

FAITH FORMATION GUIDELINES
Administrators, Teachers, Catechists

(Includes Teacher and Administrator Evaluation)

DIOCESE OF DAVENPORT
2007
Revised August 2009

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FUTURE CHANGES

The Diocesan Office of Faith Formation and Diocesan Board of Education reserve the right to change or modify the *Faith Formation Guidelines* at any time with or without notice. Once a change or modification is approved by the Diocesan Board of Education it will become effective immediately unless otherwise indicated.

DIOCESAN FAITH FORMATION GUIDELINES

Teaching is a great vocation, and
the Lord Himself will reward all
who serve in it as educators in
the cause of the word of God....

The Church needs men and women who
are intent on teaching by word
and example...intent on helping
to permeate the whole educational
milieu with the spirit of Christ.

- Pope John Paul II

**Office of Faith Formation
Diocesan School Office
And
Diocesan Board of Education
2009**

Bishop Martin Amos

Mary M. Wieser, Director of Faith Formation & Education/Superintendent of Schools
IlaMae Hanisch, Adult & Family Formation/Lay Ministry Coordinator
Pat Finan, Faith Formation and Youth Ministry Coordinator

IN THE SERVICE OF THE GOSPEL I HAVE BEEN APPOINTED TEACHER
2 Timothy 1:11
THAT THEY MAY HAVE LIFE
John 10:10

Go, therefore, and make disciples of all nations.
Baptizing them in the name of the Father, and of the Son, and of the Holy Spirit.
Teach them to carry out everything I have commanded of you
And know that I am with you always, until the end of the world.
Matthew 28:19-20

Splendid, therefore, and of highest importance
is the vocation of those who help parents
In carrying out their duties and
act in the name of the community
by undertaking a teaching career.

-ON CHRISTIAN EDUCATION, #5

The integration of religious truth and values with the rest of life
is brought about in the Catholic school
not only by its unique curriculum but, more important,
by the presence of teachers
who express an integrated approach to learning and living
in their professional lives.

- TO TEACH AS JESUS DID, #104

People today listen more willingly
to witnesses than to teachers,
and if they do listen to teachers,
it is because they are witnesses.

-ON EVANGELIZATION, #41

The religion teacher is the key, the vital component, if the educational goals of the school are to be achieved. But the effectiveness of religious instruction is closely tied to the personal witness given by the teacher; this witness is what brings the content of the lessons of life. Teachers of religion, therefore, must be men and women endowed with many gifts, both natural and supernatural, who are also capable of giving witness to these gifts; they must have a thorough cultural, professional, and pedagogical training, and they must be capable of genuine dialogue.

-THE RELIGIOUS DIMENSION OF EDUCATION IN A CATHOLIC SCHOOL

MISSION STATEMENT OF THE EDUCATIONAL APOSTOLATE DIOCESE OF DAVENPORT

The educational goal of the Diocese of Davenport is guiding individuals to respond to God's call:

- ❖ to personal conversion
- ❖ to Christian community and
- ❖ to the transformation of society through the sharing of knowledge and culture, enlightened and enlivened by faith.

Educational efforts encompassing dual purposes:

- ❖ transformation of self and others
- ❖ social reform in light of Catholic values¹ within the Church and in the human family.²

Cultural and distinctive pursuits:

- ❖ human knowledge and culture enlightened and enlivened by faith
- ❖ the Catholic message of the Gospel learned and lived in a faith-permeated community
- ❖ educational sharing in a spirit of Gospel freedom and love³

Recognition of justice as a constitutive dimension of the Gospel:

- ❖ action on behalf of service, justice and peace
- ❖ participation in the transformation of the world⁴

¹To Teach as Jesus Did, #7

²Church in the Modern World, #2

³Declaration on Christian Education, #8

⁴Justice in the World (Introduction)

Faith Formation Guidelines
Policies and Procedures for:
Faith Formation Program Administrators, Teachers, Catechists

Diocese of Davenport
Promulgated February 2007

Faith Formation Goals

Catechists and all those responsible for Catholic faith formation in the Diocese of Davenport strive to enable students to grow toward the following goals as they participate in programs, activities, and practices such as those listed with each goal.

Become A Fully Developed Catholic Person

- have a well-rounded education for cognitive, affective and behavioral development
- have a religion program that forms and informs
- possess a mastery of skills and competencies for learning
- develop a learning program suited to individual ability/needs
- have opportunities to build self-identity, self-worth, self-esteem
- appreciate self as a unique person of dignity, loved by God
- integrate human and spiritual growth
- have a love for learning and continuing personal development
- create a climate for developing self-discipline and responsibility
- develop skills for adjusting to a changing world/society
- have opportunities for physical and mental fitness

Live As A Catholic In Community: Family, Neighborhood, Parish, Nation, World

- live in a faith community in which adults are Catholic models
- have opportunities to pray and worship with school/family/parish communities
- be educated for justice, peace, mercy
- experience collaboration of family, community, parish and school
- recognize all as brothers and sisters with God as Creator of all
- appreciate people of other races/cultures
- realize the interdependence of peoples
- develop skills for living in society: communication; career preparation; reasoning abilities; problem solving; decision making; critical thinking...
- understand the responsibilities of citizenship
- demonstrate concern for public health and safety

Choose Catholic Values For Living Now And For Life

- study human values common to all: friendship; freedom; fairness; human rights; pride in work
- student Catholic/Gospel values; establishment of priorities
- have growth opportunities for moral development
- assist in formation of conscience

- have guidelines and opportunities for making Catholic moral decisions
- grow in appreciation of culture and beauty
- learn the appropriate use of leisure

Introduction

“Go, therefore, and make disciples of all nations. Baptizing them in the name of the Father, and of the Son, and of the Holy Spirit. Teach them to carry out everything I have commanded you and know that I am with you always, until the end of the world.” – Mt. 28:19-20

“People today listen more willingly to witnesses than to teachers, and if they do listen to teachers, it is because they are witnesses.” – On Evangelization, #41

“Jesus Christ is the energizing center of evangelization and the heart of catechesis..Jesus Christ is at once the message, and the messenger, the purpose of the message, and the consummation of the message.” – The National Directory for Catechesis (NDC, Introduction, Page 4)

“Teaching is a great vocation, and the Lord Himself will reward all who serve in it as educators in the cause of the word of God...The Church needs men and women who are intent on teaching by word and example....intent on helping to permeate the whole educational milieu with the spirit of Christ.” – Pope John Paul II

“The teaching Church calls upon each of us to have an active faith in God and revealed truth. Under the influence of the Holy Spirit, we give total adherence to God’s self revelation. Faith involves intellectual acceptance but also much more. Through faith people have a new vision of God, the world, and themselves. They must not only accept the Christian message but act on it, witnessing as individuals and a community to all that Jesus said and did. Catechesis thus “gives clarity and vigor to faith, nourishes a life lived according to the spirit of Christ, leads to a knowing and active participation in the liturgical mystery, and inspires apostolic action.” – (Christian Education, 4) In sum, doctrine is not merely a matter of intellect, but is the basis for a way of life as envisioned by St. Paul: “Let us profess the truth in love and grow to the full maturity of Christ, the head.” – Ephesians, 4:14; To Teach as Jesus Did, 19-20

The Second Vatican Council established some new emphases in that understanding for our times, among which are the following:

- the necessity of integrating faith, life and culture;
- a balance of emphasis on community and person in Catholic life;
- the central role of liturgy in Catholic life;
- a service-orientation of the Church with regard to the world;
- a concern for Christian unity among all people.

Purposes of the Diocesan Faith Formation Guidelines are:

- To provide for educators and catechists who enter into a contractual and/or work agreement, the vision, philosophy, and direction of the Office of Faith Formation and the Board of Education of the Diocese of Davenport.

- To define the expectations, rights, and responsibilities for educators and catechists who are offered a contract or work agreement to work within the local parish or regional school/faith formation program.

These guidelines are intended to provide employees with a general understanding of Faith Formation in the Diocese.

Future Changes

The Diocesan Board of Education reserves the right to change or modify the Diocesan Faith Formation Guidelines at any time, with or without notice. Once a change or modification is approved by the Diocesan Board of Education, it becomes effective immediately unless otherwise indicated.

Diocesan Organization:

The Diocese of Davenport encompasses 22 counties in southeast Iowa. The following is a description of its organization, which also provides a definition of several terms.

A. Central Leadership

Bishop

The faith formation and educational mission of the Church of the Diocese is administered through the leadership of the Bishop in collaboration with the Diocesan Board of Education, the personnel of the Office of Faith Formation, pastors*, and educational and catechetical leaders of the Diocese.

Diocesan Board of Education

The Diocesan Board of Education is responsible for all faith formation and educational programs in the Diocese. It operates under a constitution approved by the bishop from whom it derives its jurisdiction. It is recognized by the State of Iowa.

Office of Faith Formation

The Office of Faith Formation is under the direction of the Director of Faith Formation/Education and Superintendent of Schools. These efforts include:

- Catholic Schools – under the director of the Superintendent of Schools
- Catechetical Services – under the Coordinator of Faith Formation and Youth Ministry
- Adult Faith Formation Services – under the Adult/Family Life/Lay Ministry Formation Coordinator

The Diocesan Office of Faith Formation has the following functions and responsibilities:

- Issues administrative regulations for the implementation of board policies and directs the administration and supervision of all faith formation and education in the diocese;
- Is responsible directly to the Diocesan Board of Education as defined by its Constitution;
- Is a resource for all educational and faith formation programs in the diocese.

Superintendent of Schools

The Superintendent of Schools has the responsibility of implementing Diocesan Board of Education policies as they relate to Catholic schools in the Diocese. He/she has the

discretionary authority to make administrative decisions consistent with the approved policies of the board. He/she shall plan, organize, direct, coordinate and evaluate personnel, programs and facilities of the educational programs of the Diocese. As Superintendent, he/she relates to the Department of Education of the State of Iowa to insure the continued accreditation of quality Catholic school programs.

Catechetical Services

The Coordinator of Faith Formation and Youth Ministry has the responsibility of implementing Diocesan Board of Education policies as they relate to Catechetical Programs in the Diocese. He/she has the discretionary authority to make administrative decisions consistent with the approved policies of the board. He/she shall plan, organize, direct, coordinate programs and facilities of the educational programs of the Diocese. In addition, he/she shall provide employee advocacy for faith formation personnel in parish or regional programs.

Adult Formation Services

The Adult/Family Life/Lay Ministry Formation Coordinator has the responsibility of implementing Diocesan Board of Education policies as they relate to Adult Catechetical Programs in the Diocese. He/she has the discretionary authority to make administrative decisions consistent with the approved policies of the board. He/she shall plan, organize, direct, coordinate programs and facilities of the educational programs of the Diocese. In addition, he/she shall provide employee advocacy for faith formation personnel in parish or regional programs.

B. Local Leadership

Pastor

The pastor* is the spiritual leader of the Catholic community and administrator of the parish. By virtue of the office the pastor is responsible for those matters within the school/catechetical program which affect the worship, the ministry of the Word, and the spiritual welfare of the school/catechetical program communities. The pastor is an ex officio voting member of the board of education. *The term “pastor” herein refers to priests appointed as pastors or parish life administrators according to c. 521 and to those deacons and persons appointed to care for a parish according to c. 517.2

The pastor or his designee annually “commissions” those within the parish /school who serve in catechetical ministries. Appendix J

Local Board of Education (Faith Formation Board/Committee)

The local board of education or faith formation committee is a policy-making and advisory body responsible for the faith formation program of a parish or consolidated (regional) school/program. It has jurisdiction delegated to it by the Diocesan Board.

Interparochial/Consolidated Board of Education

An Interparochial/Consolidated Board of Education is a governing body which coordinates program(s) on behalf of parish boards which have interdependent needs. This board has limited jurisdiction as delegated by parish boards and approved by the Diocesan Board.

Program Administrators

Principal

The role of the principal is to act as leader, guide, and catalyst among the staff, parents, students, and school community. The principal is to make known and implement the Diocesan philosophy, policies, and regulations. He/she plans, organizes, directs, and evaluates the local school. The principal serves as Executive Officer to the local board (sometimes in collaboration with others) and is responsible for implementing its policies. He/she is also accountable administratively to the Diocesan Office Faith Formation.

Director of Faith Formation (DFF)

The Director of Faith Formation (DFF) is responsible for the overall direction of catechetical programs in a parish or region. The DFF works with the pastor, other ministers, and appropriate committees, boards, or councils involved in setting policy and planning. This includes designing and implementing catechetical programs for learners of all ages, including catechists. Appropriate preparation includes studies in theology, scripture, liturgy, psychology, educational theory, and administration, as well as practical experience with children and adults.

“The single most critical factor in an effective parish catechetical program is the leadership of a professionally trained parish catechetical leader.” (NDC, Page 224. Please see NDC Chapter 8: Those Who Catechize, especially Part 5)

Coordinator of Faith Formation (CFF)

The Coordinator of Faith Formation (CFF) has responsibility for administration of a catechetical program at a particular level or for a particular group or groups within a parish or region. These functions include working with the pastors and other staff members in recruiting catechists and being responsible for the general daily operation of the program. For this work, a background in catechetics, administration, and communication skills are needed, together with parish experience.

As a member of social justice, salaries and benefits should be fair and equitable to all parish staff. See Appendix B of Passing on the Faith Task Force document, page 97.

The diocese endorses the National Certification Standards for Lay Ecclesial Ministers, USCCB 2003).

Certification Standard 1: Personal and Spiritual Maturity

Core Competencies 1.1 – 1.7, Specialized Competencies 1.8 PCL – 1.12 PCL

Certification Standard 2: Lay Ecclesial Minister Identity

Core Competencies 2.1 – 2.5, Specialized Competencies 2.6 PCL – 2.9 PCL

Certification Standard 3: Catholic Theology

Core Competencies 3.1 -3.9, Specialized Competencies 3.10 PCL – 3.22 PCL

Certification Standard 4: Pastoral Praxis

Core Competencies 4.1 -4.6, Specialized Competencies 4.7 PCL – 4.19 PCL

Certification Standard 5: Professional Practice

Core Competencies 5.1 – 5.6, Specialized Competencies 5.7 PCL – 5.19 PCL

Director of Youth Ministry (DYM)

The Director of Youth Ministry (DYM) has responsibility for the overall direction of comprehensive youth ministry in a parish or region. The DYM works with the pastor, other ministers, and appropriate committees, boards, or councils involved in setting policy and planning. This includes designing and implementing catechetical programs for younger and older adolescents and catechists. Appropriate preparation includes studies in theology, scripture, liturgy, psychology, educational theory, and administration, as well as practical experience with adolescents and adults.

The director of youth ministry “is primarily responsible for facilitating planning, administering programs, developing a leadership system for adult and youth leaders (recruitment, training, and support), and serving as an advocate and a link for young people to the faith community and wider community.” (Renewing the Vision, Page 41)

Coordinator of Youth Ministry (CYM)

The Coordinator of Youth Ministry (CYM) has responsibility for specific components of youth ministry, or comprehensive youth ministry for a particular group within a parish or region. These functions include working with pastors and other staff members in recruiting catechists and being responsible for the general daily operation of the program. For this work, a background in catechetics, administration, and communication skills are needed, together with parish experience. As a matter of social justice, salaries and benefits should be fair and equitable to all parish staff. See Appendix B of Passing on the Faith Task Force document, page 97.

The diocese endorses the National Certification Standards for Lay Ecclesial Ministers, USCCB 2003).

Certification Standard 1: Personal and Spiritual Maturity

Core Competencies 1.1 – 1.7

Certification Standard 2: Lay Ecclesial Minister Identity

Core competencies 2.1 – 2.5

Certification Standard 3: Catholic Theology

Core Competencies 3.1 -3 .9

Certification Standard 4: Pastoral Praxis

Core Competencies 4.1 – 4.6, Specialized Competencies 4.7 YML – 4.10.8 YML

Certification Standard 4: Professional Practice

Core Competencies 5.1 – 5.6

Teacher

The teacher in the Catholic school has the responsibility for educating those individuals in the program at a particular level or for a particular group or groups.

Catechist

The catechist in a catechetical program has the responsibility for catechetical formation of those individuals in the program at a particular level or for a particular group or groups.

Orientation

Educators and volunteers shall be provided special opportunities for orientation by the board sponsoring the educational program. These orientation experiences will include consideration of the distinctiveness of the program and an explicit orientation to its goals and objectives. All

educational activities, curricular and extracurricular, are expected to be consistent with the religious nature of the Catholic school or faith formation program. Personnel are expected to become acquainted with the major statements of the Church concerning Catholic education.

Model Contract (DBE 303.1 – 303.3 and 340)

The Diocesan Board of Education annually approves a model contract, portions of which are to be uniform throughout the system. The contract is available for instructional personnel (C/DREs, principals and teachers). Job descriptions/agreements are offered to all non-instructional personnel. Other portions may be modified at the discretion of the local board with approval by the Diocesan Board. The contract/agreement in the educational system of the Diocese of Davenport establishes a covenant relationship for a specified time period between the individual employee and the Catholic educational community represented by the board of education. It specifies the nature of the services to the Catholic community intended by the board in exchange for a specified compensation in accord with Diocesan policies, It states the expectations with regard to Catholic beliefs, attitudes, and behavior.

Employee Competencies

Catechist Certification

The Code of Canon Law (#780) stresses the need for suitable preparation and continuing education of catechists.

“Local ordinaries are to see to it that catechists are duly prepared to fulfill their task correctly, namely, that continuing formation is made available to them, that they acquire a proper knowledge of the Church’s teaching, and that they learn in theory and in practice the norms proper to the pedagogical disciplines.”

The Bishop has the expectation that catechist certification be implemented in all the parishes, Catholic institutions and schools of our diocese and that all who catechize seek the level of certification appropriate for their particular role. The Catechist Certification Program has been designed to accommodate the needs of those involved in catechetics within the Diocese of Davenport. The program covers five levels in four areas of concentration: Spirituality, Theology, Methodology (Praxis), and Pastoral Leadership. Certificates are available in five levels: Introductory, Basic, Advanced, Master, and Professional.

Level	Yrs in Ministry	Personal & Spiritual	Theology	Methodology	Pastoral Leadership / Mgt	Total
Introductory Catechist	0-1 yr	4 hrs	4 hrs	5 hrs	2 hrs	15 hrs*
Basic Catechist	1 yr +	4 hrs	16 hrs	5 hrs	5 hrs	30 hrs*
Advanced Catechist	2 yrs +	8 hrs	32 hrs	10 hrs	10 hrs	60 hrs*
Master Catechist (CFF)	3 yrs +	10 hrs	30 hrs	10 hrs	40 hrs	90 hrs*
Professional Catechist (DFF)	5 yrs +	30 hrs	60 hrs	30 hrs	60 hrs	180 hrs*
Renewal	*5 hours annually in a diversity of areas.					

* An hour represents a contact hour of 50 consecutive clock minutes in an approved education class or activity.

Catechists in all the parishes, Catholic institutions and schools of our diocese shall receive quality ongoing professional in-service. Program administrators are to work with or make provisions that someone works with all catechists in an instructional-supervisory capacity. The Office of Faith Formation provides a process for catechist certification which is designed to provide formation, annual assessment, recognition, and support. (DBE 326, 327, 328)

Assumptions: It is the assumption that all persons (catechists) associated with faith formation programs:

- A. Be persons of faith. “The apostolic work of the catechist springs from the Sacrament of Baptism, through which all believers come to share in the prophetic ministry of Christ and the evangelizing mission of the Church...The call to ministry of catechist is a vocation, an interior call, the voice of the Holy Spirit. (National Directory for Catechesis, Page 228).
- B. Take an active role in the local implementation of the mission of the Church; community, worship, service, message, and evangelization;
- C. Support the teaching magisterium of the Church.

Certification of a catechist is a statement of competencies. It does not guarantee employment, placement, or supervision. The individual and the Church benefit from certification inasmuch as the process helps maintain standards of professional competence.

Principles of Continuing Catechist Formation

The Certification process for catechists in the Diocese of Davenport strives to:

1. Acknowledge that all ecclesial ministry flows from “participation in the threefold ministry of Christ who is priest, prophet, and king.” (“Co-Workers in the Vineyard of the Lord, Page 11, USCCB, 2005).

2. Acknowledge the professional nature of the position of catechist in the light of education, experience, and role expectations;
3. Adhere to standards of competence outlined in “National Certification Standards for Lay Ecclesial Ministers” (USCCB, 2003)
4. Establish greater credibility, continuity, and accountability for the catechist by establishing the specific status of and standards for that ministry.

Catechist Certification Based on Contact Hours

Based on information provided by the International Association for Continuing Education and Training and the American Council on Education, the following criteria is established to determine clock hours or CEU’s (Continuing Education Units) within the Diocese of Davenport.

- What is the contact hour?
50 consecutive clock minutes in an approved education class or activity.
- What is a continuing education unit?
One CEU equals 10 contact hours.
- How can I earn CEU’s on contact hours?
You can attend a variety of conferences, workshops, seminars, parish in-services, online courses, ministry formation (MFP) courses, college courses, etc. If you want to know if a particular program is approved, contact the office of pastoral services 563-324-1911.
- How do I figure the CEU’s or contact hours if I take college courses?
One credit course (quarter college system) equals 10 contact hours or one CEU.
One credit course (semester college system) equals 15 contact hours or 1.5 CEU’s.

Levels of Certification

Introductory Catechist – Each catechist is commissioned at the beginning of their first year of teaching in an approved catechetical/school based religion program. Within this first year the catechist agrees to participate in a minimum of 15 hours of professional growth in the following areas; *Getting Started as a Catechist, The Person of the Catechist, Roles of the Catechist, Introduction to the Learner, and Methodology (age appropriate)* for the students/adults with whom they will be working (Echoes of Faith video assisted program), and a retreat or other opportunity for spiritual growth. Persons who demonstrate proficiency in these areas and/or have completed these requirements in another diocesan approved catechetical certification process or completed credit courses in these areas are exempt from this level.

Certified Catechist – Following the provisional (one) year, all catechists must begin the Catechist Certification Process. Catechists in school-based programs are expected to complete the program in 3 years. Catechists in approved religious education programs are expected to complete the program in 6 years.

- I. **Basic Catechist Certification** is granted to those who have:
 - A. 30 clock hours of study in the following areas, or completed Yr II in the diocesan Ministry Formation Program, or met the following requirements in another diocese or previous certification program in the Diocese of Davenport, or completed a BA in Religious Studies or in Theology.

1. 16 hrs in Theology (4 video tapes and booklets in the Echoes of Faith Series – The Creed, Liturgy/Sacraments, Morality, and Introduction to Scripture)
 2. 5 hours in Methodology
 3. 4 hours in Personal and Spiritual Formation (video tape and booklet in the Echoes Faith Series – Spirituality/Prayer)
 4. 5 hours in Pastoral Leadership
- B. At least one year of successful catechetical teaching experience in an approved program.
- C. A conference with the program administrator or designed mentor.
- D. Completed the above requirements in another diocese or previous certification programs in the Diocese of Davenport.
- E. Renewal: complete 5 clock hours annually in any of the following areas: theology (which includes Scripture), methodology, personal & spiritual formation, or pastoral leadership.

II. **Advanced Catechist Certification** is granted to those who have:

- A. 60 clock hours of study in the following areas, or completed Yr I in the diocesan Ministry Formation Program, or met the following requirements in another diocese or previous certification program in the Diocese of Davenport, or completed a BA in Religious Studies or Theology.
1. 32 hours in Theology
 2. 10 hours in Methodology
 3. 8 hours in Personal and Spiritual Formation
 4. 10 hours in Pastoral Leadership
- B. Two or more years of successful catechetical teaching experience in an approved program.
- C. A conference with the program administrator or designated mentor upon completion of the hours required.
- D. Completed the above requirements in another diocese or previous certification programs in the Diocese of Davenport.
- E. Renewal: complete 5 clock hours annually in any of the following areas: theology (which includes Scripture), methodology, personal & spiritual formation or pastoral leadership.

III. **Master Catechist Certification (CFF, CYM)** is granted to those who have:

- A. 90 clock hours of study in the following areas, or completed Yrs I & II in the diocesan Ministry Formation Program, or met the following requirements in another diocese or previous certification program in the Diocese of Davenport, or completed a BA in Religious Studies or Theology.
1. 30 hours in Theology
 2. 10 hours in Methodology
 3. 10 hours in Personal and Spiritual Formation
 4. 40 hours in Pastoral Leadership
- B. Three or more years of successful catechetical teaching experience in an approved catechetical program.
- C. The ability to effectively coordinate catechetical programs.
- D. The ability to provide inservice and assistance to catechists and parent/s.

- E. A written evaluation by program administrator.
- F. A personal interview with the program administrator or pastor to discuss the summary paper, the written evaluation, and the written recommendation (this may be in the form of a professional portfolio).
- G. Demonstrates his/her commitment to ongoing faith formation.
- H. Renewal: complete 5 clock hours annually in any of the following areas: theology (which includes Scripture), methodology, personal & spiritual formation, or pastoral leadership.

IV. **Professional Catechist Certification** (DFF, DYM) is granted to those who have:

- A. 180 clock hours of study in the following areas, or completed Yr I & II and the specialized track for catechetical endorsement in the diocesan Ministry Formation Program, or met the following requirements in another diocese or previous certification program in the Diocese of Davenport, or completed a BA or MA in Religious Studies or in Theology.
 1. 60 hours in Theology
 2. 30 hours in Methodology
 3. 30 hours in Personal and Spiritual Formation
 4. 60 hours in Pastoral Leadership
- B. At least five years of successful catechetical teaching experience in an approved program.
- C. A conference with the diocesan ministry coordinator.
- D. A professional portfolio.
- E. Renewal: Complete 5 clock hours annually in any of the following areas: theology (which includes Scripture), methodology, personal & spiritual formation, or pastoral leadership.

Note regarding Catholic school teachers:

While all teachers in a Catholic school are considered catechists because they teach Catholic values and beliefs through their witness and example, the following expectations are set forth instead of those stated above:

Teachers of the Catholic faith not assigned teaching religion/theology – In addition to the Teacher Competencies in the Faith Formation Guidelines and the Basic Assumptions listed above, persons of the Catholic Faith not assigned to teaching religion/theology in a Catholic School are required to:

- complete the requirements for Basic Catechist.
- actively participate in local site faith formation experiences.
- complete 5 clock hours annually in any of the following areas: theology (which includes Scripture), methodology, personal & spiritual formation, or pastoral leadership.

Persons of other Faith/Denominations – Persons of other Faiths/Denominations teaching in a Catholic School are required, in addition to the Teacher Competencies in the Faith Formation Guidelines and the Basic Assumptions listed here, to:

- complete the requirements for Basic Catechist.

- actively participate in local site faith formation experiences in accordance with the guidelines of the Catholic Church.
- Complete 5 clock hours every three years in any of the following areas: theology (includes scripture), methodology, personal & spiritual formation, or pastoral leadership.

Catholic Schools

Philosophy of Program for Catholic Schools (DBE 102)

The program in the Catholic school flows from the Mission Statement found above. The program of studies in Catholic schools of the Diocese of Davenport meets the requirements and standards for accredited schools in the state of Iowa (Code of Iowa 256.11). All program related decisions should be supported by these documents after careful study and review. The annual Comprehensive School Improvement Plan (CSIP) establishes direction for the instructional program in areas of need and desired emphasis. The Comprehensive School Improvement Plan (CSIP) documents standards & benchmarks, appropriate staff development, and a measurable process for assessment.

The major direction for establishing and implementing the annual Comprehensive School Improvement Plan (CSIP) is established through the untied efforts of the board of education, the pastor(s), administration and faculty, parents, students and representatives of the community.

The Diocesan Office of Faith Formation fosters program improvement through a coordinated program designed to develop dynamic principal leadership, to foster maximum effectiveness of teachers, and to explore new avenues to guide students to their full potential.

Catholic School Teachers

“The integration of religious truth and values with the rest of life is brought about in the Catholic school not only by its unique curriculum, but more importantly, by the presence of teachers who express an integrated approach to learning and living in their professional lives.” – To Teach as Jesus Did, #104

In the Catholic school, the “prime responsibility for creating this unique Christian school climate rests with the teachers as individuals and as a community.” Teaching has an extraordinary moral death and is one of an individual’s most excellent and creative activities, for the teacher does not write on inanimate material, but on the very spirits of human beings. The personal relations between the teacher and the students, therefore, assume an enormous importance and are not limited simply to giving and taking. Moreover, we must remember that teachers and educators fulfill a specific Christian vocation and share an equally specific participation in the mission of the Church, to the extent that, “it depends chiefly on them whether the Catholic school achieves its purpose.” – Catholic School On the Threshold of the Third Millennium, Congregation for Catholic Education

“By their witness and their behavior, teachers are of the first importance to impart a distinctive character to Catholic schools. It is, therefore, indispensable to ensure their

continuing formation through some form of suitable pastoral provision. This must aim to animate them as witnesses of Christ in the classroom and tackle the problems of their particular apostolate, especially regarding a Christian vision of the world and of education, problems also connected with the art of teaching in accordance with the principles of the Gospel.” – The Catholic School, #78

Qualities of Teachers

The following are qualities and competencies expected of Catholic school teachers. The acquisition and strengthening of these qualities and competencies is a developmental task which requires periodic evaluation.

Teacher Competencies

1. Faith Qualities – Catholic Dimension

The effective Catholic school educator witnesses to students a commitment to Gospel values and the Christian tradition and calls students to a similar faith commitment. He/she relates well with students, parents and colleagues, and works collaboratively with others in a variety of situations.

The teacher demonstrates understanding of Catholic identity through the following means: priestly, prophetic, and politic.

Criteria:

- a. Philosophy of Catholic Education – The teacher displays solid content knowledge, makes connections to other disciplines as well as guides and lives with sound personal behavior.
- b. Faith Development – The teacher acknowledges active faith journey and provides opportunities for students to promote Gospel values.
- c. Faith Community – The teacher accepts responsibility for communication and relationships. Instructional strategies convey expectations for student action.
- d. Service – The teacher moves from a bystander to participant in service. Teacher initiates service that is consistent with his/her belief statements.
- e. Social Justice – The teacher has a solid knowledge of social teachings of the church and consistently uses planned integration in classroom preparation.
- f. Prayer and Liturgy – The teacher has a solid knowledge of prayer forms and liturgical expressions and involves students in creation and formation.
- g. Curriculum Articulation – The teacher permeates all curriculum with faith. Assessments across the curriculum include application to tenets of faith.

The teacher participates in adult formation and professional development opportunities.

