



Diocese of Madison

**TEACHER EVALUATION FRAMEWORK
FOR PROFESSIONAL GROWTH**



Grades K - 8

Office of Catholic Schools

Introduction

In the fall of 2015, a team of administrators and teachers was convened to look at the strengths, weaknesses, and opportunities of the current teacher evaluation model. As a result, an entirely new teacher evaluation system has been created for full implementation during the 2017-2018 school year. This document will outline the history of teacher evaluation in the Diocese of Madison, the philosophical underpinnings and process that underscored the creation of this system, and instructions for using the tools contained within.

History

In 2010, the Office of Catholic Schools formally adopted the Danielson Framework for Teacher Evaluation with the addition of the Catholic Identity domain. The feedback was mixed; whereas teachers and administrators appreciated the tool, a criticism of its use was that the instrument did not foster authentic feedback and conversation. Furthermore, the manner in which administrators were asked to rank levels of performance within the domains was inconsistent among administrators.

As a result, some schools continued to use the Danielson tool to the best of their ability, whereas other schools reverted to the teacher evaluation tool utilized prior to 2010. Thus, the Diocese lacked a cohesive evaluation tool being used in all schools, which had been the intent.

In this iteration of teacher evaluation, the committee took this feedback and current practice very seriously. The teacher evaluation tool needs to, first and foremost, foster effective feedback, communication, and professional growth.

Considerations

The committee immediately identified several needs when implementing or designing a tool that would be effective for our needs across the Diocese of Madison:

- Teacher evaluation should be based on professional growth models
- The evaluation tool should not compare, or rank, teachers or levels of performance
- Teacher evaluation should assist with the PDP and accreditation processes, as well as be correlated with the teaching standards
- There should be no confusion between observation and evaluation
- The evaluation tool cannot be based on observation alone, as many 21st Century learning techniques are not easily observed
- Teachers should be teaching authentically, not based on an 'all-star lesson' for the purpose of an observation; the tool should support authentic teaching and learning

- Teachers should be focused primarily on student learning, not on teaching or preparation for teaching strategies
- Teacher evaluation should mirror student evaluation and assessment; whereas summative evaluation is necessary, formative evaluation should provide feedback that drives professional goals and growth that informs the summative evaluation.

Overview of Instrument

The entire instrument is designed to promote professional growth at all times, for all teachers. Therefore, the evaluation system should be used with all teachers, regardless of status or experience. Personal professional goals should inform administrators and assist with building-wide goals.

The teacher evaluation form is a summative evaluation. Informing the evaluation should be sources of evidence, including observations.

The evaluation is broken down in to two sections:

- Instructional Practices
- Professional Responsibilities

Within each of the two sections, several Foundational Statements are listed. For each of the Foundational Statements, several Mastery Indicators guide the teacher and administrator to understand the top level of professional practice of a teacher. The Mastery Indicators should be considered when gathering artifacts and providing feedback.

Mastery Indicators Inform Feedback

The Mastery Indicators illustrate the top level of professional practice in the classroom. However, not all teachers can or should be expected to demonstrate the top level mastery, as each teacher should be committed to professional growth. Bearing in mind that there are different levels of mastery, feedback could begin with the following:

Teacher consistently and effectively exhibits mastery indicators *evidenced by N*.

Teacher frequently and effectively exhibits mastery indicators *as evidenced by N*.

Teacher occasionally exhibits mastery indicators *as evidenced by N* and is in need of additional support.

Teacher rarely exhibits mastery indicators and is in need of serious assistance.

This exemplar language should be treated as a starting point, and feedback should include opportunities for growth.

Evidence

The administrator and teacher will need to collaborate to produce sources of evidence that provide clear support of the level of competence in each of the Foundational Statements. Possible sources of evidence are listed under each Foundational Statement. Sources of evidence 'may include, but are not limited to' the suggested items, and may vary among teachers. An adequate amount of evidence is expected to be obtained before providing feedback and evaluation.

