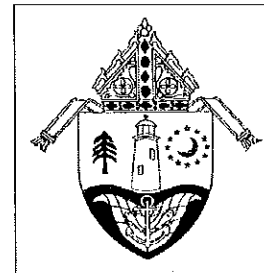


Catholic Diocese of Biloxi

DEPARTMENT OF EDUCATION
Biloxi, Mississippi



Beginner Teacher Professional Growth Report

Teacher _____

School _____ City _____

Teaching Experience _____ Years in Diocese _____

The evaluation process designed by the Department of Education of the Catholic Diocese of Biloxi School System is intended to promote professional growth and renewal of the teacher and to stimulate dialogue and communication—in a spirit of faith, charity and trust—between the teacher and principal.

The Process

- 1) During the second semester of each school year, every teacher will complete this form as a self-appraisal and return the form to the principal. The principal will complete the form after a classroom visit covering the duration of the teaching lesson observed.
- 2) The principal will arrange a conference at a designated date with the teacher to discuss the completed form.
- 3) At the conclusion of the conference, plans for continual professional growth and development will be discussed and noted on the section provided (last page of form). The form will be signed by both teacher and principal and placed in the teacher's personnel file in the school.
- 4) New teachers to the faculty will follow the same procedure but will conclude the initial conference by November 1 of the school year. Additional observations and conferences may take place at the discretion of the teacher and/or the principal.
- 5) This form will be used as a guide to plan for Staff Development.

Signature of Principal

Signature of Teacher

Date: _____

Date: _____

Directions: Each Competency (Roman numerals I to XVII), is followed by selected indicators (Arabic numerals 1 to 56). On the scale to the right, place an X to show the degree to which the indicator describing the competency is being implemented.

COMPETENCIES AND INDICATORS

	Improvement Needed	Little or No Improvement Needed
I. PLANS INSTRUCTION TO ACHIEVE SELECTED OBJECTIVES		
1. Specifies or selects learner objectives for lessons.	1.	
2. Specifies or selects teaching procedures for lessons.	2.	
3. Specifies or selects content, materials, and media for lessons.	3.	
4. Specifies or selects materials and procedures for assessing learner progress on the objectives.	4.	
5. Plans instruction at a variety of levels.	5.	
II. ORGANIZES INSTRUCTION TO TAKE INTO ACCOUNT INDIVIDUAL DEFERENCES AMONG LEARNERS.		
6. Organizes instruction to take into account differences among learners in their capabilities.	6.	
7. Organizes instruction to take into account differences among learners in their learning styles.	7.	
8. Organizes instruction to take into account differences among learners in their rates of learning.	8.	
III. OBTAINS AND USES INFORMATION ABOUT THE NEEDS AND PROGRESS OF INDIVIDUAL LEARNERS.		
9. Uses teacher-made or teacher-selected evaluation materials or procedures to obtain information about learner progress.	9.	
10. Communicates with individuals learners about their needs and progress.	10.	
IV. OBTAINS AND USES INFORMATION ABOUT THE EFFECTIVENESS OF INSTRUCTION TO REVISE IT WHEN NECESSARY.		
11. Obtains information on the effectiveness of instruction.	11.	
12. Revises instruction as needed using evaluation results and observation data.	12.	
V. USES INSTRUCTIONAL TECHNIQUES, METHODS, AND MEDIA RELATED TO THE OBJECTIVES.		
13. Uses teaching methods appropriate for objectives, learners and environment.	13.	
14. Uses instructional equipment and other instructional aids.	14.	
15. Uses instructional materials that provide learners with appropriate practice on objectives.	15.	
VI. COMMUNICATES WITH LEARNERS.		
16. Gives directions and explanations related to lesson content.	16.	
17. Clarifies directions and explanations when learners misunderstand lesson content.	17.	
18. Uses responses and questions from learners in teaching.	18.	
19. Provides feedback to learners throughout the lesson.	19.	
20. Uses acceptable written and oral expression with learners.	20.	
VII. DEMONSTRATES A REPERTOIRE OF TEACHING METHODS.		
21. Implements learning activities in a logical sequence.	21.	
22. Demonstrates ability to conduct lessons using a variety of teaching methods.	22.	
23. Demonstrates ability to work with individuals, small groups, and large groups.	23.	