Criteria:

- a. Scripture – The teacher consistently integrates Scripture across disciplines.
- b. Theology – The teacher plans, practices, and models behavior which reflects extensive content knowledge of the teaching of the church. Evidence exists of continuous pursuit of such knowledge.
- c. Spirituality – The teacher consistently practices devotions of the church. The teacher participates in spiritual formation as part of employment and beyond.

- d. Catechetical Methods and Formation – The teacher uses pedagogical practices that reflect current research on best catechetical practice, but without anticipating student misconceptions.
- e. Social Teachings of the Church – The teacher has read/researched major documents of social teaching and consistently applies them to classroom instruction. Current evidence of ongoing education exists.

The teacher effectively uses catechetical methods.

Criteria:

- a. Development of Students – The teacher displays understanding of developmentally appropriate religious formation stages and consistently integrates in instruction.
- b. Transmits Knowledge of Faith – The teacher’s understanding of catechism is solid. Representation of content is appropriate and links well with students’ knowledge and experience.
- c. Knowledge of Worship and Liturgy – The teacher displays solid content, knowledge of worship rubrics with integration of student planning. Teacher seeks outside information to remain updated in worship practices.
- d. Formation of Ethics and Social Awareness – The teacher displays solid content knowledge in character/moral development and evidence exists of integration into classroom practices.
- e. Provides Developmentally Appropriate (DAP) Service Opportunities – The teacher demonstrates evidence of teacher planned service learning integrated into the curriculum.

The teacher creates sacred ground as part of classroom environment.

Criteria:

- a. Organizing Physical and Sacred Space – The teacher demonstrates evidence of religious artifacts visually. Classroom arrangement allows for planned student religious activity.
- b. Schools as Community: Respect and Rapport – The teacher provides support to parents, students, and colleagues. The teacher volunteers service to the school and others,
- c. Classroom Management – The teacher’s response to misbehavior is appropriate and successful and respects the students dignity or student behavior is generally appropriate.
- d. Prayer – The teacher consistently uses prayer in the classroom. Evidence exists of the use of a variety of prayer forms.

- 2. **Professional Qualities** (adapted from the Iowa Teaching Standards and Criteria) see Appendix H

Catholic School Administrators

“Principals must be religious leaders and possess religious knowledge and skills reflected in their attitudes and actions. In short, they must be theologically literate and actively involved in Church life...The pastoral component of a preparation program should insure a basic knowledge and understanding of the Catholic religious heritage, especially as this

relates to education and schooling. This is crucial to their role and ministry. It also includes knowledge of authentic Church teaching and current practice; Church documents related to education; Church law and governance structures, the philosophy and history of Catholic education and Catholic schools, and the skills needed to apply this knowledge..” – *Those Who Would Be Catholic School Principals*, p. 10.

Qualities of Principals

The following are qualities and competencies expected of Catholic school principals. The acquisition and strengthening of these qualities and competencies is a developmental task which requires periodic evaluation.

ADMINISTRATOR

A. *Principals Underlying the Role of the Principal*

The principal is the response of the Catholic educator to accept the leadership of the Catholic school. Each administrator needs to respond to this call by becoming prophet and witness to the living Gospel.

The prophetic leadership calls for the administrator to become totally reliant on God’s saving love and guidance. The administrator becomes servant in bringing about the Kingdom in the school community she/he serves.

Serving as witness to the living Gospel by sharing in Jesus’ mission, the prophetic administrator will have to be a countersign, summoning all to share in the building of a kingdom of justice, truth, peace, and love in God’s relationship to this community and bringing God’s Word to bear on its life.

Love is the foundation in which administration is rooted. Love is the life of the Spirit-filled community. It will enable the administrator to speak the Word of God in principles and actions. The response to leadership will be inspired by love to console, to exhort, to heal, to encourage others to be open to the Word. Love will make the principal ever sensitive to being called and to call others to the experience of God and community held in one loving embrace.

B. *Spiritual Growth*

1. Importance of Spiritual Growth

Principals must be religious leaders and possess religious knowledge and skills reflected in their attitudes and actions. In short, they must be theologically literate and actively involved in Church life... The pastoral component of a preparation program should insure a basic knowledge and understanding of the Catholic religious heritage, especially as this relates to education and schooling. This is crucial to their role and ministry. It also includes knowledge of authentic Church teaching and current practice; Church documents related to education; Church law and governance structures, the philosophy and history of Catholic education and Catholic schools, and the skills needed to apply this knowledge.

Those Who Would Be Catholic School Principals, p. 10

2. Commitment to Growth

Openness to growth and development is an expected way of life for administrators, not only in academic areas, but also in the area of baptismal, confirmation, and Eucharistic commitment as Catholics. All administrators are facilitators of growth; Catholic school administrators are also facilitators of faith growth/experience in others. This necessitates participation in pre-service and in-service programs of Catholic spiritual and ministerial formation. The objectives of such programs are:

- a) to increase the knowledge and understanding of educators in a Catholic school
- b) to enable educators to become persons with Catholic attitudes and qualities
- c) to advance commitment to a personal program of spiritual growth
- d) to develop those competencies and skills which enable educators to be in their students' facilitators of faith and of learning experiences.

3. Specific Expectations of Administrators in Catholic Schools

- a) growth through regular participation in Eucharistic celebrations
- b) participation in regular school/parish programs of spiritual celebrations
- c) occasional participation in diocesan or other special opportunities of spiritual growth especially those designed for educators (e.g. retreats, renewal days, Christian Experience Weekends, etc.)
- d) provides opportunities and means whereby resource people and volunteers join in the spiritual program

C. *Professional Growth*

1. Instructional Leadership

An elementary school serious about quality education must have a principal with competence and time to be an instructional leader. While competencies such as able administration and good human/public relation skills are needed for the smooth operation of the school, they of themselves do not cause quality education.

The principal must be a developer of faculty and program if quality education is to be. However, capable each teacher is individually, school-wide continuous progress for students and the continuous improvement of program and faculty can be accomplished only under the direction of a capable instructional leader – one who leads in competency, time and commitment so that faculty and program continually improve as they meet the needs of students.

This means that the principal who is an instructional leader spends the greater portion of his/her time in instruction related activities such as the following:

- a) in classrooms observing instruction
 - (1) in giving feedback to teachers

- b) in noting student progress (pacing meetings with teachers, conferences with students, study of test results)
- c) in designing and maintaining a strong staff development program
 - (1) to build competencies needed by individual teachers
 - (2) to build teacher competencies needed to meet program goals
- d) in studying and presenting curriculum materials and instructional practices/procedures
- e) in sharing decision making
- f) in causing teachers to invest themselves in the program
- g) in building a school-wide, unified instructional program

2. Formal Observation

In addition to the informal observations, periodic formal observations of teachers for instructional improvement are expected of all principals.

3. Principal Evaluation

Principals in schools of the diocese are to be evaluated according to the competencies/tasks given Appendix I.

The evaluation of the principal takes place according to a process established by the Diocesan School Office.

Ordinarily, a principal new in a school is evaluated during the first year in the school and once every three years thereafter.

4. Growth Expectation

Continuous improvement is a way of life in our educational system. The administrator is expected to utilize his/her personal growth plan resulting from valuations and other developmental and in-service opportunities in a serious effort to improve as a professional administrator in a Catholic school. In conferring with the administrator relative to his/her growth, the Diocesan School Office apprises the principal of needed improvement and/or expectations.

5. School/Program Evaluation

The evaluation of schools at the elementary and secondary levels is another means of the continuous improvement of the program.

This evaluation process requires openness to growth and a willingness to work together for educational improvement.

6. Diocesan Staff Support

Staff members of the Diocesan School Offices are available to assist with the instructional program and other concerns.

Principals are directly accountable to their local boards and to the Diocesan School Office for instructional leadership and administrative direction.

D. *Administrator Competencies*

1. Facilitator of Faith Community:

a) Helps Create a Faith Community

- (1) Is a person of faith
- (2) Causes faith leadership to happen
- (3) Develops a shared vision of the school's faith community
- (4) Reflects the fourfold mission of the Church: community, worship, service and message
- (5) Recognizes and utilizes the gift of others

b) Gives Priority to the Development of the Total Catholic Quality of the School

- (1) Builds the Catholicity of the school
- (2) Guarantees opportunities for faith experiences for the students
- (3) Insures quality religious instruction
- (4) Causes the curriculum to be permeated with gospel values
- (5) Recognizes parents as primary religious educators and works in partnership with parents/guardians in the religious formation of their child(ren)

c) Involves Others in Prayer and Liturgy

- (1) Causes quality faith experiences to take place such as liturgies, retreats, paraliturgical services, faculty/student renewals, prayer...
- (2) Promotes cooperation with priests/pastoral staff

d) Seeks to Foster Interpersonal Relationships in Light of Gospel Values

- (1) Helps create a positive working/learning environment
- (2) Promotes a sense of home, school, and parish unity
- (3) Models a spirit of reconciliation

e) Fosters the Service Dimension of Faith Development among Teachers and Students

- (1) Encourages and promotes service within/beyond the school
- (2) Examples: projects, missions, tutor programs...

Catechetical Programs

Directors and Coordinators of Faith Formation and Youth Ministry

“In proclaiming the Good News of Revelation to the world, evangelization invites men and women to conversion and faith. The call of Jesus “Repent and believe in the Gospel” (Mk

1:15) continues to resound today by means of the Church's work of evangelization. The Christian faith is above all, conversion to Jesus Christ, full and sincere adherence to his person and the decision to walk in his footsteps. Faith is a personal encounter with Jesus Christ, making of oneself a disciple of him. This demands a permanent commitment to think like him, to judge like him, and to live as he lived. In this way the believer unites himself to the community of disciples and appropriates the faith of the Church. This 'yes' to Jesus Christ, who is the fullness of the revelation of the Father, is twofold: a trustful abandonment to God and a loving assent to all that he has revealed to us. This is possible only by means of the action of the Holy Spirit" – General Directory of Catechesis
"The ministry of catechesis helps adolescents develop a deeper relationship with Jesus Christ and the Christian community, and increase their knowledge of the core content of the Catholic faith. The ministry of catechesis also helps young people enrich and expand their understanding of the scriptures and the sacred tradition and their application to life today, and live more faithfully as disciples of Jesus Christ in their daily lives, through a life of prayer, justice and loving service." (Renewing the Vision, Page 29)

"Adult faith formation, by which people consciously grow in the life of Christ through experience, reflection, prayer, and study must be 'the *central task* in the catechetical enterprise,' becoming 'the axis around which revolves the catechesis of children and adolescence as well as that of old age.' This can be done specifically through developing in adults a better understanding of and participation in the full sacramental life of the Church." - Our Heart Were Burning Within Us, A Pastoral Plan for Adult Faith Formation in the United States – USCCB 1999, *Intro-5*

Qualities and Competencies of Directors and Coordinators of Faith Formation and Youth Ministry (DBE 326, 327)

The acquisition and strengthening of these qualities and competencies is a developmental task which requires periodic evaluation.

A. Person of Faith

Directors or Coordinators of Faith Formation and Youth Ministry are called by the people of a given parish or region to share faith with them. In light of this, Directors or Coordinators of Faith Formation and Youth Ministry are catechetical leaders who:

1. Reverence and foster the Catholic faith.
2. Participate in the life of the Catholic Church.
3. Deepen a relationship with God through the Scriptures with a passion for the Gospel and participation in prayer and the sacraments.
4. Value and promote the dignity of all persons.
5. Practice stewardship and show respect for all creation.
6. Employ justice and charity in actions and decisions.
7. Maintain appropriate relationships, respecting boundaries with colleagues and parishioners of all ages.
8. Maintain confidentially when appropriate and as required by circumstances.
9. Facilitate and foster the faith formation and spiritual growth of

catechists, students, parents/guardians, and the parishioners in accord with the vision of current church documents.

10. Respect diversity of others and within the church.

B. Administrator

As an administrator, the Director or Coordinator of Faith Formation or Youth Ministry is responsible for the organization and implementation of tasks which enable the catechetical program to operate effectively, providing an enriching experience for all concerned.

The Directors or Coordinators of Faith Formation or Youth Ministry is responsible for the following:

1. Works collaboratively and communicates effectively with parents, learners, catechetical staff, pastor, principal of the Catholic school (if applicable), and other ministers in an atmosphere of mutual support and trust.
2. Appreciates, calls forth, and engages the talents and gifts of others.
3. Shares with others a love for the Catholic Church.
4. Organizes, implements, and evaluates programs regularly.
5. Assists in developing and managing an annual budget, exercising fiscal responsibility and stewardship.
6. Models lifelong professional learning in areas required for catechetical ministry through various modes, e.g., self-study, reading, and formal classes when possible.
7. Functions in some settings as an ex officio, non-voting member of the parish faith formation committee or board of education and serves on the agenda committee.
8. Supervises faith formation office staff and catechists and oversees the proper use and maintenance of the facilities related to the catechetical program.
9. Maintains accurate records related to registration, attendance and evaluations, as well as any required documentation related to sacramental preparation and celebration.

C. Program Planner

The Director or Coordinator of Faith Formation or Youth Ministry as program planner is one who:

1. Implements the fundamental tasks of catechesis which include promoting knowledge of faith. Liturgy, morality, prayer, community life, and missionary initiation (GDC, nos.85-86), as well as evangelization, advocacy and pastoral care (RTV, Part 3)
2. Engages in ongoing evaluation strategies that support future planning.
3. Guides the education/faith formation committee (board of education) in the development of common goals and programs that support the areas of catechesis as promulgated in the *National Directory of Catechesis*.
4. Incorporates the Church's basic mission of ongoing catechesis and evangelization.
5. Implements and integrates Diocesan policies regarding program planning.

6. Works collaboratively with other parish personnel and volunteers developing programs for the parish (i.e., liturgist, parish council committees) to ensure an integrated approach to the parish or region's catechetical efforts.
7. Develops curriculum in keeping with guidelines of the diocese and the *National Directory for Catechesis*.
8. Reviews, selects, and acquires suitable updated print and media materials for use in the areas of catechesis which follow the Diocesan guidelines and evaluations.
9. Communicates in a timely manner the expectations, policies, and events of the catechetical program in order to ensure the support and involvement of parishioners in the program, particularly with regards to parents/guardians and their children.
10. Develops and implements regular catechist formation opportunities.

D. Facilitator of Catechists

The Director or Coordinator of Faith Formation or Youth Ministry as a facilitator of catechists is one who:

1. Assists the board in recruiting sufficient catechists and volunteers to conduct the catechetical program of a parish or region.
2. Establishes a warm, mutually respectful and trusting relationship with catechists.
3. Promotes the sense of Christian community among catechists.
4. Understands and appreciates the various learning styles and supportive strategies for adult faith formation and learning.
5. Visits classes, meets with the catechists, and offers constructive suggestions for improvement and growth as needed.
6. Provides regular assistance and training for catechists in basic theology, methods of catechesis, and use of appropriate materials for catechesis.
7. Provides catechists and volunteers with periodic spiritual enrichment in-services and recognition of their services to the catechetical programs and the Church.
8. Encourages catechists to obtain diocesan certification and supports them in these efforts.

E. Diocesan Communicator

The Director or Coordinator of Faith Formation or Youth Ministry as a diocesan communicator is one who:

1. Participates regularly in Diocesan and regional meetings and in-services.
2. Acquires the skills reflected in the national standards for coordinators and directors through participation in a planned program of professional formation.
3. Maintains regular contact with Diocesan offices to stay informed of policies, programs being offered, and current issues.
4. Follows diocesan policies and appropriate legal statutes to protect the rights of individuals from abuse.

DIOCESE OF DAVENPORT

Principal Contract

This agreement is entered into between _____ (hereafter designated as the employer) and _____ (hereafter designated as the employee).

IT IS HEREBY AGREED AS FOLLOWS:

1. **RESPONSIBILITY.** The employee represents that he/she is qualified to fulfill the professional services required in this contract, and that a copy of certificates, qualifications, transcripts, or other required documents are on file in the employer's administrative offices.
2. **TERM.** The term of this contract shall begin on _____ and terminate on _____ and includes _____ days of service. Specifically, the agreement is for services rendered from _____ to _____ with payments from _____ to _____.
3. **DUTIES.** The employee shall be engaged as the principal and promises to support and model the Catholic mission and philosophy of the school, shall oversee the general administration of the school in a proper professional and satisfactory manner, and shall perform all duties that are generally assigned to the principal and are reasonably associated with the general program of the school. Employee will observe the policies, regulations and directives of the Diocese, the local Board of Education, the State Department of Education (with the understanding that when applicable the Diocesan Staff Procedure Manual is overriding), and will know and abide by the policies and procedures specified in the Diocesan and local school/parish policies.
4. **COMPENSATION.** The employer shall pay the employee a salary of \$_____ a year, payable in equal (semi-monthly, monthly) installments, less the deductions which are either required by law or authorized under the terms of this contract. Compensation for less than a full year of service will be based on the percentage of days served less any allowed deductions.
5. **BENEFITS.** The following benefits shall be provided by the employer: (If using an attachment note that here e.g. See Attachment A).
6. **DISCHARGE FOR CAUSE.** The employer shall have the right to discharge, or temporarily suspend the employee during the term of this contract, for just cause as defined and provided for in the Diocesan Staff Procedure Manual and Local Handbook or policies of the employer. In the absence of such definition, "just cause" shall mean violations of the terms and conditions of this employment contract (which would include Diocesan and Local Handbooks and policies), or performance, conduct or behavior on the part of the employee which, in the opinion of the employer, adversely affects the desirability of continued employment in a Catholic School. The employee shall be entitled to earn salary to the termination date on a per diem basis.
7. **BREACH OF CONTRACT.** If principal terminates this agreement prior to the expiration date, the teacher may be required to pay an amount not to exceed _____ for associated costs. Principal recognizes the disruptive effect of this breach and will make every effort to continue administrative duties until a suitable replacement is obtained.

8. AGREEMENT. This contract is the entire agreement between the employer and the employee and extends for only this term with no promises for future employment and supersedes all prior written or oral agreements; there are no agreements outside of the contract other than those as specifically set forth herein; and this contract may not be amended, changed, modified or altered without the written consent of both the employer and the employee.

This contract must be signed and returned by _____.

IN WITNESS WHEREOF, the parties hereto have affixed their signatures on the date set forth opposite their signatures.

Official title of corporation (parish/school institution)

_____	_____
Title of Corporate Officer (Pastor or Canonical Administrator)	Date

_____	_____
(Signature) Board of Education President	Date

_____	_____
(Signature) Superintendent of Schools	Date

_____	_____
(Signature) Principal	Date

DIOCESE OF DAVENPORT

Contract for an Administrator of a Faith Formation or Youth Ministry Program

This agreement is entered into between _____ (hereafter designated as the employer) and _____ (hereafter designated as the employee).

IT IS HEREBY AGREED AS FOLLOWS:

1. **RESPONSIBILITY.** The employee represents that he/she is qualified to fulfill the professional services required in this contract, and that a copy of certificates, qualifications, transcripts, or other required documents are on file in employer's administrative offices.
2. **TERM.** The term of this contract shall begin on _____ and terminate on _____ and includes predominately for the religious education program _____ days of service. Specifically, the agreement is for services rendered from with payments from _____ to _____.
3. **DUTIES.** The employee shall be engaged as the administrator and promises to support and model the Catholic mission and philosophy of the parish, shall oversee the general administration of the school in a proper professional and satisfactory manner, and shall perform all duties that are generally assigned to the administrator and are reasonably associated with the general program of the school. Employee will observe the policies, regulations and directives of the Diocese, the local Board of Education, the State Department of Education (if applicable and with the understanding that when applicable the Diocesan Staff Procedure Manual is overriding), and will know and abide by the policies and procedures specified in the Diocesan and local school/parish **policies**.
4. **COMPENSATION.** The employer shall pay the employee a salary of \$ _____ a year, payable in _____ equal (semi-monthly, monthly) installments, less the deductions which are either required by law or authorized under the terms of this contract. *See page 2 for pay scale
5. **BENEFITS.** The following benefits shall be provided by the employer: _____ personal days, _____ sick days accumulated up to _____ days, \$_____ per month for 12 months toward purchase of medical, health, dental and/or vision benefits, paid mileage at IRS rate for required on the job travel out of town. Note: dates of service are predominately the _____ months as provided above. (If using an attachment note that here e.g. See Attachment A). *See page 2 for pay scale.
6. **DISCHARGE.** The employer shall have the right to discharge, or temporarily suspend the employee during the term of this contract, for just causes as defined and provided for in the Diocesan policy and Local Handbook or policies of the employer. In the absence of such definition, "just cause" shall mean violations of the terms and conditions of the employment contract (which would include Diocesan Faith Guidelines, Local Parish Employee Guidelines, which must be approved by and on file with the diocesan office, and policies), or performance, conduct or behavior on the part of the employee which, in the opinion of the employer, adversely affects the desirability of continued employment in Catholic parishes and schools. The employee shall be entitled to earn salary calculated on a per diem basis from dates of service _____ to _____.
7. **BREACH OF CONTRACT.** If C/DFP (Coordinator/Director Faith Formation) or C/DYM (Coordinator/Director Youth Ministry) terminates this agreement prior to the expiration date, the administrator may be required to pay an amount not to exceed \$500 for associated costs. Administrator

DIOCESE OF DAVENPORT

Teacher Contract

This agreement is entered into between _____ (hereafter designated as the employer) and _____ (hereafter designated as the employee).

IT IS HEREBY AGREED AS FOLLOWS:

1. **RESPONSIBILITY.** The employee represents that he/she is qualified to fulfill the professional services required in this contract, and that a copy of certificates, qualifications, transcripts, or other required documents are on file in the employer's administrative offices.
2. **TERM.** The term of this contract shall begin on _____ and terminate on _____ and includes _____ days of service. Specifically, the agreement is for services rendered from _____ to _____ with payments from _____ to _____.
3. **DUTIES.** The employee promises to support the Catholic mission and philosophy of the school, the policies and regulations of said employer and the Board of Education of the Diocese of Davenport, and will faithfully perform the duties of _____ as stated in the job description. Employee will observe the policies, regulations and directives of the Diocese, the local Board of Education, the State Department of Education (with the understanding that when applicable the Diocesan Staff Procedures manual is overriding), and will know and abide by the policies and procedures specified in the Diocesan and local school/parish **policies**.
4. **COMPENSATION.** The employer shall pay the employee a salary of \$_____ a year, payable in _____ equal (semi-monthly, monthly) installments, less the deductions which are either required by law or authorized under the terms of this contract. Compensation for less than a full year of service will be based on the percentage of days served less any allowed deductions.
5. **BENEFITS.** The following benefits shall be provided by the employer: (If using an attachment note that here e.g. See Attachment A).
6. **DISCHARGE FOR CAUSE.** The employer shall have the right to discharge, or temporarily suspend the employee during the term of this contract, for just cause as defined and provided for in the Diocesan Staff Procedure Manual and Local Guidelines or policies of the employer. In the absence of such definition, "just cause" shall mean violations of the terms and conditions of this employment contract (which would include Diocesan and Local Guidelines and policies), or performance, conduct or behavior on the part of the employee which, in the opinion of the employer, adversely affects the desirability of continued employment in a Catholic School. The employee shall be entitled to earn salary to the termination date on a per diem basis.
7. **BREACH OF CONTRACT.** If teacher terminates this agreement prior to the expiration date, the teacher may be required to pay an amount not to exceed _____ for associated costs. Teacher recognizes the disruptive effect of this breach and will make every effort to continue teaching until a suitable replacement is obtained.
8. **AGREEMENT.** This contract is the entire agreement between the employer and the employee and extends for only this term with no promises for future employment and supersedes all prior written or oral

agreements; there are no agreements outside of the contract other than those as specifically set forth herein; and this contract may not be amended, changed, modified or altered without the written consent of both the employer and the employee.

This contract must be signed and returned by _____.

IN WITNESS WHEREOF, the parties hereto have affixed their signatures on the date set forth opposite their signatures.

Official title of corporation (parish/school institution)

By: _____
(Signature) Principal Date _____

Title of Corporate Officer Date _____
(Pastor or Canonical Administrator)

(Signature) Board of Education President Date _____

(Signature) Employee Date _____

DIOCESE OF DAVENPORT

Probationary Principal Contract

This agreement is entered into between _____ (hereafter designated as the employer) and _____ (hereafter designated as the employee).

IT IS HEREBY AGREED AS FOLLOWS:

1. **RESPONSIBILITY.** The employee represents that he/she is qualified to fulfill the professional services required in this contract, and that a copy of certificates, qualifications, transcripts, or other required documents are on file in employer's administrative offices.
2. **TERM.** The term of this contract shall begin on _____ and terminate on _____ and includes _____ days of service. Specifically, the agreement is for services rendered from _____ to _____ with payments from _____ to _____.
3. **DUTIES.** The employee shall be engaged as the principal and promises to support and model the Catholic mission and philosophy of the school, shall oversee the general administration of the school in a proper professional and satisfactory manner, and shall perform all duties that are generally assigned to the principal and are reasonably associated with the general program of the school. Employee will observe the policies, regulations and directives of the Diocese, the local Board of Education, the State Department of Education (with the understanding that when applicable the Diocesan Staff Procedure Manual is overriding), and will know and abide by the policies and procedures specified in the Diocesan and local school/parish **policies**.
4. **COMPENSATION.** The employer shall pay the employee a salary of \$_____ a year, payable in equal (semi-monthly, monthly) installments, less the deductions which are either required by law or authorized under the terms of this contract. Compensation for less than a full year of service will be based on the percentage of days served less any allowed deductions.
5. **BENEFITS.** The following benefits shall be provided by the employer: (If using an attachment note that here e.g. See Attachment A).
6. **DISCHARGE.** The employer shall have the right to discharge, or temporarily suspend the employee during the term of this contract as specifically defined and provided for in the Diocesan Staff Procedure Manual and Local Guidelines or policies of the employer regarding probationary principal. The employee shall be entitled to earn salary to the termination date on a per diem basis.
7. **BREACH OF CONTRACT.** If principal terminates this agreement prior to the expiration date, the teacher may be required to pay an amount not to exceed _____ for associated costs. Principal recognizes the disruptive effect of this breach and will make every effort to continue administrative duties until a suitable replacement is obtained.
8. **AGREEMENT.** This contract is the entire agreement between the employer and the employee and extends for only this term with no promises for future employment and supersedes all prior written or oral agreements; there are no agreements outside of the contract other than those as specifically set forth herein; and this contract may not be amended, changed, modified or altered without the written consent of both the employer and the employee.

This contract must be signed and returned by _____.

IN WITNESS WHEREOF, the parties hereto have affixed their signatures on the date set forth opposite their signatures.

Official title of corporation (parish/school institution)

Title of Corporate Officer
(Pastor or Canonical Administrator)

Date

(Signature) Board of Education President

Date

(Signature) Superintendent of Schools

Date

(Signature) Principal

Date

Policy Adopted: March 15, 1989
Policy Revised: June 5, 2002
Policy Revised: August 6, 2009

DIOCESE of DAVENPORT

Probationary Teacher Contract

This agreement is entered into between _____ (hereafter designated as the employer) and _____ (hereafter designated as the employee).

IT IS HEREBY AGREED AS FOLLOWS:

1. **RESPONSIBILITY.** The employee represents that he/she is qualified to fulfill the professional services required in this contract, and that a copy of certificates, qualifications, transcripts, or other required documents are on file in employer's administrative offices.
2. **TERM.** The term of this contract shall begin on _____ and terminate on _____ and includes _____ days of service. Specifically the agreement is for services rendered from _____ to _____ with _____ payments from _____ to _____.
3. **DUTIES.** The employee promises to support the Catholic mission and philosophy of the school, the policies and regulations of said employer and the Board of Education of the Diocese of Davenport, and will faithfully perform the duties of _____ as stated in the job description. Employee will observe the policies, regulations and directives of the Diocese, the local Board of Education, the State Department of Education (with the understanding that when applicable the Diocesan Staff Procedure Manual is overriding), and will know and abide by the policies and procedures specified in the Diocesan and local school/parish **policies**.
4. **COMPENSATION.** The employer shall pay the employee a salary of \$ _____ a year, payable in _____ equal (semi-monthly, monthly) installments, less the deductions which are either required by law or authorized under the terms of this contract. Components for less than a full year will be based on the percentage of days allowed less any deductions.
5. **BENEFITS.** The following benefits shall be provided by the employer: (If using an attachment note that her e.g. see Attachment 1).
6. **DISCHARGE.** The employer shall have the right to discharge, or temporarily suspend the employee during the term of this contract as specifically defined and provided for in the Diocesan Staff Procedure Manual and Local Guidelines or policies of the employer regarding probationary teachers.
7. **BREACH OF CONTRACT.** If teacher terminates this agreement prior to the expiration date, the teacher may be required to pay an amount not to exceed _____ for associated costs. Teacher recognizes the disruptive effect of this breach and will make every effort to continue teaching until a suitable replacement is obtained.
8. **AGREEMENT.** This contract is the entire agreement between the employer and the employee and extends for only this term with no promises for future employment and supersedes all prior written or oral agreements; there are no agreements outside of the contract other than those as specifically set forth herein; and this contract may not be amended, changed, modified or altered without the written consent of both the employer and the employee.

This contract must be signed and returned by _____.

IN WITNESS WHEREOF, the parties hereto have affixed their signatures on the date set forth opposite their signatures.

Official title of corporation (parish/school institution)

By: _____
(Signature) Principal Date _____

Title of Corporate Officer Date _____
(Pastor or Canonical Administrator)

(Signature) Board of Education President Date _____

(Signature) Employee Date _____

Policy Adopted: March 15, 1989
Policy Revised: June 5, 2002
Policy Revised: August 6, 2009

Appendix B

PROCEDURE FOR IDENTIFYING AND REPORTING CHILD ABUSE

Any certified staff or administration member who has a reasonable belief that a child enrolled in the school has suffered abuse by a person responsible for the care of that child shall observe the following procedures:

Contact the Department of Human Services (DHS) by telephone or in person to make an oral report of suspected abuse within 24 hours of the suspected abuse.

Follow up the oral report with a written report on forms provided by the DHS within 48 hours of the oral report.

Cooperate with DHS personnel in conducting their investigation.

Maintain a copy of the school employee's written report in the employee's personal file at home for the sole purpose of documenting the fact that the employee reported the suspected abuse. If a written report is received by the employee from the DHS following the investigation, such report shall be also filled with the employee's copy of the suspected abuse report, or destroyed.

The employee shall maintain the confidentiality of the report at all stages following the oral report of suspected abuse.

Administrators of parish faith formation and youth ministry programs have a moral and ethical responsibility to report incidents of child abuse to proper authorities following the guidelines provide above.