Observations

Many of the Foundational Statements will be supported with the artifact of observation; meaning, the Foundational Statement will be supported with an observable trait. The number of observations throughout the course of the year will vary greatly depending upon teacher style, experience, and professional goals. Whereas some teachers will require few observations in order to collect artifacts necessary to quantify competence in the Foundational Statements, others will require many observations to collect the artifacts necessary to provide feedback. Observations are neither formal nor informal, as the goal of the observation is to witness and document observable traits.

Suggested Timeline

Prior to the start of the year

Administrator and teacher meet to discuss a) summary of the past growth; b) professional goals; c) evaluation form and possible sources of evidence to be collected throughout the year

Within the first two months

Initial observation to witness observable traits; provide documented formative feedback within the context of a conference

Throughout the remainder of the year

Collect adequate evidence, providing formative feedback when conducting an observation; document follow-up conversations and actions for any teachers who may be at-risk

March 1

Deadline to conduct evaluation for probationary teachers or at-risk teachers

May 1

Deadline to conduct evaluation for non-probationary staff

Frequency of Use

The primary function of teaching in a Catholic School is to provide feedback to students to promote learning and academic growth. Likewise, it is the responsibility of administrators to model learning in the same manner with teachers. It is expected that all teachers will be evaluated annually, although the depth and breadth of exactly how to do so is decided by the Principal, perhaps in consultation with the teacher (see 'flexible use' section immediately below).

Feedback should be continually informed by teacher growth, and there should be ongoing communication throughout the year, including verbal. As such, the feedback statements on the form should be a short, summative reflection of the status of the growth, or in some cases, concern. Over time, the annual summative evaluations should show a growth pattern.

Flexible Use

The evaluation framework is designed to be a useful tool to help administrators design, implement, evaluate, and meet building-level goals. Given that all schools in the Diocese of Madison rely on a certain degree of autonomy and local control, it is up to the building administrator(s) to determine the breadth and depth of use of this tool. While it is expected that all schools implement this framework for evaluation, the framework can still be used to fidelity with multiple approaches. Specifically, administrators may find the following approaches useful:

1. A teacher is evaluated on each foundational statement with sufficient evidence collected.
2. A teacher, with administrative guidance, selects a certain number of foundational statements on which to focus. Substantial evidence may be required by the administrator(s). A thorough evaluation on all foundational statements will likely take a number of years to complete, although a new form is to be filled out annually with summative growth feedback given in each area (noting that the summative growth could and should be much more substantial in the area(s) of focus.
3. Hybrid of the above, with flexibility given to:
 - a. Status (non-probationary / probationary)
 - b. Continued work in past foundational statement focus areas
 - c. Building goals and/or needs

In some scenarios, the annual feedback on the form itself may appear insufficient, particularly in an instance where the teacher is focusing on a lower number of foundational statements. This is not a concern of the Office of Catholic Schools; the depth of the feedback is to be considered the primary vehicle of documented evaluation, bearing in mind that teachers who show cause for concern will have appropriate documentation in his or her personnel file.

Accreditation Process / National Standards

The evaluation form is designed to mirror the accreditation process; in particular, the process by which the visiting team collects evidence that the standards for accreditation are met. Furthermore, the evaluation tool itself can be used as evidence in the accreditation standards; meaning, viewing the completed documentation will assist visiting team members in verifying competence in particular standards.

Each of the Foundational Statements is aligned to the following National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools (*NSB*):

Instructional Practices

1. New learning is connected to prior learning and experience (*NSB #6, 7*)
2. Learning activities challenge diverse learners (*NSB #7, 9*)
3. Students engage in learning through collaboration and other strategies (*NSB #7*)
4. Students engage in self-reflection to understand and explain their own learning (*NSB #3, 7, 9*)
5. Assessment is integrated into instruction (*NSB #7, 8*)
6. Catholic Identity is infused into instruction (*NSB #2*)

