferences (as necessary, at the discretion of the building principal)
By June 1	Principal and teacher meet for an Annual Evaluation (Form G recommended) to summarize the teacher's performance and determine goals for the next school year	Principal and teacher meet for an Annual Evaluation (Form G recommended) to summarize the teacher's performance and determine goals for the next school year	

Teacher Self-Analysis & Self-Assessment:

Teacher completes Self-Analysis and Self-Assessment Worksheet Rating Performance (Forms SA1 & SA2)

Principal and teacher meet to review Self-Analysis and Self-Assessment Worksheet Rating Performance (Forms SA1 & SA2)

By September 30

Two Formal Classroom Observations:

Principal conducts one formal classroom observation/post-conference utilizing an evaluation tool

Within first 30 days of school

Principal conducts a second formal classroom observation/post-conference utilizing an evaluation tool

By March 15

Teacher Final Evaluation:

Principal and teacher meet for an Annual Evaluation (Form G recommended) to summarize the teacher's performance and determine goals for the next school year

By June 1

Non-Probationary Teacher Evaluation Timeline

Non-Observation Year

Teacher Self-Analysis & Self-Assessment:

Teacher completes Self-Analysis and Self-Assessment Worksheet Rating Performance (Forms SA1 & SA2)

Principal and teacher meet to review Self-Analysis and Self-Assessment Worksheet Rating Performance (Forms SA1 & SA2)

By September 30

Formal Classroom Observation(s):

Principal conducts one formal classroom observation/post-conference utilizing an evaluation tool

By January 15

Principal conducts any additional classroom observations/post-conferences (*as necessary at the discretion of the principal)

By March 15

Teacher Final Evaluation:

Principal and teacher meet for an Annual Evaluation (Form G recommended) to summarize the teacher's performance and determine goals for the next school year

By June 1

Non-Observation Year

Danielson Self-Assessment:

Review Self-Assessment Rubrics using Danielson Framework (Forms SA1 & 2)

By September 30

1. Principal contacts the teacher to schedule a time for the observation.

2. Principal and teacher schedule a pre-conference to discuss lesson objectives, teaching style, and assessment. This principal may ask for written plan of lesson using Form LP.

3. Principal asks the teacher if there is anything specific he/she would like feedback on.

4. Principal observes the lesson, documenting observation data.

5. Principal and teacher post-conference within a few days of the observation to discuss strengths and areas of improvement, as well as possible strategies to improve.

6. Principal provides teacher a final copy of documentation, which is then signed and placed in teacher's personnel file. The teacher has the right to have his/her comments attached to the final document.

7. At the end of the year, the principal and teacher meet to discuss the teacher's Annual Evaluation form, which is a compilation of observation data from the formal classroom observations, walk-throughs conducted by the principal, and general observations made by the principal. The Annual Evaluation document is signed by the principal and teacher and placed in the teacher's permanent file.

DOMAIN 1: PLANNING AND PREPARATION – Level of Performance Self-Analysis (Form SA-1)

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Component 1a: Demonstrating Knowledge of Content and Pedagogy	☐ The teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or the instructional practices specific to that discipline.	☐ The teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relationships between them, and the instructional practices specific to that discipline.	☐ The teacher's plans and practice reflect solid knowledge of the content, prerequisite relationships between important concepts, and the instructional practices specific to that discipline.	☐ The teacher's plans and practice reflect extensive knowledge of the content and the structure of the discipline. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
Component 1b: Demonstrating Knowledge of Students	☐ The teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	☐ The teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	☐ The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	☐ The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
Component 1c: Setting Instructional Outcomes	☐ Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	☐ Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but the teacher makes no attempt at coordination or integration.	☐ Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and can be assessed. The outcomes reflect opportunities for coordination.	☐ Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.
Component 1d: Demonstrating Knowledge of Resources	☐ The teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek such knowledge.	☐ The teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. The teacher does not seek to extend such knowledge.	☐ The teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	☐ The teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Component 1e: Designing Coherent Instruction	☐ The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The experiences are suitable for only some students.	☐ The series of learning experiences demonstrates partial alignment with instructional outcomes, and some of the experiences are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	☐ The teacher coordinates knowledge of content, of students, and of resources to design a series of learning experiences aligned to instructional outcomes and suitable for groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	☐ The teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit structure is clear and allows for different pathways according to student needs.
Component 1f: Designing Student Assessments	☐ The teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction.	☐ The teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. The teacher intends to use assessment results to plan for future instruction for the class as a whole.	☐ The teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate to the needs of students. The teacher intends to use assessment results to plan for future instruction for groups of students.	☐ The teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.

DOMAIN 2: THE CLASSROOM ENVIRONMENT – Level of Performance Self-Analysis (Form SA-1)

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Component 2a: Creating an Environment of Respect and Rapport	☐ Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.	☐ Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	☐ Classroom interactions between the teacher and students and among students are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	☐ Classroom interactions between the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.
Component 2b: Establishing a Culture for Learning	☐ The classroom environment conveys a negative culture for learning, characterized by low teacher commitment to the subject, low expectations for student achievement, and little or no student pride in work.	☐ The teacher's attempt to create a culture for learning is partially successful, with little teacher commitment to the subject, modest expectations for student achievement, and little student pride in work. Both the teacher and students appear to be only "going through the motions."	☐ The classroom culture is characterized by high expectations for most students and genuine commitment to the subject by both teacher and students, with students demonstrating pride in their work.	☐ High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject and all students hold themselves to high standards of performance—for example, by initiating improvements to their work.
Component 2c: Managing Classroom Procedures	☐ Much instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.	☐ Some instructional time is lost because classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties are only partially effective.	☐ Little instructional time is lost because of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	☐ Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.
Component 2d: Managing Student Behavior	☐ There is no evidence that standards of conduct have been established and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	☐ It appears that the teacher has made an effort to establish standards of conduct for students. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	☐ Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher's response to student misbehavior is appropriate and respects the students' dignity.	☐ Standards of conduct are clear, with evidence of student participation in setting them. The teacher's monitoring of student behavior is subtle and preventive, and the teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.

DOMAIN 2: THE CLASSROOM ENVIRONMENT – Level of Performance Self-Analysis (Form SA-1)

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Component 2e: Organizing Physical Space	☐ The physical environment is unsafe, or some students don't have access to learning. Alignment between the physical arrangement and the lesson activities is poor.	☐ The classroom is safe, and essential learning is accessible to most students; the teacher's use of physical resources, including computer technology, is moderately effective. The teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.	☐ The classroom is safe, and learning is accessible to all students; the teacher ensures that the physical arrangement is appropriate to the learning activities. The teacher makes effective use of physical resources, including computer technology.	☐ The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.

DOMAIN 3: INSTRUCTION – Level of Performance Self-Analysis (Form SA-1)

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Component 3a: Communicating with Students	☐ Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. The teacher's use of language contains errors or is inappropriate for students' cultures or levels of development.	☐ Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; the teacher's use of language is correct but may not be completely appropriate for students' cultures or levels of development.	☐ Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate for students' cultures and levels of development.	☐ Expectations for learning, directions and procedures, and explanations of content are clear to students. The teacher's oral and written communication is clear and expressive, appropriate for students' cultures and levels of development, and anticipates possible student misconceptions.
Component 3b: Using Questioning and Discussion Techniques	☐ The teacher's questions are low-level or inappropriate, eliciting limited student participation and recitation rather than discussion.	☐ Some of the teacher's questions elicit a thoughtful response, but most are low-level, posed in rapid succession. The teacher's attempts to engage all students in the discussion are only partially successful.	☐ Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	☐ Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.

DOMAIN 3: INSTRUCTION – Level of Performance Self-Analysis (Form SA-1)

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Component 3c: Engaging Students in Learning	Activities and assignments, materials, and groupings of students are inappropriate for the instructional outcomes or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure, but that structure is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate for the instructional outcomes and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students, throughout the lesson, are highly intellectually engaged in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as necessary to the needs of individuals, and the structure and pacing allow for student reflection and closure.
Component 3d: Using Assessment in Instruction	Assessment is not used in instruction, either through monitoring of progress by the teacher or students, or through feedback to students. Students are unaware of the assessment criteria used to evaluate their work.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by the teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by the teacher and/or students, and high-quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and teacher, and high-quality feedback to students from a variety of sources.
Component 3e: Demonstrating Flexibility and Responsiveness	The teacher adheres to the instruction plan, even when a change would improve the lesson or address students' lack of interest. The teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	The teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. The teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	The teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs, and interests.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. The teacher ensures the success of all students, using an extensive repertoire of instructional strategies.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES – Level of Performance Self-Analysis (Form SA-1)

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Component 4a: Reflecting on Teaching	☐ The teacher does not accurately assess the effectiveness of the lesson and has no ideas about how the lesson could be improved.	☐ The teacher provides a partially accurate and objective description of the lesson but does not cite specific evidence. The teacher makes only general suggestions as to how the lesson might be improved.	☐ The teacher provides an accurate and objective description of the lesson, citing specific evidence. The teacher makes some specific suggestions as to how the lesson might be improved.	☐ The teacher's reflection on the lesson is thoughtful and accurate, citing specific evidence. The teacher draws on an extensive repertoire to suggest alternative strategies and predicts the likely success of each.
Component 4b: Maintaining Accurate Records	☐ The teacher's systems for maintaining both instructional and non-instructional records are either nonexistent or in disarray, resulting in errors and confusion.	☐ The teacher's systems for maintaining both instructional and non-instructional records are rudimentary and only partially.	☐ The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective.	☐ The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective, and students contribute to its maintenance.
Component 4c: Communicating with Families	☐ The teacher's communication with families about the instructional program or about individual students is sporadic or culturally inappropriate. The teacher makes no attempt to engage families in the instructional program.	☐ The teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.	☐ The teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.	☐ The teacher's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. The teacher successfully engages families in the instructional program, as appropriate.
Component 4d: Participating in a Professional Community	☐ The teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving.	☐ The teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.	☐ The teacher participates actively in the professional community and in school and district events and projects, and maintains positive and productive relationships with colleagues.	☐ The teacher makes a substantial contribution to the professional community and to school and district events and projects, and assumes a leadership role among the faculty.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES – Level of Performance Self-Analysis (Form SA-1)

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Component 4e: Growing and Developing Professionally	☐ The teacher does not participate in professional development activities and makes no effort to share knowledge with colleagues. The teacher is resistant to feedback from supervisors or colleagues.	☐ The teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. The teacher accepts, with some reluctance, feedback from supervisors and colleagues.	☐ The teacher seeks out opportunities for professional development based on an individual assessment of need and actively shares expertise with others. The teacher welcomes feedback from supervisors and colleagues.	☐ The teacher actively pursues professional development opportunities and initiates activities to contribute to the profession. In addition, the teacher seeks feedback from supervisors and colleagues.
Component 4f: Showing Professionalism	☐ The teacher has little sense of ethics and professionalism and contributes to practices that are self-serving or harmful to students. The teacher fails to comply with school and district regulations and time lines.	☐ The teacher is honest and well intentioned in serving students and contributing to decisions in the school, but the teacher's attempts to serve students are limited. The teacher complies minimally with school and district regulations, doing just enough to get by.	☐ The teacher displays a high level of ethics and professionalism in dealings with both students and colleagues and complies fully and voluntarily with school and district regulations.	☐ The teacher is proactive and assumes a leadership role in making sure that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher displays the highest standards of ethical conduct and takes a leadership role in seeing that colleagues comply with school and district regulations.