The employee shall receive training for mandatory reporters within six months of employment and every five years thereafter. The training is to be two hours in length.

PROCEDURES FOR INVESTIGATING ALLEGATIONS OF ABUSE OF STUDENTS BY SCHOOL EMPLOYEES

Policies and procedures for investigating allegations of abuses of students by school employees are required to be adopted by all schools. (Iowa Code 280.17 (1989). It is based on administrative rules adopted by the State Board of Education and found at Iowa Administrative Code 281-102.

The Diocesan School Office and Diocesan School Committee has designated the building principal as the level one investigator. The building principal should designate another principal within the geographic area as an alternate level one investigator. The level two investigator shall be determined by the local Catholic board of education. If assistance is needed, contact the Diocesan School Office. The names of these investigators need to be published annually.

March 1990

REPORT OF SUSPECTED CHILD ABUSE

This form may be used as the written report which the law requires all mandated reporters to file with the Department of Human Services following an oral report of suspected child abuse. If your agency has a report form or letter format which includes all of the information requested on this form, you may use the agency format in place of this form.

Fill in as much information under each category as is known. Submit the completed form to the local office of the Department of Human Services within 48 hours of oral report.

FAMILY INFORMATION		
Name of child	Age	Date of birth
Address	City	State
Phone	School	Grade level
Name of parent or guardian	Phone (if different from child's)	
Address (if different from child's)		
OTHER CHILDREN IN THE HOME		
NAME	BIRTH DATE	CONDITION
INFORMATION ABOUT SUSPECTED ABUSE		
<p>In this section, indicate the date of suspected abuse; the nature, extent and cause of the suspected abuse; the persons thought to be responsible for the suspected abuse; evidence of previous abuse; and other pertinent information needed to conduct the assessment. Use the back of this form if necessary to complete the information requested above and to identify individuals who have been informed of the child abuse report, such as building administrator, supervisor, etc.</p>		
REPORTER INFORMATION		
Name and title or position		
Office address		
Phone	Relationship to child	
Names of other mandatory reporters who have knowledge of the abuse		
Signature of reporter	Date	

Appendix C

***Please note that if it deals with child sexual abuse you need to refer to Policy 754**

COMPLAINT OF INJURY TO OR ABUSE OF A STUDENT BY A SCHOOL EMPLOYEE

Please complete the following as fully as possible. If you need assistance, contact the designated investigator in your school.

Student name: _____

Student address: _____

Student's telephone number: _____ Student's School: _____

Name and place of employment of school employee accused of abusing student: _____

Allegation is of : Physical Abuse Sexual Abuse

Please describe what happened. Include the date, time and where the incident took place, if known, and the nature of the student's injury, if physical abuse is alleged.

Were there any witnesses to the incident, or are there students or other persons who may have information about this incident? Yes No

If yes, please list by name, if known, or classification (for example "third grade class" or "fourth period geometry class")

Has any professional person examined or treated the students as a result of the incident?

Yes No Unknown

If yes, please list by name(s) and address(es) the professional(s) and the date(s) of examination or treatment.

Has anyone contacted law enforcement about this incident? Yes No

Please provide any additional information you have which would be helpful to the investigator. Attach additional pages if necessary.

Parents of children who are in pre-kindergarten through sixth grade and are the alleged victims of or witnesses to sexual abuse have the right to see and hear any interviews of their children in this investigation. Please indicate "yes" if the parent/guardian wishes to exercise this right.

Yes No Telephone Number: _____

Complainant's Name: _____

Address: _____

Telephone Number: _____

Relationship to Student: _____

Complainant Signature

Witness Signature

Date

Witness Name (Please print)

Witness Address

Be advised that you have the right to contact the police or sheriff's office, the county attorney, a private attorney, or the State Board of Educational Examiners (*If the accused is a teacher or holds a teacher's certificate*) for investigation of this incident. The filing of this report does not deny you these opportunities.

If you are the parent or guardian of the named student, you will receive a copy of this report and a copy of the Investigators' Report within fifteen calendar days of the filing of this report, unless the investigation is turned over to law enforcement.

Appendix D

***Please note that if it deals with child sexual abuse you need to refer to Policy 754
REPORT OF LEVEL ONE INVESTIGATION**

Do not conduct a Level One investigation when an incident involves child sexual abuse. In such cases, the principal must be immediately notified. The principal then will immediately notify the Superintendent of Schools. The Scott County Attorney will then be notified.

Student's name: _____

Student's age: _____ Student's grade _____ Student's school _____

Student's address: _____

Name of accused school employee: _____ Building: _____

Name and address of person filing report: _____

Name and address of student's parent/guardian, if different from person filing report: _____

Date report of abuse was filed: _____ Physical Sexual

Describe the nature, extent and cause of the student's injury, if any and known. Attach additional pages if needed.

Describe or summarize your investigation. Attach additional pages if needed. Please do not use the full names of student witnesses.

Were audio tapes made of any interviews? Yes No
 Were video tapes made of any interviews? Yes No

Were parent(s)/guardian(s) advised of their right to see and hear any interview of their pre-kindergarten through sixth grade children who are alleged victims of or a witness in a sexual abuse investigation?
 Yes No

Was the right exercised? Yes No

Was any action taken to protect the student during or as a result of the investigation?
 Yes No

If yes, student excused from school? Yes No
 student assigned to a different class? Yes No

school employee placed on administrative or other leave? Yes No

Other (specify) Yes No _____

LEVEL ONE INVESTIGATOR'S CONCLUSIONS:

The complaint was dismissed for lack of jurisdiction.

- Physical abuse was alleged, but no allegation of injury was made
- Alleged victim was not a student at the time of the incident
- Physical abuse was alleged, but no evidence of physical exists and nature of alleged incident makes it unlikely an injury, as defined in the rules, occurred.
- Accused school employee is not currently employed by this school (district).
- Alleged incident did not occur on school grounds, on school time, during a school-sponsored activity, nor in a school-related context.
- Sexual abuse was alleged, but the alleged actions of the school employee, even if true, would not meet the definition of sexual abuse in the rules.

The complaint has been investigated and concluded at level one as unfounded.

- Complaint was withdrawn or recanted.
- Insufficient evidence exists that an incident of abuse, as defined in the rules, took place.

The complaint has been investigated at level one and is founded.

- The investigation is founded at level one and is being turned over to level two for further investigation
- Investigation of the complaint was deferred at level one and referred to law enforcement.
- The investigation is concluded at level one because the accused school employee has admitted the violation, has resigned, or agreed to relinquish any teaching license held.

Current status of investigation:

- Closed. No further investigation is warranted.
- Closed, Referred to school officials for further investigation as a personal matter.
- Deferred to law enforcement.
- Turned over to level two.

Comment: _____

I have given a copy of the complaint of abuse and this investigative report to the person filing the report (if he or she is the student's parent or guardian) and informed the person filing the report of the options of contacting law enforcement, private counsel, or the State of Board of Educational Examiners, if the accused school employee holds an Iowa teacher's certificate or license.

Name of Investigator (please print)

Investigator's Place of Employment

Signature of Investigator

Date

APPENDIX E

ANTI-HARASSMENT/BULLYING COMPLAINT FORM

Name of complainant: _____

Position of complainant: _____

Date of complaint: _____

Name of alleged harasser or bully: _____

Date and place of incident or incidents: _____

Description of misconduct: _____

Name of witnesses (if any): _____

Evidence of harassment or bullying, i.e., letters, photos, etc. (attach evidence if possible): _____

Any other information: _____

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature: _____
Date: _____ / _____ / _____

ANTI-HARASSMENT/BULLYING WITNESS DISCLOSURE FORM

Name of witness: _____

Position of witness: _____

Date of testimony, interview: _____

Description of incident witnessed: _____

Any other information: _____

Resolution:

I agree that all of the information on this form is accurate and true to the best of my knowledge.

Signature: _____

Date: ____ / ____ / ____

APPENDIX F

NATIONAL CERTIFICATION STANDARDS FOR LAY ECCLESIAL MINISTERS

These standards were developed by the NALM, NCCL, and NFCYM and approved by the United States Conference of Catholic Bishops Commission on Certification and Accreditation in April 2003. The entire document is available in a bi-lingual edition from any of these groups. The ISBN is 0-9712975-6-8.

STANDARD ONE – PERSONAL AND SPIRITUAL MATURITY

A lay ecclesial minister demonstrates personal and spiritual maturity in ministry with the people of God.

Vision Statement: A lay ecclesial minister exhibits personal maturity through a balanced lifestyle, a positive self-image, and appropriate relationships. The minister develops a spiritual maturity formed in theological reflection. The minister views God, church, and the world in a holistic manner and engages in communal worship and social justice.

STANDARD TWO – LAY ECCLESIAL MINISTRY IDENTITY

A lay ecclesial minister identifies the call to formal and public ministry as a vocation rooted in baptism.

Vision Statement: A lay ecclesial minister accepts ministerial vocation as a baptismal call from Christ mediated through the people of God. The minister acknowledges this call as affirmed, recognized and nurtured by the church and the local community, as well as in ministerial and personal relationships.

STANDARD THREE – CATHOLIC THEOLOGY

A lay ecclesial minister integrates knowledge of Catholic faith within ministry.

Vision Statement: A lay ecclesial minister's faith is formed in the Catholic theological tradition. Theological formation includes ongoing foundational education in revelation and sacred Scripture, Christology, Christian anthropology, sacramental theology, ecclesiology, pastoral theology and inculturation, moral theology, Catholic social teaching, spirituality, ecumenism, liturgy and worship. A minister articulates and interprets a Catholic understanding of Scripture, tradition, and doctrine, and uses this knowledge to form a community of disciples engaged in the mission of the church.

STANDARD FOUR – PASTORAL PRACTIS

A lay ecclesial minister engages in pastoral activity that promotes evangelization, faith formation, community, and pastoral care with sensitivity to diverse situations.

Vision Statement: A lay ecclesial minister applies the process of pastoral praxis in building a community of disciples engaged in the transformation of society. The minister incorporates the dimensions of evangelization, faith formation, worship, inculturation, community, justice and service within pastoral activities. The minister is an effective listener who fosters respect and compassionate care within diverse family, community and cultural settings in the spirit of Gospel values.

STANDARD FIVE – PROFESSIONAL PRACTICE

A lay ecclesial minister provides effective leadership, administrative and service, in the spirit of collaboration.

Vision Statement: A lay ecclesial minister understands leadership theory and applies it in a ministerial setting. The minister demonstrates a knowledge of the ability to work with parish and (arch) diocesan systems and structures. The minister recognizes the importance of administration of parish programs and uses appropriate resources. The minister lives by the code of ethics applicable to ministry and abides by civil and church law.

Diocese of Davenport

Form I (white)

**School/Parish Catechist Certification Record
INTRODUCTORY LEVEL**

This record is to be kept in the personnel file of the individual located in the parish/school where they catechize by the Catholic School Principal, or C/DFP (Coordinator/Director Faith Formation), or C/DYM (Coordinator/Directory Youth Ministry), or Pastoral/Parish Life Administrator.

Name _____ Email: _____

Address: _____ Mailing Address: _____

City: _____ State: _____ Zip: _____

Parish/School _____ City _____

DATE/S	TITLE	TEACHER/FACILATOR	CLOCK HOURS				
			Teaching Experience (0-1 yr)	Personal & Spiritual (4 hrs)	Theology (4 hrs)	Methodology (5 hrs)	Pastoral Leadership & Mgt. (2 hrs)
TOTAL HOURS (15)							

Certification Level: INTRODUCTORY 0-1 yr in ministry, video-assisted program titles – *Getting Started As A Catechist* (video & booklet), *The Person of the Catechist* (video & booklet), *Roles of the Catechist* (video & booklet), *Introduction to the Learner* (video & booklet), *Methodology* (age you teach) (video & booklet or other approved reference), and *Retreat*. Document other training sources. Five hours annually to renew.

Signature _____

Date Certificate Issued _____

Diocese of Davenport

Form B (yellow)

**School/Parish Catechist Certification Record
BASIC LEVEL**

This record is to be kept in the personnel file of the individual located in the parish/school where they catechize by the Catholic School Principal, or C/DFP (Coordinator/Director Faith Formation), or C/DYM (Coordinator/Directory Youth Ministry), or Pastoral/Parish Life Administrator.

Name _____ Email: _____

Address: _____ Mailing Address: _____

City: _____ State: _____ Zip: _____

Parish/School _____ City _____

DATE/S	TITLE	TEACHER/FACILATOR	CLOCK HOURS				
			Teaching Experience (1 + yr)	Personal & Spiritual (4 hrs)	Theology (16 hrs)	Methodology (5 hrs)	Pastoral Leadership & Mgt. (5 hrs)
TOTAL HOURS (30)							

Certification Level: BASIC 1+ yr in ministry, 16 hrs in Theology (video-assisted: Creed, Liturgy/Sacraments, Morality, & Introduction to Scripture), 5 hrs in Methodology, 4 hrs in Personal and Spiritual Formation (video-assisted: Spirituality & prayer), 5 hrs in Pastoral Leadership. Document other training sources. Renewal: (5 hrs per year)

Signature _____

Date Certificate Issued _____

Date Certificate Renewed _____

Diocese of Davenport

Form A (green)

**School/Parish Catechist Certification Record
ADVANCED LEVEL**

This record is to be kept in the personnel file of the individual located in the parish/school where they catechize by the Catholic School Principal, or C/DFP (Coordinator/Director Faith Formation), or C/DYM (Coordinator/Director Youth Ministry), or Pastoral/Parish Life Administrator.

Name _____ Email: _____

Address: _____ Mailing Address: _____

City: _____ State: _____ Zip: _____

Parish/School _____ City _____

DATE/S	TITLE	TEACHER/FACILATOR	CLOCK HOURS				
			Teaching Experience (2 + yr)	Personal & Spiritual (8 hrs)	Theology (32 hrs)	Methodology (10 hrs)	Pastoral Leadership & Mgt. (10 hrs)

Diocese of Davenport

Form M (blue)

**School/Parish Catechist Certification Record
MASTER LEVEL**

This record is to be kept in the personnel file of the individual located in the **Office of Faith Formation in the Diocese of Davenport**. A copy may also be kept at the parish/school where they catechize by the Catholic School Principal, or C/DFF (Coordinator/Director Faith Formation), or C/DYM (Coordinator/Director Youth Ministry), or Pastoral/Parish Life Administrator.

Name _____ Email: _____

Address: _____ Mailing Address: _____

City: _____ State: _____ Zip: _____

Parish/School _____ City _____

DATE/S	TITLE	TEACHER/FACILATOR	CLOCK HOURS				
			Teaching Experience (3 + yr)	Personal & Spiritual (10 hrs)	Theology (30 hrs)	Methodology (10 hrs)	Pastoral Leadership & Mgt. (40 hrs)

Diocese of Davenport

Form P (violet)

**School/Parish Catechist Certification Record
PROFESSIONAL LEVEL**

This record is to be kept in the personnel file of the individual located in the **Office of Faith Formation in the Diocese of Davenport**. A copy may also be kept at the parish/school where they catechize by the Catholic School Principal, or C/DFF (Coordinator/Director Faith Formation), or C/DYM (Coordinator/Director Youth Ministry), or Pastoral/Parish Life Administrator.

Name _____ Email: _____

Address: _____ Mailing Address: _____

City: _____ State: _____ Zip: _____

Parish/School _____ City _____

DATE/S	TITLE	TEACHER/FACILATOR	CLOCK HOURS				
			Teaching Experience (5 + yr)	Personal & Spiritual (30 hrs)	Theology (60 hrs)	Methodology (30 hrs)	Pastoral Leadership & Mgt. (60 hrs)

Appendix G



Diocese of Davenport
Pastoral Services
2706 N. Gaines St.
Davenport, Iowa 52804

To: Board of Education Presidents/Faith Formation Chairs, Pastors
From: Mary Wieser, Director of Faith Formation and Education
RE: Catechetical Administrator Evaluation
Date:

The Diocesan Board of Education has established an evaluation procedure for Catechetical Administrators.

Enclosed is the Board's evaluation tool to be given to all Board Members for their input. It will be your responsibility to summarize the result on the attached Professional Growth Summary Form and return to the Diocese of Davenport.

Please distribute these evaluations to all Board Members/Faith Formation Chairs at least one week before your next board meeting (March) so they can be collected and returned shortly after. The forms are to be filled out individually and should be based on the interactions, Board Reports, and observations you have had during the course of the past year. It is imperative that you study Board Reports prior to filling out the evaluation. If you check the below minimum level (1 = needs improvement), please comment on any of the item(s) and include supporting evidence. The Professional Growth Summary Form should be returned no later than April 15, 20__ to Virginia Trujillo, Diocese of Davenport.

Please attach a copy of the administrator's job description and contract.

Respectively yours,



Mary M. Wieser
Director of Faith Formation and Education/
Superintendent of Schools

Enclosure

CATECHETICAL ADMINISTRATORS EVALUATION

Date: _____

Name of Catechetical Administrator: _____
(C/DFF or C/DYM)

Parish: _____ City: _____

DIRECTIONS:

Evaluate the catechetical administrator's *performance* on each of the following factors. These ratings should reflect the work and results attained *most of the time* by the catechetical administrator.

APPRAISAL SCALE:

3 = FINE PERFORMANCE:	<i>highest quality of work and results</i>
2 = AVERAGE PERFORMANCE:	<i>acceptable level of work and results</i>
1 = NEEDS IMPROVEMENT:	<i>below minimum acceptable level of work and results</i>
0 = UNABLE TO RATE:	<i>lack of information</i>

1. Faith Community Facilitator - *How well does the catechetical administrator model faith values and help to create the faith community?*

2. Planning Faith Formation/processes/programs/ events- *How well does the catechetical administrator make the necessary preparations to insure an effective and smoothly operating program in religious education?*

3. Effectiveness in Administration - *How well does the catechetical administrator schedule regular work with the proper sense of priorities, in order to meet the religious education needs of the parish community? How well are special or emergency needs handled?*

4. Finalizing Programming Duties - *How proficient is the catechetical administrator in maintaining records, supplies and equipment?*

5. Collaboration - *How well does the catechetical administrator coordinate work with the work performed by others in the parish?*

6. Handling Relations with Others - *How well does the catechetical administrator relate with others, both within the parish and in the various diocesan communities?*

7. Handling Communications - *How well does the catechetical administrator keep parents, catechists, students and staff informed?*

8. Handling Confidentiality – *How well does the catechist handle and maintain sensitive or confidential information.*

9. Problem Solving - *How effective has the catechetical administrator been in identifying, evaluating and planning timely responses to problems?*

10. Keeping Informed - *How well does the catechetical administrator keep up to date on current events and developments in the field of parish catechesis?*

11. Diocesan Catechist Certification - *How conscientious is the catechetical administrator in achieving and maintaining the diocesan catechist certification requirements for himself/herself and in leading parish catechists to do the same?*

12. Vision - *How well does the vision of the catechetical administrator carry out the goals and objectives of the parish community?*

13. Safety - *How effective is the catechetical administrator in the area of safety of students and care of property?*

14. Cost - *How effective is the catechetical administrator in controlling costs and following the budget?*

Pastor/Parish Life Administrator Signature _____ **Date** _____
or
Board Member Signature _____ **Date** _____

PROFESSIONAL GROWTH SUMMARY

Date: _____

Name of Catechetical Administrator: _____

Parish: _____ City: _____

A. Catechetical Administrator's Performance Strengths:

B. Areas of performance *needing improvement*:

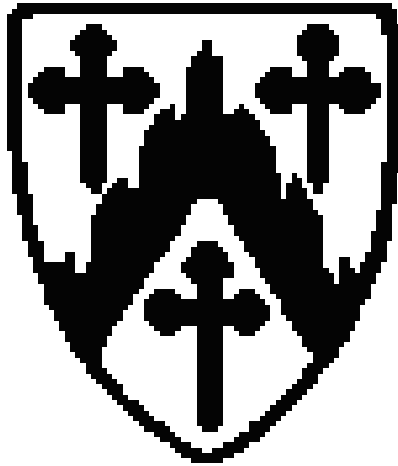
C. Areas of performance *showing improvement during the past year*:

Administrator Signature _____ Date _____

Pastor/PLA Signature _____ Date _____

Board President/Faith Formation Chair Signature _____ Date _____

Davenport Diocese



Teacher Evaluation Handbook

for

Tier I

Tier II

Tier III

July 2005

Revised: July 2009

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MISSION STATEMENT

The Diocese of Davenport will foster the faith formation and spiritual growth of all persons based on standards of academic excellence which are rooted in Gospel values and Catholic Church teachings and celebrations so that faith becomes living, conscious, and active.

Therefore,

- All faith formation opportunities (parish, school, family) exist to teach and live the Gospel message of Jesus Christ
- Parents are the primary educators, and the parish and school are partners with parents in the faith formation and spiritual development of their children/adolescents
- Each person, regardless of race, cultural heritage, age or sex, will be provided with a warm, caring environment which fosters self-esteem, and helps to develop talents, skills and interests according to individual learning abilities
- The content of all faith formation opportunities within the diocese shall follow the curriculum guidelines set forth by the Diocese of Davenport, the Documents of Vatican II, and the Catechism of the Catholic Church
- All individuals appreciating the value of human dignity for themselves and others come together in liturgical celebration, and are called forth to establish a peace-filled, just, global society

VISION

The Diocese of Davenport will continue to base expectations of student learning on rigorous standards of academic excellence which address each child's developmental needs, are rooted in Gospel values and Catholic Church teachings.

ACKNOWLEDGMENTS

Schools:

City	Representative	School
Davenport	Carmine Draude	Assumption High School
Davenport	Chad Steimle	John F. Kennedy Catholic School
Davenport	Dan Ryan	St. Paul the Apostle Catholic School
Davenport	Mike Morgan	All Saints Catholic School
	Denise Tatoian	

Diocesan Staff:

City	Representative	Department
Davenport	Mary Wieser	Director of Faith Formation and Education/Superintendent of Schools
Davenport	Virginia Trujillo	Pastoral Services

Community:

City	Representative	Department
Bettendorf	Maggie VanFossen Lloyd Kilmer	Mississippi Bend AEA

We are grateful to the competent and dedicated committee members who gave generously of their time and energy.

Revisions were determined from diocesan administrators' feedback given during the 2007-08 school year as part of Evaluator II training and made by Dan Ryan and Chad Steimle.

TEACHER EVALUATION PROCESS REQUIRED COMPONENTS

- **Use of Iowa Teaching Standards for both beginning teachers and career teachers**
- **Comprehensive Evaluation for beginning teachers**
- **Performance Review for career teachers at least once every three years**
- **Development of an Individual Career Development Plan by a career teacher in consultation with the evaluator**
- **Annual meeting between the evaluator and the teacher to discuss the progress on the career development plan**
- **Provision of intensive assistance for career teachers who are not meeting the Diocesan/Iowa Teaching Standards**
- **Trained evaluators**

KEY TIMELINE

- **September 2004:** Incorporate District Career Development Plan into CSIP
- **July 2005:** Local teacher evaluation system revised
- **2005-2006 School Year:**
 1. Begin implementation of performance reviews of non-beginning teachers.
 2. Begin implementation of Individual Teacher Career Development Plans.
 3. Implement an Intensive Assistance program for career teachers not meeting the Diocesan/Iowa teaching standards.

Davenport Diocese Professional Learning Community
Vision and Beliefs: *The Theory Behind the Plan*

We are a professional learning community totally focused on teaching, learning, and spiritual development.



The Diocese of Davenport Belief Statements

- The teacher evaluation system should be manageable for all stakeholders, have longevity, and be implemented consistently throughout the Diocese.
- The relevance of the teacher evaluation program will be qualitative and quantitative, purposeful, and productive. The evaluation program will improve teacher performance and ultimately, student learning.
- Improved student learning will result with ongoing teacher self-reflection on instructional practices.
- The evaluation system will have clearly defined expectations, timelines, and procedures.

In summary, our total **focus** is: Improved student learning through a focus on best practice instruction while increasing enthusiasm for learning.

“A school teaches in three ways: by what it teaches (rigor), by how it teaches (relevance),
and by the kind of place it is (relationships).”

– *Lawrence Downey*

Teacher Evaluation Overview Tiers I, II, and III

The purpose of the Professional Staff

Evaluation is to provide a structured, supportive, and collaborative environment to promote professional development that will further the district's Comprehensive School Improvement Plan (CSIP) and enhance student achievement. The procedures, processes, and relationships established and supported within the system should also help staff develop professionally and personally, promote an environment that will encourage teachers and administrators to understand the importance and usefulness of evaluation, and support the practice of reflection and continuous professional development.

Overview

The evaluation system shall consist of formal and informal observations, artifact collection, and review of additional data gathered by the administrator.

During the first three years of employment with the Davenport Diocese, all beginning teachers will participate in Tier I of the Professional Staff Evaluation System. A primary purpose of Tier I is to generate usable and reliable data that will support making a decision to recommend for licensure a beginning teacher and will support the movement of the beginning teacher to the Tier II level. Upon successful completion of Tier I, teachers will be placed on Tier II Career Teacher of this system.

Staff new to the Davenport Diocese, but not new to the profession, will spend one year in a Tier II Probationary Career Teacher cycle. If a teacher transfers to a different school within the Diocese, the administrator has the option of placing the teacher on the Tier II Probationary Career status. They may be assigned to the Tier II Probationary Career teacher cycle for an additional year by their evaluator. Written notification of this decision will be provided to the employee by March 30. Upon successful completion of this cycle, the teacher will be placed on Tier II Career Teacher status.

Professional staff on Tier II will be involved in developing, implementing, and assessing Career Development Plans. During this three-year cycle, staff members will have conversations with the evaluator(s) about progress toward meeting the Iowa Teaching

Definitions

1. *Comprehensive Evaluation* shall mean a summative evaluation of a Tier 1 or a Tier II Probationary Career teacher conducted by an evaluator for the purposes of determining a teacher's competency relative to the Iowa teaching standards. For Tier 1 teachers, the *Comprehensive Evaluation* will also be used for recommendation for licensure.
2. *Performance Review* shall mean a summative evaluation of a teacher other than a Tier 1 or Tier II Probationary Career teacher used to determine the teacher's practice meets Diocesan school expectations and the Diocesan/Iowa teaching standards.
3. *Tier 1, Beginning Teacher*, shall mean an individual serving under an initial provisional license, issued by board of educational examiners under charter 272 who is assuming a position as a classroom teacher.
4. *Tier II Probationary Career Teacher* shall mean an individual who holds a valid practitioner's license but has served less than one year in the Diocese.
5. *Career Teacher* means an individual who holds a valid practitioner's license and who has been employed in the Diocese for more than one year.
6. *Formal Observation* shall mean the observation of a teacher's performance, as outlined in the process on page 9.
7. *Informal Observation* shall mean the unannounced observation of a teacher's performance.
8. *Walk-through* means an announced or unannounced brief observation of a teacher's performance and classroom. A checklist and comment page is completed.
9. *Teacher* means an individual holding a practitioner's license issued under chapter 272, who is employed in a non-administrative position as a teacher, librarian, or counselor.

Standards and Criteria. The evaluator(s) will also conduct one formal observation of each staff member during Year 3 of the three-year cycle. Additional observations – informal and formal – may be conducted, and walk-throughs will also occur. A Comprehensive Evaluation will occur at the end of Year Three.

If an evaluator determines, at any time, as a result of a teachers' performance, that the teacher is not meeting Diocesan expectations under the Iowa Teaching Standards and Criteria, and any other standards and criteria established by the Diocese, the evaluator shall recommend the teacher participate in Tier III, an intensive assistance program and notify the superintendent of this action.

Principals need to be aware of the timelines in the Catholic Educator's Handbook in the event of a recommendation for non-renewal.

Tier I, II, III Notification

The professional growth process includes three tiers:

- Tier I: Beginning Teacher
- Tier II: Probationary Career Teacher and Career Teacher
- Tier III: Intensive Assistance Cycle

By September 30th of each school year, a member of the administrative staff shall acquaint employees with the evaluation procedures, criteria, and instruments, including any walk-through observation forms that may vary from year to year depending upon building-wide initiatives and staff development. An employee starting work after the beginning of the school year shall be given such notification no later than one (1) week prior to the first formal evaluation.

Tier I, II, and III

Observation of work performance of a teacher shall be conducted openly. A copy of the Post-Observation Reflection Form shall be given to the principal within 5 working days of the observation. A conference shall be held between the principal and the teacher within ten days of the observation. This time may be extended by mutual agreement. The teacher shall sign the evaluator's copy acknowledging receipt of the teacher's copy. The teacher's signature on the evaluation form shall be understood to indicate his or her awareness of the material but in no instance shall said signature be interpreted to mean agreement with content of the material.

The teacher shall have the right to submit a written response regarding any aspect of the formal observation evaluation. The written response shall be made on the form provided by the Diocese (see page 33) and shall be submitted within two (2) working days of the conference. Any material, including written complaints, used for evaluation purposes shall not be placed in the teacher's personnel file without the employee's knowledge.

Copies of any completed walk-through observation forms will be returned to the teacher within two days.

Note: A staff member's participation in any phase of the evaluation process does not mean that an administrator may not visit that staff member's classroom or observe sessions conducted by the staff member. Administrators will continue to monitor the performance of all staff and will address concerns with staff members as they arise.

Tier I

Tier I: Beginning Teacher Evaluation

The purpose of the Tier I Cycle is to assist beginning teachers in becoming a contributing member of the Davenport Diocese teaching staff. Focused upon the first three years of employment, it shall include the following components: informal mentoring, formal, informal, and walk-through classroom observations, participation in an individual career development plan and summary meeting, and evidence of meeting the Diocesan/Iowa Teaching Standards and Criteria for purposes of licensure.

Tier I: Formal Classroom Observations

Tier I teachers will be formally observed by a licensed evaluator at least two times at mutually agreed upon times. These observations will include a pre-conference and a feedback conference. One of these observations will be of an extended duration as defined in the formal observation process. These formal observations and a summative report will be completed no later than 30 March of each contract year.

