

## **EVALUATION OF TEACHERS - PHILOSOPHY**

We believe that teacher evaluation in the Diocese of Spokane will produce growth for the teacher and result in a better Christian educational environment for each student.

We believe that teacher evaluation shall help the individual teacher to identify areas of his/her accountability in regard to teacher professional standards, shall monitor his/her commitment to Christian values and Catholic traditions, and shall reinforce his/her respect for the dignity of each student.

As a result of evaluation, the teacher will have vivid information about his/her professional performance, the Christian modeling given, and the impact of his/her relationship on the dignity of each individual student.

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## Teacher Evaluation Process

### I. August

- A. Principal and staff establish school goals
- B. Principal explains the supervision process
- C. Principal and teachers review the evaluation instrument

### II. September

- A. Teacher develops his/her initial professional growth plan
- B. Principal and teacher meet to discuss and finalize the teacher's professional growth plan
- C. Principal conducts informal classroom observations

### III. October/November

- A. Principal conducts a formal classroom observation - all teachers
  - 1. Pre-observation conference and/or form
  - 2. Formal classroom observation
  - 3. Post-observation conference and report
  - 4. Intervention form
- B. Principal completes an evaluation instrument for teachers with less than three years experience and any other(s) with whom he/she has concern
  - 1. Evaluation instrument
  - 2. Supervision conference
  - 3. Intervention form
- C. Principal monitors progress of the action plan (intervention form).
- D. Principal and teacher monitor progress of the professional growth plan
- E. Principal conducts informal classroom observations

### IV. December/January

- A. Principal conducts a formal classroom observation - all teachers
  - 1. Pre-observation conference and/or form
  - 2. Formal classroom observation
  - 3. Post-observation conference
  - 4. Intervention form
- B. Principal completes the evaluation instrument for teachers with less than three years experience and any other(s) with whom he/she has concern
  - 1. Evaluation instrument
  - 2. Supervision conference
  - 3. Intervention form
- C. Principal monitors progress of the action plan(s) (intervention form(s))
- D. Principal and teacher monitor progress of the professional growth plan
- E. Principal conducts informal classroom observations

### V. February/March

- A. Principal conducts a formal classroom observation for teachers with less than three years experience and any other(s) with whom he/she has concern.
  - 1. Pre-observation conference and/or form
  - 2. formal classroom observation
  - 3. Post observation conference
  - 4. Intervention form
- B. Principal completes the evaluation instrument for all teachers
  - 1. Evaluation instrument
  - 2. Supervision conference
  - 3. Intervention form
- C. Principal monitors progress of the action plan(s) (intervention form(s))
- D. Principal and teacher monitor progress of the professional growth plan

E. Principal conducts informal classroom observations

**VI. April**

- A. Principal conducts informal classroom observations
- B. Teacher completes self-evaluation of the professional growth plan
- C. Principal monitors progress of the action plan(s) (intervention form(s))
- D. Principal completes teacher evaluation summary form
- E. Principal shares teacher evaluation summary form with the teacher before May 1.
- F. Principal delivers a notification of intent form before May 1 to the teacher(s) who will not receive a new contract for the new school year

**VII. May/June**

- A. Principal meets with each teacher to begin preparing the professional growth plan for the next school year
- B. Teacher signs a new contract for the next school year

\* The intervention form may be used any time during the year with any teacher who demonstrates inappropriate behavior.