DOMAIN 5: CATHOLIC SCHOOL TEACHING – Level of Performance Self-Analysis (Form SA-1)

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Component 5a: Catholic school teachers serve as a positive Catholic school role model and demonstrate continued growth and understating of the Catholic faith. (CSTS #1,6)	☐ Teacher is rarely involved in building the faith community. Participation in prayer and worship is limited to what is convenient. May not be in compliance with Religious Certification.	☐ Teacher sometimes contributes to faith community and participates in Catholicism as allowed by Canon Laws when specifically requested. Shows some work toward Religious Certification.	☐ Teacher often models Catholic ideals, virtues and respect for others and actively participates in building faith community. Regularly works towards Religious Certification.	☐ Teacher clearly makes a substantial contribution to the faith community and assumes leadership in prayer and worship. Consistently works on Advanced Religious Certification/Renewal.
Component 5b: Catholic school teachers infuse Catholic values into the curriculum in each class (CSTS #2)	☐ Teacher rarely infuses religious, spiritual, moral and ethical dimensions into curriculum. References are stated as instructional activities only.	☐ Teacher sometimes infuses religious, spiritual, moral and ethical dimensions into curriculum, through learning opportunities and activities.	☐ Teacher often infuses religious, spiritual, moral and ethical dimensions into the curriculum which includes combinations of learning opportunities and activities.	☐ Teacher clearly infuses religious, spiritual, moral and ethical dimensions in curriculum which allows students to understand the relevancy of the material and actively participate in projects and activities that promote social justice.
Component 5c: Catholic school teachers set models of frequent prayer, incorporate liturgical themes and create a Catholic physical environment in the classroom. (CSTS #3,4,8)	☐ Teacher or students rarely pray. No visibly used focal point nor evidence of Catholicism on bulletin boards or other area of the classroom.	☐ Teacher sometimes uses prayer in the classroom. Some evidence of Catholic tradition found in room.	☐ Teacher often prays with students at various junctures in the day. Classroom contains various Catholic artifacts used by the students and teacher.	☐ Teacher and students participate routinely and positively in prayer and Catholic traditions. Classroom clearly incorporates liturgical themes, Catholic artifacts and symbols.
Component 5d: Catholic school teachers exert a positive influence on the Catholic school community. (CSTS #5)	☐ Teacher rarely exerts effort to promote positive interaction with colleagues and does not participate in school or parish functions.	☐ Teacher sometimes attends school and parish functions when directed. Sometimes works positively with staff, school and parish families.	☐ Teacher regularly promotes positive interaction with staff, students; school and parish families. Often attends many school and parish functions.	☐ Teacher consistently assumes leadership roles, mentors other teachers, and shares ideas and strategies. Clearly lives the Gospel through words and actions.
Component 5e: Catholic School teachers encourage student participation in community, parish and school ministries. (CSTS #7)	☐ Teacher rarely gives thought and time to help students become active members in community, parish, and school charitable ministries.	☐ Teacher sometimes informs students of opportunities of community, parish, and school charitable ministries.	☐ Teacher often creates and/or supports opportunities for student involvement in community, parish, and school charitable ministries.	☐ Teacher consistently leads each student to fully understand the power of Catholic ministry and social justice. Each student is an engaged member of Christian service, choosing from multiple opportunities locally and globally.

Teacher Self-Assessment Worksheet Rating Performance Relative to the Frameworks

Form SA-2

Directions: Please use the following table to identify your own assessment of your teaching and professional practices, related to Charlotte Danielson's *Framework for Teaching* characteristics and Diocesan Catholic School Teaching characteristics.

Teacher Name:	
School:	
Administrator:	
Today's Date:	

Domain	This is an area I feel I am performing at an **Unsatisfactory Level** of Proficiency.	This is an area I feel I am performing at a **Basic Level** of Proficiency.	This is an area I feel I am performing at a **Proficient Level**.	This is an area I feel I am performing at a **Distinguished Level**.
1. Planning and Preparation:				
1a: Demonstrating Knowledge of Content & Pedagogy				
1b: Demonstrating Knowledge of Students				
1c: Selecting Instructional Goals				
1d: Demonstrating Knowledge of Resources				
1e: Designing Coherent Instruction				
1f: Designing Student Assessments				
2. Classroom Environment:				
2a: Creating an Environment of Respect and Rapport				
2b: Establishing a Culture for Learning				
2c: Managing Classroom Procedures				
2d: Managing Student Behavior				
2e: Organizing Physical Space				
3. Instruction:				
3a: Communicating with Students				
3b: Using Questioning and Discussion Techniques				
3c: Engaging Students in Learning				
3d: Using Assessment in Instruction				
3e: Demonstrating Flexibility and Responsiveness				
4. Professional Responsibilities:				
4a: Reflecting on Teaching				
4b: Maintaining Accurate Records				
4c: Communicating with Families				
4d: Participating in a Professional Community				
4e: Growing and Developing Professionally				
4f: Showing Professionalism				
5. Catholic School Teaching:				
5a: Serves as a positive Catholic School Role Model				
5b: Infuse Catholic values into the curriculum				
5c: Promote a model Catholic learning environment				
5d: Exert a positive influence on the Catholic School Community				
5e: Encourage student participation in the community, parish and school ministries				

Teacher Professional Growth Plans

Professional Growth Plan forms must be completed by every teacher. The principal and teacher must meet three times annually to approve, reflect on, and determine growth toward the teacher's professional growth form. This plan/form is not related to the teacher evaluation process.

DATE	PROBATIONARY STAFF	NON-PROBATIONARY (VETERAN) STAFF OBSERVATION YEAR	NON-PROBATIONARY (VETERAN) STAFF NON-OBSERVATION YEAR
By September 30	Principal and teacher meet to discuss and approve the Professional Growth Plan (Form A)	Principal and teacher meet to discuss and approve the Professional Growth Plan (Form A)	Principal and teacher meet to discuss and approve the Professional Growth Plan (Form A)
By January 30	Principal and teacher meet to review progress of Professional Growth Plan (Form A)	Principal and teacher meet to review progress of Professional Growth Plan (Form A)	Principal and teacher meet to review progress of Professional Growth Plan (Form A)
By June 1	Principal and teacher meet to review Professional Growth Form, including the Growth Plan Summation page (Form A), and determine target goals for the next school year	Principal and teacher meet to review Professional Growth Form, including the Growth Plan Summation page (Form A), and determine target goals for the next school year	Principal and teacher meet to review Professional Growth Form, including the Growth Plan Summation page (Form A), and determine target goals for the next school year

Professional Growth Plan Approval:

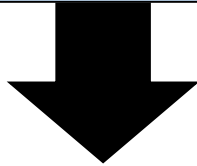Principal and teacher meet to discuss and approve the teacher's Professional Growth Plan (Form A)

By September 30

⬇
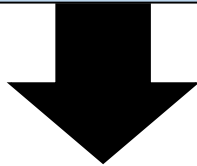
Growth Plan Review:

Principal and teacher meet to review progress of Professional Growth Plan (Form A)
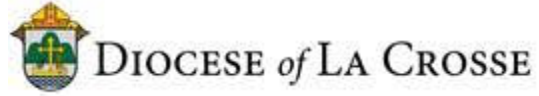
By January 30

⬇

Growth Plan Summation:

Principal and teacher meet to review Professional Growth Form, including the Growth Plan Summation page (Form A), and determine target goals for the next school year

By June 1

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Individual Professional Growth Plan

Teacher _____ School _____Grade Level(s) _____

Subject(s) _____ Date _____

White areas are to be completed and turned in to your administrator. Gray shaded areas will be completed at the end of the year.

*Research from the Danielson Framework   ** SMART = Specific, Measurable, Achievable, Results- focused, Time bound

Based on the *Danielson Framework, administrator's input, and any school or system initiatives identify a domain component goal that will strengthen your professional practice. (**SMART)	
What strategies will be used to achieve your goal? (I will…so that…)	
How will you assess progress? (i.e. data gathered, pre/post-test, survey, observation etc.)	What resources and/or support will you need to achieve this goal?
Time Line	

Year-end summary:
Reflect on the successes and challenges of achieving your goal:

How has this goal increased your effectiveness as a teacher?

Reflect on the year's overall successes and challenges:

Administrator reflection:

Areas of strength:

Areas for further development:

Administrator/Teacher Meeting Dates

Approval	Progress	Summation

Signed: _____   _____

Teacher   Date   Administrator   Date

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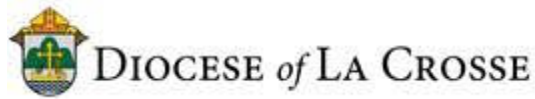
FORM A-2

Name _____ Date _____

Goal _____

Write a separate reflection for each goal you have pursued this year. Use the following questions to guide your reflective writing. Each reflection should be no more than five paragraphs. It is intended to provide insights into your work during the year.

1. To what extent did you achieve your goal?

2. Did you find it necessary to modify your goal or your IPGP as you learned more?

3. Which of the activities on your IPGP did you find most useful? Did you do some activities that you had not initially planned? If so, what were they?

4. In what ways were your colleagues helpful to you in working toward your goal?

5. For Years 1 and 2 of the evaluation cycle only: Do you intend to continue working on this goal next year? Why or why not?

Teacher Individual Professional Growth Log of Activities

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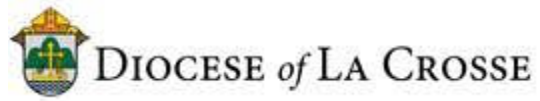
FORM – A-3

Note: Complete one log for each goal identified in your individual professional development plan.

Teacher _____ School _____

Grade Level(s) _____ Subject(s) _____ Date _____

Goal _____

Date	Activity	Benefit

Teacher Performance

All certified teachers are expected to adhere to Diocesan and local school policies; administrative rules; use sound professional judgment; and contribute to the general quality of education in the diocese. A Teacher Performance Report (See Form PR; pp. 37-38) is completed by an administrator to identify conduct which may range from **Commendable** to **Unacceptable** performance in either specific incidents or general areas of performance.

Written commendations for a teacher's outstanding service determined to be above and beyond expectations, or in the perception of the administrator, to be worthy of formal notice of appreciation for a specific contribution to the school and/or faith community, should be cited on a Teacher Performance Report.

Unacceptable performance which has been identified in a Teacher Performance Report will result in the administration notifying a teacher in writing of the professional behavior(s) which are unsatisfactory, the changes which are expected, and the time period during which the change(s) must occur.

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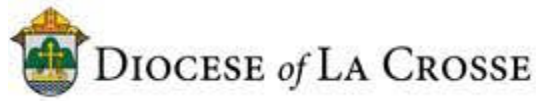
FORM PR

Teacher: _____   **Date:** _____

Assignment: _____

Teachers are expected to possess skills and attitudes necessary to effectively perform and execute their professional responsibilities and duties. This Teacher Performance Report is written to comment about specific skill(s) and/or attitude(s).

Administrators: Please mark either **Commendable** or **Unacceptable** in applicable area(s) below and complete the narrative on Page 2.

Human Relations Skills

1. Relationships with other teachers   _____
2. Relationships with parents   _____
3. Relationships with administrators   _____
4. Relationships with community members   _____
5. Relationships with non-teaching staff   _____
6. Relationships with students   _____

Professional Skills and Attitudes

1. Use of sound professional judgment   _____
2. Demonstrated professional improvement activities   _____
3. Supervising and/or working with students outside of the classroom   _____
4. Contributions to the quality of education in the Diocese   _____
5. Adherence to School or Diocesan Policy and/or building rules   _____
6. Organization and Planning   _____
7. Serves as a positive Catholic School Role Model   _____
8. Infuses Catholic values into the curriculum   _____
9. Promotes a model Catholic learning environment   _____
10. Exerts a positive influence on the Catholic school community   _____

Personal Skills

1. Punctuality   _____
2. Meets deadlines for assigned tasks   _____
3. Provides appropriate role model for students   _____
4. Speaks and writes effectively   _____

Other (Describe)

Narrative

Administrator _____   **Date** _____

Staff Member _____   **Date of Conference** _____

*Teacher's signature indicates only that the teacher has read this report.