Formal Observation Process for Tiers I, II, and III

1. Formal observations shall include pre- and post-observation conferences that will be scheduled for dates and times mutually agreeable to the staff member and the evaluator(s). For staff members in Tier I, the evaluator(s) shall conduct a minimum of two formal observations in each of the first three years before March 30. In the event that a recommendation for non-renewal is going to be made, refer to the Catholic Educator's Handbook for procedures to be followed. For staff members in Tier II, the evaluator(s) shall conduct a minimum of one formal observation during year three of a three-year cycle.
2. The formal observation process shall consist of:
 - a) Pre-Observation Conference
 - i. The pre-observation conference is the opportunity for the professional staff member and evaluator(s) to provide each other with information that will be helpful to the observation process.
 - ii. At or before the pre-observation conference, the staff member will submit the completed Pre-Observation Form for the session to be observed. (See page 20)
 - iii. At this pre-observation conference, the staff member may submit other artifacts or planning data.
 - b) Observation
 - i. During the observation, the evaluator will gather data that is descriptive of the teaching/learning situation.
 - ii. Standards and criteria used during the observation will be the Diocesan/Iowa Teaching Standards and Criteria with focus on: Standard 2 - Content Knowledge; Standard 3 – Planning and Preparation; Standard 4 – Delivery of Instruction; Standard 5 – Monitoring Student Learning; Standard 6 – Classroom Management; and Standard 9 – Faith Community Member.
 - iii. All formal observations will be of sufficient length to observe the lesson/entire session agreed upon for observation. Formal observations will be conducted openly with the full knowledge of the staff member.
 - iv. In order to gain the most solid sense of a staff member's expertise and to provide the best support for professional growth, at least one formal observation during Tier I will be an extended duration (2-3 hours or longer at the elementary level and observations of the same class period extended over two to three sequential days at the secondary level).
 - c) Post-Observation Conference

- i. The post-observation conference is an open and honest discussion of the observation between the professional staff member and the evaluator(s).
- ii. The post-observation conference will be held within ten working days of the observation or later if mutually agreed upon.
- iii. During the post-observation conference, or within ten working days after that conference, the evaluator(s) will provide brief written feedback to the staff member based on the Iowa Teaching Standards and Criteria.
- iv. At the post-observation conference, the staff member will submit a completed Post-Observation Form and may submit additional artifacts or data to assist in a review of the lesson/session observed. (see page 27)

Professional Portfolio

(See pages 12-16 for Tier I Portfolio Requirements)

1. Teachers holding the initial license will create and maintain a professional portfolio in preparation for the comprehensive/summative evaluation. The professional portfolio serves as a catalyst for substantive growth in areas of teaching, philosophy, methods, and goals. These portfolios will provide the evaluator with concise, selective, evidence-based information from a variety of sources. Portfolios can also provide the beginning teacher with an individual, credible, and factual document for the purpose of evaluation and feedback. The evaluator(s) and the teacher will review the portfolio at scheduled conferences.
2. Teachers new to the Davenport Diocese, but not new to the profession, will create and maintain a professional portfolio in preparation for the comprehensive/summative evaluation.

Additional Data and Input

Informal or unannounced observations, walk-throughs, and other informal input may be used to provide additional data in the evaluation process. Other information may include (but is not limited to) observations of the staff member's interactions with students, parents, or other staff members, professional involvement, management of conferences, work on committees, interactions with community agencies, participation in staff meetings or work on teams with fellow staff members. All data and input that is gained from other sources will be made known to the staff member.

Informal Mentoring Program

1. Teachers who hold an initial license will be assigned a staff member to mentor them informally during the first two years of employment.
2. Teachers new to the Davenport Diocese, but not new to the profession, will be assigned a staff member to mentor them their first year of employment.

Individual Career Development Plan

Because all teachers must participate in building-wide staff development, all teachers must complete an individual career development plan (ICDP). (See page 40.) For Tier I teachers, this plan must include the building-wide staff development initiatives and may include at least one personalized goal and implementation plan. For Tier II teachers, the plan must include both the building-wide staff development initiatives and at least one personalized goal and implementation plan. Librarians and guidance counselors will also complete an ICDP, but it may be different than teachers, as agreed upon by the staff member and administrator. Towards the end of the school year, staff members must complete the summary report (page 41) and meet with the administrator to discuss progress on the ICDP. As teachers and staff members complete the ICDP, it is strongly recommended that they review the Teacher Reflection Guide (pages 42-50).

Comprehensive/Summative Evaluation Overview for Tiers I and II

1. For teachers with an initial license, the Comprehensive/Summative Evaluation Form (see page 34) must include the administrator's licensure recommendation. The administrator will use the Teacher Reflection Guide as a tool to help focus his/her thoughts regarding the evaluation of the teacher.
2. For teachers new to the Davenport Diocese, but not new to the profession, the Comprehensive/Summative Evaluation will be based on the staff member's overall performance in meeting the Diocesan/Iowa Teaching Standards and Criteria, as well as information collected during the continuous assessment of the staff member's overall performance throughout the first year. The administrator will use the Teacher Reflection Guide as a tool to help focus his/her thoughts regarding the evaluation of the teacher.
3. For Tier II teachers, the Comprehensive/Summative Evaluation will be based on the teacher's overall performance in meeting the Diocesan/Iowa Teaching Standards and Criteria and the Individual Career Development Plan, (see page 40) as well as information collected during the continuous assessment of their performance throughout the three-year cycle. The administrator will use the Teacher Reflection Guide as a tool to help focus his/her thoughts regarding the evaluation of the teacher.
4. Prior to the filing of the Comprehensive/Summative Evaluation, the evaluator(s) and teacher will have a final conference to review the evaluation. The teacher will sign and receive a copy of the evaluation. The teacher's signature indicates that he/she and the evaluator(s) have discussed the evaluation together. It does not necessarily mean that the teacher agrees with all ratings or remarks contained in the evaluation. The evaluator will maintain a copy of this evaluation in the teacher's personnel file.
5. The teacher may, if he/she wishes, submit a "rebuttal" to the summary evaluation document (see page 33). This "rebuttal" must be in writing and must be submitted to the evaluator(s) within ten school days following the summative evaluation.
6. The following are relevant evaluation materials that must be in the beginning teacher's personnel file: a completed Tier I Comprehensive/Summative Evaluation form (and, if created, the teacher's "rebuttal" document). A Tier II probationary career teacher and a Tier II career teacher will have placed in his/her file: a completed Tier II Comprehensive/Summative Evaluation form (and, if created, the teacher's "rebuttal" document).

TIER I CYCLE CALENDAR

Year One:

- **Written notification of the evaluation process by administration, including walk-through forms (by September 30)**
- **Meeting with evaluator(s) to discuss procedures (by September 30)**
- **Teacher Reflection Guide (optional)**
- **Individual Career Development Plan (Evaluator meets with each teacher twice a year; one by October 15 and one by May 15. The first meeting is to develop and discuss the Individual Career Development Plan. The second meeting is to discuss progress made on goals identified in Individual Career Development Plan.)**
- **Observation by evaluator(s) (Prior to March 30)**
 - Pre-observation conference**
 - Observation**
 - Post-observation conference and review of evidence collection**
- **Observation by evaluator(s) (extended length) (prior to March 30)**
 - Pre-observation conference**
 - Observation**
 - Post-observation conference and review of evidence collection**
- **Collection of evidence (on-going)**
- **Participation in the mentor program (on-going)**

Year Two and Year Three:

- **Written notification of the evaluation process by administration, including walk-through forms (by September 30)**
- **Teacher Reflection Guide (optional)**
- **Individual Career Development Plan (Evaluator meets with each teacher twice a year; one by October 15 and one by May 15. The first meeting is to develop and discuss the Individual Career Development Plan. The second meeting is to discuss progress made on goals identified in Individual Career Development Plan.)**
- **Two Formal Observations by evaluator(s), one may be of extended length (prior to March 30)**
 - Pre-observation conference**
 - Observation**
 - Post-observation conference and review of evidence collection**
- **Collection of evidence (on-going)**
- **Portfolio completion (prior to February 1 of year 2)**
- **Participation in the mentor program (on-going)**
- **Tier I Comprehensive/Summative Evaluation by evaluator(s) (by May 15)**
 - Must have demonstrated the ability to meet the Iowa Teaching Standards & Criteria**

Note – Principals need to be aware of the timelines in the Catholic Educators’ Handbook in the event of a recommendation for non-renewal.

TIER I PORTFOLIO BASIC REQUIREMENTS

Pre-Observation Forms

- ◆ Sets and communicates high expectations 3b
- ◆ Uses students' developmental needs, backgrounds and interests in planning for instruction 3c
- ◆ Application of research, knowledge and skills from professional development 7c, 7d
- ◆ Demonstrates habits of continuous inquiry and learning 7a

Lesson Plan for Observation

- ◆ District standards/benchmarks/curriculum 3a, 4a
- ◆ Expectations for social, behavior, and academic success 3b
- ◆ Research-based strategies to engage all students and address full range of cognitive levels 3d, 4b
- ◆ Resources used to develop and sequence instruction 3e
- ◆ Assessment that is aligned with instruction 5a

Observation Notes

- ◆ A classroom culture that supports the learning of every student 1d
- ◆ An environment of mutual respect, rapport, and fairness 1e
- ◆ Effective communication 1g
- ◆ Use of key concepts, themes, relationships, perspectives related to content area 2a
- ◆ Use of knowledge of student development to make learning experiences meaningful and accessible for every student 2b
- ◆ Relating ideas and information within and across content areas 2c
- ◆ Use of appropriate research-based instructional strategies 2d, 4b
- ◆ Communication of high expectations for social, behavioral, and academic success of all students 3b
- ◆ Aligned with diocesan curriculum 4a
- ◆ Flexibility and responsiveness in adjusting instruction to meet student needs 4c
- ◆ Engaging students in varied experiences 4d
- ◆ Connecting students' prior knowledge, experiences, and interests 4e
- ◆ Use of available resources 4f
- ◆ Creation of a learning community that encourages positive social interaction, active engagement, and self-regulation for every students 6a
- ◆ Establishing, communicating, modeling and maintaining standards of responsible student behavior 6b
- ◆ Classroom procedures and routines that support high expectation for student learning 6c
- ◆ Effective use of instructional time 6d
- ◆ Safe and purposeful learning environment 6e
- ◆ Respect for all learners and staff 8d
- ◆ Gives evidence of valuing Catholic philosophy of education. 9a

Post-Observation Form

- ◆ Demonstrates flexibility and responsiveness in adjusting instruction 4c
- ◆ Student work samples with substantive, timely, and constructive feedback 5e
- ◆ Implementation of professional development plans 7d

General Observable Criteria

- ◆ Participates in Parent/Teacher Conferences 1a
- ◆ Adheres to board policies, diocesan procedures, and contractual obligations 8a
- ◆ Demonstrates professional and ethical conduct 8b

Portfolio Addendum (completed once over the 3 years)

- ◆ Communicates assessment criteria and standards to all students and parents 5b
- ◆ Understands and uses the results of multiple assessments 5c
- ◆ Guides students in goal setting and assessing their own learning 5
- ◆ Demonstrates habits and skills of continuous inquiry and learning 7a
- ◆ Gives on-going support to the development and living of a Christian faith community among faculty and students. 9b
- ◆ Demonstrates commitment to the values of personal prayer and participation in community worship. 9c
- ◆ Fosters apostolic consciousness and an awareness of Peace and Justice issues in students by witnessing to and encouraging Christian service. 9d
- ◆ Fosters awareness of multicultural nonsexist issues as justice issues. 9e
- ◆ Other artifacts as determined by teacher and administrator to complete portfolio.

POSSIBLE EVIDENCE FOR TIER I PORTFOLIOS

Standard 1

Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.

The teacher:

- a. Provides evidence of student learning to students, families, and staff.
- b. Implements strategies supporting student, building, and district's goals.
- c. Uses student performance data as a guide for decision making.
- d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.
- e. Creates an environment of mutual respect, rapport, and fairness.
- f. Participates in and contributes to a school culture that focuses on improved student learning.
- g. Communicates with students, families, colleagues, and communities effectively and accurately.

The evidence:

- a. P/T Conferences
- b. Lesson plan/ observation
- c. Lesson plan/ observation/ student work sample
- d. Observation
- e. Observation
- f. Observation
- g. P/T Conferences/ Observation

Standard 2

Demonstrates competence in content knowledge appropriate to the teaching position.

The teacher:

- a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.
- b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.
- c. Relates ideas and information within and across content areas.
- d. Understands and uses instructional strategies that are appropriate to the content area.

The evidence:

- a. Observation
- b. Observation
- c. Observation
- d. Observation

Standard 3

Demonstrates competence in planning and preparing for instruction.

The teacher:

- a. Uses student achievement data, local standards, and the district curriculum in planning for instruction.
- b. Sets and communicates high expectations for social, behavioral, and academic success of all students.
- c. Uses students' developmental needs, backgrounds, and interests in planning for instruction.
- d. Selects strategies to engage all students in learning.
- e. Uses available resources, including technologies, in the development and sequencing of instruction.

The evidence:

- a. Lesson Plan
- b. Observation/Lesson Plan
- c. Pre-Observ. Form
- d. Lesson Plan
- e. Lesson Plan

Standard 4

Uses strategies to deliver instruction that meets the multiple learning needs of students.

The teacher:

- a. Aligns classroom instruction with local standards and district curriculum.
- b. Uses research-based instructional strategies that address the full range of cognitive levels.
- c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.
- d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.
- e. Connects students' prior knowledge, life experiences, and interests in the instructional process.
- f. Uses available resources, including technologies, in the delivery of instruction.

The evidence:

- a. Lesson Plan/Obs.
- b. Observation/Lesson Plan
- c. Observation
 - d. Observation
 - e. Observation
 - f. Observation

Standard 5

Uses a variety of methods to monitor student learning.

The teacher:

- a. Aligns classroom assessment with instruction.
- b. Communicates assessment criteria and standards to all students and parents.
- c. Understands and uses the results of multiple assessments to guide planning and instruction.
- d. Guides students in goal setting and assessing their own learning.
- e. Provides substantive, timely, and constructive feedback to students and parents.
- f. Works with other staff and building and district leadership in analysis of student progress.

The evidence:

- a. **Lesson Plan**, Classroom assessment
- b. Portfolio Addendum, communications with students and parents
- c. Portfolio Addendum, including student data and its impact on instruction seen in lesson plans
- d. Portfolio Addendum, incl. student work samples
- e. Student Work Samples and parent communication
- f. Observation

Standard 6

Demonstrates competence in classroom management.

The teacher:

- a. *Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.*
- b. *Establishes, communicates, models, and maintains standards of responsible student behavior.*
- c. Develops and implements classroom procedures and routines that support high expectations for student learning.
- d. Uses instructional time effectively to maximize student achievement.
- e. Creates a safe and purposeful learning environment.

The evidence:

- a. **Observation**
- b. **Observation**
- c. **Observation**
- d. Observation
- e. Observation

Standard 7

Engages in professional growth.

The teacher:

- a. Demonstrates habits and skills of continuous inquiry and learning.
- b. Works collaboratively to improve professional practice and student learning.
- c. Applies research, knowledge, and skills from professional development opportunities to improve practice.
- d. Establishes and implements Professional Development Plans based upon the teacher's needs aligned to the Iowa Teaching Standards and district/building student achievement goals.

The evidence:

- a. Portfolio Addendum
- b. Log or meeting minutes
- c. Observation
- d. Log or meeting minutes

Standard 8

Fulfills professional responsibilities established by the school district.

The teacher:

- a. Adheres to board policies, district procedures, and contractual obligations.
- b. Demonstrates professional and ethical conduct as defined by state law and district policy.
- c. Contributes to efforts to achieve district and building goals.
- d. Demonstrates an understanding of and respect for all learners and staff.
- e. Collaborates with students, families, colleagues, and communities to enhance student learning.

The evidence:

- a. Observation
- b. Observation
- c. Meeting minutes/observation
- d. Observation
- e. P/T Conf., meeting minutes, observation

Standard 9

Fulfills professional responsibilities as faith community member.

The teacher:

- a. Gives evidence of valuing Catholic philosophy of education.
- b. Gives on-going support to the development and living of a Christian faith community among faculty and students.
- c. Demonstrates commitment to the values of personal prayer and participation in community worship.
- d. Fosters apostolic consciousness and an awareness of Peace and Justice issues in students by witnessing to and encouraging Christian service.
- e. Fosters awareness of multicultural nonsexist issues as justice issues.

- a. observation
- b – e. portfolio addendum

Davenport Diocese/Iowa Teaching Standards and Criteria

<p>STANDARD 1: Demonstrates ability to enhance academic performance and support for implementation of the school district’s student achievement goals.</p>	<p>STANDARD 2: Demonstrates competence in content knowledge appropriate to the teaching profession.</p>
<p>The Teacher:</p> <ul style="list-style-type: none"> a. Provides evidence of student learning to students, families, and staff. b. Implements strategies supporting student, building, and district goals. c. Uses student performance data as a guide for decision making. d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student. e. Creates an environment of mutual respect, rapport, and fairness. f. Participates in and contributes to a school culture that focuses on improved student learning. g. Communicates with students, families, colleagues, and communities effectively and accurately. 	<p>The Teacher:</p> <ul style="list-style-type: none"> a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area. b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student. c. Relates ideas and information within and across content areas. d. Understands and uses instructional strategies that are appropriate to the content area.
<p>STANDARD 3: Demonstrates competence in planning and preparation for instruction.</p>	<p>STANDARD 4: Uses strategies to deliver instruction that meets the multiple learning needs of students.</p>
<p>The Teacher:</p> <ul style="list-style-type: none"> a. Uses student achievement data, local standards and the district curriculum in planning for instruction. b. Sets and communicates high expectations for social, behavioral, and academic success of all students. c. Uses student developmental needs, background, and interests in planning for instruction. d. Selects strategies to engage all students in learning. e. Uses available resources, including technologies, in the development and sequencing of instruction. 	<p>The Teacher:</p> <ul style="list-style-type: none"> a. Aligns classroom instruction with local standards and district curriculum. b. Uses research-based instructional strategies that address the full range of cognitive levels. c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs. d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth. e. Connects students' prior knowledge, life experiences, and interests in the instructional process. f. Uses available resources, including technologies, in the delivery of instruction.

STANDARD 5: Uses a variety of methods to monitor student learning.	STANDARD 6: Demonstrates competence in classroom management.
<p>The Teacher:</p> <ol style="list-style-type: none"> Aligns classroom assessment with instruction. Communicates assessment criteria and standards to all students and parents. Understands and uses the results of multiple assessments to guide planning and instruction. Guides students in goal setting and assessing their own learning. Provides substantive, timely, and constructive feedback to students and parents. Works with other staff and building and district leadership in analysis of student progress. 	<p>The Teacher:</p> <ol style="list-style-type: none"> Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student. Establishes, communicates, models and maintains standards of responsible student behavior. Develops and implements classroom procedures and routines that support high expectations for learning. Uses instructional time effectively to maximize student achievement. Creates a safe and purposeful learning environment.
STANDARD 7: Engages in professional growth.	STANDARD 8: Fulfills professional responsibilities established by the school district.
<p>The teacher:</p> <ol style="list-style-type: none"> Demonstrates habits and skills of continuous inquiry and learning. Works collaboratively to improve professional practice and student learning. Applies research, knowledge, and skills from professional development opportunities to improve practice. Establishes and implements professional development plans based upon the teacher needs aligned to the Iowa Teaching Standards and district/building student achievement goals. 	<p>The Teacher:</p> <ol style="list-style-type: none"> Adheres to board policies, district procedures, and contractual obligations. Demonstrates professional and ethical conduct as defined by state law and individual district policy. Contributes to efforts to achieve district and building goals. Demonstrates an understanding of and respect for all learners and staff. Collaborates with students, families, colleagues, and communities to enhance student learning.
STANDARD 9: Fulfills professional responsibilities as a Faith Community Member	
<p>The teacher:</p> <ol style="list-style-type: none"> Gives evidence of valuing Catholic philosophy of education. Gives on-going support to the development and living of a Christian faith community among faculty and students. Demonstrates commitment to the values of personal prayer and participation in community worship. Fosters apostolic consciousness and an awareness of Peace and Justice issues in students by witnessing to and encouraging Christian service. Fosters awareness of multicultural nonsexist issues as justice issues. 	

**PRE-OBSERVATION FORM:
TIERS I, II, AND III**

Name:	Administrator:
Pre-Conference Date:	Date and Time of Observation:
Grade/Subject:	

1. Briefly describe the students in this class, including those with special needs.

2. What are the goals for the lesson? What do you want the student to learn?

3. How do these goals support the diocese's curriculum?

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

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

6. What difficulties do students typically experience in this area, and how do you plan to anticipate these difficulties?

7. Describe what, if anything, from staff development that will be observed?

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

9. What Iowa teaching standards/criteria will be demonstrated in this observation?

10. List any items you might want to call to the attention of the administrator or areas you would like the administrator to observe.

Teacher's Signature/Date

Administrator's Signature/Date

**SAMPLE LESSON PLAN DESIGN FOR FORMAL OBSERVATION PROCESS
TIERS I, II, AND III**

Name: _____ Subject: _____

Date: _____ Time: _____

Diocesan **standards**, benchmarks, or curriculum addressed (3a, 4a)

Expectations for social, behavior, and academic success (3b)

Research-based **strategies** to engage all students and address full range of cognitive levels (3d, 4b)

Resources used to develop and sequence instruction (3e)

Assessment that is aligned with instruction (5a)

Administrator's signature/date: _____

Teacher's signature/date: _____

Sample Formal Observation Form as Completed by the Administrator/Observer

[Teacher's Name]

Date of observation: October 12, 2008

Time of observation: 9:30-10:15

Grade:

Subject Area Observed and Lesson Plan Goals: Literature. Introduction of memoirs

Observations:

[This section contains information about the classroom environment and what is taking place throughout the lesson.]

The desks were arranged in pairs except for four desks. At the front was a religiously decorated bulletin board. Editor's marks were on posters in the front, and several other charts/posters regarding the writing process were elsewhere in the room. Character education posters were displayed. Classroom rules were stated in the front. What's happening bulletin board was on the side. Study skills posters were also displayed. Friday folder names were on the board. Service project boxes were on the blackboard ledge. Strings with empty hooks hung down from the ceiling. Several extension cords were running across the floor in the back of the room near the pencil sharpener.

When the observation began, students were coming into the room. Ms. Smith announced to the few that they were to start doing their work on the board. Most students did not need this reminder. Ms. Smith went around the room and passed out a sheet of paper to everyone. Students continued to come into the room. By 9:34, everyone was in the room and working.

The work on the board was to brainstorm some memories that stand out in their lives. At 9:36, Ms. Smith asked students to write down one of their ideas on the back side. Ms. Smith called upon a few students to share the memory written on the back of the paper. Ms. Smith then had students read a section from a page in the textbook regarding memoirs.

Ms. Smith had students write down the five sense words branching off from what they had written on the sheet. She turned on the overhead and shared her experience. She had a student tell her the senses as she wrote them on the overhead. She had students help her to complete her graphic organizer about her experience. She called upon students who had their hands raised.

Ms. Smith gave students three minutes to work on their own and set the timer. She circulated about the room and checked students' work, making a few comments as she looked at their work. She also gave another general hint to the whole class. When the timer sounded, she asked everyone to stop even though they may not be finished. She told them they would be getting back to them.

Ms. Smith previewed that they would be reading about a selection from a memoir. She wrote the word on the board and asked students about the root word. She then said there were only five vocabulary words for the story. She adjusted a few students' locations so they could have partners. She passed out vocabulary cards. Students seemed to know what to do even without instructions, although Ms. Smith also repeated the instructions for them. The words were also written on the board. Ms. Smith told students to write the vocabulary words in their notebooks when they finished with the cards.

Ms. Smith circulated about the room and made comments and offered suggestions as students worked. The praise that Ms. Smith used was specific and not general.

After about 3-4 minutes, Ms. Smith called up two groups to the front. Each of the four students read a sentence. In the interests of time, Ms. Smith said they would not do any more. She asked a student to pick up the cards that were not yet used.

Ms. Smith told students that they would stay in the same groups for the rest of their work and also mentioned that they may not finish due to the shortened class. Ms. Smith had students flip over their paper. She called upon a student to read the directions. Ms. Smith then talked more about the directions. They began reading the selection. Ms. Smith nonchalantly picked up the jar of sticks. After the first section, Ms. Smith paused to ask a couple of questions. She then called upon two students to continue reading, using the sticks.

After the first three sections, Ms. Smith gave the students the directions to continue. They were to read the rest as indicated on the sheet of paper and answer the questions. They could do it however they wanted. Whatever they did not finish together was their homework. It was 10:00 when they started.

Students began to work. Ms. Smith mentioned that she saw many students remember to stop at the noted place. Ms. Smith continued to circulate about the room. She also set the timer. When the timer sounded at 10:04, Ms. Smith told students to stop working for now. She told the three students who had moved to return to their seats. She asked them to review their homework. She praised a student who had raised his hand. Ms. Smith made several comments regarding the homework and answered any questions. She then dismissed the students.

Comments Related to the Iowa Teaching Standards and Criteria:

[This section provides a brief comment concerning the standards and criteria that were observed.]

1b—Graphic organizers, structural analysis. Well done

1d—Well done.

1e—Well done.

1f—Communication with students was well done.

2a-2d—Well done

3a-3e—Well done.

4a-4b, 4d-4f—Well done

5e—Some feedback given to students as you circulated about the room.

6a-6e—Well done.

8d—Well done.

Multicultural/gender fair approaches—random calling upon students by using sticks

Learning skills –graphic organizers, vocabulary approach

Commendations:

[This section offers praise for things that were well done.]

--Standards and criteria: 1b, 1d, 1e, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 3e, 4a, 4b, 4d, 4e, 4f, 6a, 6b, 6c, 6d, 6e, and 8d.

--Time on task at the beginning of class as students came into the classroom.

--Excellent connections made to students' backgrounds and interests.

--Good rapport with students.

--Participation and engagement of the students throughout the period.

--Graphic organizer

--Use of timer and drawing sticks was seamless.

--Transitions were seamless.

--Vocabulary activities, including exploring the root word and using vocabulary cards and sentences, were well done.

--There was a wide variety of activities throughout the class period. However, they did not seem rushed either, and transitions were smooth and controlled.

--Praise used was specific rather than general. For example, "You did a good job using context words in a sentence to help explain the term."

--Good review of vocabulary from a previous lesson/story.

--Transitions were orderly.

--Having students repeat directions to check for understanding.

--Use of multiple research based instructional strategies/best practices.

--All of class was quiet (as needed and even though group work was done) and orderly.

Required:

[These are areas that must be addressed and are relatively non-negotiable. Examples might include safety issues, classroom management issues, or other specific issues that absolutely must be addressed. The number of items in this section is relatively few, if any.]

Electrical cord management is a must. Determine a method by which the room can be arranged or use other means so that the electrical cords are not a tripping hazard.

Questions for reflection:

[This section previews questions for the teacher to consider and may also be referenced during the post observation conference. By including some ORID questions in this section, the administrator is reminded of the use of ORID questioning in the post-observation conference as well.]

--What is the purpose of the seating arrangement that has four desks on their own?

--With so much going on during the class, how can you ensure that students understand the homework assignment and stay organized?

--Did you differentiate for instruction in any way? Is there a way for differentiated instruction to be incorporated into this lesson or series of lessons dealing with memoirs?

--Did you use any innovations in this lesson that you had not used often in the past?

--Did you explain why students should learn about a memoir? What is its intrinsic value? How is it related to the curriculum guidelines and/or other types of assessments?

--What activities produced the highest levels of student engagement?

- Is your overhead or the transparency sheet yellowing and/or getting dark? How would the brightness affect student learning? Attitudes about learning?
- What did you learn from doing this lesson?
- Based on what you learned from doing this lesson, how will you conduct or experiment in future lessons?

General Comments:

[After analyzing the lesson and time period of the observation in detail, this section gives a short overview of the session as a whole.]

The use of time and variety of activities, including research based activities, were outstanding. Although many different activities were done, the transitions and progress seemed effortless. Everything was smooth and well executed with nothing rushed or chaotic. Students were engaged, and the classroom was orderly and purposeful.

Signature of observer: _____ Date _____

Signature of teacher: _____ Date _____

(Teacher's signature indicates that he/she has seen and received a copy of the written feedback. It does not necessarily indicate agreement as to all the contents of the written feedback.)

Sample Formal Observation Form as Completed by the Administrator/Observer

[School Name]
Observation
Jenny Smith
Oct. 12, 2008

Script:

[This section contains a script of what was said and done throughout the lesson. Towards the right hand are references made to the teaching standards and criteria.]

9:15 yes it does stink, because onions are our are plant cells. What two types. Animal and plant cells. Onion for plant and cheek for animal cells. There is a rubric for the lab so you know we are going to be looking for during this lab. Handing out rubric. **5b** You're going to working in groups of two. Alright if you look at top 4 points possible in each category. Sketching a plant cell. You will be sketching what you see. Fold this paper in half. Demonstrating on model Jenny already created. On your rubric, write down these cell membrane, cell wall, cytoplasm, nucleus, vacuole and chloroplasts and put a star by last two.

9:22 While you are writing down why did I choose those six things. Several answers. Exactly they are going to be visible parts. Because we know some are only in one cell. What about the nucleus? Both vacuole? Both. What is the difference between plant and animal? Open up the book to pg 64-65. Vacuole in plant cell much larger than in animal cell. You might not see it Calling on a variety of students. 7-8 Students on focus. The four you have to have labeled are cell membrane/cell wall/cytoplasm/nucleus. Now going through rubric explanation. **6c** (directions) Write a paragraph five sentences. We got it out of the way ready to go. Lets talk about microscope. Should be sitting this way. You can pull it back to you. That it is on low power. Clicked into place. Not looking yet. These require you to find the light you will know when you catch the light because it will go from dark to light.

Don't move it once you find the light. Students checking microscopes. Back counter is station 1. Station 2 at table and station three at back counter. One of you **2b**

In the group prepares each cell. Each person will need a piece of paper. The person doing the onion cell comes back get a slid cover be careful not to break. Dime a dozen. Take cover slide put drops of water on there, then grab piece of onion, skin thinner better. Only need a small piece and then stick that into water stick cover slide and get rid of air bubbles. Now if you are the animal cell grab a slide take a toothpick and rub on toothpick. Demonstrating. You will know you have it when you see saliva on cover slide and I will put iodine on slide. **3c**

9:32 put cover slip on helps spread out and makes them pop out a little. Everybody grab piece of white paper. Wait. I think you are ready. Students moving around to different locations. Jenny helping group 3. Putting iodine on slides. Once you get **4c** them set go back to seats and I will show you a sample of what you should be looking for. Once you get both slides ready go back to seats. Also get your paper ready to **5a** label. Jenny getting microscope with tv ready. Students almost all back at seats. Working. Jenny checking on last groups' getting slides ready.