Professional Responsibilities

1. The teacher is committed to the school community (*NSB #4*)
2. The teacher reflects on professional growth and practices (*NSB #6, 7, 8*)
3. The teacher meets professional obligations (*NSB #2, 8*)
4. The teacher positively engages families (*NSB #1, 4, 8, 9, 13*)
5. The teacher infuses Catholic Identity into professional responsibilities (*NSB #4, 7*)

inTASC Teaching Standards

Each of the Foundational Statements is aligned to the following teaching standards:

Instructional Practices

1. New learning is connected to prior learning and experience (*inTASC #1, 4, 8*)
2. Learning activities challenge diverse learners (*inTASC #1, 2, 4, 5, 7, 8*)
3. Students engage in learning through collaboration and other strategies (*inTASC #1, 8*)
4. Students engage in self-reflection to understand and explain their own learning (*inTASC #2, 8*)
5. Assessment is integrated into instruction (*inTASC #4, 6, 8*)
6. Catholic Identity is infused into instruction (*inTASC #3, 8*)

Professional Responsibilities

1. The teacher is committed to the school community (*inTASC #9, 10*)
2. The teacher reflects on professional growth and practices (*inTASC #4, 5, 9*)
3. The teacher meets professional obligations (*inTASC #4, 7, 9*)
4. The teacher positively engages families (*inTASC #10*)
5. The teacher infuses Catholic Identity into professional responsibilities (*inTASC #10*)

NATIONAL STANDARDS AND BENCHMARKS FOR EFFECTIVE CATHOLIC ELEMENTARY AND SECONDARY SCHOOLS

1. An excellent Catholic school is guided and driven by a clearly communicated mission that embraces a Catholic Identity rooted in Gospel values, centered on the Eucharist, and committed to faith formation, academic excellence and service.
2. An excellent Catholic school adhering to mission provides a rigorous academic program for religious studies and catechesis in the Catholic faith, set within a total academic curriculum that integrates faith, culture, and life.
3. An excellent Catholic school adhering to mission provides opportunities outside the classroom for student faith formation, participation in liturgical and communal prayer, and action in service of social justice.
4. An excellent Catholic school adhering to mission provides opportunities for adult faith formation and action in service of social justice.
5. An excellent Catholic school has a governing body (person or persons) which recognizes and respects the role(s) of the appropriate and legitimate authorities, and exercises responsible decision making (authoritative, consultative, advisory) in collaboration with the leadership team for development and oversight of the school's fidelity to mission, academic excellence, and operational vitality.
6. An excellent Catholic school has a qualified leader/leadership team empowered by the governing body to realize and implement the school's mission and vision.
7. An excellent Catholic school has a clearly articulated, rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction.
8. An excellent Catholic school uses school-wide assessment methods and practices to document student learning and program effectiveness, to make student performances transparent, and to inform the continuous review of curriculum and the improvement of instructional practices.
9. An excellent Catholic school provides programs and services aligned with the mission to enrich the academic program and support the development of student and family life.
10. An excellent Catholic school provides a feasible three to five year financial plan that includes both current and projected budgets and is the result of a collaborative process, emphasizing faithful stewardship.
11. An excellent Catholic school operates in accord with published human resource/personnel policies, developed in compliance with (arch)diocesan policies and/or religious congregation sponsorship policies, which affect all staff (clergy, religious women and men, laity and volunteers) and provide clarity for responsibilities, expectations and accountability.
12. An excellent Catholic school develops and maintains facilities, equipment, and technology management plan designed to continuously support the implementation of the educational mission of the school.
13. An excellent Catholic school enacts a comprehensive plan for institutional advancement based on a compelling mission through communications, marketing, enrollment management, and development.

inTASC MODEL CORE TEACHING STANDARDS

1. Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

2. Learning Differences

The teacher uses understanding of individual differences and inclusive learning environments that enable each learner to meet high standards.

3. Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

4. Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

5. Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

6. Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

7. Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

8. Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

9. Professional Learning & Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

10. Leadership & Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

TEACHER STANDARDS

- 1. Teachers know the subjects they are teaching.**

The teacher understands the central concepts, tools of inquiry, and structures of the disciplines she or he teaches and can create learning experiences that make these aspects of subject matter meaningful for pupils.
- 2. Teachers know how children grow.**

The teacher understands how children with broad ranges of ability learn and provides instruction that supports their intellectual, social, and personal development.
- 3. Teachers understand that children learn differently.**

The teacher understands how pupils differ in their approaches to learning and the barriers that impede learning and can adapt instruction to meet the diverse needs of pupils, including those with disabilities and exceptionalities.
- 4. Teachers know how to teach.**

The teacher understands and uses a variety of instructional strategies, including the use of technology, to encourage children's development of critical thinking, problem solving, and performance skills.
- 5. Teachers know how to manage a classroom.**

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
- 6. Teachers communicate well.**

The teacher uses effective verbal and nonverbal communication techniques as well as instructional media and technology to foster active inquiry, collaboration, and supportive interaction in the classroom.
- 7. Teachers are able to plan different kinds of lessons.**

The teacher organizes and plans systematic instruction based upon knowledge of subject matter, pupils, the community, and curriculum goals.
- 8. Teachers know how to test for student progress.**

The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the pupil.
- 9. Teachers are able to evaluate themselves.**

The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on pupils, parents, professionals in the learning community and others and who actively seeks out opportunities to grow professionally.
- 10. Teachers are connected with other teachers and the community.**

The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support pupil learning and well-being and acts with integrity, fairness and in an ethical manner.



Office of Catholic Schools
Diocese of Madison
Teacher Evaluation

Date: _____

Teacher Name: _____

School Name: _____ City: _____

Part 1 – Instructional Practices

Foundational Statements

1. New learning is connected to prior learning and experience.

Mastery Indicators

- † Teacher activates students' initial understanding of new concepts and skills.
- † Teacher makes explicit connections between previous learning and new concepts and skills for students.
- † Teacher makes clear the purpose and relevance of new learning for students.
- † Teacher provides students opportunities to build on or challenge initial understandings.

Evidence may include, but is not limited to:

Lesson plan, graphic organizers, student work, discussion

Evidence:

Feedback:

2. Learning activities challenge diverse learners.

Mastery Indicators

- † Activities purposefully employ students' cognitive abilities and skills.
- † Activities place appropriate demands on each student.
- † Activities progressively develop students' cognitive abilities and skills.

Evidence may include, but is not limited to:

Lesson plan, student work, summarization, classroom organization and management techniques

Evidence:

Feedback:

3. Students engage in learning through collaboration and other strategies.

Mastery Indicators

- † Teacher provides opportunities for collaboration and discussion.
- † Teacher provides opportunities for students to create and/or interpret learning in varied formats.
- † Teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience

Evidence may include, but is not limited to:

Student work, student collaboration, discussion, formative assessment, classroom environment, classroom routines

Evidence:

Feedback:

4. Students engage in self-reflection to understand and explain their own learning.

Mastery Indicators

- † Teacher structures opportunities for self-reflection of learning.
- † Teacher encourages students to act based on their own self-reflection.

Evidence may include, but is not limited to:

Independent opportunities, student writing, discussion, student goal-setting, journal, portfolio

Evidence:

Feedback:

5. Assessment is integrated into instruction.

Mastery Indicators

- † Teacher plans on-going learning opportunities based on Evidence of students' current level.
- † Teacher aligns assessment with learning goals and Mastery criteria.
- † Teacher utilizes formative assessment to monitor student achievement.
- † Teacher adapts instruction based on results of formative assessment.

Evidence may include, but is not limited to:

Lesson plans, formative assessments, summative assessments, differentiation, instructional groupings

Evidence:

Feedback:

6. Catholic Identity is infused in to instruction.

Mastery Indicators

- † Teacher relates understanding of the *Catechism* and theology to students.
- † Teacher encourages students to uphold and model teachings of the Catholic Church.
- † Teacher plans and provides opportunities for students to participate in service.
- † Evidence are infused into daily routines and structures, including instruction and student participation.