<u>Staff Member Comments:</u>

Original: Employee Personnel File

Copies: Employee

                Administrator

A teacher will be notified in writing when he/she is placed on intensive evaluation status. When a teacher is placed on intensive evaluation status, follow these steps:

1. The teacher is provided with written notification of the professional behavior which is unsatisfactory, the changes that are expected, the time period during which the change must occur, and the help the school will provide to the teacher in making the required changes (See Form I-E pp. 39-41).

2. Teachers on intensive evaluation status will have a minimum of two observations scheduled during the first semester they are put on intensive evaluation status. The administrator may determine that additional observations are necessary, solely at the principal's discretion. Observations will include a pre-conference, classroom observation, post-conference, and written Classroom Observation report.

3. The teacher may be required to write a self-evaluation of the extent to which the required changes have been made.

4. The teacher's immediate supervisor may request that another administrator be directly involved in the intensive evaluation process.

5. Prior to the conclusion of the Intensive Evaluation period, the administrator will determine if:

   a. The teacher has made improvement and will be taken off intensive evaluation status
   b. The plan should be extended
   c. Not enough progress has not been made, therefore a recommendation will be made to terminate or not offer a contract for the next school year to the employee

Teacher Intensive Evaluation Plan

DIOCESE of LA CROSSE

FORM IE

Staff Member _____   Date _____

School _____ Assignment_____

Administrator _____

I.   **SPECIFIC AREA(S) OF CONCERN:**

II.   **COLLABORATIVE PLAN OF ACTION:**

Administrative Expectations for Improvement	Strategies to be used to meet expectations	Time/Dates	What constitutes a successful outcome?

III.   **WHAT SUPPORT WILL BE PROVIDED TO THE EMPLOYEE TO TRY TO ASSIST IN MAKING SATISFACTORY IMPROVEMENTS?**

IV.   **HOW WILL PROGRESS BE MONITORED AND MEASURED?**

V.   **DOCUMENTATION**

	DATES	**PERSONS INVOLVED**
Conference detailing Improvement Plan	_____	_____
Improvement Plan written	_____	_____
Planned Follow-Up Conference to Review Progress	_____	_____

The employee's signature below indicates that the employee and supervisor have discussed this plan together and the employee understands that a copy will be placed in his/her personnel file. It also means that the employee agrees to work with his/her supervisor in correcting areas of accountability set forth above. **Please be advised that should the employee not successfully meet the objectives of this improvement plan, a contract will not be renewed.**

_____   _____

Signature of Employee   Date

_____   _____

Signature of Administrator/Supervisor   Date

****

ADMINISTRATIVE RECOMMENDATION: To be completed by the administrator prior to the end of the Intensive Evaluation period.
I make the following recommendation:

The teacher has successfully completed the Intensive Evaluation Plan and shown significant improvement. My recommendation is that the teacher be taken off of Intensive Evaluation and be issued a teacher contract for the next year.

The teacher has not fully satisfied the expectations of the current plan and I recommend that the plan be extended to

_____ at which time a final decision will be made on the employment status of this teacher.

The teacher has not made enough significant progress. I recommend that a contract not be issued to this teacher.

_____   _____

         Signature of Administrator/Supervisor   Date

Original: Employee Personnel File
Copies: Employee
                      Administrator

Optional Teacher Evaluation Forms
Sample 4 Minute Walk-Through

DIOCESE of LA CROSSE

Date: _____ Time: _____ Teacher: _____ Course: _____ Observer: _____

The Dominant Teacher Activity Was:

_____ Direct Instruction

_____ Teacher-Learner Interaction

_____ Monitoring Student Work

_____ Audio-Visual/Technology Use

_____ Test/Quiz

_____ At Desk or Podium

_____ Other _____

The Dominant Student Activity Was:

_____ Seat Work/Independent Study

_____ Hands-on

_____ Small Group Work

_____ Large Group Work

_____ Audio-Visual/Technology Use

_____ Test/Quiz

_____ Reading/Literacy

_____ Other _____

The Cognitive Level:

_____ Knowledge, Comprehension

_____ Application

_____ Analysis, Synthesis, Evaluation

Evidence of Positive Climate & Teacher Efficacy:

_____ High expectations for all

_____ Objectives clearly stated or cited

_____ Respectful behavior / positive regard

_____ Appropriate student praise

_____ Positive personal interactions with student

_____ Real-world connections / student interests

_____ Instruction appropriate to student level

_____ Curriculum integration

_____ Assessment (rubrics)

_____ Student work displayed

_____ Cooperative/collaborative classroom

_____ Room was well-organized

_____ Procedures in place and being used

_____ Equitable, consistent application of rules

Notes:

_____

_____

_____

_____

Teacher Observation Lesson Plan

DIOCESE *of* LA CROSSE

Teacher: _____   Subject/Unit of Study: _____

Pre-Conference Date: _____   Observation Date: _____

Learning Objectives/Standards *The students will know. . .*	**Skills** (use action verbs so the skills are measurable) *The student will be able to. . .*
Assessment(s) Summative and/or Formative (During instruction) (at the end of a unit of study) (evidence of students' understanding)	**Learning plan** *I will deliver the instruction by. . .*

Is there anything in particular in which you'd like me to observe and give you feedback?

Teacher Signature: _____   Principal Signature: _____   Date: _____

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FORM B-1

Staff Member: Date:

Pre-Conference Date & Time: Class Taught:

Date Observed: Period/Time:

Grade: Subject:

Supervisor: Domain(s) to be assessed:

Please bring/prepare the following for the pre-conference:

1. This completed pre-Conference form (answer all questions below and on the next page).
2. A copy of your lesson and unit plan for the scheduled class.
3. A seating chart.
4. Any materials that you feel would be helpful to our discussion including handouts, forms of assessment for the class and your assessment. Be prepared to discuss your lesson plan in the context of the rubrics provided.
5. A copy of your classroom procedures/rules that we will review at the pre or post conference depending upon time.

Questions

1. What topic/unit will be taught? Is this new, practice, or lesson review?

2. What Standards/Benchmarks will be addressed in this lesson?

3. What are the goals for this lesson? What do you expect the students to learn?

4.   What teaching activities will be used to accomplish the objectives? What will you do? What is the time allocation (i.e. administer quiz 5 minutes, presentation 20 minutes, monitor group work 25 minutes, etc.) for this lesson?

5.   How do you plan to engage students in the lesson? What will the students do? What are the time allocations for different parts of this lesson?

6.   How do you plan to assess student achievement of the lesson unit's goal(s)? What procedures will you use? How will you use the results of this assessment? (Attach any tests of performance tasks, with accompanying scoring guides or rubrics)

7.   Briefly describe the diverse needs of your students, including those with special needs or talents. Describe any accommodations/modifications you will make.

8.   Based on your self-assessment (Form SA and SA-2), identify any particular domains and/or components you want monitored by the observer.

DIOCESE *of* LA CROSSE   FORM D-1

T0:

RE: Observation Post-Conference

FROM: , **Principal**

DATE:

Please meet with me in my office at _____ for your post-conference. I have electronically attached this Reflection Sheet (Form D-2) and the Self-assessment (Form SA-2). Note: all teacher evaluation forms are available on the district web site. The Reflection Sheet will also have questions resulting from the observation. Rubric criteria are available in the office.

For the post-conference, I would ask that you please prepare the following:

   1) Completed **Reflection** (From D-2) and attached questions which will be included in your final observation document.

   2) **Self-assessment** (Form SA-2) - for your reference.

   3) Issues or concerns you wish to address about the observation.

   4) Other issues or concerns not related to the observation.

   5) Be able to site evidence to support discussion of (Domain 4) Professional Responsibilities such as:

      4-a) samples of action research, professional journal, peer observation, videotaping, etc.

      4-b) samples of records.

      4-c) samples of communications with families.

      4-d) examples of contributions to School and District within the last two years.

      4-e) examples of professional growth (i.e. graduate classes, reading, and data collection).

      4-f) examples of professionalism.

      4-g) examples of technology for data collection/information management.

At the post-conference, we will discuss your responses to questions on the Reflection Sheet, your reflections and my observations of the lesson, etc. We will also discuss (4) Professional Responsibilities noted above.

Following the post-conference, I will complete the final report of the observation and forward two signed copies to you within two school days. You will have two days to attach any additional responses, if necessary, and return one signed copy to me. The returned signed copy will be placed into your personnel file. The other copy is for your records.

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FORM- D-2

Teacher _____ School _____

1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?

2. If you were able to bring samples of student work, what do those samples reveal about those students' levels of engagement and understanding?

3. Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning?

4. Did you depart from your plan? If so, how and why?

5. Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials and resources). To what extent were they effective?

6. If you had an opportunity to teach this lesson again to the same group of students, what would you do differently?

DIOCESE *of* LA CROSSE

Time	Actions and Statements/Questions by Teacher and Students	Component

Staff request for specific observation of:

DIOCESE *of* LA CROSSE

Teacher _____ School _____

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Strengths of the Lesson



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```
Areas for Growth



```

We have participated in a conversation on the above items.

Teacher's signature _____ Date _____

Administrator's signature _____ Date _____

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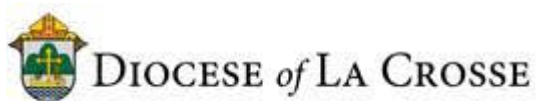
FORM F-4

Teacher _____ School _____ Dates_____

Grade Level(s) _____ Subject(s) _____

Evaluator _____ School Year _____–_____

Component	Evidence	Comments	Rating
4b: Maintaining Accurate Records			
4c: Communicating with Families			
4d: Participating in a Professional Community			
4e: Growing and Developing Professionally			
4f: Showing Professionalism			

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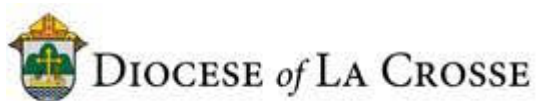
FORM F-5

Teacher _____ School _____ Dates_____

Grade Level(s) _____ Subject(s) _____

Evaluator _____ School Year _____–_____

Component	Evidence	Comments	Rating
5a: Serve as a positive Catholic School Role Model			
5b: Infuse Catholic Values into the curriculum			
5c: Promote a model Catholic learning environment			
5d: Exert a positive influence on the Catholic school community			
5e: Encourage student participation in the community, parish and school ministries			

DIOCESE *of* LA CROSSE

FORM G

Teacher: _____   School: _____

Grade Level(s): _____   Subject(s): _____

Evaluator: _____   Date: _____

Teacher's Status: ____Probationary: Year 1 _____ Year 2 _____ Added Year 3_____

Non-Probationary: _____

Summary of Performance

Domain 1: Planning and Preparation

Commendations:

-

Recommendations:

-

Domain 2: The Classroom Environment

Commendations:

-

Recommendations:

-

Domain 3: Instruction

Commendations:

-

Recommendations:

-

Domain 4: Professional Responsibilities

Commendations:

-

Recommendations:

-

Domain 5: Catholic Identity

Commendations:

-

Recommendations:

-

_____   _____

Meets or Exceeds…   **Does Not Meet…** expectations for teaching in the Diocese of La Crosse.

_____   _____

       Teacher's Signature*   Evaluator's Signature

*Teacher's signature indicates only that the teacher has read this report

School Counselor Evaluation

School Counselor Self-Assessment

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Component 1a: Demonstrating knowledge of counseling theory and techniques	☐ Counselor demonstrates little understanding of counseling theory and techniques.	☐ Counselor demonstrates basic understanding of counseling theory and techniques.	☐ Counselor demonstrates understanding of counseling theory and techniques.	☐ Counselor demonstrates deep and thorough understanding of counseling theory and techniques.
Component 1b: Demonstrating Knowledge of Students	☐ Counselor displays little or no knowledge of child and adolescent development.	☐ Counselor displays partial knowledge of child and adolescent development.	☐ Counselor displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general - patterns.	☐ In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, counselor displays knowledge of the extent to which individual students follow the general patterns.
Component 1c: Establishing goals for the counseling program appropriate to the setting and the students served	☐ Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the students.	☐ Counselor's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students.	☐ Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students.	☐ Counselor's goals for the counseling program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.
Component 1d: Demonstrating Knowledge of Resources	☐ Counselor demonstrates little or no knowledge of governmental regulations and of resources for students available through the school or district.	☐ Counselor displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.to extend such knowledge.	☐ Counselor displays awareness of governmental regulations and of resources for students available through the school or district, and some familiarity with resources external to the school.	☐ Counselor's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.

DOMAIN 1 FOR SCHOOL COUNSELORS: PLANNING AND PREPARATION SELF-ASSESSMENT (FORM SA-SC1)

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Component 1e: Planning the counseling program, integrated with the regular school program	☐ Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	☐ Counselor's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	☐ Counselor has developed a plan that includes the important aspects of counseling in the setting.	☐ Counselor's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.
Component 1f: Developing a plan to evaluate the counseling program	☐ Counselor has no plan to evaluate the program or resists suggestions that such an evaluation is important.	☐ Counselor has a rudimentary plan to evaluate the counseling program.	☐ Counselor's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	☐ Counselor's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

DOMAIN 2 FOR SCHOOL COUNSELORS: THE ENVIRONMENT SELF-ASSESSMENT (FORM SA-SC1)

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Component 2a: Creating an Environment of Respect and Rapport	☐ Counselor's interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students.	☐ Counselor's interactions are a mix of positive and negative; the counselor's efforts at encouraging positive interactions among students are partially successful.	☐ Counselor's interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions.	☐ Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship. Counselor teaches students how to engage in positive interactions.

DOMAIN 2 FOR SCHOOL COUNSELORS: THE ENVIRONMENT SELF-ASSESSMENT (FORM SA-SC1)

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Component 2b: Establishing a culture for productive communication	☐ Counselor makes no attempt to establish a culture for productive communication in the school as a whole, either among students or among teachers, or between students and teachers.	☐ Counselor's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.	☐ Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	☐ The culture in the school for productive and respectful communication between and among students and teachers, while guided by the counselor, is maintained by both teachers and students.
Component 2c: Managing routines and procedures	☐ Counselor's routines for the counseling center or classroom work are nonexistent or in disarray.	☐ Counselor has rudimentary and partially successful routines for the counseling center or classroom.	☐ Counselor's routines for the counseling center or classroom work effectively.	☐ Counselor's routines for the counseling center or classroom are seamless, and students assist in maintaining them.
Component 2d: Establishing standards of conduct and contributing to the culture for student behavior throughout the school	☐ Counselor has established no standards of conduct for students during counseling sessions and makes no contribution to maintaining an environment of civility in school.	☐ Counselor's efforts to establish standards of conduct for counseling sessions are partially successful. Counselor attempts, with limited success, to contribute to the level of civility in the school as a whole.	☐ Counselor has established clear standards of conduct for counseling sessions and makes a significant contribution to the environment of civility in the school.	☐ Counselor has established clear standards of conduct for counseling sessions, and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school.
Component 2e: Organizing Physical Space	☐ The physical environment is in disarray or is inappropriate to the planned activities.	☐ Counselor's attempts to create an inviting and well-organized physical environment are partially successful	☐ Counseling center or classroom arrangements are inviting and conducive to the planned activities.	☐ Counseling center or classroom arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement.

DOMAIN 3 FOR SCHOOL COUNSELORS: DELIVERY OF SERVICE SELF-ASSESSMENT (FORM SA-SC1)

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Component 3a: Assessing Student Needs	☐ Counselor does not assess student needs, or the assessments result in inaccurate conclusions.	☐ Counselor's assessments of student needs are perfunctory.	☐ Counselor assesses student needs and knows the range of student needs in the school.	☐ Counselor conducts detailed and individualized assessments of student needs to contribute to program planning.
Component 3b: Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs	☐ Counselor's program is independent of identified student needs.	☐ Counselor's attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful.	☐ Counselor helps students and teachers formulate academic, personal/social, and career plans for groups of students.	☐ Counselor helps individual students and teachers formulate academic, personal/social, and career plans.
Component 3c: Using counseling techniques in individual and classroom programs	☐ Counselor has few counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	☐ Counselor displays a narrow range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	☐ Counselor uses a range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	☐ Counselor uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.
Component 3d: Brokering resources to meet student needs	☐ Counselor does not make connections with other programs in order to meet student needs.	☐ Counselor's efforts to broker services with other programs in the school are partially successful.	☐ Counselor brokers with other programs within the school or district to meet student needs.	☐ Counselor brokers with other programs and agencies both within and beyond the school or district to meet individual student needs.

DOMAIN 3 FOR SCHOOL COUNSELORS: DELIVERY OF SERVICE SELF-ASSESSMENT (FORM SA-SC1)

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Component 3e: Demonstrating Flexibility and Responsiveness	Counselor adheres to the plan or program, in spite of evidence of its inadequacy.	Counselor makes modest changes in the counseling program when confronted with evidence of the need for change.	Counselor makes revisions in the counseling program when they are needed.	Counselor is continually seeking ways to improve the counseling program and makes changes as needed in response to student, parent, or teacher input.

DOMAIN 4 FOR SCHOOL COUNSELORS: PROFESSIONAL RESPONSIBILITIES SELF-ASSESSMENT (FORM SA-SC1)

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Component 4a: Reflecting on Practice	Counselor does not reflect on practice, or the reflections are inaccurate or self-serving.	Counselor's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Counselor's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counselor makes some specific suggestions as to how the counseling program might be improved.	Counselor's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Counselor draws on an extensive repertoire to suggest alternative strategies.
Component 4b: Maintaining Records and Submitting them in a timely fashion	Counselor's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion	Counselor's reports, records, and documentation are generally accurate but are occasionally late.	Counselor's reports, records, and documentation are accurate and are submitted in a timely manner.	Counselor's approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.

Component 4c: Communicating with Families	Counselor provides no information to families, either about the counseling program as a whole or about individual students.	Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students.	Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students.	Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means.
Component 4d: Participating in a Professional Community	Counselor's relationships with colleagues are negative or self-serving, and counselor avoids being involved in school and district events and projects.	Counselor's relationships with colleagues are cordial, and counselor participates in school and district events and projects when specifically requested.	Counselor participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Counselor makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
Component 4e: Growing and Developing Professionally	Counselor does not participate in professional development activities even when such activities are clearly needed for the development of counseling skills.	Counselor's participation in professional development activities is limited to those that are convenient or are required.	Counselor seeks out opportunities for professional development based on an individual assessment of need.	Counselor actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
Component 4f: Showing Professionalism	Counselor displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality.	Counselor is honest in - interactions with colleagues, students, and the public; does not violate confidentiality.	Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed.	Counselor can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.

DOMAIN 5 FOR SCHOOL COUNSELORS: CATHOLIC SCHOOL TEACHING SELF-ASSESSMENT (FORM SA-SC1)

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Component 5a: Catholic school counselors serve as a positive Catholic school role model and demonstrate continued growth and understating of the Catholic faith. (CSTS #1,6)	Counselor is rarely involved in building the faith community. Participation in prayer and worship is limited to what is convenient. May not be in compliance with Religious Certification.	Counselor sometimes contributes to faith community and participates in Catholicism as allowed by Canon Laws when specifically requested. Shows some work toward Religious Certification.	Counselor often models Catholic ideals, virtues and respect for others and actively participates in building faith community. Regularly works towards Religious Certification.	Counselor clearly makes a substantial contribution to the faith community and assumes leadership in prayer and worship. Consistently works on Advanced Religious Certification/Renewal.
Component 5b: Catholic school counselors infuse Catholic values into the curriculum in each class (CSTS #2)	Counselor rarely infuses religious, spiritual, moral and ethical dimensions into work at school.	Counselor sometimes infuses religious, spiritual, moral and ethical dimensions into work and work-related activities.	Counselor often infuses religious, spiritual, moral and ethical dimensions into work which includes combinations of counseling opportunities and activities.	Counselor clearly infuses religious, spiritual, moral and ethical dimensions in work with students which allows students to understand the relevancy of the material and actively participate in projects and activities that promote social justice.
Component 5c: Catholic school counselors set models of frequent prayer, incorporate liturgical themes and creates a Catholic physical environment in counselor's work space and work environment. (CSTS #3,4,8)	Counselor or students rarely pray. No visibly used focal point nor evidence of Catholicism on bulletin boards or work space.	Counselor sometimes uses prayer in working with students. Some evidence of Catholic tradition found in work space environment.	Counselor often prays with students at various junctures in the day. Work space contains various Catholic artifacts used by the students and counselor.	Counselor and students participate routinely and positively in prayer and Catholic traditions. Work space/environment clearly incorporates liturgical themes, Catholic artifacts and symbols.
Component 5d: Catholic schools counselors exert a positive influence on the Catholic school community. (CSTS #5)	Counselor rarely exerts effort to promote positive interaction with colleagues and does not participate in school or parish functions.	Counselor sometimes attends school and parish functions when directed. Sometimes works positively with staff, school and parish families.	Counselor regularly promotes positive interaction with staff, students; school and parish families. Often attends many school and parish functions.	Counselor consistently assumes leadership roles, mentors other staff, and shares ideas and strategies. Clearly lives the Gospel through words and actions.
