

ARCHDIOCESE OF KANSAS CITY IN KANSAS



Catholic School Teacher Performance Formal Evaluation Form

2023 – 2024

Note: This form constitutes one component of the annual summative evaluation of teacher performance.

Explanation of Levels of Performance

Does Not Meet Expectations: Teacher does not demonstrate expected behaviors as described in the Evaluation Form

Progressing Towards Expectations: Teacher does not meet expectations, but demonstrates progression towards expected behaviors as described in the Evaluation Form

Meets Expectations: Teacher demonstrates the expected behaviors as described in the Evaluation Form

Exceeds Expectations: Teacher exceeds the expected behaviors as described in the Evaluation Form

Note: Enter information in gray boxes; boxes will expand as you type.
Tab or arrow to next position.

Name of Teacher

Name of School

1. Catholicity

The teacher who meets expectations demonstrates a commitment to the teachings of the Catholic Church and models Christ-like behaviors. In addition, he or she actively participates in the school faith community and his/her own parish, and makes students aware of Jesus Christ and our call to discipleship, the needs of others, and the importance of Christian service.

The teacher:

1a. Models Christ-like behaviors in word and action and conducts him/herself in a manner consistent with the teachings of the Catholic Church in and out of the school environment. (See policy #4000 and #4210) <ul style="list-style-type: none"> Keeps current with all Virtus bulletins and child protection policies and procedures Assists in ensuring compliance with all Safe Environment policies in the classroom and throughout the school. 	Does Not Meet Expectations	Progressing Towards Expectations	Meets Expectations	Exceeds Expectations
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1b. Is active in building the school/parish Catholic faith community. <ul style="list-style-type: none"> Models prayer for students and is a witness to Christ's love Participates in School of Faith - Attends all sessions. Participates in all liturgies and prayer services Participates in school-community events (fundraisers, socials, etc.) 	Does Not Meet Expectations	Progressing Towards Expectations	Meets Expectations	Exceeds Expectations
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1c. Reports an intentional effort to continually grow in personal faith. <ul style="list-style-type: none"> Is a registered parishioner and attends Sunday Mass Actively participates in parish ministries 	Does Not Meet Expectations	Progressing Towards Expectations	Meets Expectations	Exceeds Expectations
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Curriculum, Instruction, and Assessment

The teacher who meets expectations demonstrates knowledge and use of current Archdiocesan curriculum. The teacher's long-term and short-term plans reflect knowledge of content, as well as results of student assessment measures. His or her instructional practices and assessments are data-driven and result in consistent student achievement.

The teacher:

2a. Demonstrates competency in subject areas taught. <ul style="list-style-type: none"> • Uses Archdiocesan standards in planning instruction • Catholic faith is the foundation for all lesson planning and is evident in instruction 	Does Not Meet Expectations	Progressing Towards Expectations	Meets Expectations	Exceeds Expectations
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2b. Utilizes effective instructional strategies to enhance student learning. <ul style="list-style-type: none"> • Integrates meaningful technology • Uses multiple teaching strategies • Uses quality resources for instruction • Uses Catholic resources whenever possible. 	Does Not Meet Expectations	Progressing Towards Expectations	Meets Expectations	Exceeds Expectations
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2c. Uses multiple forms of assessment and provides timely feedback regarding student performance. <ul style="list-style-type: none"> • Uses formative and summative assessments • Gives timely, specific and individual feedback on student work and keeps digital/physical grade book up to date • Grades reflect mastery of outcomes • Student assessment data indicates continual growth 	Does Not Meet Expectations	Progressing Towards Expectations	Meets Expectations	Exceeds Expectations
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2d. Uses student data to drive instruction. <ul style="list-style-type: none"> • Adapts lessons and instructional methodology to meet the needs of all students • Utilizes appropriate support services to ensure student success • Follows specific plans established for students 	Does Not Meet Expectations	Progressing Towards Expectations	Meets Expectations	Exceeds Expectations
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Communication and Class Management

The teacher who meets expectations treats students in a respectful, supportive manner and maintains fair and consistent behavioral standards of students. In addition, he or she encourages students to develop and act according to Christian virtues. The teacher provides a classroom atmosphere that is constructive, supportive, and safe. The teacher also maintains effective and timely communication with appropriate stakeholders.

The teacher:

3a. The mission of our Catholic schools is reflected in the classroom. <ul style="list-style-type: none"> Catholic imagery is displayed in the classroom Prayer is evident throughout the day Virtuous relationships and interactions are evident in the classroom 	Does Not Meet Expectations	Progressing Towards Expectations	Meets Expectations	Exceeds Expectations
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3b. Establishes clear and effective classroom routines and procedures. <ul style="list-style-type: none"> Classroom is orderly, and transitions are conducted smoothly Is fair, clear, consistent and Christ-like in teaching and enforcing virtuous behavior expectations 	Does Not Meet Expectations	Progressing Towards Expectations	Meets Expectations	Exceeds Expectations
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3c. Maintains communication with students, parents/guardians, colleagues and administrators. <ul style="list-style-type: none"> Chooses the appropriate form of communication, and is Christ-like in oral and written communication Collaborates with principal, counselor, SIT team, and parents to design and implement behavioral interventions above and beyond the general classroom routines Expresses opinions and concerns in a professional and Christ-like manner 	Does Not Meet Expectations	Progressing Towards Expectations	Meets Expectations	Exceeds Expectations
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Professional Standards

The teacher:

4a. Is a respectful member of the school community. <ul style="list-style-type: none"> Maintains confidentiality 	Does Not Meet Expectations	Progressing Towards Expectations	Meets Expectations	Exceeds Expectations
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<ul style="list-style-type: none"> Supports pastor, school administration and colleagues 	
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4b. Dress and grooming demonstrate a high level of professionalism and Christian modesty.	Does Not Meet Expectations	Progressing Towards Expectations	Meets Expectations	Exceeds Expectations
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4c. Performs building responsibilities in a professional manner. <ul style="list-style-type: none"> Fulfills other school duties in addition to teaching Is punctual for school responsibilities Completes building assignments without prompting Upholds school-wide policies 	Does Not Meet Expectations	Progressing Towards Expectations	Meets Expectations	Exceeds Expectations
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4d. Is committed to professional growth. <ul style="list-style-type: none"> Uses performance evaluation to set relevant goals Displays initiative in participating in professional development activities in addition to those provided by school Completes professional obligations in a timely manner 	Does Not Meet Expectations	Progressing Towards Expectations	Meets Expectations	Exceeds Expectations
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4e. Follows school protocol and professional standards when using technology for school and personal purposes.	Does Not Meet Expectations	Progressing Towards Expectations	Meets Expectations	Exceeds Expectations
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4f. As necessary and as directed as a part of their teaching position, assists in maintaining a healthy school environment in compliance with all applicable local, state and Federal directives.	Does Not Meet Expectations	Progressing Towards Expectations	Meets Expectations	Exceeds Expectations
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Overall Comments:

Teacher Acknowledgment

I have reviewed the foregoing Teacher Performance Formal Evaluation Form.

- **I understand that the results of foregoing evaluation will be given significant consideration by the school principal in reaching a decision whether to offer me a teaching contract for the upcoming school year.**
- **I also understand that in deciding whether my contract will be renewed for the upcoming school year, the principal will consider informal evaluations, information about my performance occurring *after* the date of this evaluation and all information available to the principal during the school year, including student and parent feedback.**
- **I further understand that I may provide a written response to this evaluation on a separate sheet to be attached to this document, and that this written response must be provided within one week of the date this document is signed in order for it to be included with this evaluation.**

Principal's Signature

Teacher's Signature

Date: _____

Date: _____

(The parties agree that this agreement may be executed in one or more counterparts, each of which shall be considered an original and together shall constitute one and the same instrument. Further, this agreement may be executed by electronic signatures, and electronic delivery of this executed instrument via electronic form shall be binding upon the said parties. Please keep original in teacher's file in school building. Copies should be provided to the teacher and Archdiocesan Office of Catholic Schools.)