VIII. REINFORCES AND ENCOURAGES LEARNER INVOLVEMENT IN INSTRUCTION.

- 24. Uses procedures which get learners initially involved in lessons. 24.

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- 25. Provides learners with opportunities for participating. 25.

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- 26. Maintains learner involvement in lessons. 26.

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- 27. Reinforces and encourages the efforts of learners to maintain involvement. 27.

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IX. DEMONSTRATES AN UNDERSTANDING OF THE SCHOOL SUBJECT BEING TAUGHT AND DEMONSTRATES ITS RELEVANCE.

- 28. Helps learners recognize the purpose and importance of topics or activities. 28.

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- 29. Demonstrates knowledge in the subject area. 29.

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X. ORGANIZES TIME, SPACE, MATERIALS, AND EQUIPMENT FOR INSTRUCTION.

- 30. Attends to routine tasks. 30.

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- 31. Uses instructional time effectively. 31.

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- 32. Provides a learning environment that is attractive and orderly. 32.

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XI. DEMONSTRATES HIGH EXPECTATIONS FOR LEARNERS' ACADEMIC PERFORMANCE.

- 33. Conveys the impression of knowing what to do and how to do it. 33.

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- 34. Helps learners recognize the purpose and importance of topics or activities. 34.

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- 35. Reinforces and encourages the efforts of learners to maintain involvement. 35.

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- 36. Provides feedback to learners throughout the lessons. 36.

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- 37. Uses instructional time efficiently. 37.

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XII. DEMONSTRATES ENTHUSIASM FOR TEACHING AND LEARNERS AND THE SUBJECT BEING TAUGHT.

- 38. Communicates personal enthusiasm. 38.

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- 39. Stimulates learner interest. 39.

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- 40. Conveys the impression of knowing what to do and how to do it. 40.

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XIII. HELPS LEARNERS DEVELOP POSITIVE SELF-CONCEPTS.

- 41. Demonstrates warmth and friendliness. 41.

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- 42. Demonstrates sensitivity to the needs and feelings of learners. 42.

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- 43. Demonstrates patience, empathy, and understanding. 43.

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XIV. MANAGES CLASSROOM INTERACTIONS.

- 44. Provides feedback to learners about their behavior. 44.

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- 45. Promotes comfortable interpersonal relationships. 45.

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- 46. Maintains appropriate classroom behavior. 46.

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- 47. Manages disruptive behavior among learners. 47.

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XV. MEETS PROFESSIONAL RESPONSIBILITIES.

- 48. Works cooperatively with colleagues, administrators, and community members. 48.

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- 49. Follows the policies and procedures of the school district. 49.

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- 50. Demonstrates ethical behavior. 50.

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- 51. Performs extra-instructional duties. 51.

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XVI. ENGAGES IN PROFESSIONAL SELF-DEVELOPMENT.

- 52. Participates in professional growth activities. 52.

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- 53. Shares and seeks professional materials and ideas. 53.

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XVII. MAKES A POSITIVE CONTRIBUTION TO THE FAITH COMMUNITY OF THE SCHOOL.

- 54. Provides an opportunity for prayer in the classroom. 54.

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- 55. Actively supports religious activities in the school. 55.

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- 56. Gives witness to a living faith. 56.

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1.) Teaching Plans and Materials (TPM) Competencies I-IV Indicators 1-12

2.) Position Skills (PS) Competencies V-XI Indicators 13-32

3.) Interpersonal Skills (IS) Competencies XII-XIV Indicators 33-47

4.) Faith Community (FC) Competencies XVII Indicators 54-56