Component 5e: Catholic school counselors encourage student participation in community, parish and school ministries. (CSTS #7)	Counselor rarely gives thought and time to help students become active members in community, parish, and school charitable ministries.	Counselor sometimes informs students of opportunities of community, parish, and school charitable ministries.	Counselor often creates and/or supports opportunities for student involvement in community, parish, and school charitable ministries.	Counselor consistently leads each student to fully understand the power of Catholic ministry and social justice. Each student is an engaged member of Christian service, choosing from multiple opportunities locally and globally.

School Counselor Self-Assessment Worksheet Rating Performance

Directions: Please use the following table to identify your own assessment of your teaching and professional practices, related to Charlotte Danielson's *Framework for Teaching* characteristics and Diocesan Catholic School Teaching characteristics.

Counselor:	
School:	
Administrator:	
Today's Date:	

Domain	This is an area I feel I am performing at an **Unsatisfactory Level** of Proficiency.	This is an area I feel I am performing at a **Basic Level** of Proficiency.	This is an area I feel I am performing at a **Proficient Level**.	This is an area I feel I am performing at a **Distinguished Level**.
1. Planning and Preparation:				
1a: Demonstrating Knowledge of Counseling Theory				
1b: Demonstrating Knowledge of Child Development				
1c: Establishing Goals for the Counseling Program				
1d: Demonstrating Knowledge of Resources				
1e: Planning the Counseling Program, Integration				
1f: Developing a Plan to Evaluate Counseling Program				
2. Counseling Environment:				
2a: Creating an Environment of Respect and Rapport				
2b: Establishing a Culture for Productive Communication				
2c: Managing Routines and Procedures				
2d: Establishing Standards of Conduct and Contributing to School Culture for Student Behavior				
2e: Organizing Physical Space				
3. Delivery of Service:				
3a: Assessing Student Needs				
3b: Assisting in Planning to Meet Student Needs				
3c: Using Counseling Techniques Effectively				
3d: Brokering Resources to Meet Student Needs				
3e: Demonstrating Flexibility and Responsiveness				
4. Professional Responsibilities:				
4a: Reflecting on Practice				
4b: Maintaining Records and Timely Submission				
4c: Communicating with Families				
4d: Participating in a Professional Community				
4e: Engaging in Professional Development				
4f: Showing Professionalism				
5. Catholic School Teaching:				
5a: Serves as a positive Catholic School Role Model				
5b: Infuse Catholic values into the curriculum				
5c: Promote a model Catholic learning environment				
5d: Exert a positive influence on the Catholic School Community				
5e: Encourage student participation in the community, parish and school ministries				

DOMAIN 1 FOR SCHOOL COUNSELORS: PLANNING AND PREPARATION (FORM SA-SC1)

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Component 1a: Demonstrating knowledge of counseling theory and techniques	Counselor demonstrates little understanding of counseling theory and techniques.	Counselor demonstrates basic understanding of counseling theory and techniques.	Counselor demonstrates understanding of counseling theory and techniques.	Counselor demonstrates deep and thorough understanding of counseling theory and techniques.
Component 1b: Demonstrating Knowledge of Students	Counselor displays little or no knowledge of child and adolescent development.	Counselor displays partial knowledge of child and adolescent development.	Counselor displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general - patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, counselor displays knowledge of the extent to which individual students follow the general patterns.
Component 1c: Establishing goals for the counseling program appropriate to the setting and the students served	Counselor has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the students.	Counselor's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students.	Counselor's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students.	Counselor's goals for the counseling program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.
Component 1d: Demonstrating Knowledge of Resources	Counselor demonstrates little or no knowledge of governmental regulations and of resources for students available through the school or district.	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.to extend such knowledge.	Counselor displays awareness of governmental regulations and of resources for students available through the school or district, and some familiarity with resources external to the school.	Counselor's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.

DOMAIN 1 FOR SCHOOL COUNSELORS: PLANNING AND PREPARATION (FORM SA-SC1)

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Component 1e: Planning the counseling program, integrated with the regular school program	Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Counselor's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Counselor has developed a plan that includes the important aspects of counseling in the setting.	Counselor's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.
Component 1f: Developing a plan to evaluate the counseling program	Counselor has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Counselor has a rudimentary plan to evaluate the counseling program.	Counselor's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Counselor's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

DOMAIN 2 FOR SCHOOL COUNSELORS: THE ENVIRONMENT (FORM SA-SC1)

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Component 2a: Creating an Environment of Respect and Rapport	Counselor's interactions with students are negative or inappropriate, and the counselor does not promote positive interactions among students.	Counselor's interactions are a mix of positive and negative; the counselor's efforts at encouraging positive interactions among students are partially successful.	Counselor's interactions with students are positive and respectful, and the counselor actively promotes positive student-student interactions.	Students seek out the counselor, reflecting a high degree of comfort and trust in the relationship. Counselor teaches students how to engage in positive interactions.

DOMAIN 2 FOR SCHOOL COUNSELORS: THE ENVIRONMENT (FORM SA-SC1)

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Component 2b: Establishing a culture for productive communication	Counselor makes no attempt to establish a culture for productive communication in the school as a whole, either among students or among teachers, or between students and teachers.	Counselor's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.	Counselor promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	The culture in the school for productive and respectful communication between and among students and teachers, while guided by the counselor, is maintained by both teachers and students.
Component 2c: Managing routines and procedures	Counselor's routines for the counseling center or classroom work are nonexistent or in disarray.	Counselor has rudimentary and partially successful routines for the counseling center or classroom.	Counselor's routines for the counseling center or classroom work effectively.	Counselor's routines for the counseling center or classroom are seamless, and students assist in maintaining them.
Component 2d: Establishing standards of conduct and contributing to the culture for student behavior throughout the school	Counselor has established no standards of conduct for students during counseling sessions and makes no contribution to maintaining an environment of civility in school.	Counselor's efforts to establish standards of conduct for counseling sessions are partially successful. Counselor attempts, with limited success, to contribute to the level of civility in the school as a whole.	Counselor has established clear standards of conduct for counseling sessions and makes a significant contribution to the environment of civility in the school.	Counselor has established clear standards of conduct for counseling sessions, and students contribute to maintaining them. Counselor takes a leadership role in maintaining the environment of civility in the school.
Component 2e: Organizing Physical Space	The physical environment is in disarray or is inappropriate to the planned activities.	Counselor's attempts to create an inviting and well-organized physical environment are partially successful	Counseling center or classroom arrangements are inviting and conducive to the planned activities.	Counseling center or classroom arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement.

DOMAIN 3 FOR SCHOOL COUNSELORS: DELIVERY OF SERVICE

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Component 3a: Assessing Student Needs	Counselor does not assess student needs, or the assessments result in inaccurate conclusions.	Counselor's assessments of student needs are perfunctory.	Counselor assesses student needs and knows the range of student needs in the school.	Counselor conducts detailed and individualized assessments of student needs to contribute to program planning.
Component 3b: Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs	Counselor's program is independent of identified student needs.	Counselor's attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful.	Counselor helps students and teachers formulate academic, personal/social, and career plans for groups of students.	Counselor helps individual students and teachers formulate academic, personal/social, and career plans.
Component 3c: Using counseling techniques in individual and classroom programs	Counselor has few counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor displays a narrow range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses a range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Counselor uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.
Component 3d: Brokering resources to meet student needs	Counselor does not make connections with other programs in order to meet student needs.	Counselor's efforts to broker services with other programs in the school are partially successful.	Counselor brokers with other programs within the school or district to meet student needs.	Counselor brokers with other programs and agencies both within and beyond the school or district to meet individual student needs.

DOMAIN 3 FOR SCHOOL COUNSELORS: DELIVERY OF SERVICE

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Component 3e: Demonstrating Flexibility and Responsiveness	Counselor adheres to the plan or program, in spite of evidence of its inadequacy.	Counselor makes modest changes in the counseling program when confronted with evidence of the need for change.	Counselor makes revisions in the counseling program when they are needed.	Counselor is continually seeking ways to improve the counseling program and makes changes as needed in response to student, parent, or teacher input.

DOMAIN 4 FOR SCHOOL COUNSELORS: PROFESSIONAL RESPONSIBILITIES (FORM SA-SC1)

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Component 4a: Reflecting on Practice	Counselor does not reflect on practice, or the reflections are inaccurate or self-serving.	Counselor's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Counselor's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Counselor makes some specific suggestions as to how the counseling program might be improved.	Counselor's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Counselor draws on an extensive repertoire to suggest alternative strategies.
Component 4b: Maintaining Records and Submitting them in a timely fashion	Counselor's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion	Counselor's reports, records, and documentation are generally accurate but are occasionally late.	Counselor's reports, records, and documentation are accurate and are submitted in a timely manner.	Counselor's approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.

Component 4c: Communicating with Families	Counselor provides no information to families, either about the counseling program as a whole or about individual students.	Counselor provides limited though accurate information to families about the counseling program as a whole and about individual students.	Counselor provides thorough and accurate information to families about the counseling program as a whole and about individual students.	Counselor is proactive in providing information to families about the counseling program and about individual students through a variety of means.
Component 4d: Participating in a Professional Community	Counselor's relationships with colleagues are negative or self-serving, and counselor avoids being involved in school and district events and projects.	Counselor's relationships with colleagues are cordial, and counselor participates in school and district events and projects when specifically requested.	Counselor participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Counselor makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
Component 4e: Growing and Developing Professionally	Counselor does not participate in professional development activities even when such activities are clearly needed for the development of counseling skills.	Counselor's participation in professional development activities is limited to those that are convenient or are required.	Counselor seeks out opportunities for professional development based on an individual assessment of need.	Counselor actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
Component 4f: Showing Professionalism	Counselor displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality.	Counselor is honest in interactions with colleagues, students, and the public; does not violate confidentiality.	Counselor displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed.	Counselor can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.

DOMAIN 5 FOR SCHOOL COUNSELORS: CATHOLIC SCHOOL TEACHING

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Component 5a: Catholic school counselors serve as a positive Catholic school role model and demonstrate continued growth and understating of the Catholic faith. (CSTS #1,6)	Counselor is rarely involved in building the faith community. Participation in prayer and worship is limited to what is convenient. May not be in compliance with Religious Certification.	Counselor sometimes contributes to faith community and participates in Catholicism as allowed by Canon Laws when specifically requested. Shows some work toward Religious Certification.	Counselor often models Catholic ideals, virtues and respect for others and actively participates in building faith community. Regularly works towards Religious Certification.	Counselor clearly makes a substantial contribution to the faith community and assumes leadership in prayer and worship. Consistently works on Advanced Religious Certification/Renewal.
Component 5b: Catholic school counselors infuse Catholic values into the curriculum in each class (CSTS #2)	Counselor rarely infuses religious, spiritual, moral and ethical dimensions into work at school.	Counselor sometimes infuses religious, spiritual, moral and ethical dimensions into work and work-related activities.	Counselor often infuses religious, spiritual, moral and ethical dimensions into work which includes combinations of counseling opportunities and activities.	Counselor clearly infuses religious, spiritual, moral and ethical dimensions in work with students which allows students to understand the relevancy of the material and actively participate in projects and activities that promote social justice.