Evidence may include, but is not limited to:

Lesson plans, artifacts, service opportunities, daily routines and structures, classroom environment, personal interactions

Evidence:

Feedback:

Part 2 – Professional Responsibilities

Foundational Statements

1. The teacher is committed to the school community.

Mastery Indicators

- † The teacher collaborates with colleagues to improve instruction.
- † The teacher takes an active role in building a professional culture that supports school and diocesan initiatives.
- † The teacher takes an active role in cultivating a safe, learning-centered school culture and community that maintains high expectations for all students.

Evidence may include, but is not limited to:

Active participation in staff meetings, committee work, book study, leadership opportunities, participation in school community activities, implements safety procedures

Evidence:

Feedback:

2. The teacher reflects on professional growth and practices.

Mastery Indicators

- † The teacher uses a variety of data to reflect on his or her practice.
- † The teacher utilizes resources to improve his or her instructional practice.

Evidence may include, but is not limited to:

Participates in professional development, lesson plans, STAR360 data, formative assessments, Professional Development Plan (PDP), professional goals

Evidence:

Feedback:

3. The teacher meets professional obligations.

Mastery Indicators

- † The teacher models and advocates for fair, equitable, and dignified treatment of all students and families.
- † The teacher models integrity in all interactions with colleagues, students, families, and the community.
- † The teacher follows applicable policies, regulations, and procedures.

Evidence may include, but is not limited to:

Newsletters, progress reports, positive personal interactions, punctuality, timely responses to communications

Evidence:

Feedback:

4. The teacher positively engages families.

Mastery Indicators

- † The teacher regularly facilitates communication with family members regarding student progress.
- † The teacher informs and connects families and students to opportunities and services appropriate to student needs.

Evidence may include, but is not limited to:

Family communications, progress reports, timely grading, appropriate availability, accessibility for meetings to address student needs or parental concerns

Evidence:

Feedback:

5. The teacher infuses Catholic Identity in to professional responsibilities.

Mastery Indicators

- † Teacher actively plans, prepares for, and participates in liturgies and prayer opportunities.
- † Teacher plans and provides opportunities for students to participate in action in service of social justice.
- † Teacher regularly seeks opportunities for ongoing catechetical formation and training.

Evidence may include, but is not limited to:

Lesson plans, class schedules, participation at school Mass, SOWDI classes, retreat experiences, prayer opportunities, various forms of media

Evidence:

Feedback:



Office of Catholic Schools
Diocese of Madison
Teacher Observation

Date: _____

Teacher Name: _____

School Name: _____

City: _____

Part 1 – Instructional Practices

Foundational Statements	Observed	Not Observed
1. New learning is connected to prior learning and experience.	<input type="checkbox"/>	<input type="checkbox"/>
2. Learning activities challenge diverse learners.	<input type="checkbox"/>	<input type="checkbox"/>
3. Students engage in learning through collaboration and other strategies.	<input type="checkbox"/>	<input type="checkbox"/>
4. Students engage in self-reflection to understand and explain their own learning.	<input type="checkbox"/>	<input type="checkbox"/>
5. Assessment is integrated into instruction.	<input type="checkbox"/>	<input type="checkbox"/>
6. Catholic Identity is infused into instruction.	<input type="checkbox"/>	<input type="checkbox"/>

Part 2 – Professional Responsibilities

Foundational Statements	Observed	Not Observed
1. The teacher is committed to the school community.	<input type="checkbox"/>	<input type="checkbox"/>
2. The teacher reflects on professional growth and practices.	<input type="checkbox"/>	<input type="checkbox"/>
3. The teacher meets professional obligations.	<input type="checkbox"/>	<input type="checkbox"/>
4. The teacher positively engages families.	<input type="checkbox"/>	<input type="checkbox"/>
5. The teacher infuses Catholic Identity in to professional responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>

Feedback: