



**Catholic Schools**  
A Faith-Based Education  
that Lasts a Lifetime

**Teacher Evaluation Guide for School Leaders**  
**Catholic Schools Office**  
**The Roman Catholic Archdiocese of Washington**

July 2023

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## Overview

The purpose of this document is to provide school leaders with a comprehensive guide on conducting teacher evaluations in line with the Charlotte Danielson Framework for Teaching (FFT). This guide is intended for all school leaders who will be evaluating teachers and supervising school staff during the academic year. The following content and descriptions are included in this guide:

- Danielson Framework for Teaching (FFT)
- Professional Development Stages
- Best Practices for School Leadership
- Required Evaluation Processes and Calendar
- Evaluation Tools
- Professional Development Opportunities
- End-of-Year Reporting Procedures
- Printable Evaluation Forms
- Printable Personnel Forms

All content and forms found within this document are also located in the ADW Principal Portal. Evaluators should review all FFT resources included in the Principal Portal before conducting evaluations.

If you have questions or feedback concerning teacher and/or staff evaluations, please contact:

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On behalf of the Archdiocese of Washington Catholic Schools Office, we thank you for your leadership in service to Catholic education.

# The Charlotte Danielson Framework for Teaching

Archdiocese of Washington Catholic Schools use the Charlotte Danielson Framework for Teaching (FFT) as the centerpiece for guiding and informing teacher evaluations. The FFT is comprised on four domains: (1) Planning and Preparation, (2) Learning Environments, (3) Learning Experience, and (4) Principled Teaching, as seen in Figure 1. Within each domain is a set of components used to inform professional growth.

School leaders who evaluate teachers should complete training in the Danielson FFT. FFT training is offered annually by the Catholic Schools Office prior to the start of the school year. Online training is also available on the Danielson Group website: <https://danielsongroup.org/>

Resources and guides for the FFT are located in the Principal Portal. These guides include the corresponding rubrics and criteria to be followed when conducting teacher evaluations in support of their professional growth.

**Figure 1**

The Framework for Teaching At A Glance (Danielson Group, 2022, [FFT At A Glance](#))



## Professional Development Stages

### How is a teacher's professional development stage determined?

At the beginning of each school year, principals will place teachers within one of three professional development stages depending on the number of years the teacher has been employed at the school. Teachers who are in their first year of employment at the school would be placed within *Stage 1* regardless of the number of years of teaching experience they have accumulated prior to their employment as a new teacher in an ADW school. Teachers who have been employed for one to three years at the school would be placed into *Stage 2*. Teachers who have been employed at the school for four or more years would be placed in *Stage 3*. Principals may choose to use these professional development stage designations for any school staff members in addition to faculty.

### Required Documentation by Development Stage

#### What evaluation documentation is required for teachers per each development stage?

All teachers, regardless of their professional development stage, should complete the *Annual Goals* form at the beginning of the school year (Aug - Sept) and a *Final Evaluation* form at the end of the school year (May-June). Teachers should submit these forms to their principal. Principals should use these forms to guide one-to-one conferences with teachers. Principals are required to submit a copy of all faculty's *Final Evaluation* forms to the Catholic Schools Office (CSO) on or before the June Data Summit. Principals may choose to use the *Annual Goals* and *Final Evaluation* forms with any school staff members in addition to teachers. **Important: All evaluation documentation should be filed internally at the school unless otherwise directed.**

Teachers in *Stage 1* should complete at least two *Formal Observations* before the end of the school year. It is highly recommended that the formal observations take place once at the beginning of the school year (Sept – Dec) and once at the end of the school year (Apr – Jun) to maximize new teachers' opportunities for professional growth.

Teachers in *Stage 2* should complete at least one *Formal Observation* before the end of the school year. It is highly recommended that the *Formal Observation* for teachers in this stage take place before April to allow ample opportunity for additional observations to take place if needed and at the discretion of the principal.

Teachers in *Stage 3* should complete at least one documented *Formal Observation* every three years while in their current role. Teachers in *Stage 3* should complete at least one documented *Formal Observation* if they are in their first year of a new role or position. The principal may choose to conduct additional *Formal Observations* for teachers in this stage as needed.

Table 1 below provides an overview of the professional development stages and the documentation that is required per development stage.

**Table 1**

*Professional Development Stage Descriptions and Required Forms*

Professional Development Stage	Description	Required Forms for Teachers
<b>Stage 1</b> <i>First year employed at school</i>	Teachers and staff are in <i>Stage 1</i> if it is their <b>first year employed at the school</b> , regardless of their number of years of overall teaching experience.	<ul style="list-style-type: none"> <li>• Annual Goals (1)</li> <li>• Formal Observations (2)</li> <li>• Final Evaluation (1)</li> </ul>
<b>Stage 2</b> <i>1-3 years employed at school</i>	Teachers and staff are in <i>Stage 2</i> if they have been <b>employed one to three years at the school</b> .	<ul style="list-style-type: none"> <li>• Annual Goals (1)</li> <li>• Formal Observation (1)</li> <li>• Final Evaluation (1)</li> </ul>
<b>Stage 3</b> <i>4+ years employed at school</i>	Teachers and staff are in <i>Stage 3</i> if they have been <b>employed four or more years at the school</b> .	<ul style="list-style-type: none"> <li>• Annual Goals (1)</li> <li>• Formal Observation (1)* *Conducted every three years or at the start of new role</li> <li>• Final Evaluation (1)</li> </ul>

## Best Practices for School Leadership

### What can school leaders do to promote best practices for continuous professional growth among faculty and staff?

Regardless of the teacher's or staff member's professional development stage, the school leader may choose to conduct any of the following best practices at any time to support teachers and staff members in their professional growth: (1) Faculty-and-Staff-Wide Discussions, (2) One-to-one Meetings, (3) Classroom Walkthroughs, (4) Formal Observations, and (5) Professional Development Recommendations. The following list provides descriptions of each practice:

- **Faculty-and-Staff-Wide Discussions:** Meetings conducted with whole school teams, faculty teams, and/or staff teams to review evaluation requirements, procedures, and expectations.
- **One-to-one Meetings:** One-to-one meetings with teachers and staff at the beginning and end of year to discuss annual goals and final evaluations.
- **Classroom Walkthroughs:** Informal principal observations and classroom walkthroughs that are conducted, documented, and filed internally.

- **Formal Observations:** Planned and scheduled observations that involve a three-step process: (1) pre-observation, (2) classroom observation, and (3) post-observation. School leaders may choose to conduct formal observations at any time and for any professional development stage outside of the CSO-required documentation. Formal observations are filed internally at the school.
- **Professional Development Recommendations:** Recommendations made by the principal for teachers and staff to attend professional development (PD) workshops or classes as offered by the Catholic Schools Office or through external providers as informed by annual goals and classroom observations.

New principals are always encouraged to work with their principal partners on conducting best practices as a school leader and teacher/staff evaluator.

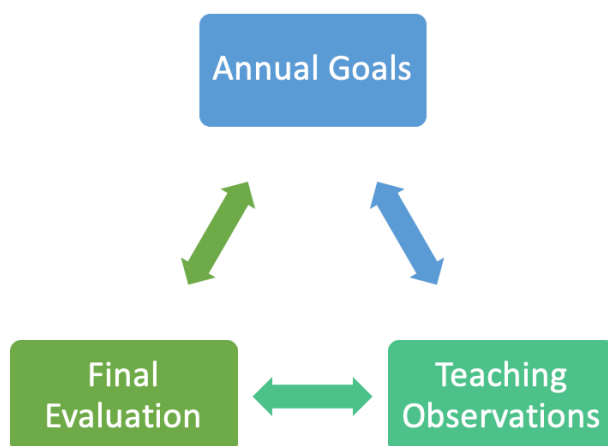
## Required Evaluation Processes and Calendar

### What does the teacher evaluation process entail?

The teacher evaluation process is designed to continuously inform and support the professional growth of the teacher during the school year and into the following school year, as seen in Figure 2. At the beginning of the school year, teachers should develop and discuss annual professional growth goals with their principal. These annual goals should in turn inform the teachers' instructional practices and any formal observations conducted during the school year. Teachers' formal observations and annual goals should also inform the final evaluation. The final evaluation advises teachers' annual goals for the following school year, and so on. Each of these components (i.e., Annual Goals, Formal Observations, and Final Evaluation) will be discussed in more detail in the following sections.