Component 5c: Catholic school counselors set models of frequent prayer, incorporate liturgical themes and creates a Catholic physical environment in counselor's work space and work environment. (CSTS #3,4,8)	Counselor or students rarely pray. No visibly used focal point nor evidence of Catholicism on bulletin boards or work space.	Counselor sometimes uses prayer in working with students. Some evidence of Catholic tradition found in work space environment.	Counselor often prays with students at various junctures in the day. Work space contains various Catholic artifacts used by the students and counselor.	Counselor and students participate routinely and positively in prayer and Catholic traditions. Work space/environment clearly incorporates liturgical themes, Catholic artifacts and symbols.
Component 5d: Catholic schools counselors exert a positive influence on the Catholic school community. (CSTS #5)	Counselor rarely exerts effort to promote positive interaction with colleagues and does not participate in school or parish functions.	Counselor sometimes attends school and parish functions when directed. Sometimes works positively with staff, school and parish families.	Counselor regularly promotes positive interaction with staff, students; school and parish families. Often attends many school and parish functions.	Counselor consistently assumes leadership roles, mentors other staff, and shares ideas and strategies. Clearly lives the Gospel through words and actions.
Component 5e: Catholic school counselors encourage student participation in community, parish and school ministries. (CSTS #7)	Counselor rarely gives thought and time to help students become active members in community, parish, and school charitable ministries.	Counselor sometimes informs students of opportunities of community, parish, and school charitable ministries.	Counselor often creates and/or supports opportunities for student involvement in community, parish, and school charitable ministries.	Counselor consistently leads each student to fully understand the power of Catholic ministry and social justice. Each student is an engaged member of Christian service, choosing from multiple opportunities locally and globally.

Library/Media Specialist Evaluation

Library/Media Specialist Self-Assessment

DOMAIN 1 FOR LIBRARY/MEDIA SPECIALISTS: PLANNING AND PREPARATION SELF-ASSESSMENT (FORM SA-LIB1)

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Component 1a: Demonstrating knowledge of literature and current trends in library/media practice and information technology	Library/media specialist demonstrates little or no knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates limited knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates thorough knowledge of literature and of current trends in practice and information technology.	Drawing on extensive professional resources, library/media specialist demonstrates rich understanding of literature and of current trends in information technology.
Component 1b: Demonstrating knowledge of the school's program and student information needs within that program	Library/media specialist demonstrates little or no knowledge of the school's content standards and of students' needs for information skills within those standards	Library/media specialist demonstrates basic knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist demonstrates thorough knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist takes a leadership role within the school and district to articulate the needs of students for information technology within the school's academic program.
Component 1c: Establishing goals for the library/media program appropriate to the setting and the students served	Library/media specialist has no clear goals for the media program, or they are inappropriate to either the situation in the school or the age of the students.	Library/media specialist's goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students.	Library/media specialist's goals for the media program are clear and appropriate to the situation in the school and to the age of the students.	Library/media specialist's goals for the media program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues.

Component 1d: Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as - interlibrary loan	Library/media specialist demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist is fully aware of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist is fully aware of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program.
Component 1e: Planning the library/ media program integrated with the overall school program	Library/media program consists of a random collection of unrelated activities, lacking coherence or an overall - structure.	Library/media specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Library/media specialist's plan is well designed to support both teachers and students in their information needs.	Library/media specialist's plan is highly coherent, taking into account the competing demands of scheduled time in the library, consultative work with teachers, and work in maintaining and extending the collection; the plan has been developed after consultation with teachers.
Component 1f: Developing a plan to evaluate the library/media program	Library/media specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Library/media specialist has a rudimentary plan to evaluate the library/media program.	Library/media specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Library/media specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

DOMAIN 2 FOR LIBRARY/MEDIA SPECIALISTS: THE LIBRARY/MEDIA ENVIRONMENT SELF-ASSESSMENT (FORM SA-LIB1)

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Component 2a: Creating an Environment of Respect and Rapport	Interactions, both between the library/media specialist and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.	Interactions, both between the library/media specialist and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Interactions, both between the library/media specialist and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Interactions among the library/media specialist, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among students in the library.
Component 2b: Establishing a culture for investigation and love of literature	Library/media specialist conveys a sense that the work of seeking information and reading literature is not worth the time and energy required.	Library/media specialist goes through the motions of performing the work of the position, but without any real commitment to it.	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the importance of seeking information and reading literature.	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the essential nature of seeking information and reading literature. Students appear to have internalized these values.
Component 2c: Establishing and maintaining library procedures	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are either nonexistent or inefficient, resulting in general confusion. Library assistants are confused as to their role.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established but function sporadically. Efforts to establish guidelines for library assistants are partially successful.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established and function smoothly. Library assistants are clear as to their role.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are seamless in their operation, with students assuming considerable responsibility for their smooth operation. Library assistants work independently and contribute to the success of the media center.

DOMAIN 2 FOR LIBRARY/MEDIA SPECIALISTS: THE LIBRARY/MEDIA ENVIRONMENT SELF-ASSESSMENT (FORM SA-LIB1)

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Component 2d: Managing student behavior	☐ There is no evidence that standards of conduct have been established, and there is little or no monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	☐ It appears that the library/media specialist has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful.	☐ Standards of conduct appear to be clear to students, and the library/media specialist monitors student behavior against those standards. Library/media specialist's response to student misbehavior is appropriate and respectful to students.	☐ Standards of conduct are clear, with evidence of student participation in setting them. Library/media specialist's monitoring of student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
Component 2e: Organizing physical space to enable smooth flow	☐ Library/media specialist makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion.	☐ Library/media specialist's efforts to make use of the physical environment are uneven, resulting in occasional confusion.	☐ Library/media specialist makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.	☐ Library/media specialist makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, book displays are attractive and inviting.

DOMAIN 3 FOR LIBRARY/MEDIA SPECIALISTS: DELIVERY OF SERVICE SELF-ASSESSMENT (FORM SA-LIB1)

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Component 3a: Maintaining and extending the library collection in accordance with the school's needs and within budget limitations	☐ Library/media specialist fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. Collection is unbalanced among - different are	☐ Library/media specialist is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection, and to establish balance.	☐ Library/media specialist adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated material. Collection is balanced among different areas.	☐ Library/media specialist selects materials for the collection thoughtfully and in consultation with teaching colleagues, and periodically purges the collection of outdated material. Collection is balanced among different areas.
Component 3b: Collaborating with teachers in the design of instructional units and lessons.	☐ Library/media specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.	☐ Library/media specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	☐ Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	☐ Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.
Component 3c: Engaging students in enjoying literature and in learning informational skills	☐ Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.	☐ Only some students are engaged in enjoying literature and in learning information skills due to uneven design of activities, grouping strategies, or partially appropriate materials.	☐ Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	☐ Students are highly engaged in enjoying literature and in learning information skills and take initiative in ensuring the engagement of their peers.

DOMAIN 3 FOR LIBRARY/MEDIA SPECIALISTS: DELIVERY OF SERVICE SELF-ASSESSMENT (FORM SA-LIB1)

Component 3d: Assisting students and teachers in the use of technology in the library/media center	☐ Library/media specialist declines to assist students and teachers in the use of technology in the library/media center.	☐ Library/media specialist assists students and teachers in the use of technology in the library/media center when specifically asked to do so.	☐ Library/media specialist initiates sessions to assist students and teachers in the use of technology in the library/media center.	☐ Library/media specialist is proactive in initiating sessions to assist students and teachers in the use of technology in the library/media center.
Component 3e: Demonstrating Flexibility and Responsiveness	☐ Library/media specialist adheres to the plan, in spite of evidence of its inadequacy.	☐ Library/media specialist makes modest changes in the library/media program when confronted with evidence of the need for change.	☐ Library/media specialist makes revisions to the library/media program when they are needed.	☐ Library/media specialist is continually seeking ways to improve the library/media program and makes changes as needed in response to student, parent, or teacher input.

DOMAIN 4 FOR LIBRARY/MEDIA SPECIALISTS: PROFESSIONAL RESPONSIBILITIES SELF-ASSESSMENT (FORM SA-LIB1)

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Component 4a: Reflecting on Practice	☐ Library/media specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	☐ Library/media specialist's reflection on practice is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved.	☐ Library/media specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Library/media specialist makes some specific suggestions as to how the media program might be improved.	☐ Library/media specialist's reflection is highly accurate and perceptive, citing specific examples. Library/media specialist draws on an extensive repertoire to suggest alternative strategies and their likely success.

DOMAIN 4 FOR LIBRARY/MEDIA SPECIALISTS: PROFESSIONAL RESPONSIBILITIES SELF-ASSESSMENT (FORM SA-LIB1)

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Component 4b: Preparing and submitting reports and budgets	Library/media specialist ignores teacher requests when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are routinely late.	Library/media specialist's efforts to prepare budgets are partially successful, responding sometimes to teacher requests and following procedures. Inventories and reports are sometimes submitted on time.	Library/media specialist honors teacher requests when preparing requisitions and budgets and follows established procedures. Inventories and reports are submitted on time.	Library/media specialist anticipates teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time.
Component 4c: Communicating with the larger community	Library/media specialist makes no effort to engage in outreach efforts to parents or the larger community.	Library/media specialist makes sporadic efforts to engage in outreach efforts to parents or the larger community.	Library/media specialist engages in outreach efforts to parents and the larger community.	Library/media specialist is proactive in reaching out to parents and establishing contacts with outside libraries, coordinating efforts for mutual benefit.
Component 4d: Participating in a Professional Community	Library/media specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.	Library/media specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Library/media specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Library/media specialist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.

DOMAIN 4 FOR LIBRARY/MEDIA SPECIALISTS: PROFESSIONAL RESPONSIBILITIES SELF-ASSESSMENT (FORM SA-LIB1)

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Component 4e: Engaging in professional development	☐ Library/media specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	☐ Library/media specialist's participation in professional development activities is limited to those that are convenient or are required.	☐ Library/media specialist seeks out opportunities for professional development based on an individual assessment of need.	☐ Library/media specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
Component 4f: Showing Professionalism	☐ Library/media specialist displays dishonesty in interactions with colleagues, students, and the public; violates copyright laws.	☐ Library/media specialist is honest in interactions with colleagues, students, and the public; respects copyright laws.	☐ Library/media specialist displays high standards of honesty and integrity in interactions with colleagues, students, and the public; adheres carefully to copyright laws.	☐ Library/media specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in ensuring there is no plagiarism or violation of copyright laws.

DOMAIN 5 FOR LIBRARY/MEDIA SPECIALISTS: CATHOLIC SCHOOL TEACHING SELF-ASSESSMENT (FORM SA-LIB1)

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Component 5a: Catholic school Library/media specialist serves as a positive Catholic school role model and demonstrates continued growth and understating of the Catholic faith. (CSTS #1,6)	☐ Library/media specialist is rarely involved in building the faith community. Participation in prayer and worship is limited to what is convenient. May not be in compliance with Religious Certification.	☐ Library/media specialist sometimes contributes to faith community and participates in Catholicism as allowed by Canon Laws when specifically requested. Shows some work toward Religious Certification.	☐ Library/media specialist often models Catholic ideals, virtues and respect for others and actively participates in building faith community. Regularly works towards Religious Certification.	☐ Library/media specialist clearly makes a substantial contribution to the faith community and assumes leadership in prayer and worship. Consistently works on Advanced Religious Certification/Renewal.
Component 5b: Catholic school Library/media specialists infuse Catholic values into the library/media environment (CSTS #2)	☐ Library/media specialist rarely infuses religious, spiritual, moral and ethical dimensions into work at school.	☐ Library/media specialist sometimes infuses religious, spiritual, moral and ethical dimensions into work and work-related activities.	☐ Library/media specialist often infuses religious, spiritual, moral and ethical dimensions into work which includes combinations of counseling opportunities and activities.	☐ Library/media specialist clearly infuses religious, spiritual, moral and ethical dimensions in work with students which allow students to understand the relevancy of the material and actively participate in projects and activities that promote social justice.
Component 5c: Catholic school Library/media specialist set models of frequent prayer, incorporate liturgical themes and creates a Catholic physical environment in counselor's work space and work environment. (CSTS #3,4,8)	☐ Library/media specialist or students rarely pray. No visibly used focal point nor evidence of Catholicism on bulletin boards or work space.	☐ Library/media specialist sometimes uses prayer in working with students. Some evidence of Catholic tradition found in work space environment.	☐ Library/media specialist often prays with students at various junctures in the day. Work space contains various Catholic artifacts used by the students and Library/media specialist	☐ Library/media specialist and students participate routinely and positively in prayer and Catholic traditions. Work space/environment clearly incorporates liturgical themes, Catholic artifacts and symbols.
Component 5d: Catholic schools Library/media specialist exerts a positive influence on the Catholic school community. (CSTS #5)	☐ Library/media specialist rarely exerts effort to promote positive interaction with colleagues and does not participate in school or parish functions.	☐ Library/media specialist sometimes attends school and parish functions when directed. Sometimes works positively with staff, school and parish families.	☐ Library/media specialist regularly promotes positive interaction with staff, students; school and parish families. Often attends many school and parish functions.	☐ Library/media specialist consistently assumes leadership roles, mentors other staff, and shares ideas and strategies. Clearly lives the Gospel through words and actions.
Component 5e: Catholic school Library/media specialist encourages student participation in community, parish and school ministries. (CSTS #7)	☐ Library/media specialist rarely gives thought and time to help students become active members in community, parish, and school charitable ministries.	☐ Library/media specialist sometimes informs students of opportunities of community, parish, and school charitable ministries.	☐ Library/media specialist often creates and/or supports opportunities for student involvement in community, parish, and school charitable ministries.	☐ Library/media specialist r consistently leads each student to fully understand the power of Catholic ministry and social justice. Each student is an engaged member of Christian service, choosing from multiple opportunities locally and globally.

Directions: Please use the following table to identify your own assessment of your teaching and professional practices, related to Charlotte Danielson's *Framework for Teaching* characteristics and Diocesan Catholic School Teaching characteristics.

Librarian/Media:	
School:	
Administrator:	
Today's Date:	

Domain	This is an area I feel I am performing at an **Unsatisfactory Level** of Proficiency.	This is an area I feel I am performing at a **Basic Level** of Proficiency.	This is an area I feel I am performing at a **Proficient Level**.	This is an area I feel I am performing at a **Distinguished Level**.
1. Planning and Preparation:				
1a: Demonstrating Knowledge of Lit. and Cur. Trends				
1b: Demonstrating Knowledge of School Program				
1c: Establishing Goals for the Lib./Media Program				
1d: Demonstrating Knowledge of Resources				
1e: Planning the Lib/Media Program, Integration				
1f: Developing a Plan to Evaluate Lib/Media Program				
2.Library/Media Center Environment:				
2a: Creating an Environment of Respect and Rapport				
2b: Establishing a Culture for Investigation and Love of Literature				
2c: Establishing/Managing Library Procedures				
2d: Managing Student Behavior				
2e: Organizing Physical Space				
3. Delivery of Service:				
3a: Maintaining/Extending Media Collection				
3b: Collaborate with teachers on Integrated Lessons				
3c: Engage students in Lit. and learning info. skills				
3d: Assist students/staff in use of Lib. technology				
3e: Demonstrating Flexibility and Responsiveness				
4. Professional Responsibilities:				
4a: Reflecting on Practice				
4b: Preparing and submitting reports and budgets				
4c: Communicating with the Larger Community				
4d: Participating in a Professional Community				
4e: Engaging in Professional Development				
4f: Showing Professionalism				
5. Catholic School Teaching:				
5a: Serves as a positive Catholic School Role Model				
5b: Infuse Catholic values into the library environment				
5c: Promote a model Catholic learning environment				
5d: Exert a positive influence on the Catholic School Community				
5e: Encourage student participation in the community, parish and school ministries				

DOMAIN 1 FOR LIBRARY/MEDIA SPECIALISTS: PLANNING AND PREPARATION

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Component 1a: Demonstrating knowledge of literature and current trends in library/media practice and information technology	Library/media specialist demonstrates little or no knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates limited knowledge of literature and of current trends in practice and information technology.	Library/media specialist demonstrates thorough knowledge of literature and of current trends in practice and information technology.	Drawing on extensive professional resources, library/media specialist demonstrates rich understanding of literature and of current trends in information technology.
Component 1b: Demonstrating knowledge of the school's program and student information needs within that program	Library/media specialist demonstrates little or no knowledge of the school's content standards and of students' needs for information skills within those standards	Library/media specialist demonstrates basic knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist demonstrates thorough knowledge of the school's content standards and of students' needs for information skills within those standards.	Library/media specialist takes a leadership role within the school and district to articulate the needs of students for information technology within the school's academic program.
Component 1c: Establishing goals for the library/media program appropriate to the setting and the students served	Library/media specialist has no clear goals for the media program, or they are inappropriate to either the situation in the school or the age of the students.	Library/media specialist's goals for the media program are rudimentary and are partially suitable to the situation in the school and the age of the students.	Library/media specialist's goals for the media program are clear and appropriate to the situation in the school and to the age of the students.	Library/media specialist's goals for the media program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students and colleagues.
Component 1d: Demonstrating knowledge of resources, both within and beyond the school and district, and access to such resources as - interlibrary loan	Library/media specialist demonstrates little or no knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist demonstrates basic knowledge of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist is fully aware of resources available for students and teachers in the school, in other schools in the district, and in the larger community to advance program goals.	Library/media specialist is fully aware of resources available for students and teachers and actively seeks out new resources from a wide range of sources to enrich the school's program.

DOMAIN 1 FOR LIBRARY/MEDIA SPECIALISTS: PLANNING AND PREPARATION

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Component 1e: Planning the library/ media program integrated with the overall school program	Library/media program consists of a random collection of unrelated activities, lacking coherence or an overall - structure.	Library/media specialist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Library/media specialist's plan is well designed to support both teachers and students in their information needs.	Library/media specialist's plan is highly coherent, taking into account the competing demands of scheduled time in the library, consultative work with teachers, and work in maintaining and extending the collection; the plan has been developed after consultation with teachers.
Component 1f: Developing a plan to evaluate the library/media program	Library/media specialist has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Library/media specialist has a rudimentary plan to evaluate the library/media program.	Library/media specialist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Library/media specialist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

DOMAIN 2 FOR LIBRARY/MEDIA SPECIALISTS: THE LIBRARY/MEDIA ENVIRONMENT

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Component 2a: Creating an Environment of Respect and Rapport	Interactions, both between the library/media specialist and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds and are characterized by sarcasm, put-downs, or conflict.	Interactions, both between the library/media specialist and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	Interactions, both between the library/media specialist and students and among students, are polite and respectful, reflecting general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Interactions among the library/media specialist, individual students, and the classroom teachers are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among students in the library.
Component 2b: Establishing a culture for investigation and love of literature	Library/media specialist conveys a sense that the work of seeking information and reading literature is not worth the time and energy required.	Library/media specialist goes through the motions of performing the work of the position, but without any real commitment to it.	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the importance of seeking information and reading literature.	Library/media specialist, in interactions with both students and colleagues, conveys a sense of the essential nature of seeking information and reading literature. Students appear to have internalized these values.
Component 2c: Establishing and maintaining library procedures	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are either nonexistent or inefficient, resulting in general confusion. Library assistants are confused as to their role.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established but function sporadically. Efforts to establish guidelines for library assistants are partially successful.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) have been established and function smoothly. Library assistants are clear as to their role.	Media center routines and procedures (for example, for circulation of materials, working on computers, independent work) are seamless in their operation, with students assuming considerable responsibility for their smooth operation. Library assistants work independently and contribute to the success of the media center.

DOMAIN 2 FOR LIBRARY/MEDIA SPECIALISTS: THE LIBRARY/MEDIA ENVIRONMENT

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Component 2d: Managing student behavior	There is no evidence that standards of conduct have been established, and there is little or no monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.	It appears that the library/media specialist has made an effort to establish standards of conduct for students and tries to monitor student behavior and respond to student misbehavior, but these efforts are not always successful.	Standards of conduct appear to be clear to students, and the library/media specialist monitors student behavior against those standards. Library/media specialist's response to student misbehavior is appropriate and respectful to students.	Standards of conduct are clear, with evidence of student participation in setting them. Library/media specialist's monitoring of student behavior is subtle and preventive, and response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
Component 2e: Organizing physical space to enable smooth flow	Library/media specialist makes poor use of the physical environment, resulting in poor traffic flow, confusing signage, inadequate space devoted to work areas and computer use, and general confusion.	Library/media specialist's efforts to make use of the physical environment are uneven, resulting in occasional confusion.	Library/media specialist makes effective use of the physical environment, resulting in good traffic flow, clear signage, and adequate space devoted to work areas and computer use.	Library/media specialist makes highly effective use of the physical environment, resulting in clear signage, excellent traffic flow, and adequate space devoted to work areas and computer use. In addition, book displays are attractive and inviting.

DOMAIN 3 FOR LIBRARY/MEDIA SPECIALISTS: DELIVERY OF SERVICE

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Component 3a: Maintaining and extending the library collection in accordance with the school's needs and within budget limitations	Library/media specialist fails to adhere to district or professional guidelines in selecting materials for the collection and does not periodically purge the collection of outdated material. Collection is unbalanced among - different are	Library/media specialist is partially successful in attempts to adhere to district or professional guidelines in selecting materials, to weed the collection, and to establish balance.	Library/media specialist adheres to district or professional guidelines in selecting materials for the collection and periodically purges the collection of outdated material. Collection is balanced among different areas.	Library/media specialist selects materials for the collection thoughtfully and in consultation with teaching colleagues, and periodically purges the collection of outdated material. Collection is balanced among different areas.
Component 3b: Collaborating with teachers in the design of instructional units and lessons.	Library/media specialist declines to collaborate with classroom teachers in the design of instructional lessons and units.	Library/media specialist collaborates with classroom teachers in the design of instructional lessons and units when specifically asked to do so.	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units.	Library/media specialist initiates collaboration with classroom teachers in the design of instructional lessons and units, locating additional resources from sources outside the school.
Component 3c: Engaging students in enjoying literature and in learning informational skills	Students are not engaged in enjoying literature and in learning information skills because of poor design of activities, poor grouping strategies, or inappropriate materials.	Only some students are engaged in enjoying literature and in learning information skills due to uneven design of activities, grouping strategies, or partially appropriate materials.	Students are engaged in enjoying literature and in learning information skills because of effective design of activities, grouping strategies, and appropriate materials.	Students are highly engaged in enjoying literature and in learning information skills and take initiative in ensuring the engagement of their peers.

DOMAIN 3 FOR LIBRARY/MEDIA SPECIALISTS: DELIVERY OF SERVICE SELF-ASSESSMENT

Component 3d: Assisting students and teachers in the use of technology in the library/media center	☐ Library/media specialist declines to assist students and teachers in the use of technology in the library/media center.	☐ Library/media specialist assists students and teachers in the use of technology in the library/media center when specifically asked to do so.	☐ Library/media specialist initiates sessions to assist students and teachers in the use of technology in the library/media center.	☐ Library/media specialist is proactive in initiating sessions to assist students and teachers in the use of technology in the library/media center.
Component 3e: Demonstrating Flexibility and Responsiveness	☐ Library/media specialist adheres to the plan, in spite of evidence of its inadequacy.	☐ Library/media specialist makes modest changes in the library/media program when confronted with evidence of the need for change.	☐ Library/media specialist makes revisions to the library/media program when they are needed.	☐ Library/media specialist is continually seeking ways to improve the library/media program and makes changes as needed in response to student, parent, or teacher input.

DOMAIN 4 FOR LIBRARY/MEDIA SPECIALISTS: PROFESSIONAL RESPONSIBILITIES

	UNSATISFACTORY	**BASIC**	**PROFICIENT**	**DISTINGUISHED**
Component 4a: Reflecting on Practice	☐ Library/media specialist does not reflect on practice, or the reflections are inaccurate or self-serving.	☐ Library/media specialist's reflection on practice is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved.	☐ Library/media specialist's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Library/media specialist makes some specific suggestions as to how the media program might be improved.	☐ Library/media specialist's reflection is highly accurate and perceptive, citing specific examples. Library/media specialist draws on an extensive repertoire to suggest alternative strategies and their likely success.

DOMAIN 4 FOR LIBRARY/MEDIA SPECIALISTS: PROFESSIONAL RESPONSIBILITIES

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Component 4b: Preparing and submitting reports and budgets	Library/media specialist ignores teacher requests when preparing requisitions and budgets or does not follow established procedures. Inventories and reports are routinely late.	Library/media specialist's efforts to prepare budgets are partially successful, responding sometimes to teacher requests and following procedures. Inventories and reports are sometimes submitted on time.	Library/media specialist honors teacher requests when preparing requisitions and budgets and follows established procedures. Inventories and reports are submitted on time.	Library/media specialist anticipates teacher needs when preparing requisitions and budgets, follows established procedures, and suggests improvements to those procedures. Inventories and reports are submitted on time.
Component 4c: Communicating with the larger community	Library/media specialist makes no effort to engage in outreach efforts to parents or the larger community.	Library/media specialist makes sporadic efforts to engage in outreach efforts to parents or the larger community.	Library/media specialist engages in outreach efforts to parents and the larger community.	Library/media specialist is proactive in reaching out to parents and establishing contacts with outside libraries, coordinating efforts for mutual benefit.
Component 4d: Participating in a Professional Community	Library/media specialist's relationships with colleagues are negative or self-serving, and the specialist avoids being involved in school and district events and projects.	Library/media specialist's relationships with colleagues are cordial, and the specialist participates in school and district events and projects when specifically requested.	Library/media specialist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Library/media specialist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.

DOMAIN 4 FOR LIBRARY/MEDIA SPECIALISTS: PROFESSIONAL RESPONSIBILITIES SELF-ASSESSMENT

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Component 4e: Engaging in professional development	Library/media specialist does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.	Library/media specialist's participation in professional development activities is limited to those that are convenient or are required.	Library/media specialist seeks out opportunities for professional development based on an individual assessment of need.	Library/media specialist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
Component 4f: Showing Professionalism	Library/media specialist displays dishonesty in interactions with colleagues, students, and the public; violates copyright laws.	Library/media specialist is honest in interactions with colleagues, students, and the public; respects copyright laws.	Library/media specialist displays high standards of honesty and integrity in interactions with colleagues, students, and the public; adheres carefully to copyright laws.	Library/media specialist can be counted on to hold the highest standards of honesty and integrity and takes a leadership role with colleagues in ensuring there is no plagiarism or violation of copyright laws.

DOMAIN 5 FOR LIBRARY/MEDIA SPECIALISTS: CATHOLIC SCHOOL TEACHING SELF-ASSESSMENT (FORM SA-LIB1)

	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Component 5a: Catholic school Library/media specialist serves as a positive Catholic school role model and demonstrates continued growth and understating of the Catholic faith. (CSTS #1,6)	Library/media specialist is rarely involved in building the faith community. Participation in prayer and worship is limited to what is convenient. May not be in compliance with Religious Certification.	Library/media specialist sometimes contributes to faith community and participates in Catholicism as allowed by Canon Laws when specifically requested. Shows some work toward Religious Certification.	Library/media specialist often models Catholic ideals, virtues and respect for others and actively participates in building faith community. Regularly works towards Religious Certification.	Library/media specialist clearly makes a substantial contribution to the faith community and assumes leadership in prayer and worship. Consistently works on Advanced Religious Certification/Renewal.
Component 5b: Catholic school Library/media specialists infuse Catholic values into the library/media environment (CSTS #2)	Library/media specialist rarely infuses religious, spiritual, moral and ethical dimensions into work at school.	Library/media specialist sometimes infuses religious, spiritual, moral and ethical dimensions into work and work-related activities.	Library/media specialist often infuses religious, spiritual, moral and ethical dimensions into work which includes combinations of counseling opportunities and activities.	Library/media specialist clearly infuses religious, spiritual, moral and ethical dimensions in work with students which allow students to understand the relevancy of the material and actively participate in projects and activities that promote social justice.
Component 5c: Catholic school Library/media specialist set models of frequent prayer, incorporate liturgical themes and creates a Catholic physical environment in counselor's work space and work environment. (CSTS #3,4,8)	Library/media specialist or students rarely pray. No visibly used focal point nor evidence of Catholicism on bulletin boards or work space.	Library/media specialist sometimes uses prayer in working with students. Some evidence of Catholic tradition found in work space environment.	Library/media specialist often prays with students at various junctures in the day. Work space contains various Catholic artifacts used by the students and Library/media specialist	Library/media specialist and students participate routinely and positively in prayer and Catholic traditions. Work space/environment clearly incorporates liturgical themes, Catholic artifacts and symbols.
Component 5d: Catholic schools Library/media specialist exerts a positive influence on the Catholic school community. (CSTS #5)	Library/media specialist rarely exerts effort to promote positive interaction with colleagues and does not participate in school or parish functions.	Library/media specialist sometimes attends school and parish functions when directed. Sometimes works positively with staff, school and parish families.	Library/media specialist regularly promotes positive interaction with staff, students; school and parish families. Often attends many school and parish functions.	Library/media specialist consistently assumes leadership roles, mentors other staff, and shares ideas and strategies. Clearly lives the Gospel through words and actions.
Component 5e: Catholic school Library/media specialist encourages student participation in community, parish and school ministries. (CSTS #7)	Library/media specialist rarely gives thought and time to help students become active members in community, parish, and school charitable ministries.	Library/media specialist sometimes informs students of opportunities of community, parish, and school charitable ministries.	Library/media specialist often creates and/or supports opportunities for student involvement in community, parish, and school charitable ministries.	Library/media specialist r consistently leads each student to fully understand the power of Catholic ministry and social justice. Each student is an engaged member of Christian service, choosing from multiple opportunities locally and globally.

Support Staff Performance Review

DIOCESE of LA CROSSE

Employee Name _____ **Position** _____

Supervisor Name _____ **Position** _____

Other Evaluator _____ **Position** _____

Directions: The criteria should be analyzed in relation to the position of the employee and the performance within the position. First, the <u>employee</u> should independently complete the form; then the primary supervisor should evaluate the employee using the same form. Each should check the <u>ONE</u> rating within each category which most accurately reflects an objective evaluation of the employee. A **"5"** is a <u>superior</u> ranking. A **"1"** indicates immediate <u>need for improvement</u>. An optional second supervisor column is provided. Space is provided for comments. <u>Comments are mandatory when specific improvement is required.</u>

1. **EFFECTIVENESS OF WORKING WITH OTHERS -** Organizational culture and working relations with others including but not limited to pastors, employees, volunteers, parents, students, etc.

Employee	Supervisor	Other	Performance
5 ☐	☐	☐	Collaborates with others, treats them with respect, and considers gifts they have to offer so that the school mission permeates the community; a true team player
4 ☐	☐	☐	Collaborates and treats others with respect in a Christian manner
3 ☐	☐	☐	Cooperative worker
2 ☐	☐	☐	Uncooperative when faced with reasonable requests
1 ☐	☐	☐	Does not meet requirements

Comments:

2. **COURTESY –** Respect for feelings of others; politeness on the job.

Employee	Supervisor	Other	Performance
5 ☐	☐	☐	Represents school/ system and mission; role model for others; courteous, well-mannered and polite; exhibits Christian attitude
4 ☐	☐	☐	Conscientious of other's feelings and rights; polite, exhibits Christian attitude
3 ☐	☐	☐	Observes common courtesies
2 ☐	☐	☐	Causes noticeable discomfort to others; impolite
1 ☐	☐	☐	Does not meet requirements

Comments:

3. CONFIDENTIALITY – Demonstrates confidentiality and shows respect for administrative decisions.

	Employee	Supervisor	Other	Performance
5	☐	☐	☐	Confidential; accepts and supports administrative decisions
4	☐	☐	☐	Maintains appropriate confidentiality; supports administrative decisions
3	☐	☐	☐	Accepts administrative decisions; uses discretion is sharing information
2	☐	☐	☐	Questions decisions or work of others; shares inappropriate information
1	☐	☐	☐	Does not meet requirements

Comments:

4. KNOWLEDGE OF DUTIES - Specific position-related procedures, policies, and duties.

	Employee	Supervisor	Other	Performance
5	☐	☐	☐	Mastery of the job; understands interrelationship with other jobs; delegates well
4	☐	☐	☐	Understands all aspects of the job: delegates
3	☐	☐	☐	Understands job routine; relies on others for specialized information
2	☐	☐	☐	Deficiencies in job knowledge
1	☐	☐	☐	Does not meet requirements

Comments:

5. QUALITY OF WORK - Thoroughness, presentation and accuracy.

	Employee	Supervisor	Other	Performance
5	☐	☐	☐	Exceptional; an example for other employees
4	☐	☐	☐	Above average; rarely commits an error
3	☐	☐	☐	Acceptable; meets job requirements
2	☐	☐	☐	Requires work to be redone; needs improvement
1	☐	☐	☐	Does not meet requirements

Comments:

6. QUANTITY OF WORK - Productivity within established time frames (consider use of time, the volume of work accomplished, and ability to meet goals).

Employee	Supervisor	Other	Performance
5 ☐	☐	☐	Exceeds expectations; seeks additional tasks
4 ☐	☐	☐	Exceeds the norm; a fast worker; can multi-tasks
3 ☐	☐	☐	Satisfactory; completes work within time frame and with minimal supervision
2 ☐	☐	☐	Minimal level of work completed
1 ☐	☐	☐	Does not meet requirements

Comments:

7. PROBLEM SOLVING- Judgment and ability to analyze and respond to situations effectively; timely decision making.

Employee	Supervisor	Other	Performance
5 ☐	☐	☐	Supports new approaches and methods; innovative
4 ☐	☐	☐	Responds positively to new situations; makes good decisions
3 ☐	☐	☐	Handle routine tasks in an established manner; seeks direction from supervisor as appropriate
2 ☐	☐	☐	Unable to analyze and respond to some situations; has difficulty handling change
1 ☐	☐	☐	Does not meet requirements

Comments:

8. ORGANIZATION – Organization of individual's work, work area, or work routine.

Employee	Supervisor	Other	Performance
5 ☐	☐	☐	Precise; has immediate access to anything needed; extremely efficient
4 ☐	☐	☐	Organized and efficient worker
3 ☐	☐	☐	Work sufficiently organized to perform the job
2 ☐	☐	☐	Disorganized; work area and methods can cause work for others
1 ☐	☐	☐	Does not meet requirements

Comments:

9. **DEPENDABILITY -** Ability to fulfill responsibilities with limited supervision.

Employee	Supervisor	Other	Performance
5 ☐	☐	☐	Dependable and trustworthy
4 ☐	☐	☐	Completes work with little supervision
3 ☐	☐	☐	Can be relied on to complete the job
2 ☐	☐	☐	Leaves routine tasks incomplete
1 ☐	☐	☐	Does not meet requirements

Comments:

10. **STABILITY –** Even temperament; acceptance of unavoidable tension and pressure.

Employee	Supervisor	Other	Performance
5 ☐	☐	☐	Performs consistently and effectively under pressure; never visibly falters
4 ☐	☐	☐	Remains calm in tense situations
3 ☐	☐	☐	Even tempered; absorbs routine pressure of job
2 ☐	☐	☐	Emotion disrupts work environment or hinders performance
1 ☐	☐	☐	Does not meet requirements

Comments:

11. **PUNCTUALITY and ATTENDANCE -** Adherence to hours of work.

Employee	Supervisor	Other	Performance
5 ☐	☐	☐	Never late or absent; accepts overtime work if offered; attends most Regis events
4 ☐	☐	☐	Seldom late or absent: attends some Regis events
3 ☐	☐	☐	Satisfactory attendance record: attends a few Regis events
2 ☐	☐	☐	Absences or lateness below standards: rarely attends Regis events
1 ☐	☐	☐	Unexcused lateness or absence; poor attendance record

Comments:

Employee Summary Comments (*optional*):

Supervisor Summary Comments *(optional):*

Other Evaluator Summary Comments *(optional):*

ACTION PLAN: An action plan must be created to address the concerns. The action plan will be developed by the supervisor with the employee.

_____   _____

Immediate Supervisor Signature   Date

_____   _____

Other Evaluator Signature   Date

Prepare in duplicate – Copy to employee - - Original to Employee Personnel File in School Office.