9:40 While last group finishing up look up here at screen so you have an idea of what you are looking for. This what your onion cell is going to look like. Everybody look up here. Pointing at tv screen. What are these boxes? Definitely see cell wall in onion. You will be able to see layers of cells if lucky just one. **2a**

Why don't you go ahead and put onion cell in and see if you can find it. Just take one and start to sketch it. Answering questions. We have a really good one. This is really important you are drawing what you see in microscope not what you see in the book. Working to different groups. Helping students. Most groups moving forward. Victoria's group struggling. Helping them. Students on task.

9:50 Students drawing cells. Taking turns looking microscope. Talking to each **4f, 3e** (microscopes) other about what they are seeing and their drawings. Can there be more than one vacuole? Yep. Moving around to all students. Victoria taking with other students Olinger both seem a little lost. Helping Victoria. Make sure we are talking about appropriate stuff not the costumes we wore last night. Couple of hands up.

9:55 I am going to show you a really good thin example up here on the tv. Sample

on ty. That thick parts are cell wall. Can you see the cell membrane? Not really. But we know where it is. Those are air bubbles. Right now I want you get animal cells out so you get to look at them. If you are having trouble can you see that these aren't as organized as plant cell. Little discombobulated. Give me a time out. Sit down. Students back on focus. Look for a big cluster of cells. Back helping students now. 10:03 Students still working. Two off focus I am going to put samples on board if you didn't find all parts then you can get it. 7B it is time to switch I need you to listen so we can get going. Wash off slides. Keep white sheets cause we are going to be working on them tomorrow. Microscopes on back shelf. Students moving around.

Whole Lesson: 2d,3a lesson plans, 4a, 6d,1d

[This section lists, as a whole, other standards and criteria that were observed.]

Overview

[This section provides an overview and comments related to the time observed.]

I observed Jenny teach a science lesson to approximately 26 7th grade students. The lesson focused on animal and plant cells, which the students studied with microscopes.

Jenny began by giving instructions to the students on the rubric for the lesson, how to use the microscope and the details of the assignment. The students then moved into preparing the microscope slides and completing a drawing of the cell they viewed. The students continued working on this assignment until the end of class.

The strength of the lesson was the student interest in the material. Jenny facilitated the lesson so students could interact by studying the cells themselves increasing their focus and attention. The students understood the procedures of the classroom and the lesson was organized in its presentation. Materials such as the rubric and microscope visual on the TV were also productive. To help students work more independently the steps could be written on the board or on a piece of paper allowing them to continue with the lesson.

Jenny spent a good deal of time working with different students/groups. An equal amount of time was spent with the various groups through out the lesson. Questions were dispersed widely between different individuals. As a whole the lesson went very well.

[After analyzing the lesson and time period of the observation in detail, this section gives a short overview of the session as a whole.]

POST-OBSERVATION REFLECTION FORM
TIERS I, II, AND III

Name:	School:
Grade/Subject:	
Observation Date:	Time:
Post-conference Date:	Time:

1. As I reflect on the lesson, to what extent were students productively engaged?

2. Did the students learn what I intended? Were my instructional goals met? How do I know?

3. Did I alter my goals or instructional plan as I taught the lesson? If so, why?

4. How were elements learned from staff development, if any, incorporated into this lesson?

5. If I had the opportunity to teach this lesson again to this same group of students, what would I do differently? Why?

6. Provide several samples of student work related to this lesson. The samples should reflect the full range of student ability in your class and include the feedback you provide to students on their papers.

7. List the Diocesan/Iowa Teaching Standards/Criteria that were related to this lesson.

Teacher's signature/Date

Administrator's signature/Date

Sample ORID Questions

These questions are intended to provide focus for the post-observation conversation

<p>Objective Questions: (They are easy to answer. They get to facts and information. They relieve stress and invite active participation.)</p> <p><i>What?</i></p> <p>What do you remember most vividly about the lesson?</p> <p>What were the key points you listed in your lesson?</p> <p>What did the students actually do during the lesson?</p> <p>What did the students accomplish?</p> <p>What student behaviors did you observe?</p> <p>What body language did you notice?</p> <p>Which students were actively engaged?</p> <p>Which activity in the lesson took the most time?</p> <p>How many different resources did you use?</p> <p>What are some innovations that you used?</p> <p>Are there artifacts that I should examine?</p> <p>Where does this lesson fit into the curriculum?</p>	<p>Reflective Questions: (They elicit emotional responses and personal reactions. They invite a deepened level of participation: think, feel, gauge.)</p> <p><i>Then What?</i></p> <p>How do you feel the lesson went?</p> <p>How did you feel as you were teaching this lesson?</p> <p>What did you do that made you feel most effective?</p> <p>What was exciting, surprising, or frustrating?</p> <p>What was the most/least successful thing you did in the lesson?</p> <p>What was the hardest/easiest part of the lesson?</p> <p>Where or when do you feel the students had difficulty?</p> <p>What seemed to really work (or not work)?</p> <p>Which activities to you think foster the highest engagement?</p> <p>What concerns/pleases you about these artifacts?</p>
<p>Interpretive Questions: (They invite sharing, and they build consciousness. They generate options and possibilities.)</p> <p><i>So What?</i></p> <p>What did you learn about yourself through this experience?</p> <p>What could you have done to increase student engagement?</p> <p>What could you have done to extinguish undesirable student behaviors?</p> <p>What are some examples of classroom management techniques that worked during this lesson?</p> <p>What are some things that you might have done in the beginning, middle, or end of the lesson that would have enhanced learning?</p> <p>What do these results mean for future planning?</p> <p>What other ways could you assess student learning?</p> <p>What insights have you gained about how your teaching affects your students' behavior and/or achievement?</p>	<p>Decisional Questions: (They develop opinions that lead to future actions. They clarify expectations for improvement.)</p> <p><i>Now What?</i></p> <p>What things will you do differently or the same in future lessons?</p> <p>Which of your skills will you further develop?</p> <p>What things will you do to increase student engagement?</p> <p>What things will you do in future lessons to ensure future success and/or prevent future failure?</p> <p>What things will you do during future lessons to sustain or extinguish student behavior?</p> <p>What supports will you need to continue to work on those areas of concern to you?</p> <p>What goals have you set for yourself that are related to our conversation and review of this lesson?</p>

Sample Walk-Through Form

Name _____ Date _____ Time _____

Orientation _____

Curricular Focus _____

Educational Decisions (The teacher chose to....) Circle possible reflection focus.

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Walk the Walls:

Safety Issues:

Sample Walk Through Observation Worksheet

Name _____ Date _____ Subj Obs _____

Instructional Practices Inventory:
<input type="checkbox"/> Student Active Engaged Learning: Active mental engagement such as authentic project work, cooperative learning, hands-on learning, demonstrations, and active research. Higher order thinking evident. Light bulb/aha moments. Some guided reading possible.
<input type="checkbox"/> Student Learning Conversations: Active conversation among students with most or all engaged. Teacher initiated but not directed. Teacher may be a participant, but does not guide the discussion. Student to student conversations. Higher order thinking evident.
<input type="checkbox"/> Teacher-Led Instruction: Teacher-led learning experiences such as lecture, question and answer, teacher giving directions, video instruction with teacher interaction. Discussion may occur, but instruction and ideas come primarily from teacher. Teacher controls the instruction.
<input type="checkbox"/> Student Work with Teacher Engaged: Students working on worksheets, book work, tests, video with teacher viewing the video with the students, etc. Teacher assistance or support evident. Teacher doing what is expected in the circumstances.
<input type="checkbox"/> Student Work with Teacher not Engaged: Students working on worksheets, book work, tests, viewing of video, etc. Teacher assistance or support not evident. Teacher not doing as expected in circumstances.
<input type="checkbox"/> Complete Disengagement: Neither teacher nor students engaged in learning or teaching, such as watching video or doing activities not directly related to the curriculum.

Comments:

Students' Actions:		
_____ On-task/Engaged		
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Test/Quiz/Assessment <input type="checkbox"/> At board/Overhead <input type="checkbox"/> Worksheet/textbook assignment <input type="checkbox"/> Answering knowledge level questions <input type="checkbox"/> Explaining their reasoning <input type="checkbox"/> Presenting to class <input type="checkbox"/> Group work <input type="checkbox"/> Transitioning <input type="checkbox"/> Can articulate what they are learning _____ _____ </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Reading <input type="checkbox"/> Writing/editing original work <input type="checkbox"/> Listening to teacher <input type="checkbox"/> Answering higher order questions <input type="checkbox"/> Taking notes <input type="checkbox"/> Using technology <input type="checkbox"/> Hands-on activity </td> </tr> </table>	<input type="checkbox"/> Test/Quiz/Assessment <input type="checkbox"/> At board/Overhead <input type="checkbox"/> Worksheet/textbook assignment <input type="checkbox"/> Answering knowledge level questions <input type="checkbox"/> Explaining their reasoning <input type="checkbox"/> Presenting to class <input type="checkbox"/> Group work <input type="checkbox"/> Transitioning <input type="checkbox"/> Can articulate what they are learning _____ _____	<input type="checkbox"/> Reading <input type="checkbox"/> Writing/editing original work <input type="checkbox"/> Listening to teacher <input type="checkbox"/> Answering higher order questions <input type="checkbox"/> Taking notes <input type="checkbox"/> Using technology <input type="checkbox"/> Hands-on activity
<input type="checkbox"/> Test/Quiz/Assessment <input type="checkbox"/> At board/Overhead <input type="checkbox"/> Worksheet/textbook assignment <input type="checkbox"/> Answering knowledge level questions <input type="checkbox"/> Explaining their reasoning <input type="checkbox"/> Presenting to class <input type="checkbox"/> Group work <input type="checkbox"/> Transitioning <input type="checkbox"/> Can articulate what they are learning _____ _____	<input type="checkbox"/> Reading <input type="checkbox"/> Writing/editing original work <input type="checkbox"/> Listening to teacher <input type="checkbox"/> Answering higher order questions <input type="checkbox"/> Taking notes <input type="checkbox"/> Using technology <input type="checkbox"/> Hands-on activity	

Comments:

Teacher's Actions:		
<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Giving directions <input type="checkbox"/> Asking knowledge level questions <input type="checkbox"/> Facilitating small groups <input type="checkbox"/> Working one on one w/students <input type="checkbox"/> Circulating about classroom <input type="checkbox"/> Transitioning <input type="checkbox"/> Using technology <input type="checkbox"/> Effective time management <input type="checkbox"/> Clear goals stated <input type="checkbox"/> Downtime </td> <td style="width: 50%; vertical-align: top;"> <input type="checkbox"/> Reading to students <input type="checkbox"/> Asking higher order questions <input type="checkbox"/> Lecturing <input type="checkbox"/> Modeling/Demonstrating <input type="checkbox"/> At board/Overhead <input type="checkbox"/> Checking papers <input type="checkbox"/> Whole class/group qck informal assess <input type="checkbox"/> Clear and accurate communication <input type="checkbox"/> Curriculum standards and benchmarks </td> </tr> </table>	<input type="checkbox"/> Giving directions <input type="checkbox"/> Asking knowledge level questions <input type="checkbox"/> Facilitating small groups <input type="checkbox"/> Working one on one w/students <input type="checkbox"/> Circulating about classroom <input type="checkbox"/> Transitioning <input type="checkbox"/> Using technology <input type="checkbox"/> Effective time management <input type="checkbox"/> Clear goals stated <input type="checkbox"/> Downtime	<input type="checkbox"/> Reading to students <input type="checkbox"/> Asking higher order questions <input type="checkbox"/> Lecturing <input type="checkbox"/> Modeling/Demonstrating <input type="checkbox"/> At board/Overhead <input type="checkbox"/> Checking papers <input type="checkbox"/> Whole class/group qck informal assess <input type="checkbox"/> Clear and accurate communication <input type="checkbox"/> Curriculum standards and benchmarks
<input type="checkbox"/> Giving directions <input type="checkbox"/> Asking knowledge level questions <input type="checkbox"/> Facilitating small groups <input type="checkbox"/> Working one on one w/students <input type="checkbox"/> Circulating about classroom <input type="checkbox"/> Transitioning <input type="checkbox"/> Using technology <input type="checkbox"/> Effective time management <input type="checkbox"/> Clear goals stated <input type="checkbox"/> Downtime	<input type="checkbox"/> Reading to students <input type="checkbox"/> Asking higher order questions <input type="checkbox"/> Lecturing <input type="checkbox"/> Modeling/Demonstrating <input type="checkbox"/> At board/Overhead <input type="checkbox"/> Checking papers <input type="checkbox"/> Whole class/group qck informal assess <input type="checkbox"/> Clear and accurate communication <input type="checkbox"/> Curriculum standards and benchmarks	

Comments

Strategies:

<input type="checkbox"/> Graphic Org. (KWL, Venn, seq, web)	<input type="checkbox"/> Sustained silent reading
<input type="checkbox"/> Think Aloud	<input type="checkbox"/> Read Aloud
<input type="checkbox"/> Structural Analysis of unknown words	<input type="checkbox"/> Hands-on science
<input type="checkbox"/> Scientific method	<input type="checkbox"/> Inquiry-based science activity
<input type="checkbox"/> Fractions	<input type="checkbox"/> Multiple step problem
<input type="checkbox"/> Estimation	<input type="checkbox"/> Using technology
<input type="checkbox"/> Identifying similarities and diffs (compare, contrast, classify, metaphor, analogy)	<input type="checkbox"/> Notes (format, revisit, words, non-ling)
<input type="checkbox"/> Summarizing	<input type="checkbox"/> Recog and praise (general, w/goals)
<input type="checkbox"/> Reinforcing effort	<input type="checkbox"/> Using nonlinguistic representations
<input type="checkbox"/> Purpose of homework stated	<input type="checkbox"/> Set object. & provide feedback (self)
<input type="checkbox"/> Cooperative learning	<input type="checkbox"/> Use cues, ques, and advance organizers
<input type="checkbox"/> Generating and testing hypotheses	<input type="checkbox"/> Differentiated instruction
<input type="checkbox"/> Direct vocab instruction (imagery)	<input type="checkbox"/> Connects to prior knowl/life expers
<input type="checkbox"/> Use of rubrics (self generated)	<input type="checkbox"/> Connections to students' interests
<input type="checkbox"/> Students setting goals	<input type="checkbox"/> Developmentally approp to students
<input type="checkbox"/> Relates ideas within/across content areas	

Comments:

Climate and Environment:

<input type="checkbox"/> Students show respect to teacher	<input type="checkbox"/> Teacher shows respect to students
<input type="checkbox"/> Students respect each other	<input type="checkbox"/> Teacher has positive attitude
<input type="checkbox"/> Students have positive attitude	<input type="checkbox"/> High expectations set
<input type="checkbox"/> Equitable, consistent application of rules	<input type="checkbox"/> Safety iss _____
<input type="checkbox"/> Clear routines/procedures	<input type="checkbox"/> Room clean and neat
<input type="checkbox"/> Room decorated/set up appropriately	<input type="checkbox"/> Reference to character education

Comments:

Reflection question(s):

Other Comments:

The Differentiated School by Carol Ann Tomlinson, Kay Brimijoin and Lane Narvaez
 Figure 5.2 Example of Walkthrough Checklist to Assess Schoolwide Differentiation Patterns

Respectful Classroom Environment	+/-	Ongoing Assessment and Use of Assessment	+/-	Powerful Curriculum	+/-
Teacher calls on student equitably.		Teacher makes continual efforts to know and understand each student as an individual learner.		Curriculum is based on key concepts, principles, and skills to help students understand the purpose of the discipline.	
Teacher interacts respectfully with all students.		Assessments contribute to teacher knowledge about readiness, interest and modes of learning.		All students work with rich and important ideas and essential skills at levels of difficulty that are appropriately challenging for individuals.	
Routines and rituals are in place to assist each learner in feeling a sense of belonging and value in the class.		Teacher consistently adapts instruction based on findings from both formal and informal assessment.		Activities, discussions, materials, and products call on students to think at high levels and to grapple successfully with complex problems, ideas, issues and/or skills.	
Teacher helps students appreciated and affirms both their similarities and differences in learning, culture, background, and interest.		Teacher develops assessment options to ensure that each student has an opportunity to show what he knows, understands and can do related to a topic.		Teacher is passionate about content.	
Varied viewpoints on knowledge and classroom issues are sought and honored.		Assessment includes the expectation that students will think about and use the knowledge, understanding, and skill.		Teacher teaches for success.	

Comments:

TEACHER REBUTTAL FORM

Name: _____ Subject/Grade Level: _____

Date: _____ Time: _____

Please cite area of disagreement on evaluation or observation.

Rationale for disagreement.

Teacher's signature/date: _____

*Davenport Diocese
Professional Staff Evaluation*

Comprehensive/Summative Evaluation Form
TIERS I AND II

Teacher:	Folder #:
Evaluator:	Folder #:
School Name:	
Grade Level:	Subjects:
Year: 1, 2, or 3	

Directions: In the narrative under each standard, the evaluator should incorporate and address each criterion. Contained in each section *may* be comments relating to the four levels at which teachers are meeting each criterion as determined in comparison to the “Teacher Reflection Guide” contained in the “Teacher Evaluation Handbook.” Absence of an indication should not be negatively interpreted.

1. DEMONSTRATES ABILITY TO ENHANCE ACADEMIC PERFORMANCE AND SUPPORT FOR AND IMPLEMENTATION OF THE SCHOOL DISTRICT'S STUDENT ACHIEVEMENT GOALS.

The teacher:

- a. Provides evidence of student learning to students, families, and staff.
- b. Implements strategies supporting student, building, and district goals.
- c. Uses student performance data as a guide for decision making.
- d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.
- e. Creates an environment of mutual respect, rapport, and fairness.
- f. Participates in and contributes to a school culture that focuses on improved student learning.
- g. Communicates with students, families, colleagues, and communities effectively and accurately.

Evidence to support attainment of or failure to meet standard:	Check one:
Evidence spaces are in Microsoft word. Just insert text and box will expand to fit size of text.	<input type="checkbox"/> Meets Standard. <input type="checkbox"/> Does not meet Standard.

- Additional documentation/artifacts applicable to this standard are attached as Appendix H-1.

2. DEMONSTRATES COMPETENCE IN CONTENT KNOWLEDGE APPROPRIATE TO THE TEACHING POSITION.

The teacher:

- a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.
- b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.
- c. Relates ideas and information within and across content areas.
- d. Understands and uses instructional strategies that are appropriate to the content area.

Evidence to support attainment of or failure to meet standard:	Check one:
	<input type="checkbox"/> Meets Standard. <input type="checkbox"/> Does not meet Standard.

- Additional documentation/artifacts applicable to this standard are attached as Appendix H-1.

3. DEMONSTRATES COMPETENCE IN PLANNING AND PREPARING FOR INSTRUCTION.

The teacher:

- a. Uses student achievement data, local standards and the district curriculum in planning for instruction.
- b. Sets and communicates high expectations for social, behavioral, and academic success of all students.
- c. Uses student developmental needs, background, and interests in planning for instruction.
- d. Selects strategies to engage all students in learning.
- e. Uses available resources, including technologies, in the development and sequencing of instruction.

Evidence to support attainment of or failure to meet standard:	Check one: __Meets Standard. __Does not meet Standard.
---	--

- Additional documentation/artifacts applicable to this standard are attached as Appendix H-1.

4. USES STRATEGIES TO DELIVER INSTRUCTION THAT MEETS THE MULTIPLE LEARNING NEEDS OF STUDENTS.

The teacher:

- a. Aligns classroom instruction with local standards and district curriculum.
- b. Uses research-based instructional strategies that address the full range of cognitive levels.
- c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.
- d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.
- e. Connects students' prior knowledge, life experiences, and interests in the instructional process.
- f. Uses available resources, including technologies, in the delivery of instruction.

Evidence to support attainment of or failure to meet standard:	Check one: __Meets Standard. __Does not meet Standard.
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- Additional documentation/artifacts applicable to this standard are attached as Appendix H-1.

5. USES A VARIETY OF METHODS TO MONITOR STUDENT LEARNING.

The teacher:

- a. Aligns classroom assessment with instruction.
- b. Communicates assessment criteria and standards to all students and parents.
- c. Understands and uses the results of multiple assessments to guide planning and instruction.
- d. Guides students in goal setting and assessing their own learning.
- e. Provides substantive, timely, and constructive feedback to students and parents.
- f. Works with other staff and building and district leadership in analysis of student progress.

Evidence to support attainment of or failure to meet standard:	Check one: __Meets Standard. __Does not meet Standard.
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- Additional documentation/artifacts applicable to this standard are attached as Appendix H-1.

6. DEMONSTRATES COMPETENCE IN CLASSROOM MANAGEMENT.

The teacher:

- a. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.
- b. Establishes, communicates, models and maintains standards of responsible student behavior.
- c. Develops and implements classroom procedures and routines that support high expectations for learning.
- d. Uses instructional time effectively to maximize student achievement.
- e. Creates a safe and purposeful learning environment.

Evidence to support attainment of or failure to meet standard:	Check one: __Meets Standard. __Does not meet Standard.
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Additional documentation/artifacts applicable to this standard are attached as Appendix H-1.

7. ENGAGES IN PROFESSIONAL GROWTH.

The teacher:

- a. Demonstrates habits and skills of continuous inquiry and learning.
- b. Works collaboratively to improve professional practice and student learning.
- c. Applies research, knowledge, and skills from professional development opportunities to improve practice.
- d. Establishes and implements professional development plans based upon the teacher needs aligned to the Iowa Teaching Standards and district/building student achievement goals.

Evidence to support attainment of or failure to meet standard:	Check one: __Meets Standard. __Does not meet Standard.
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Additional documentation/artifacts applicable to this standard are attached as Appendix H-1.

8. FULFILLS PROFESSIONAL RESPONSIBILITIES ESTABLISHED BY THE SCHOOL DISTRICT.

The teacher:

- a. Adheres to board policies, district procedures, and contractual obligations.
- b. Demonstrates professional and ethical conduct as defined by state law and individual district policy.
- c. Contributes to efforts to achieve district and building goals.
- d. Demonstrates an understanding of and respect for all learners and staff.
- e. Collaborates with students, families, colleagues, and communities to enhance student learning.

Evidence to support attainment of or failure to meet standard:	Check one __Meets Standard. __Does not meet Standard.
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Additional documentation/artifacts applicable to this standard are attached as Appendix H-1.

9. FULFILLS PROFESSIONAL RESPONSIBILITIES as FAITH COMMUNITY MEMBER.

The teacher:

- a. Gives evidence of valuing Catholic philosophy of education.
- b. Gives on-going support to the development and living of a Christian faith community among faculty and students.
- c. Demonstrates commitment to the values of personal prayer and participation in community worship.
- d. Fosters apostolic consciousness and an awareness of Peace and Justice issues in students by witnessing to and encouraging Christian service.
- e. Fosters awareness of multicultural nonsexist issues as justice issues.

Evidence to support attainment of or failure to meet standard:	Check one __Meets Standard. __Does not meet Standard.
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Additional documentation/artifacts applicable to this standard are attached as Appendix H-1.

-
- The teacher is a first year Beginning Teacher.
 - The teacher meets or exceeds all nine Diocesan/Iowa Teaching Standards and is recommended for a standard license.
 - The teacher fails to meet all nine Diocesan/Iowa Teaching Standards and is not recommended for a standard license.

Evaluator's Signature: _____ Date: _____

Evaluation Period: _____, 20__ to _____, 20__

Teacher's Signature: _____ Date: _____

Signature of the teacher does not indicate that the teacher agrees with the content, only that he/she has received a copy.

Tier II

- The teacher meets or exceeds all nine Diocesan /Iowa Teaching Standards.**
- The teacher fails to meet all nine Diocesan/Iowa Teaching Standards.**

Evaluator's Signature: _____ Date: _____

Evaluation Period: _____, 20__ to _____, 20__

Teacher's Signature: _____ Date: _____

Signature of the teacher does not indicate that the teacher agrees with the content, only that he/she has received a copy.

Tier II

Tier II: Probationary Career Teacher

The purpose of the Tier II, probationary career cycle, is to assist teachers new to the Davenport Diocese with becoming contributing members our school community. Focused upon the first year of employment in the Davenport Diocese or Diocesan school, it shall include the following components: informal mentoring, formal/informal observations, participation in an individual career development plan and summary meeting, and evidence of meeting the Diocesan/Iowa Teaching Standards and Criteria.

Tier II, Probationary Career Teacher - Classroom Observations

Tier II, probationary career teachers, will be formally observed by their principal at least two times at mutually agreed upon times. The observations and a comprehensive/summative evaluation report will be completed no later than 30 March. These observations will focus upon the Diocesan/Iowa Teaching Standards and Criteria. Each observation will include a pre-conference and a feedback conference. The Diocese will provide a form for the summative evaluation report. (See page 23)

Tier II: Career Teacher

The purpose of Tier II is to extend and enrich the professional learning and growth of all teachers and significantly impact organizational performance. Tier II teachers shall annually design their own professional growth plan. These process plans are formulated into a written document called an “Individual Career Development Plan.” (See page 29) As teachers and staff members complete the ICDP, it is strongly recommended that they review the Teacher Reflection Guide (pages 42-50).

Tier II - Performance Review

During year three, Tier II teacher’s performance shall be evaluated by a building principal on each of the Diocesan/Iowa Teaching Standards and Criteria. Each standard will be rated as “meets standard” or “does not meet standard.” Each standard’s criteria will not be rated but will be used as a reference point for gathering evidence to overall performance on each standard. Artifacts related to each teacher’s annual professional learning plan would be used as documentation when completing the comprehensive/summative evaluation. (See page 23) The administrator will use the Teacher Reflection Guide as a tool to help focus his/her thoughts regarding the evaluation of the teacher.

Tier II – Classroom Observation

Tier II teachers will be formally observed by their principal at least once during year three of the performance review cycle. The observation will occur at a mutually agreed upon time. The observation will focus on the Diocesan/Iowa Teaching Standards and Criteria. The observation will include a pre-conference and a post-conference.

Staff members in Tier II will collect evidence of progress in a professional portfolio. This professional portfolio will meet the Tier II Portfolio Minimum Requirements and will be shared with the evaluator(s) by 1 February of year three.

*****Note – Principals need to be aware of the timelines in the Catholic Educator’s Handbook in the event of a recommendation for non-renewal.***

TIER II CYCLE CALENDAR

Year One:

- **Written notification of the evaluation process by administration, including walk-through forms (September 30)**
- **Teacher Reflection Guide (optional)**
- **Individual Career Development Plan (Evaluator meets with each teacher twice a year; one by October 15 and one by May 15. The first meeting is to develop and discuss the Individual Career Development Plan. The second meeting is to discuss progress made on goals identified in Individual Career Development Plan.)**
- **Collection of evidence (on-going)**
- **Summary Report and Meeting (by end of the school year)**

Year Two:

- **Written notification of the evaluation process by administration, including walk-through forms (by September 30)**
- **Teacher Reflection Guide – (optional)**
- **Individual Career Development Plan (Evaluator meets with each teacher twice a year; one by October 15th and one by May 15th. The first meeting is to develop and discuss the Individual Career Development Plan. The second meeting is to discuss progress made on goals identified in Individual Career Development Plan.)**
- **Collection of evidence (on-going)**
- **Summary Report and Meeting (by end of the school year)**

Year Three:

- **Written notification of the evaluation process by administration, including walk-through forms (by September 30)**
- **Teacher Reflection Guide (optional)**
- **Individual Career Development Plan (Evaluator meets with each teacher twice a year; one by October 15th and one by May 15th. The first meeting is to develop and discuss the Individual Career Development Plan. The second meeting is to discuss progress made on goals identified in Individual Career Development Plan.)**
- **Observation by evaluator(s)**
 - Pre-observation conference**
 - Observation**
 - Post-observation conference and review of evidence collection**
- **Collection of evidence (on-going)**
- **Portfolio completion (by February 1)**
- **Tier II Summary Report by teacher (by March 30)**
- **Comprehensive/Summative Evaluation Form by evaluator(s) (by May 15)**
Must have demonstrated the ability to meet the Diocesan/Iowa Teaching Standards & Criteria

Teacher

School

Team Member(s), if a small group is working together

A. GENERAL FOCUS OF THE PLAN:

[Redacted area for General Focus of the Plan]

B. SCHOOL GOAL AND PERSONAL GOAL:
(Related to CSIP & Building Professional Development Plan)

[Redacted area for School Goal and Personal Goal]

C. DESCRIPTION OF THE PLAN, INCLUDING TIMELINES AND PROVIDERS:

[Redacted area for Description of the Plan]

D. INDICATORS OF PROGRESS: What artifacts will I collect to show I have accomplished my goals and that it impacted my practice?

[Redacted area for Indicators of Progress]

Teacher's signature/date

Administrator's signature/date

TIER II: SUMMARY REPORT

(Due on or before May 15 of Year One and Two, and March 30 of Year Three)

Teacher

School

Team Member(s), if a small group is working together

1. How did implementing the plan impact student achievement? (Standard 1f)



2. How did implementing the plan impact your professional growth? (Standard 7a, 7b)



3. How did the plan address the Diocesan/Iowa Teaching Standards and Criteria? (Standard 7d)



4. Each individual teacher's reflection about plan's implementation and outcomes explained below or attached. (Standard 7a)



Teacher's signature/date

Administrator's signature/date



Teacher Reflection Guide

The following themes are embedded in the criteria/rubrics: Equity, cultural sensitivity, high expectations, developmental-appropriateness, accommodating students with special needs, and appropriate use of technology.

Teacher: _____ Grade or content: _____ Self-evaluation Date: _____

Student-Centered Focus of Rubric		Teacher-Centered Focus of Rubric		
Standard 1: Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals .				
CRITERIA	Distinguished	Proficient	Basic	Unsatisfactory
A. Provides evidence of student learning to students, families, and staff.	Teacher provides frequent evidence of student learning to students and parents with student input. Other staff is involved as needed.	Teacher provides frequent evidence of student learning to students, parents, and other staff.	Teacher provides some evidence of student learning to students, parents, and other staff.	Teacher provides little evidence of student learning to the student, parent, or other staff.
B. Implements strategies supporting student, building, and district goals.	Learning strategies are highly relevant to students or instructional goals. The progression of activities is coherent, producing a unified whole reflective of recent professional research.	Most of the learning strategies are suitable to students or instructional goals. Progression of activities is fairly even, and most activities reflect recent professional research.	Only some of the learning strategies are suitable to students or instructional goals. Progression of activities is uneven, and only some of the activities reflect recent professional research.	Learning strategies are not suitable to students or instructional goals. They do not follow an organized progression and do not reflect recent professional research.
C. Uses student performance data as a guide for decision making.	Students are aware of how they are meeting the established standards and participate in planning the next steps.	Teacher uses assessment results to plan for individual and groups of students.	Teacher uses assessment results to plan for the class as a whole.	Teacher does not use assessment results when planning for students.
D. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.	Students and the teacher establish and maintain instructional strategies, activities, interactions, and the classroom environment for all students to achieve.	Instructional strategies and activities, interactions, and the classroom environment convey high expectations for all students to learn.	Instructional strategies and activities, interactions, and the classroom environment convey inconsistent expectations for all students to achieve.	Instructional strategies and activities, interactions, and the classroom environment do not convey expectations for all students to learn.
E. Creates an environment of mutual respect, rapport, and fairness.	Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for teacher as an individual, beyond that for the role.	Teacher-student interactions are friendly and demonstrate general warmth, caring and respect. Such interactions are appropriate to the developmental or cultural norms. Students exhibit respect for the teacher.	Teacher interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard to the age or culture of the students. Students exhibit only minimal respect for the teacher.	Teacher instruction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher.
F. Participates in and contributes to a school culture that focuses on improved student learning.	Both students and the teacher establish and maintain instructional strategies and activities, interactions, and the classroom environment. High expectations for student achievement.	Instructional strategies and activities, interactions, and the classroom environment convey high expectations for student achievement.	Instructional strategies and activities, interactions, and the classroom environment convey inconsistent expectations for student achievement.	Instructional strategies and activities, interactions, and the classroom environment do not convey expectations for student achievement.
G. Communicates with students, families, colleagues, and communities effectively and accurately.	Teacher provides frequent information to student, parents, and colleagues as appropriate about the instructional program. Students participate in preparing materials for their families. Communication is effective and accurate, and any misunderstandings are quickly resolved.	Teacher provides frequent information to students, parents, and colleagues as appropriate, about the instructional program. Communication is effective and accurate.	Teacher participates in the school's activities for student, parent, and colleague communication but offers little additional information. Communication is marginally effective and accurate.	Teacher provides little information about the instructional program to students, parents or colleagues. Communication is ineffective or inaccurate.

Standard 2: Demonstrates competence in content knowledge appropriate to the teaching position.

CRITERIA	Distinguished	Proficient	Basic	Unsatisfactory
A. Understands and uses underlying themes, relationships, and different perspectives related to the content area.	Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge, and makes connections between the content and other parts of the discipline and other disciplines.	Teacher displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines.	Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines. The teacher does not make content errors and corrects students when they do.	The teacher makes content errors or does not correct content errors students make.
B. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.	Teacher displays knowledge of student development to make learning experiences meaningful for every student.	Teacher displays knowledge of student development to make learning experiences meaningful but they are not accessible for every student.	Teacher displays some knowledge of student development to make learning experiences meaningful but they are not accessible for every student.	Teacher displays little uses of knowledge of student development in making learning experiences meaningful and accessible for every student.
C. Relates ideas and information within and across content areas.	Teacher thoroughly and seamlessly relates ideas and information within and across content areas.	Teacher's plans and practices relate ideas and information within and across content areas.	Teacher attempts to relate ideas and information within and across content areas.	Teacher does not relate ideas and information within and across content areas.
D. Understands and uses instructional strategies that are appropriate to the content area.	Teacher displays continuing search for best practices and uses a wide variety.	Teacher's instructional practices reflect current research on best strategies within the discipline, and he/she uses several.	Teacher displays basic understanding and limited usage of current instructional strategies appropriate for student learning.	Teacher displays little understanding of current instructional strategies appropriate for student learning.

Standard 3: Demonstrates competence in planning and preparing for instruction.

CRITERIA	Distinguished	Proficient	Basic	Unsatisfactory
A. Uses student achievement data, local standards, and the district curriculum in planning for instruction.	Planning for instruction includes the use of student achievement data, including both standardized assessment results and formative classroom assessment and is used extensively to plan for differentiated instruction for individuals and groups of students. The diocesan curriculum is thoroughly used and referenced in the planning for instruction.	Planning for instruction includes the use of student achievement data, including both standardized assessment results and formative classroom assessments for individuals and groups of students. Consistent references are made to the Diocesan curriculum.	Planning for instruction includes some evidence of the use of student achievement data and use of both standardized assessment results and formative classroom assessments for planning for the class as a whole. Some attention is given to Diocesan curriculum.	Planning for instruction includes minimal evidence of the use of student achievement data and/or does not include both standardized assessment results and formative classroom assessments. Minimal attention is given to Diocesan curriculum.
B. Sets and communicates high expectations for social, behavioral, and academic success of all students.	Standards of conduct are clear to all students and appear to have been developed with student participation. The classroom environment, established with student input, conveys high expectations for all students to learn.	Standards of conduct are clear to all students. The classroom environment conveys high expectations for all students to learn.	Standards of conduct appear to have been established for most situations, and most students seem to understand them. The classroom environment conveys an inconsistent expectation for all students to learn.	No standards of content appear to have established, or students are confused as to what the standards are. The classroom environment conveys only modest expectations for all students to learn.
C. Uses student’s developmental needs, backgrounds, and interests in planning for instruction.	Teacher displays knowledge of typical developmental characteristics of age groups, exceptions to general patterns, and the extent to which each student follows patterns.	Teacher displays thorough understanding of the developmental characteristics of age groups as well as expectations to general patterns.	Teacher displays generally accurate knowledge of the developmental characteristics of age groups.	Teacher displays minimal knowledge of developmental characteristics of age groups.
D. Selects strategies to engage all students in learning.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance understanding.	Most activities and assignments are appropriate for students in terms of their age or backgrounds. Almost all students are cognitively engaged in them.	Some activities and assignments are appropriate for students and engage them mentally, but others to not.	Activities and assignments are inappropriate for students in terms of their age or backgrounds. Students are not engaged mentally.
E. Uses available resources, including technologies, in the development and sequencing of instruction.	Instructional materials and resources are suitable to the instructional goals and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their own learning.	Instructional materials and resources are suitable to the instructional goals and engage students mentally.	Instructional materials and resources are partially suitable to the instructional goals, or student’s level of mental engagement is moderate.	Instructional materials and resources are unsuitable to the instructional goals or do not engage students mentally.

Standard 4: Uses strategies to deliver instruction that meets the multiple learning needs of students.

CRITERIA	Distinguished	Proficient	Basic	Unsatisfactory
A. Aligns classroom instruction with local standards and district curriculum.	Teacher's instruction aligns with district standards/benchmarks and established curriculum and connects to other disciplines and content areas.	Teacher's instruction aligns with district standards/benchmarks and established curriculum.	Teacher's instruction sometimes aligns with district standards/benchmarks and established curriculum.	Teacher's instruction does not align with district standards/benchmarks and established curriculum.
B. Uses research-based instructional strategies that address the full range of cognitive levels.	Learning activities are highly relevant to students and instructional goals. They progress coherently, producing a unified whole reflecting recent professional research.	Most of the learning activities are suitable to students or instructional goals. Progression of activities in the unit is fairly even, and most of the activities reflect recent professional research.	Only some of the learning activities are suitable to students or instructional goals. Progression of activities in the unit is uneven, and only some of the activities reflect recent professional research.	Learning activities are not suitable to students or instructional goals. They do not follow an organized progression and do not reflect recent professional research.
C. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.	Teacher successfully makes a major adjustment to a lesson.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher attempts to adjust a lesson, with mixed results.	Teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson.
D. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.	All students are cognitively engaged in the activities and assignments, and the activities promote social and emotional growth. Activities are adapted to enhance understanding. Students initiate or adapt activities and projects to enhance understanding.	Most activities and assignments are appropriate for students' needs. Almost all students are cognitively engaged, and the activities promote social and emotional growth.	Some activities and assignments are inappropriate for students' needs. Some activities, but not all, engage students mentally and promote social and emotional growth.	Activities and assignments are inappropriate for students in terms of their age or backgrounds. Students are not engaged mentally, and their social and emotional growth is not addressed.
E. Connects students' prior knowledge, life experiences, and interests in the instructional process.	Teacher displays knowledge of each student's interests, prior knowledge, life experiences, and recognizes the value of this knowledge.	Teacher displays knowledge of the students' interests, prior experiences, life experiences, or interests for the class as a whole and for some individuals.	Teacher recognizes the value of the students' interests, prior knowledge, life experiences, or interests but does not implement in consistently for the class as a whole.	Teacher displays little knowledge of the students' interests, prior knowledge, life experiences, and does not indicate that such knowledge is valuable.
F. Uses available resources, including technologies, in the delivery of instruction.	Instructional materials and resources are suitable to the instructional goals and engage students mentally. Students initiate the choice, adaptation, or creation of materials to enhance their own learning.	Instructional materials and resources are suitable to the instructional goals and engage students mentally.	Instructional materials and resources are partially suitable to the instructional goals, or student's level of mental engagement is moderate.	Instructional materials and resources are unsuitable to the instructional goals or do not engage students mentally.

Standard 5: Uses a variety of methods to monitor student learning.

CRITERIA	Distinguished	Proficient	Basic	Unsatisfactory
A. Aligns classroom assessment with instruction.	The proposed approach to assessment is completely congruent with the instructional goals, both in content and process.	All instructional goals are nominally assessed through the proposed plan, but the approach is more suitable to some goals than others.	Some of the instructional goals are assessed through the proposed approach, but many are not.	Content and methods of assessment lack congruence with instructional goals.
B. Communicates assessment criteria and standards to all students and parents.	Assessment criteria and standards are clear and have been clearly communicated to students and parents. There is evidence that students contribute to the development of the criteria and standards.	Assessment criteria and standards are clear and have been clearly communicated to students and parents.	Assessment criteria and standards have been developed but they either are not clear or have not been clearly communicated to students and parents.	The assessment plan contains no clear criteria or standards.
C. Understands and uses the results of multiple assessments to guide planning and instruction.	Multiple assessments are used to guide the teacher's planning and instruction on a regular basis. Students have input to planning and instruction.	Multiple assessments are used to guide the teacher's planning and instruction on a regular basis.	Some assessments are used for teacher information. The assessments tend to be random and unrelated.	There are no assessments used in planning or for modifications to instruction.
D. Guides students in goal setting and assessing their own learning.	Students actively engage in their own goal setting with each unit. Students assess their own progress on standards and criteria and provide input to the teacher for further progress.	Students actively engage in their own goal setting with each unit. Students assess with their own progress on standards and criteria.	There is some evidence of student goal setting. Students occasionally assess their own progress on standards and criteria.	There is no evidence of student goal setting or assessing their own progress on standards and criteria.
E. Provides substantive, timely, and constructive feedback to students and parents.	Feedback is consistently of high quality and given in a timely and effective manner. Provision is made for students to use the feedback in a constructive manner.	Feedback is consistently of high quality and given in a timely and constructive manner.	Feedback is inconsistent in quality and often not given in a timely manner. Some elements of high quality are present; others are not.	Feedback is either not provided or is of uniformly poor quality.
F. Works with other staff and building and district leadership in analysis of student progress.	The teacher is highly proactive in serving the needs of students and works with other staff to accomplish greater student achievement. The teacher seeks out methods and resources to help improve student achievement.	The teacher is active in serving the needs of students and works with other staff to improve student achievement.	The teacher attempts to serve student needs on an inconsistent basis.	The teacher is not alert to student needs.

Standard 6: Demonstrates competence in classroom management.

CRITERIA	Distinguished	Proficient	Basic	Unsatisfactory
A. Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.	There is excellent social interaction between the students and the teacher; students not working with the teacher are engaged in learning activities; and seldom do students need regulation or direction. Students appear to be self-motivated and know how to proceed when finished with activities.	There is good social interaction between the students and the teacher; students not working with the teacher are generally engaged in learning activities; and very few students need regulation or direction.	There is some social interaction between the students and the teacher; some students not working with the teacher are not productively engaged in learning activities; and some students need constant regulation and direction.	There is little social interaction between the students and the teacher; students not working with the teacher are not productively engaged in learning activities; and students need constant regulation and direction.
B. Establishes, communicates, models, and maintains standards of responsible student behavior.	Standards of conduct are clear to all students and appear to have been developed with student participation. Monitoring by teacher is subtle and preventive. Students monitor their own behavior; correcting one another respectfully. Teacher response to misbehavior is highly sensitive to student's needs, or student behavior is generally appropriate.	Standards of conduct are clear to all students. Teacher is alert to student behavior at all times. Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student's behavior is generally appropriate.	Standards of conduct appear to have been established for most situations, and most students seem to understand what the standards are. Teacher is generally aware of student behavior but may miss activities of some students. Teacher attempts to respond to student misbehavior but with uneven results or no serious disruptive behavior occurs.	No standards of conduct appear to have been established, or students are confused as to what the standards are. Student behavior is not monitored, and teacher is unaware of what students are doing. Teacher does not respond to misbehavior or the response is inconsistent, overly repressive, or does not respect the student's dignity.
C. Develops and implements classroom procedures and routines that support high expectations for student learning.	Systems for performing non-instructional duties are well-established with students assuming considerable responsibility for efficient operation. Transitions are seamless with students assuming some responsibility for efficient operation. Groups work independently with students assuming some responsibility for productivity.	Systems for performing non-instructional duties results in little loss of instructional time. Transitions occur smoothly with little loss of instructional time. Tasks for group work are organized and groups are managed so most students are engaged at all times.	Systems for performing non-instructional duties result in loss of instructional time. Transitions are sporadically efficient resulting in some loss of instructional time. Tasks for group work are partially organized, resulting in some off-task behavior when the teacher is involved with another group.	Considerable instructional time is lost in performing non-instructional duties. Much time is lost during transitions. Students not working with the teacher are not productively engaged in learning.
D. Uses instructional time effectively to maximize student achievement.	Instructional time is used efficiently and effectively with students assuming some responsibility for efficient operations.	Instructional time is used efficiently and effectively.	Some instructional time is wasted or not used efficiently or effectively.	Instructional time is wasted or not used efficiently or effectively.
E. Creates a safe and purposeful learning environment.	The classroom is safe, and students and teacher adjust the condition/arrangement of the classroom to advance their own purposes in the learning activities.	The classroom is safe; and the condition/arrangement of the classroom is a resource for the learning activities.	The classroom is safe; and the condition/arrangement of the classroom is adjusted to the lesson activities with limited effectiveness.	The classroom is unsafe, or the condition/arrangement of the classroom is not suited to the lesson activities or both.

Standard 7: Engages in professional growth.

CRITERIA	Distinguished	Proficient	Basic	Unsatisfactory
A. Demonstrates habits and skills of continuous inquiry and learning.	Teacher makes a thoughtful assessment of a lesson's effectiveness and the extent to which instructional goals were achieved and cites many specific examples from the lesson to support the judgment. Drawing from an extensive repertoire of skills, the teacher offers specific alternative actions, complete with probable successes of different approaches. Teacher continuously seeks continuing educational opportunities in relation to an accurate assessment of his/her areas of needs.	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which instructional goals were achieved and can cite general references to support the judgment. Teacher makes a few specific suggestions about how to improve the lesson. Teacher seeks continuous education related to an accurate assessment of his/her areas of need.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were achieved. Teacher makes general suggestions about how a lesson may be improved. Teacher seeks continuous education, but not necessarily related to an accurate assessment of his/her areas of need.	Teacher does not know if a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson. Teacher has no suggestions for how a lesson may be improved another time. Teacher does not seek continuous education.
B. Works collaboratively to improve professional practice and student learning.	Support and cooperation characterize relationships with colleagues. Teacher takes initiative in assuming leadership among the faculty. Teacher initiates important activities to contribute to the profession, such as mentoring, suggesting learning activities, or making presentations.	Support and cooperation characterize relationships with colleagues. Teacher participates actively in assisting other educators.	Teacher maintains cordial relationships with colleagues to fulfill the duties that the school or district requires. Teacher makes limited effort to share knowledge with others or to assume professional responsibilities.	Teacher's relationships with colleagues are negative or self-serving. Teacher makes no effort to share knowledge with others or to assume professional responsibilities.
C. Applies research, knowledge, and skills from professional development opportunities to improve practice.	Teacher seeks out opportunities for professional development and makes a systemic attempt to conduct action research in their classroom.	Teacher seeks out opportunities for professional development to enhance knowledge and pedagogical skills.	Teacher participates in professional activities to a limited extent when they are convenient.	Teacher engages in no professional development activities to enhance knowledge or skill.
D. Establishes and implements professional development plans based upon the teacher's needs aligned to the Iowa teaching standards and district/building student achievement goals.	Teacher has a continuous improvement plan for professional development that aligns with the Iowa teaching standards and the staff development goals outlined in the Comprehensive School Improvement Plan. The teacher implements the plan consistently and collaborates with building wide implementation.	Teacher has a continuous improvement plan for professional development that aligns with the Iowa teaching standards and the staff development goals outlined in the Comprehensive School Improvement Plan. The teacher implements the plan consistently.	Teacher has a continuous improvement plan for professional development that aligns with the Iowa teaching standards and the staff development goals outlined in the Comprehensive School Improvement Plan. Implementation of the plan is minimal.	Teacher has no professional development plan or the plan lacks alignment with the Iowa teaching standards or the staff development goals outlined in the Comprehensive School Improvement Plan.

Standard 8: Fulfills professional responsibilities established by the school district.

CRITERIA	Distinguished	Proficient	Basic	Unsatisfactory
A. Adheres to board policies, district procedures, and contractual obligations.	The teacher is active in framing Board policies, diocesan/building procedures, and contractual obligations and does not need a reminder of obligations in these areas.	The teacher is familiar with Board policies, diocesan/building procedures, and contractual obligations and is seldom reminded of obligations in these areas.	The teacher is vaguely familiar with Board policies, diocesan/building procedures, and contractual obligations and is sometimes reminded of obligations in these areas.	The teacher is unaware of Board policies, diocesan/building procedures, and contractual obligations and must be reminded of these areas on a regular basis.
B. Demonstrates professional and ethical conduct as defined by state law and district policy.	The teacher's professional or ethical practices follow the Iowa Code and/or diocesan/building policies and actively works to add improvements in these areas.	The teacher's professional or ethical practices follow the Iowa Code and/or diocesan/building policies.	Teacher exhibits a few questionable professional or ethical practices as established in the Iowa Code and/or diocesan/building policies and has to be reminded of their consequences.	Teacher exhibits some questionable professional or ethical practices as established in the Iowa Code and/or diocesan/building policies.
C. Contributes to efforts to achieve district and building goals.	The teacher connects what is happening in her/his classroom and the diocesan/building student achievement goals by instruction that implement the goals. Students are actively involved in the formation of activities to attain the goals.	Teacher makes the connection between what is happening in her/his classroom and the diocesan/building student achievement goals by designing instruction to implement the goals.	Teacher sees some connection between what is happening in her/his classroom and the diocesan/building student achievement goals.	Teacher sees little connection between what is happening in her/his classroom and the diocesan/building student achievement goals.
D. Demonstrates an understanding of and respect for all learners and staff.	Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for teacher as an individual, beyond that for the role.	Teacher-student interactions are friendly and demonstrate general warmth, caring and respect. Such interactions are appropriate to the developmental or cultural norms. Students exhibit respect for the teacher.	Teacher interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard to the age or culture of the students. Students exhibit only minimal respect for the teacher.	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher.
E. Collaborates with students, families, colleagues, and communities to enhance student learning.	Teacher provides complete and frequent information to students, parents, and colleagues to enhance student achievement and the instructional program. Students participate in preparing materials for their families. Teacher helps formulate diocesan and building goals.	Teacher provides frequent information to students, parents, and colleagues as appropriate to enhance student learning and the instructional program.	Teacher participates in the school's activities for student, parent, and colleague communication but offers little additional information.	Teacher provides little information about the instructional program to enhance learning for students, parents, or colleagues.

Standard 9: Fulfills responsibility as faith community member.

CRITERIA	Distinguished	Proficient	Basic	Unsatisfactory
A. Gives evidence of valuing Catholic philosophy of education.	Thoroughly models in actions and words respect for individuals as creations of God and succeeds in having students do likewise. Makes a thorough connection to the formation of the mind, body, and soul of students.	Models in most actions and words respect for individuals as creations of God, and students often do likewise. Reaches out to the formation of the mind, body and soul of students.	Models in most actions and words respect for individuals as creations of God, and students often do likewise. Reaches out to the formation of the mind, body and soul of students.	Teacher illustrates minimal respect for students as creations of God. Does not attempt to form the mind, body and soul of students.
B. Gives on-going support to the development and learning of a Christian faith community among faculty and students.	Thoroughly and seamlessly integrates references to Catholicism and Christianity in one's lessons and interactions with others, and students do likewise. The use of classroom space clearly fosters the religious dimension of Catholic education. Has leadership roles in the religious activities of the community.	Regularly makes references to Catholicism and Christianity in one's lessons and interactions with other, and students do likewise. The use of classroom space fosters the religious dimension of Catholic education. Actively participates in the religious activities of the community.	Makes some references to Catholicism and Christianity in lessons and interactions with others, but they are inconsistent, at times erroneous, or seem forced. Classroom arrangement or decorations contain religious elements. Attends the religious activities of the community.	Does not make any references to Catholicism and Christianity in lessons or interactions with others. Classroom arrangement or decorations do not foster the religious dimension of Catholic education. Does not support the religious activities of the community.
C. Demonstrates commitment to the values of personal prayer and participation in community worship.	Successfully plans for and leads others in prayer and worship opportunities beyond those that are required or assigned, where applicable. Involves students in the planning and leadership roles, where applicable.	Successfully plans for and leads others in prayer and worship opportunities as required or assigned.	Actively participates in prayer and worship opportunities as required or assigned. Planning for and leading students in these activities is somewhat difficult and without confidence and flow.	Fails to lead students in prayer and worship opportunities. Does not participate in community prayer and worship opportunities.
D. Fosters apostolic consciousness and an awareness of Peace and Justice issues in students by witnessing to and encouraging Christian services.	Thoroughly and competently, based on Church teachings, addresses Peace and Justice issues with students. Gives witness to and encourages both "acts of mercy" and social action. Students initiate actions as well.	Regularly addresses Peace and Justice issues with students. Gives witness to and encourages both "acts of mercy" and social action.	Occasionally addresses Peace and Justice issues with students. Gives witness to and encourages "acts of mercy" or social action.	Does not discuss or address Peace and Justice issues with students. Does not encourage Christian service.
E. Fosters awareness of multicultural nonsexist issues as justice issues.	Lessons, classes, and interactions with others are free of cultural and gender biases. Uses examples in lessons as well as units that are multicultural and nonsexist. Thoroughly, competently based upon Church teachings, and successfully addresses cultural and gender biases in societies as justice issues. Students also can initiate and articulate discussions concerning these issues.	Lessons, classes, and interactions with others are free of cultural and gender biases. Uses examples in lessons as well as units that are multicultural and nonsexist. Regularly addresses cultural and gender biases in societies as justice issues with good results.	Lessons, classes, and interactions with others are free of cultural and gender biases. Uses multicultural nonsexist themed units. Attempts to address cultural or gender biases in societies as justice issues with inconsistent results.	Has cultural or gender biases in one's lessons, classes, or interactions with others. Does not address cultural or gender biases in societies as justice issues.

TIER II PORTFOLIO BASIC REQUIREMENTS

Individual Career Development Plan (3 plans—one each year)

- ◆ Must be tied to diocesan/building student achievement goals 7d, 8c
- ◆ May include an individual need aligned to the Diocesan/Iowa Teaching Standards and Criteria 7d

Individual Career Development Plan artifacts (3 years worth of artifacts tied to the plans)

- ◆ Evidence of implementation 1b, 7c
- ◆ Analysis of student performance data 1c, 5f
- ◆ Focus on improved student learning 1f, 7b, 8e

Summary Report (3 reports—one each year)

- ◆ Impact on student achievement 1f
- ◆ Impact on professional practice 7a, 7b
- ◆ Address the Diocesan/Iowa Teaching Standards and Criteria 7d
- ◆ Habits and skills of continuous inquiry and learning 7a

Pre-Observation Form (from year 3)

- ◆ Sets and communicates high expectations 3b
- ◆ Uses students' developmental needs, backgrounds and interests in planning for instruction 3c
- ◆ Application of research, knowledge and skills from professional development 7c, 7d
- ◆ Demonstrates habits of continuous inquiry and learning 7a

Lesson Plan for Observation (from year 3)

- ◆ District standards/benchmarks/curriculum 3a, 4a
- ◆ Expectations for social, behavior, and academic success 3b
- ◆ Research-based strategies to engage all students and address full range of cognitive levels 3d, 4b
- ◆ Resources used to develop and sequence instruction 3e
- ◆ Assessment that is aligned with instruction 5a

Observation Notes (from administrator during year 3)

- ◆ A classroom culture that supports the learning of every student 1d
- ◆ An environment of mutual respect, rapport, and fairness 1e
- ◆ Effective communication 1g
- ◆ Use of key concepts, themes, relationships, perspectives related to content area 2a
- ◆ Use of knowledge of student development to make learning experiences meaningful and accessible for every student 2b
- ◆ Relating ideas and information within and across content areas 2c
- ◆ Use of appropriate research-based instructional strategies 2d, 4b
- ◆ Communication of high expectations for social, behavioral, and academic success of all students 3b
- ◆ Aligned with diocesan curriculum 4a
- ◆ Flexibility and responsiveness in adjusting instruction to meet student needs 4c
- ◆ Engaging students in varied experiences 4d
- ◆ Connecting students' prior knowledge, experiences, and interests 4e
- ◆ Use of available resources 4f
- ◆ Creation of a learning community that encourages positive social interaction, active engagement, and self-regulation for every students 6a
- ◆ Establishing, communicating, modeling and maintaining standards of responsible student behavior 6b
- ◆ Classroom procedures and routines that support high expectation for student learning 6c
- ◆ Effective use of instructional time 6d

- ◆ Safe and purposeful learning environment 6e
- ◆ Respect for all learners and staff 8d
- ◆ Gives evidence of valuing Catholic philosophy of education. 9a

Post-Observation Form (from year 3)

- ◆ Demonstrates flexibility and responsiveness in adjusting instruction 4c
- ◆ Student work samples with substantive, timely, and constructive feedback 5e
- ◆ Implementation of professional development plans 7d

General Observable Criteria

- ◆ Participates in Parent/Teacher Conferences 1a
- ◆ Adheres to board policies, diocesan procedures, and contractual obligations 8a
- ◆ Demonstrates professional and ethical conduct 8b

Portfolio Addendum (completed once over the 3 years)

- ◆ Communicates assessment criteria and standards to all students and parents 5b
- ◆ Understands and uses the results of multiple assessments 5c
- ◆ Guides students in goal setting and assessing their own learning 5
- ◆ Demonstrates habits and skills of continuous inquiry and learning 7a
- ◆ Gives on-going support to the development and living of a Christian faith community among faculty and students. 9b
- ◆ Demonstrates commitment to the values of personal prayer and participation in community worship. 9c
- ◆ Fosters apostolic consciousness and an awareness of Peace and Justice issues in students by witnessing to and encouraging Christian service. 9d
- ◆ Fosters awareness of multicultural nonsexist issues as justice issues. 9e

POSSIBLE EVIDENCE FOR TIER II PORTFOLIOS

Standard 1

Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.

The teacher:

- a. Provides evidence of student learning to students, families, and staff.
- b. Implements strategies supporting student, building, and district's goals.
- c. Uses student performance data as a guide for decision making.
- d. Accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.
- e. Creates an environment of mutual respect, rapport, and fairness.
- f. Participates in and contributes to a school culture that focuses on improved student learning.
- g. Communicates with students, families, colleagues, and communities effectively and accurately.

The evidence:

- a. P/T Conferences
- b. ICDP data
- c. ICDP data
- d. Observation
- e. Observation
- f. ICDP data
- g. P/T Conferences/
Observation

Standard 2

Demonstrates competence in content knowledge appropriate to the teaching position.

The teacher:

- a. Understands and uses key concepts, underlying themes, relationships, and different perspectives related to the content area.
- b. Uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.
- c. Relates ideas and information within and across content areas.
- d. Understands and uses instructional strategies that are appropriate to the content area.

The evidence:

- a. Observation
- b. Observation
- c. Observation
- d. Observation

Standard 3

Demonstrates competence in planning and preparing for instruction.

The teacher:

- a. Uses student achievement data, local standards, and the district curriculum in planning for instruction.
- b. Sets and communicates high expectations for social, behavioral, and academic success of all students.
- c. Uses students' developmental needs, backgrounds, and interests in planning for instruction.
- d. Selects strategies to engage all students in learning.
- e. Uses available resources, including technologies, in the development and sequencing of instruction.

The evidence:

- a. Lesson Plan/ICDP data
- b. Observation/Lesson Plan
- c. Pre-Observ. Form
- d. Lesson Plan
- e. Lesson Plan

Standard 4

Uses strategies to deliver instruction that meets the multiple learning needs of students.

The teacher:

- a. Aligns classroom instruction with local standards and district curriculum.
- b. Uses research-based instructional strategies that address the full range of cognitive levels.
- c. Demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.
- d. Engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.
- e. Connects students' prior knowledge, life experiences, and interests in the instructional process.
- f. Uses available resources, including technologies, in the delivery of instruction.

The evidence:

- a. Lesson Plan/Obs.
- b. Observation/Lesson Plan
- c. Observation
 - g. Observation
 - h. Observation
 - i. Observation

Standard 5

Uses a variety of methods to monitor student learning.

The teacher:

- a. Aligns classroom assessment with instruction.
- b. Communicates assessment criteria and standards to all students and parents.
- c. Understands and uses the results of multiple assessments to guide planning and instruction.
- d. Guides students in goal setting and assessing their own learning.
- e. Provides substantive, timely, and constructive feedback to students and parents.
- f. Works with other staff and building and district leadership in analysis of student progress.

The evidence:

- a. **Lesson Plan**, Classroom assessment
- b. Portfolio Addendum, communications with students and parents
- c. Portfolio Addendum, including student data and its impact on instruction seen in lesson plans
- d. Portfolio Addendum, incl. student work samples
- e. Student Work Samples and parent communication
- f. ICDP data

Standard 6

Demonstrates competence in classroom management.

The teacher:

- a. *Creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.*
- b. *Establishes, communicates, models, and maintains standards of responsible student behavior.*
- c. Develops and implements classroom procedures and routines that support high expectations for student learning.
- d. Uses instructional time effectively to maximize student achievement.
- e. Creates a safe and purposeful learning environment.

The evidence:

- a. **Observation**
- b. **Observation**
- c. **Observation**
- d. Observation
- e. Observation

Standard 7

Engages in professional growth.

The teacher:

- a. Demonstrates habits and skills of continuous inquiry and learning.
- b. Works collaboratively to improve professional practice and student learning.
- c. Applies research, knowledge, and skills from professional development opportunities to improve practice.
- d. Establishes and implements Professional Development Plans based upon the teacher needs aligned to the Iowa Teaching Standards and district/building student achievement goals.

The evidence:

- a. Portfolio Addendum
- b. ICDP data, log or meeting minutes
- c. ICDP data, observation
- d. ICDP data

Standard 8

Fulfills professional responsibilities established by the school district.

The teacher:

- a. Adheres to board policies, district procedures, and contractual obligations.
- b. Demonstrates professional and ethical conduct as defined by state law and district policy.
- c. Contributes to efforts to achieve district and building goals.
- d. Demonstrates an understanding of and respect for all learners and staff.
- e. Collaborates with students, families, colleagues, and communities to enhance learning.

The evidence:

- a. Observation
- b. Observation
- c. ICDP data
- d. Observation
- e. ICDP data, P/T Conf.

Standard 9

Fulfills professional responsibilities as faith community member.

The teacher:

- a. Gives evidence of valuing Catholic philosophy of education.
- b. Gives on-going support to the development and living of a Christian faith community among faculty and students.
- c. Demonstrates commitment to the values of personal prayer and participation in community worship.
- d. Fosters apostolic consciousness and an awareness of Peace and Justice issues in students by witnessing to and encouraging Christian service.
- e. Fosters awareness of multicultural nonsexist issues as justice issues.

- a. observation
- b – e. portfolio
addendum

TIER III
Intensive Assistance Overview

Intensive Assistance is designed to provide clear intervention and remediation for experienced teachers whose job performance has been determined not to meet one or more of the Diocesan/Iowa Teaching Standards. The procedures are meant to provide a structured process for teachers who have been identified by the principal as needing additional assistance and support in order to attain an acceptable level of performance.

Throughout the entire time of a teacher's employment with the diocese, evaluators monitor the performance and will address concerns with the teacher as they arise. The decision regarding implementation of Intensive Assistance should be collaborative, but may be at the discretion of the evaluator(s). This plan is intended to provide the highest likelihood for professional improvement. This process may begin at any time. Because of the personal nature of this plan, confidentiality is expected of all participants.

Intensive Assistance is not available for failure to meet Standard 8 of the Diocesan/Iowa Teaching Standards because standard 8 deals with contracted and diocesan/district obligations.

**Note – Principals need to be aware of the timelines in the Catholic Educator's Handbook in the event of a recommendation for non-renewal.*

Tier III - Intensive Assistance Procedures

- 1. If, in the judgment of the administrator, an assistance phase is needed, such a decision may be made any time during the evaluation cycle.**
- 2. The Tier III, Intensive Assistance Phase will begin with a formal meeting between the administrator and the teacher. During this meeting the administrator will convey to the teacher (in writing) the specific standard(s) not being met, including the information and evidence used as a basis for this judgment. Also during this meeting, the administrator and teacher will partner and have an open conversation about the components of a remediation plan for improving performance.**
- 3. The elements of the plan shall consist of the following:**
 - A. Action Plan: Identification of the improvement goal and specific steps to reach that goal;**
 - B. Timeline: Specific checkpoints/endpoint;**
 - C. Success Measure or Assessment Method: A description of how the administrator will determine whether there has been adequate improvement in the teacher's area of deficiency.**
- 4. At the request of, or in agreement with the teacher, an assistance team may be created by the administrator. The team will consist of people who may have expertise or experience in the performance area(s) in which the teacher is in need of improvement. (Ex: other administrators, AEA consultants, other personnel with evaluation training, or other teachers.)**
- 5. If an assistance team is created, the administrator will convene the initial meeting of the assistance team and the teacher. The role of the assistance team will be to use data and information provided by the administrator and teacher to assist in developing a planned approach to help the teacher improve his/her performance in relation to the Iowa Teaching Standards and any additional standards adopted by the diocese. The administrator's decision will be final if no consensus can be reached.**
- 6. The duration of an assistance plan will vary; however, it may not be more than twelve months. The plan may be discontinued early upon determination by the administrator that the teacher has met his/her goal(s).**

- 7. After the assistance plan has been completed, the administrator will complete a final summary and make one of the following recommendations:**
 - A. The concern is resolved and the teacher returns to the Tier II;**
 - B. Progress is noted; changes or modifications have been made to the existing plan**
 - C. Concerns are not resolved or insufficient progress has been made; a recommendation for discharge or termination will follow.**

- 8. All documentation will become part of the staff member's personnel file.**

Tier III - Intensive Assistance Plan

Teacher: _____ Date: _____

Date(s) of Informal Discussions: <i>Text boxes are in Microsoft word. Just insert text and box will expand to fit size of text.</i>	
Identification of Specific Concern(s) Related to the following Iowa Teaching Standards:	
Information and Evidence Documenting the Specific Concern(s):	
Goals:	
Actions to Be Taken:	Timeline:
<i>Additional rows may be inserted using the table feature.</i>	
Evidence of meeting the goal(s):	
Next Meeting Date:	

Administrator's Signature: _____ Date: _____

Teacher's Signature: _____ Date: _____

Signature of the teacher does not indicate that the teacher agrees with the content, only that he/she has received a copy.

TIER III INTENSIVE ASSISTANCE FINAL SUMMARY

Teacher: _____

Date: _____

Meeting Dates: _____

Plan Outcomes:

Comments regarding the Diocesan/Iowa Teaching Standards:

Future considerations:

Teacher's comments:

Evaluator's comments:

Evaluator's recommendation:

CONCERN RESOLVED, RETURN TO TIER II

PROGRESS NOTED, CHANGES OR MODIFICATIONS HAVE BEEN MADE TO THE EXISTING PLAN

CONCERNS ARE NOT RESOLVED OR INSUFFICIENT PROGRESS, RECOMMENDATION FOR TERMINATION OR NON RENEWAL OF CONTRACT

Evaluator's Signature and Date: _____

Teacher's Signature and Date: _____

Signature of the teacher does not indicate that the teacher agrees with the content, only that he/she has received a copy.

**Model Descriptors to Support the
Iowa Teaching Standards and Criteria
September, 2002**

These model descriptors are intended to depict examples of behaviors of a regular second-year teacher that support the established criteria for the Iowa Teaching Standards. These descriptors are only examples and a guide to further conversation. The Diocese of Davenport will determine expectations that support the established Iowa Teaching Standards and Criteria and can use this model as a guide to that work.

Standard 1: Demonstrates ability to enhance academic performance and support for implementation of the school district's student achievement goals.

Criterion a: The teacher provides evidence of student learning to students, families, and staff.

Descriptors: The teacher documents student learning with meaningful measures using data that is understandable and shares individual and classroom goals and results with students, families and staff members. The teacher uses multiple artifacts, including achievement trends for local standards and benchmarks, to document and provide evidence of student learning to students, families and staff members. The teacher plans parent conferences so his/her teacher and learning objectives have the greatest likelihood of serving the student's best interests.

Criterion b: The teacher implements strategies supporting student, building, and district goals.

Descriptors: The teacher knows the short and long-range building and district goals for student learning and implements classroom instructional strategies that clearly align with these established goals. The teacher effectively communicates these goals and accomplishments to various constituents including students, parents, and colleagues.

Criterion c: The teacher uses student performance data as a guide for decision making.

Descriptors: The teacher uses performance data such as achievement scores, individual products, writing samples, and teacher made tests to profile student learning. The teacher analyzes these and other data to make decisions regarding student progress and bases curricular and instructional decisions on student performance data. The teacher also uses individual student's performance data to make decisions about individual student needs.

Criterion d: The teacher accepts and demonstrates responsibility for creating a classroom culture that supports the learning of every student.

Descriptors: The teacher develops and communicates a clear "big picture" to motivate students to make positive choices regarding their own learning and acts in accordance with the belief that all students can learn. The teacher encourages students to work cooperatively as well as independently and includes students in decision making when appropriate.

Criterion e: The teacher creates an environment of mutual respect, rapport, and fairness.

Descriptors: The teacher demonstrates clear expectations of developing responsible, self-directed learners and models acceptance of all students based on awareness of individual student differences. The teacher facilitates ways to get students to cooperate with one another and take responsibility for their work.

Criterion f: The teacher participates in and contributes to a school culture that focuses on improved student learning.

Descriptors: The teacher develops strategies with colleagues who share responsibility for a student(s) to increase the likelihood of success and engages in active inquiry with colleagues about the school's fulfillment of instructional goals. The teacher provides opportunities for families and community members to take an active role in the classroom, the school, and the school district. The teacher accepts personal responsibility for nurturing the school as a community of learners.

Criterion g: The teacher communicates with students, families, colleagues, and communities effectively and accurately.

Descriptors: The teacher demonstrates professionalism and self-confidence in routine circumstances and eases stressful situations when they occur. The teacher uses appropriate spelling, grammar, mechanics and style and varies vocal cues, rate, and volume. The teacher demonstrates and leads quality discussions.

Standard 2: Demonstrates competence in content knowledge appropriate to the teaching position.

Criterion a: The teacher understands and uses key concepts, underlying themes, relationship, and different perspectives related to the content area.

Descriptors: The teacher knows the content that supports district standards and benchmarks in the grade level courses that the teacher is assigned and uses an integrative approach for content that supports those local standards and benchmarks. There is incorporation of accurate content knowledge into instruction aligned with the local content standards and benchmarks. The teacher locates and uses multiple resources to expand subject matter beyond manuals, texts, and curriculum guides.

Criterion b: The teacher uses knowledge of student development to make learning experiences in the content area meaningful and accessible for every student.

Descriptors: The teacher knows the content appropriate to the learner needs and selects meaningful instructional objectives aligned with those students' learning needs. The teacher provides significant, challenging, varied, and appropriate learning goals designed to meet the learning needs of each student. The teacher knows when it is appropriate to use adaptations and accommodations to meet individual student needs, including curriculum compacting, enrichment, and acceleration. The teacher uses appropriate assessment techniques to assess the learning experiences provided in the classroom. Technology is integrated that is appropriate to student intellectual and physical development.

Criterion c: The teacher relates ideas and information within and across content areas.

Descriptors: The teacher organizes curricular materials to facilitate understanding of central themes, concepts, and skills. The teacher knows the content taught at grade levels below and above the current grade level taught and interrelates ideas and information within and across curricular areas to assist or facilitate student understanding. The teacher uses multiple questioning techniques for student inquiry within and across disciplines and knows when appropriate technology can be used to assist student application of knowledge and skills across content areas.

Criterion d: The teacher understands and uses instructional strategies that are appropriate to the content area.

Descriptors: The teacher knows when and how a variety of instructional strategies can be used in the content area to improve student learning and uses those strategies as appropriate. The teacher also knows which strategies are developmentally appropriate for various groups of students and applies that knowledge as needed. The teacher integrates the use of technology as an instructional strategy when it supports and enhances learning for the content area.

Standard 3: Demonstrates competence in planning and preparing for instruction.

Criterion a: The teacher uses student achievement data, local standards, and the district curriculum in planning for instruction.

Descriptors: The teacher designs and uses a variety of instructional strategies and classroom materials that align with local content standards, benchmarks, and district curricular expectations. The teacher uses these local content standards and benchmarks to determine what students should know and be able to do. The teacher analyzes individual student and classroom achievement data to determine the sequencing of and adjustments to instruction.

Criterion b: The teacher sets and communicates high expectations for social, behavioral, and academic success of all students.

Descriptors: The teacher establishes classroom goals for social, behavioral and academic success and develops classroom routines to support these goals. The teacher provides feedback to students and routinely assesses their progress toward these goals.

Criterion c: The teacher uses student developmental needs, background, and interests in planning for instruction.

Descriptors: The teacher seeks and collects information to understand students' needs and interests for use in planning and designs and uses lessons/units that provide for varied student learning needs. The teacher incorporates multiple levels of thinking and conceptualization into planning for instruction and incorporates multiple mechanisms for students to attain knowledge and skills in varied modalities.

Criterion d: The teacher selects strategies to engage all students in learning.

Descriptors: The teacher knows or actively seeks instructional strategies that produce increased student learning. There is a plan for a variety of types of effective instructional strategies, facilitation techniques, and classroom activities that actively engage students in learning. The teacher organizes content in a manner that facilitates each student's construction of his/her learning and incorporates inquiry methods to encourage critical and creative thinking. The teacher plans for adjustments in instruction to meet student learning needs based on the assessment of student progress.

Criterion e: The teacher uses resources, including technologies, in the development and sequencing of instruction.

Descriptors: The teacher integrates resources in developing and sequencing instruction that are appropriate to the content, to curriculum alignment, and to students' prior learning. The teacher uses challenging resources that are mentally, visually, aurally, and kinesthetically stimulating and integrates the use of technology as a curricular support when appropriate. The teacher assesses students' use of technological resources before integrating into student expectations.

Standard 4: Uses strategies to deliver instruction that meets the multiple learning needs of students.

Criterion a: The teacher uses research-based instructional strategies that address the full range of cognitive levels.

Descriptors: The teacher uses instructional strategies that are effective for students at varied cognitive levels and is able to adjust strategies during instruction to meet student learning needs. The teacher uses questioning techniques that foster classroom discussion to increase student knowledge and skills and monitors students' learning.

Criterion b: The teacher aligns classroom instruction with local standards and district curriculum.

Descriptors: The teacher works collaboratively to develop and maintain standards, benchmarks, and performance assessments for student achievement. The teacher implements classroom instructional strategies that support the achievement of district standards and benchmarks.

Criterion c: The teacher demonstrates flexibility and responsiveness in adjusting instruction to meet student needs.

Descriptors: The teacher uses appropriate curriculum, instruction, and assessments to accommodate individual needs and uses analysis of student learning before and after instruction to make instructional decisions. The teacher adjusts instructional strategies as needed to meet student learning needs for remediation, differentiation, and extension for standards and benchmarks attainment. The instruction is paced to optimize effective learning by all students, provide clear directions, clarify when students are confused and use spontaneous events as a teaching and learning opportunity.

Criterion d: The teacher engages students in varied experiences that meet diverse needs and promote social, emotional, and academic growth.

Descriptors: The teacher uses individual, cooperative, and whole class instruction to promote maximum student participation and uses instructional materials that are mentally engaging to the student.

Criterion e: The teacher connects students' prior knowledge, life experiences, and interests in the instructional process.

Descriptors: The teacher draws on the prior knowledge, life experience, interest and language of students during instruction. They identify for learners the connections and potential applications of curriculum to real-life issues and problems. The teacher assigns in-class and homework tasks that provide students with links or transition to life experiences and interests.

Criterion f: The teacher uses available resources, including technologies, in the delivery of instruction.

Descriptors: The teacher provides classroom settings and activities that are mentally, visually, aurally, and kinesthetically stimulating and uses resources that are appropriate to the content, and to students' prior learning. The teacher encourages students' use of technological resources and integrates the use of technology as an instructional support when appropriate.

Standard 5: Uses a variety of methods to monitor student learning.

Criterion a: The teacher aligns classroom assessment with instruction.

Descriptors: The teacher assesses what is taught. They use classroom assessments that reflect multiple ways by which students can demonstrate knowledge and skills and use multiple assessment strategies that are aligned to instructional goals. The teacher accepts the primary responsibility for ongoing classroom assessment of the local standards and benchmarks appropriate to his/her classroom. They use grading systems that reflect students' knowledge and skills and continually monitor student progress toward the attainment of instructional objectives.

Criterion b: The teacher communicates assessment criteria and standards to all students and parents.

Descriptors: The teacher establishes, with students, and parents, realistic goals for individual improvement on student achievement and tracks achievement data over time to clearly communicate student progress. The assessment information provided to students and parents is clear and makes sense and defines what "success" is. The teacher understands and communicates what performance levels or proficiency levels mean to all students and parents.

Criterion c: The teacher understands and uses the results of multiple assessments to guide planning and instruction.

Descriptors: The teacher uses student achievement information from a variety of sources for decision making. The teacher continually analyzes assessment information for alignment with student expectations and ongoing classroom observation to adjust instruction. They determine the types of student responses (essay, T/F, multiple choice, project, etc.) that best align with the goals for instruction and provide individual instruction and assistance to students in need.

Criterion d: The teacher guides students in goal setting and assessing their own learning.

Descriptors: The teacher involves students in establishing goals for learning and helps students to understand and monitor their own learning goals. The teacher works with student to gather and monitor information on their progress and assists student in analyzing their own learning progress through meaningful measures and conferencing with the student.

Criterion e: The teacher provides substantive, timely, and constructive feedback to students and parents.

Descriptors: Through the teacher maintaining accurate records about each student's progress, the teacher provides adequate feedback to students and parents so it is clear what students have learned and what still needs to be learned. The teacher celebrates increased student achievement with students and parents.

Criterion f: The teacher works with other staff and building and district leadership in analysis of student progress.

Descriptors: The teacher engages in collaborative study of student learning data and uses these data to design instruction on student learning needs. The teacher exchanges information about student learning with students, families, and school personnel who share the responsibility for the student.

Standard 6: Demonstrates competence in classroom management

Criterion a: The teacher creates a learning community that encourages positive social interaction, active engagement, and self-regulation for every student.

Descriptors: The teacher creates and communicates clear expectations for individual student interaction, engagement, and self-regulation. Students are taught to become responsible and self-directed, consistent with students' developmental needs. The teacher encourages collaboration and self-reliance and interacts with students in a respectful and appropriate manner and creates a classroom with a climate of respect for all.

Criterion b: The teacher establishes, communicates, models, and maintains standards of responsible student behavior.

Descriptors: The teacher clearly communicates guidelines for responsible student behavior and instructs students about behavioral expectations and appropriate social skills. The teacher maintains consistent and clear expectations and accountability and models positive social skills to students while providing opportunities for students to practice those skills.

Criterion c: The teacher develops and implements classroom procedures and routines that support high expectations for learning.

Descriptors: The teacher consistently implements management techniques that create an engaging learning environment and make behavioral modifications in specific situations to support individual learning needs. The teacher develops and implements schedules, timelines, procedures, and routines to support high expectations for learning.

Criterion d: The teacher uses instructional time effectively to maximize student achievement.

Descriptors: The teacher develops and implements classroom procedures and routines that optimize learning time. Instructional time is used effectively and productively for maximum student engagement with tasks.

Criterion e: The teacher creates a safe and purposeful learning environment.

Descriptors: The teacher creates a classroom setting that is safe and provides an accessible learning environment for all students. They insist upon fairness and respect as elements in each interpersonal relationship and encourage each student to be self-reflective. The teacher provides learning opportunities for students to become responsible, self-reliant, and collaborative. They create opportunities for students to make decisions appropriate to students' developmental levels.

Standard 7: Engages in professional growth.

Criterion a: The teacher demonstrates habits and skills of continuous inquiry and learning.

Descriptors: The teacher actively pursues opportunities for learning embedded in daily experiences and engages in formal learning opportunities to increase his/her repertoire of knowledge and skills. Responsibility is accepted for his/her mental, physical, and social well being. The teacher routinely reflects on his/her practices. There is a habit of reading current educational journals and other professional literature.

Criterion b: The teacher works collaboratively to improve professional practice and student learning.

Descriptors: The teacher collaborates with others to improve their teaching and their students' learning and supports joint efforts for the improvement of instruction. The teacher contributes experience and ideas toward the continuing development of the school/district as a learning community and builds relationships that enable them to become valuable members of the school community. The teacher plans lessons, rehearses strategies, demonstrates strategies, and observes with a mentor and/or peer coaching partner.

Criterion c: The teacher applies research, knowledge, and skills from professional development opportunities to improve practice.

Descriptors: The teacher integrates his/her working knowledge of psychology (human development and motivation), sociology (organizational membership), pedagogy (instructional strategies) and subject matter to construct a coherent educational philosophy. Research ideas, knowledge, and skills are tried in the context of best practices. The teacher monitors the implementation and effect of using new learning within the classroom.

Criterion d: The teacher establishes and implements professional development plans based upon the teacher needs aligned to the Iowa Teaching Standards and district/building student achievement goals.

Descriptors: The teacher collaborates in the development of their own professional development plan to meet district/building goals. Suggestions are elicited about their teaching and adapt their teaching to new ideas, findings, ideals, and theories. The teacher routinely participates/ contributes to collective study with colleagues in order to implement district career plans and uses data about student performance and his/her practice to design individual career development plans.

Standard 8: Fulfills professional responsibilities established by the school district.

Criterion a: The teacher adheres to board policies, district procedures, and contractual obligations.

Descriptors: The teacher demonstrates professional commitment and respects the contractual requirements of his/her employment.

Criterion b: The teacher demonstrates professional and ethical conduct as defined by state law and individual district policy.

Descriptors: The teacher presents himself/herself to the school and community in a manner that elicits respect and complies with state laws defining the profession.

Criterion c: The teacher contributes to efforts to achieve district and building goals.

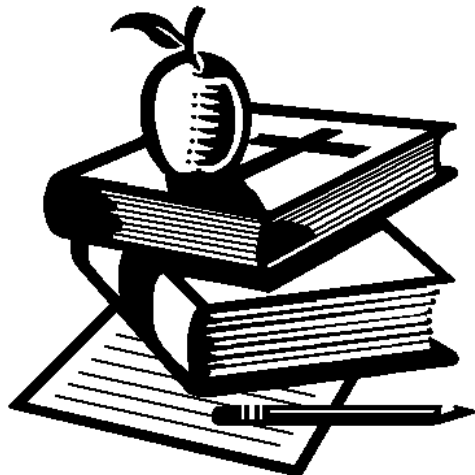
Descriptors: The teacher participates in professional development opportunities to improve achievement of district and building goals. They initiate sharing of ideas with colleagues and contribute to school-wide events and learning activities.

Criterion d: The teacher demonstrates an understanding of and respect for all learners and staff.

Descriptors: The teacher respects different values and beliefs other than one's own and works to ensure that all students are treated fairly. The teacher functions effectively in situations that require differing approaches and understanding of differing family and community contexts.

Criterion e: The teacher collaborates with students, families, colleagues, and communities to enhance student learning.

Descriptors: The teacher values and respects others' roles in student learning and welcomes their participation in the teaching process. They build acceptable and professional relationships with students, colleagues, and families that are student-centered and conducive to learning. The teacher reaches out to others to establish constructive relationships and rapport especially in challenging situations.



ADMINISTRATOR EVALUATION PROCESS

DIOCESE OF DAVENPORT
AUGUST 2008
Revised August 2009

Administrator Evaluation: A Systems Approach

Introduction

The process of evaluating the Administrator is a very important tool in the entire improvement efforts of a school and the Diocese of Davenport. It defines expectations, enhances communication, prioritizes School/Diocesan goals and supports the board of education to focus its attention on holding the Administrator accountable for improving the achievement of all students and their spiritual and social needs.

Administrator evaluation should reflect a systems approach. Such an approach should be guided by a set of ethics, values, and beliefs that undergird the work so both the Administrator and members of the board can operate in an integrity-filled manner.

The following system of evaluation is a model which can be adapted for such a purpose. Senate File 277, enacted by the 2007 Iowa Legislature, requires that Administrators be evaluated annually based on the six Iowa Standards for School Leaders (ISSL). The minimum requirement of Iowa law is that persons new to administration have a comprehensive evaluation during their initial year of employment. Best practice is for administrators who assume a new administrative position to have a summative evaluation during their first year in the new position. After the initial summative evaluation the law requires an annual formative assessment around the Administrator's Individual Professional Development Plan (IPDP). The three-year summative evaluation requires documentation of competence on the six ISSL standards and the faith formation standard, meeting of School expectations drawn from the School's Comprehensive School Improvement Plan, Individual Professional Development Plan attainment, and other supporting documentation.

Operating Principles

A comprehensive Administrator evaluation process must:

1. Link to academic, spiritual, social and emotional growth for all students in the system.
Rationale: Multiple measurers of all types of student learning must be included in the definition of accountability.
2. Recognize the importance of the Administrator's work in the moral dimensions of leadership to facilitate a better quality of life for all groups, both inside the school community and in the greater community.
Rationale: The larger work of the Administrator is about shaping the future of the community and having a positive effect on people's lives.
3. Align with the six Iowa Standards for School Leaders (ISSL).
Rationale: Senate File 277, enacted by the 2007 Iowa Legislature, requires that Administrators be evaluated annually based on the six Iowa Standards for School Leaders (ISSL).
4. Have research-based criteria about effective Administrator behaviors which are substantiated by measurable data from multiple sources and are legal, feasible, accurate and useful.
Rationale: Standards of any kind are only effective if they meet propriety, utility, feasibility and accuracy measures, (Examples of multiple data sources are a Administrator self-assessment; a portfolio compiled by the Administrator; 360° feedback; the school improvement plan; artifacts that address previous goals, school board meeting agendas, etc.)
5. Provide opportunities for personal, professional and spiritual growth.
Rationale: Evaluation processes must address the whole person and be oriented toward continuous improvement. See Sample 2 (Individual Professional Development Plan) and Sample 3 (Remediation Form) in this packet.
6. Be ongoing and connected to school improvement goals.
Rationale: An evaluation is a process, not a once a year conversation, and must be connected to Comprehensive School Improvement Plans,
7. Connect the School's goals with its community's vision for their schools.
Rationale: Goals cannot be developed in isolation; School goals must reflect the community's highest hopes for its School.
8. Be intended to improve performance not prove incompetence.
Rationale: An effective evaluation process is predicated on a spirit of providing feedback for growth, not on finding evidence of shortcomings. If a board is considering evaluation for the purposes of termination, other processes should be employed.

Suggested Timeline for Administrator Evaluation

TIMELINE	ACTION*
Late Spring	<ol style="list-style-type: none"> 1. Administrator and board clarify vision, mission and long-range plans for School. 2. Board and Administrator review Administrator job description and evaluation process, forms, indicators, timelines and possible supporting documents/information/data to be used to measure performance.
Early Summer	<ol style="list-style-type: none"> 3. Administrator creates Individual Professional Development goals based on School goals, which are measurable and doable in 12-months. The goals are mutually agreed to by the board/Administrator and shared with staff. 4. An Individual Professional Development Plan is developed by the Administrator in cooperation with the board to support his/her goals.
Fall	<ol style="list-style-type: none"> 5. Board President and Administrator review evaluation process and forms with new board members following the election.
Quarterly or Early Winter	<ol style="list-style-type: none"> 6. Administrator makes interim progress reports to the board on School goals and Individual Professional Development Plan goals.
January/February	<ol style="list-style-type: none"> 7. Administrator completes a self-assessment including reflections and supporting artifacts and provides it to the board. 8. Individual board members complete evaluation forms and bring the forms to the board's evaluation session <i>or</i> sends copies to the board president or board secretary to be compiled, according to School's procedures. 9. Board members meet to discuss their evaluations and develop the board's official written document(s) that will be shared with the Administrator following the meeting. 10. The board's official evaluation document(s) is shared, clarified and discussed with the Administrator, following the open meetings/open records laws. Changes to the evaluation may be made as a result of the discussions. Remediation Targets (if any) will be included as a part of the final evaluation document(s) as a confidential personnel record (Sample 3). 11. A copy of the final written evaluation form is placed in the Administrator's personnel folder.
February/March	<ol style="list-style-type: none"> 12. Iowa law requires that notification of a board's intent to terminate the contract of an Administrator occur by May 15. The Faith Formation Guidelines must be followed in this regard.
Late Spring	<p><u><i>Return to the beginning of the cycle</i></u></p>

*See Appendix A: Evaluation Process – Evaluation of Administrators to determine the appropriate process of evaluation to follow.

Sample 1: Administrator Evaluation Form

PART I: FACILITATOR OF FAITH COMMUNITY

STANDARD: The administrator is an educational leader who helps create a Faith Community.

Sample Performance Indicators

- Is a person of faith
- Causes faith leadership to happen
- Develops a shared vision of the school's faith community
- Reflects the fourfold mission of the Church: community, worship, service and message
- Recognizes and utilizes the gifts of others
- Gives Priority to the Development of the Total Catholic Quality of the School
- Builds the Catholicity of the school
- Guarantees opportunities for faith experiences for the students
- Insures quality religious instruction
- Causes the curriculum to be permeated with gospel values
- Recognizes parents as primary religious educators and works in partnership with parents/guardians in the religious formation of their child(ren)
- Causes quality faith experiences to take place such as liturgies, retreats, Para liturgical services, faculty/student renewals, prayer...
- Promotes cooperation with priests/pastoral staff
- Seeks to Foster Interpersonal Relationships in Light of Gospel Values
- Promotes a sense of home, school, and parish unity
- Models a spirit of reconciliation
- Fosters the Service Dimension of Faith Development among Teachers and Students
- Encourages and promotes service within/beyond the school
- Promotes Catholic Social teachings at all grades and with the staff and parents.

<p>Evidence:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <p>Reflection:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p align="center">Summary Rating</p> <p align="center">Meets Standard</p> <p align="center">Doesn't Meet Standard</p>
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Part II Job Responsibilities

STANDARD #1: The Administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. (Shared Vision)

The descriptors supporting each criterion are provided as examples of the kind of activities/behaviors that would support the criterion. The descriptors are not exhaustive nor would it be reasonable to expect that the Administrator demonstrate competence on all descriptors.

1a. In collaboration with others, uses appropriate data to establish rigorous, concrete

goals in the context of student achievement and instructional programs.

- Identifies critical data elements with stakeholder groups (i.e. teacher leaders, principals, School Improvement Advisory Committee, Board, etc.).
- Ensures data-driven goals are set for the building and School teams.
- Participates in planning process to establish measurable goals with all stakeholders.

1b. Uses research and/or best practices in improving the educational program.

- **Demonstrates knowledge of current research and best practice.**
- **Ensures staff has access to information and/or examples of current research and best practice.**
- **Aligns goals with current research and best practice about high quality instructional programs.**
- **Systematically engages stakeholders in discussions about current research and best practice.**

1c. Articulates and promotes high expectations for teaching and learning.

- Holds administrative team to established expectations for teacher and student performance.
- Works with stakeholders to establish expectations for teacher and student performance.
- Communicates and discusses expectations for teaching and learning with stakeholders.
- Promotes the belief that all students will master rigorous academic standards.
- Facilitates goal setting to improve student achievement.

1d. Aligns and implements the education programs, plans, actions, and resources with the School’s vision and goals.

- Ensures building-level goals and action plans are consistent with School goals.
- Ensures curriculum, instruction, and assessment alignment.
- Provides leadership for development of effective and meaningful school improvement plan.
- Makes decisions and allocates resources to support building and School goals.

1e. Provides leadership for major initiatives and change efforts.

- Demonstrates understanding of the change process.
- Systematically plans change efforts to improve student achievement.
- Uses knowledge of the school, School and community environment to inform planning and actions.
- Allocates resources to support initiatives and change efforts.
- Supports staff during the change process.
- Garners staff and community support for change.
- Fosters a climate of shared leadership.

1f. Communicates effectively to various stakeholders regarding progress with school improvement plan goals.

- Uses multiple means of communication to report School progress to share and help all stakeholders understand School progress.
- Responds to stakeholder questions and/or concerns with information.

Evidence:	Summary Rating

_____	Meets Standard
_____	Doesn’t Meet Standard

Reflection:	

Possible questions Board Members could ask to conduct the reflective conversation.

Standard #1

The questions provided are meant to guide the discussion between the Administrator and the board. The questions are not exhaustive nor would it be reasonable to expect the Administrator to respond to all questions.

- As you reflect on your work implementing the vision, what are some of the barriers you encountered and how did you overcome them?
- In what ways are you maximizing resources to support the vision?
- What are the connections between the School's initiatives, allocation of resources and student learning? (success? achievement?)
- How are you supporting the accomplishment of our School's vision?
- How does our student achievement data compare to others?
- What are the factors that you believe will impact our long-range vision?
- What is the approach you use to developing and sustaining the School's vision?
- How widely known is the vision? How often do you review it? What do you do to recommend policies and practices that reflect the vision?
- Does our vision reflect the culture and climate of our community?

Possible artifacts the Administrator could use to demonstrate proficiency.

Standard #1

The artifacts listed are meant to provide examples of evidence of work on the standards. The artifacts listed are not exhaustive nor would it be reasonable to expect the Administrator to provide all of the artifacts.

- Board Agendas/Administrative Team Agendas
- Media – Newsletter/paper articles/web site
- Presentations to groups, including teachers (shareholders/stakeholders)
- Comprehensive School Improvement Plan actions for Annual Progress Report
- Board and Administrative goals
- Growth goals for Administrators
- Board policy and Administrative policy enforcement that's reflective of a "new" vision with supporting materials
- Work with School Advisory Council
- Participation on state, regional, national initiatives
- "Observational" data from Board, Staff, etc.
- Comprehensive School Improvement Plan
- Evidence of annual review of School's mission statement and alignment to practice
- Communication "vehicles" that make the school vision visible to stakeholders

STANDARD #2: An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. (Culture of Learning)

The descriptors supporting each criterion are provided as examples of the kind of activities/behaviors that would support the criterion. The descriptors are not exhaustive nor would it be reasonable to expect that the Administrator demonstrate competence on all descriptors.

- 2a. Provides leadership for assessing, developing and improving climate and culture.
 - Articulates a plan to improve/sustain the desired climate and culture.
 - Defines a set of core values, which reflect the desired climate and culture.
 - Facilitates the assessment of implementation of plan and alters as necessary based on data sources.
 - Fosters a climate in which every student is well known, respected, and cared for.
- 2b. Systematically and fairly recognizes and celebrates accomplishments of staff and students.
 - Develops a structure that ensures all students and staff earn recognition for work well done.
 - Communicates accomplishments of staff and students to School stakeholders.
- 2c. Provides leadership, encouragement, opportunities and structure for staff to continually design more effective teaching and learning experiences for all students.
 - Articulates desired effective teaching and learning experiences.
 - Facilitates the utilization of effective current practices and new innovations.
 - Orchestrates processes to improve teaching and learning experiences.
 - Facilitates the assessment of the results, which reflect the success of established processes.
- 2d. Monitors and evaluates the effectiveness of curriculum, instruction and assessment.

- Ensures a high quality system is in place and used for the review of curriculum implementation and instruction and assessment practices.
 - Facilitates the collection of data related to curriculum, instruction and assessment.
 - Facilitates the collaborative analysis of data related to curriculum, instruction and assessment.
 - Ensures that a rigorous academic program is in place at each school.
 - Ensures that each student is engaged in a rigorous course of study.
 - Ensures that the curricular program is aligned with assessment systems.
 - Ensures that the curricular program is aligned across grades and levels of schooling.
 - Ensures that the regular and special programs (special education, English as a second language, etc.) are aligned.
- 2e. Evaluates staff and provides ongoing coaching for improvement.
- Demonstrates an understanding of and applies the Iowa School Leadership Standards and Criteria.
 - Maximizes School evaluation process to improve staff performance.
 - Initiates frequent conversations focused on continuous improvement.
 - Initiates critical conversations about quality teaching.
- 2f. Ensures staff members have professional development that directly enhances their performance and improves student learning.
- Allocates resources to provide ongoing, research-based professional development.
 - Ensures professional development reflects current research-based practices, which have demonstrated improvement in student achievement.
 - Solicits input from staff regarding professional development needs and planning.
 - Collaborates with staff in the design of a plan that correlates with the Iowa Professional Development Model.
- 2g. Uses current research and theory about effective schools and leadership to develop and revise his/her professional growth plan.
- Demonstrates an understanding of current research and theory regarding effective schools and leadership.
 - Builds professional growth plan based on school's needs, the school improvement plan, and data on student performance.
- 2h. Promotes collaboration with all stakeholders.
- Ensures that a variety of stakeholders are meaningfully involved in accomplishing the mission of the school.
 - Provides time and opportunities for collaboration.
 - Provides meaningful opportunities for students to be engaged in school.
 - Fosters a culture in which teachers collaboratively engage, on a routine basis, on the shared work of improving the instructional program.
- 2i. Is easily accessible and approachable to all stakeholders.
- Develops and communicates a process for stakeholders to communicate with the administrator.
- 2j. Is highly visible and engaged in the school community.
- Interacts with stakeholders in ways that enhance their support for the School.
 - Makes systematic and frequent visits to buildings and school and community activities.
- 2k. Articulates the desired school culture and shows evidence about how it is reinforced.
- Develops a shared vision of the school culture.
 - Collects, shares and analyzes data regarding school cultures.

Evidence:	Summary Rating
_____	Meets Standard
_____	Doesn't Meet Standard

Reflection:	

- Iowa Youth Survey results
- Log of school visits and presentations
- Monthly calendar
- Comprehensive School Improvement Plan
- ACT Student Satisfaction Survey
- Written proposals for innovative practices
- Distribution of research to administrative team and teachers
- Documentation of coaching and evaluation of principals
- Trends in Career Development Plan growth goals for teachers
- Meaningful interpretive reports of student achievement data delivered in lay language

STANDARD #3: An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. (Management)

The descriptors supporting each criterion are provided as examples of the kind of activities/behaviors that would support the criterion. The descriptors are not exhaustive nor would it be reasonable to expect that the Administrator demonstrate competence on all descriptors.

- 3a. Complies with state and federal mandates and local board policies.
 - Ensures organizational compliance at all levels of local, state, and federal policies and mandates.
 - Explains local, state, and federal policies and mandates to stakeholders.
 - Allocates resources to support the compliance of local, state, and federal policies and mandates.
 - Develops and ensures the implementation of procedures and structures to support the compliance at all levels of local, state, and federal policies and mandates.
- 3b. Recruits, selects, inducts, and retains staff to support quality instruction.
 - Uses a variety of methods and resources to recruit highly qualified staff.
 - Develops School procedures for hiring staff and ensures the process is followed.
 - Ensures opportunities are provided for orientation, mentoring, and ongoing support for staff.
- 3c. Addresses current and potential issues in a timely manner.
 - Identifies issues with the potential to impact the School.
 - Develops plans to address the issues with the potential to impact the School.
 - Uses appropriate methods to communicate plans.
- 3d. Manages fiscal and physical resources responsibly, efficiently, and effectively.
 - Allocates resources, including technology, to optimize student learning.
 - Implements and communicates effective budgetary policies and procedures.
 - Assesses School facility needs and develops plan to meet those needs.
- 3e. Protects instructional time by designing and managing operational procedures to maximize learning.
 - Develops a school calendar to optimize student learning.
 - Work with Board to develop policies and procedures to optimize student learning.
- 3f. Communicates effectively with both internal and external audiences about the operations of the school.
 - Ensures the development and maintenance of a School communication plan.
 - Gathers information and input from a variety of sources prior to communicating.
 - Communicates accurate information to appropriate audience(s) in a timely manner.

Evidence:	Summary Rating
_____	Meets Standard
_____	Doesn't Meet Standard

Reflection:	

Possible questions Board Members could ask to conduct the reflective conversation.

Standard #3

The questions provided are meant to guide the discussion between the Administrator and the board. The questions are not exhaustive nor would it be reasonable to expect the Administrator to respond to all questions.

- What strategies do you use to monitor the general operations of the School?
- How do you identify areas for improvement?
- How do you insure that the School’s general operations support student achievement?
- How do you prioritize in a climate of scarce resources?
- What can we do to support you?
- How does our financial data compare to other schools of comparable size and demographics?
- How often do you have critical conversations with the business manager about the financial health and financial safeguards for the School?
- How does our budget support our educational goals?
- What is the protocol for addressing questions of financial health of the School?

Possible artifacts a Administrator could use to demonstrate proficiency.

Standard #3

The artifacts listed are meant to provide examples of evidence of work on the standards. The artifacts listed are not exhaustive nor would it be reasonable to expect the Administrator to provide all of the artifacts.

- Administrative “calendar”
- Department of Education site visit summative report
- Auditor’s Report
- Grants received/applied for – alignment to goals of the School; sustainability
- Induction plan of Board members for understanding of school finance (confidence of Board members’ understanding)
- Facility plans
- Enrollment plans
- Policies/procedures for management of funds
- “categorical” funds/budgets
- Emergency/Crisis Plans
- Hiring process
- Employee handbooks
- External audits
- Board meeting agendas
- Meeting records of conversations with Business Manager about fiscal health
- “Second opinion” report about financial health of the School
- Financial Report Card
- Administrative Team Meeting Agendas

STANDARD #4: An educational leader promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources. (Family and Community)

The descriptors supporting each criterion are provided as examples of the kind of activities/behaviors that would support the criterion. The descriptors are not exhaustive nor would it be reasonable to expect that the Administrator demonstrate competence on all descriptors.

- 4a. Engages family and community by promoting shared responsibility for student learning and support of the education system.
 - Ensures the involvement of students, families, and community members in the decision-making process to enhance student achievement.
 - Promotes collaborative opportunities to enhance School achievement.
 - Builds partnerships with community groups to support School goals.

- 4b. Promotes and supports a structure for family and community involvement in the education system.
 - Establishes system for school and stakeholders to communicate with one another.
 - Collects and uses input/feedback from families and community for decision making.
 - Provides for skill development to family and community to support student learning.
 - Models equity in engaging stakeholders that represent the diversity of the school community.
 - Secures resources from the larger community to support school goals.

- 4c. Facilitates the connections of students and families to the health and social services that support a focus on learning.
 - Ensures process exists for connecting students and families to appropriate health and social services.

- 4d. Collaboratively establishes a culture that welcomes and honors families and community and seeks ways to engage them in student learning.
 - Interacts with parents in ways that enhance their support for student learning.
 - Fosters responsibility among staff to provide welcoming culture for all.
 - Promotes respect for diversity; Capitalizes on the diversity of the school community.

Evidence:	Summary Rating
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	
Reflection:	Meets Standard
<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	Doesn't Meet Standard

Possible questions Board Members could ask to conduct the reflective conversation.

Standard #4

The questions provided are meant to guide the discussion between the Administrator and the board.

The questions are not exhaustive nor would it be reasonable to expect a Administrator to respond to all questions.

- What data do you have that indicates the level of meaningful parent involvement in their children's education?
- What steps have you taken to initiate community partnerships around School goals? What are the results of the initiatives?
- How do you reach out to "unengaged" parents in particular?
- In what ways do you use your leadership skills to have a positive effect on the community?
- What do you do with the data we get from surveys, needs assessments, etc?
- What do you do to model a healthy balance between professional and personal responsibilities to the families in our School?

Possible artifacts the Administrator could use to demonstrate proficiency.

Standard #4

The artifacts listed are meant to provide examples of evidence of work on the standards. The artifacts

listed are not exhaustive nor would it be reasonable to expect a Administrator to provide all of the artifacts.

- Meeting logs/minutes of task force meetings
- Level of volunteerism
- Parent - Teacher conference numbers
- Number of hits on web site
- Community Survey
- Needs Assessments/Satisfaction surveys/Focus Groups
- Election results that impact tax levies
- Written communications
- Data on outreach programs
- Collaborative Partners
- Advisory Board minutes
- Participation in 6 year plan for 8th graders
- Parenting classes - numbers
- Inter-agency agreements
- "House calls" – contact with parents and partners
- Open houses
- Membership and service to service clubs
- Participation in youth-oriented organizations
- Communications with parents
- Minutes of the School Improvement Advisory Committee meeting

STANDARD #5: An educational leader promotes the success of all students by acting with integrity, fairness and in an ethical manner. (Ethics)

The descriptors supporting each criterion are provided as examples of the kind of activities/behaviors that would support the criterion. The descriptors are not exhaustive nor would it be reasonable to expect that the Administrator demonstrate competence on all descriptors.

5a. Demonstrates ethical and professional behavior.

- Adheres to state and federal mandates.
- Adheres to board policies, School procedures, and contractual obligations.
- Adheres to professional standards of behavior.
- Treats people fairly and with respect.

5b. Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.

- Portrays a positive attitude about the ability of staff and students to accomplish substantial goals.
- Supports major initiatives.
- Communicates and models ideals and beliefs about schooling, teaching, and learning with stakeholders.

Standard #5

The artifacts listed are meant to provide examples of evidence of work on the standards. The artifacts listed are not exhaustive nor would it be reasonable to expect the Administrator to provide all of the artifacts.

- Feedback from a variety of stakeholders
- Record of solicitation of feedback
- Customer satisfaction indices
- Special Education delivery plan
- Written recommendations on difficult issues
- “Equity” School-wide program results
- Character Education Program data
- Sportsmanship – Coaches feedback
- Affirmative Action Plan
- Email file

STANDARD #6: An educational leader promotes the success of all students by understanding the profile of the community and responding to and influencing the larger political, social, economic, legal and cultural context. (Societal Context)

The descriptors supporting each criterion are provided as examples of the kind of activities/behaviors that would support the criterion. The descriptors are not exhaustive nor would it be reasonable to expect that the Administrator demonstrate competence on all descriptors.

- 6a. Collaborates with service providers and other decision-makers to improve teaching and learning.
 - Participates in efforts for improved education through the political process.
 - Responds to community needs by supporting educational programs.
 - Interacts with organizations to enhance support for schools.
- 6b. Advocates for the welfare of all members of the learning community.
 - Serves as educational liaison to the community.
 - Advocates for children and families in the larger community.
- 6c. Designs and implements appropriate strategies to reach desired goals.
 - Assesses needs and analyzes data before making decisions.
 - Provides opportunities for input from all stakeholders.
 - Understands community profile and its relationship to global society.
 - Ensures the infusion of global understandings in program design and implementation.

<p>Evidence:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Summary Rating</p> <p>Meets Standard</p> <p>Doesn't Meet Standard</p>
<p>Reflection:</p>	

Possible questions Board Members could ask to conduct the reflective conversation.

Standard #6

The questions provided are meant to guide the discussion between the Administrator and the board. The questions are not exhaustive nor would it be reasonable to expect the Administrator to respond to all questions.

- What service providers are we working with or networking with, and what is the impact of those efforts?
- What steps are you taking to collaborate with other Schools, institutions, and organizations and on what issues?
- What steps are you taking to insure that our students & organization will be prepared for the changing demographics of our state and nation?
- What examples of your efforts to advocate for our School, all students, and for education can you give us?

Possible artifacts a Administrator could use to demonstrate proficiency.

Standard #6

The artifacts listed are meant to provide examples of evidence of work on the standards. The artifacts listed are not exhaustive nor would it be reasonable to expect the Administrator to provide all of the artifacts.

- Communication logs with legislators
- Agendas from meetings –Area Education Agency, Board Meetings, meetings with legislators, etc.
- Participation in “non-school” initiatives, e.g. Economic Development, Chambers, Empowerment
- Participation in Professional Associations like NCEA (National Catholic Education Association.
- Participation in state-level task forces
- Involvement with community colleges, Institutions of Higher Education, Post-Secondary Institutions
- Inter-Agency Agreements
- Involvement with “School Safety” organizations.

PART III – OVERALL SUMMARY [Check (√) one in each row]

Job Responsibilities:	Satisfactory	Unsatisfactory
Facilitator of Faith community		
Standard 1 (Shared Vision)		
Standard 2 (Culture and Learning)		
Standard 3 (Management)		
Standard 4 (Family and Community)		
Standard 5 (Ethics)		
Standard 6 (Societal Context)		

Significant Achievements:

Areas for Growth:

Principal Comments:

Superintendent or Designee Comments:

Recommendation for Continuous Improvement (check one)

- Professional Growth Plan
- New Job Targets
- Remediation Target

Principal's Signature: _____ Date: _____

Evaluation Period: _____, 200__ to _____, 200__

Superintendent or Designee: _____ Date: _____

Iowa Individual Administrator Professional Development Plan
to be developed collaboratively between administrator and supervisor

Name: _____ **School:** _____ **School:** _____ **AEA:** _____

School or Building Focus

Step 1

General School Goal Area (from CSIP or other improvement plan) If using a goal area not included in a plan, include data which shows the need for focusing your leadership actions in this area.

Step 2

Specific School or School Goal (for above general goal area)

Step 3

Specific Leadership Goals*

(1-3 things the administrator will DO to increase likelihood that goals in steps 1 & 2 will be achieved)

Related ISSL

Indicators of Progress

(Document the effect of chosen indicators.)

Start & End Dates

Review Date(s)

Items discussed during review

Step 4

Learning Goals*

(1-3 things the administrator will DO to increase likelihood that goals in steps 1 & 2 will be achieved)

Related ISSL

Indicators of Progress

(Document the effect of chosen indicators.)

Start & End Dates

Review Date(s)

Items discussed during review

*Administrators are encouraged to use "SMART Goal" design to develop their goals. See page 2.

Step 5

Supports for Plan Implementation (check all that apply and describe)

- Supervisor/Board:
 Peer:

- AEA/Regional:
 Other:

Administrator Signature/Date _____ Supervisor Signature/Date _____

SMART Goals Worksheet

This is an optional tool to assist with goal writing. Use the process for each of the 1-3 goals you are considering.

S – Strategic and Specific

Strategic - Select a high-leverage goal that will make a difference.

Specific - Clearly define what you will do and how you will do it.

M – Measurable

Establish concrete criteria for tracking progress and determining success.

A – Attainable

Select a goal you have a reasonable expectation of achieving (a “stretch” goal that is not easy, but doable).

R – Results-based

Clearly define the results you expect to see.

T – Time-bound

Establish a starting and ending date for completion of the goal.

Leadership Goal

R – What **result** do you hope to achieve? Be specific.

S - What **specific** leadership action(s) might lead to the desired result? Describe what you will do and how you will do it.

A – What is the likelihood you will **achieve** the goal upon successful completion of the actions described? Show the connection between your actions and the desired result.

M – What **measures** (criteria) will you use to determine progress and document the effect of chosen indicators?

T – What is the **timeframe** for completing the goal? List start date, review date(s) and end date.

Final leadership goal statement: (Combine considerations in all columns to create your goal statement. Transfer this to the first page of the plan.)

Learning Goal

R – What **result** do you hope to achieve? Be specific.

S - What **specific** leadership action(s) might lead to the desired result? Describe what you will do and how you will do it.

A – What is the likelihood you will **achieve** the goal upon successful completion of the actions described? Show the connection between your actions and the desired result.

M – What **measures** (criteria) will you use to determine progress and document the effect of chosen indicators?

T – What is the **timeframe** for completing the goal? List start date, review date(s) and end date.

Final learning goal statement: (Combine considerations in all columns to create your goal statement. Transfer this to the first page of the plan.)

REMEDATION TARGET

A Remediation Target should be identified for each standard or significant performance indicator identified and supported with evidence as unsatisfactory by the board.

A separate target should be written for each performance indicator. The number of targets should be limited to no more than five (5). The timelines should be completed within the next 12-month evaluation cycle.

Remediation Target Number: _____ Date Target Developed: _____

Performance Indicator to be Remediated	Remediation Target (w/measurable outcomes)	Action Steps	Evidence of Progress	Summary Rating Satisfactory/Unsatisfactory

Administrator Comments:

Board President Comments:

Signatures: _____
Administrator **Date**

_____ **Board President** **Date**

Job Description

Title:	Administrator of Schools
Job Goal:	To provide School-wide leadership in improving teaching and learning that increases achievement and promotes success of all students.
Qualifications:	<ol style="list-style-type: none">1. Three years experience in teaching and three years experience in school administration totaling at least six years.2. An earned Master's Degree with a major in educational administration; preferably, completion of one year of graduate work beyond the Master's Degree.3. A valid license issued by the State Board of Education with a Administrator/Area Education Agency Administrator endorsement.4. Such alternatives to the above qualifications as the board may find appropriate and acceptable.
Reports to:	Board of Education
Supervises:	Directly or indirectly, every School employee.
Classification:	Exempt

Professional Responsibilities and Examples of Duties:

1. The Administrator is an educational leader who promotes the success of all students facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.
 - a. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs.
 - b. Uses research and/or best practices in improving the educational program.
 - c. Articulates and promotes high expectations for teaching and learning.
 - d. Aligns and implements the educational programs, plans, actions, and resources with the School's vision and goals.
 - e. Provides leadership for major initiatives and change efforts.
 - f. Communicates effectively to various stakeholders regarding progress with school improvement plan goals.
2. An Administrator is an educational leader who promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development.
 - a. Provides leadership for assessing, developing and improving climate and culture.
 - b. Systematically and fairly recognizes and celebrates accomplishments of staff and students.
 - c. Provides leadership, encouragement, opportunities and structure for staff to continually design more effective teaching and learning experiences for all students.
 - d. Monitors and evaluates the effectiveness of curriculum, instruction and assessment.
 - e. Evaluates staff and provides ongoing coaching for improvement.
 - f. Ensures staff members have professional development that directly enhances their performance and improves student learning.
 - g. Uses current research and theory about effective schools and leadership to develop and revise his/her professional growth plan.
 - h. Promotes collaboration with all stakeholders.
 - i. Is easily accessible and approachable to all stakeholders.
 - j. Is highly visible and engaged in the school community.
 - k. Articulates the desired school culture and shows evidence about how it is reinforced.
3. The Administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations and resources for safe, efficient and effective learning environment.
 - a. Complies with state and federal mandates and local board policies.
 - b. Recruits, selects, inducts, and retains staff to support quality instruction.

- c. Addresses current and potential issues in a timely manner.
 - d. Manages fiscal and physical resources responsibly, efficiently, and effectively.
 - e. Protects instructional time by designing and managing operational procedures to maximize learning.
 - f. Communicates effectively with both internal and external audiences about the operations of the school.
4. The Administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs and mobilizing community resources.
 - a. Engages family and community by promoting shared responsibility for student learning and support of the education system.
 - b. Promotes and supports a structure for family and community involvement in the education system.
 - c. Facilitates the connections of students and families to the health and social services that support a focus on learning.
 - d. Collaboratively establishes a culture that welcomes and honors families and community and seeks ways to engage them in student learning.
 5. The Administrator is an educational leader who promotes the success of all students by acting with integrity, fairness and an ethical manner.
 - a. Demonstrates ethical and professional behavior.
 - b. Demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.
 - c. Fosters and maintains caring professional relationships with staff.
 - d. Demonstrates appreciation for and sensitivity to diversity in the school community.
 - e. Is respectful of divergent opinions.
 6. The Administrator is an educational leader who promotes the success of all students by understanding the profile of the community and, responding to, and influencing the larger political, social, economical, legal and cultural context.
 - a. Collaborates with service providers and other decision-makers to improve teaching and learning.
 - b. Advocates for the welfare of all members of the learning community.
 - c. Designs and implements appropriate strategies to reach desired goals.
 7. This job description is subject to change, and in no manner implies that the Administrator performs only the responsibilities and duties listed herein. The Administrator must perform these and other duties as may be assigned by the board, both consistent with local board policies and the *Iowa Code*.

Working Conditions Include:

1. Extremes of temperature and humidity.
2. Use of and potential dangers associated with stairs.
3. Exposure to and possible repercussions of communicable diseases.
4. Occasional travel.
5. Occasional interaction with unruly students.
6. Regular evening and weekend work.
7. Considerable telephone contact and paperwork.
8. Regular requirement of bending, carrying, climbing, driving, lifting, pushing, pulling, reaching, sitting, standing, walking, reading, communicating, seeing, hearing.

Terms of Employment:

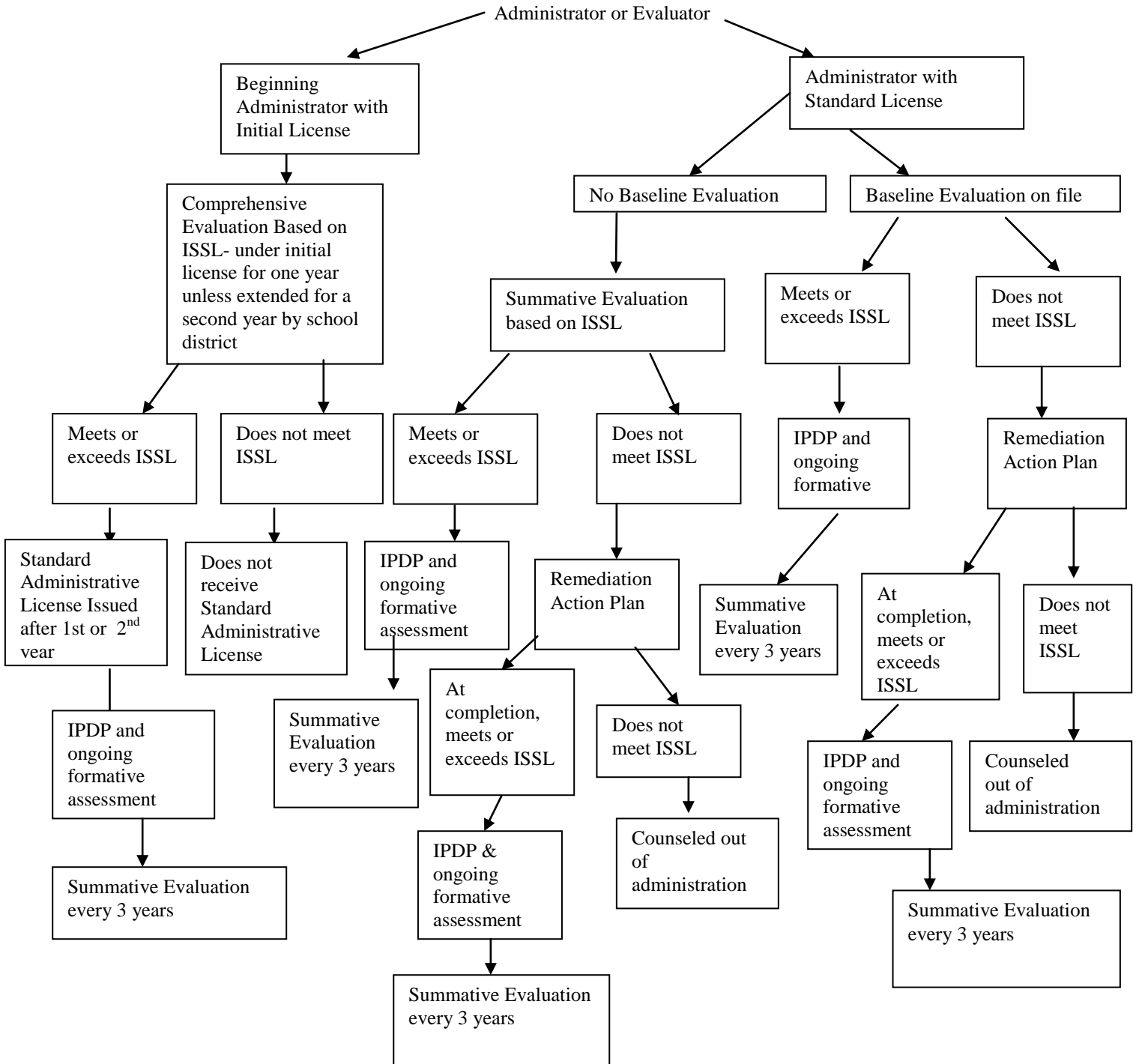
Twelve months a year. Salary and benefits to be set by the board.

Evaluation:

Performance of this job will be evaluated in accordance with board policy, including progress on annual job targets as set by the Administrator and board.

Approved by: _____ **Date:** _____

Evaluation Process- Evaluation of Administrators- May 2007
 (ISSL= Iowa Standards For School Leaders; IPDP= Iowa Professional Development Plan)
IEATPII: Evaluation of Administrators- Module 6: handout 6.3
Best Practice



Authorization of Catechetical Ministers

Authorization is the process by which properly prepared lay men and women are given responsibilities for ecclesial ministry by competent Church authority. This process includes the following elements:

- *Acknowledgement of the competence of an individual for a specific ministerial role (often called “certification”)*
- *Appointment of an individual to a specific position (in some dioceses called “commissioning”), along with a delineation of the obligation, responsibilities, and authority of that position*
- *Announcement of the appointment to the community that will be served by the lay ecclesial minister.*

Co-Workers in the Vineyard of the Lord-A Resource for Guiding the
Development of Lay Ecclesial Ministry, USCCB, 2005

Public prayer and ritual are important for the person who is ministering and the faith community. It is an opportunity for the catechetical minister to be strengthened spiritually and the faith community to be instructed about their role in catechesis.

Within the following resources are models for a commissioning ritual which may be adapted for specific faith communities:

Book of Blessings, Part VI, United States Conference of Catholic Bishops (USCCB) 3211 Fourth St NE; Washington, DC 20017 www.usccbpublishing.org

Catechetical Sunday Kit, National Conference for Catechetical Leadership (NCCL) 125 Michigan Ave NE; Washington, DC 20017 www.nccl.org

**DIOCESE OF DAVENPORT
BOARD OF EDUCATION**

Acknowledgement – Diocesan Faith Formation Guidelines

POLICY 304

It is expected that each employee has a copy (hard or electronic) of the *Diocesan Faith Formation Guidelines*. The employee is expected to read and understand its content. This acknowledgement will be signed annually and will be maintained in his/her personnel file.

I have received a copy, read and am aware of the content in the *Diocesan Faith Formation Guidelines*.

Signature

Date

Copy in Personnel File

Policy Adopted: September 13, 1970
Policy Revised: June 5, 2002
Policy Revised: August 15, 2006
Policy Revised: May 17, 2010