**Figure 2**

*Three-Step Teacher Evaluation Process for Continuous Professional Growth*



## STEP 1 – Annual Goals

At the beginning of the year or shortly after hiring, **all teachers and staff members** should have an opportunity to reflect on their professional growth, write a goal statement for the current school year, and identify any needs to support their goals and certification timeline (whenever applicable). This phase in the evaluation process aligns with Domain 4 of the Danielson Framework for Teaching (FFT).

Please see the “STEP 1 – Annual Goals Form” at the end of this document.

## STEP 2 – Formal Observation

The formal observation is a three-step process that involves a

- (1) pre-observation completed by the teacher and reviewed by evaluator, followed by a one-to-one conference between teacher and evaluator,
- (2) formal observation completed by the evaluator upon the classroom/lesson observation, and
- (3) post-observation completed by the teacher and reviewed by the evaluator, followed by a one-to-one conference between teacher and evaluator

Evaluators should provide teachers with the entire form (Parts I, II, and III) so that they may review the whole process **prior to the formal observation**. Additionally, evaluators should use *The Framework for Teaching: A Guide for Reflection, Observation, and Conversation* for descriptions of components and ratings. Please refer to the Principal Portal for this guide.

The descriptions to follow provide additional details about the three-part form used to guide the formal observation process.

**PART I – Pre-observation:** The pre-observation section of the form guides the one-to-one conference between the teacher and evaluator before the formal classroom observation takes place. Teachers should submit the pre-observation form, along with a formal written lesson plan and any supplementary materials, ahead of the scheduled pre-observation conference and per the evaluator’s expected timeline.

**PART II – Formal Observation:** The formal observation section of the form is used to guide the evaluator’s observation and evaluation of the teacher’s lesson plan instruction, in line with the Danielson Framework for Teaching (FFT).

**PART III – Post-observation:** The post-observation section of the form is used to guide the one-to-one conference between the teacher and evaluator after the formal classroom observation takes place. Teachers should submit this form to the evaluator ahead of the scheduled post-



observation conference, along with samples of student work as evidence of learning as a result of the observed lesson.

Please see the “STEP 2 – Formal Observation Form” at the end of this document.

### STEP 3 – Final Evaluation

The purpose of the final evaluation is for **all teachers and staff members** to reflect on their professional growth at the end of the school year. This form aligns with the teacher’s or staff member’s annual goal statement for the current school year and Domain 4 of the Danielson FFT. Additionally, this form invites teachers and staff members to communicate any needs to support their future professional growth and/or certification timeline.

Please see the “STEP 3 – Final Evaluation Form” at the end of this document.

### Teacher Evaluation Calendar

Table 2 outlines the annual teacher evaluation calendar to be carried out throughout the school year. The calendar includes the recommended timeline for each phase of the evaluation process per the professional development stage.

**Table 2**

*Annual Teacher Evaluation Calendar*

Professional Development Stage	Sept – Dec	Jan – Mar	Apr – Jun	Total Required Forms for Teachers
<b>Stage 1</b> <i>First year employed at school</i>	Annual Goals  Formal Observation		Formal Observation  Final Evaluation	<ul style="list-style-type: none"> <li>• Annual Goals (1)</li> <li>• Formal Observations (2)</li> <li>• Final Evaluation (1)</li> </ul>
<b>Stage 2</b> <i>1-3 years employed at school</i>	Annual Goals	Formal Observation	Final Evaluation	<ul style="list-style-type: none"> <li>• Annual Goals (1)</li> <li>• Formal Observation (1)</li> <li>• Final Evaluation (1)</li> </ul>
<b>Stage 3</b> <i>4+ years employed at school</i>	Annual Goals	Formal Observation (every three years or at the start of new role)	Final Evaluation	<ul style="list-style-type: none"> <li>• Annual Goals (1)</li> <li>• Formal Observation (1)* <i>*Conducted every three years or at the start of new role</i></li> <li>• Final Evaluation (1)</li> </ul>

## Personnel Forms

In some cases, the principal will need to issue verbal counseling, a disciplinary action notification, and/or performance improvement plan to teachers and/or staff members. Printable forms for each of these actions are located at the end of this document. Fillable personnel forms are located in the Principal Portal.

## Evaluation Tools

During the 2023-2024 school year, the Teacher Evaluation Committee will review options for electronically managing professional growth, certification, and other personnel-related items. While the committee reviews digital tools for future use, school leaders will use a spreadsheet template provided by the Catholic Schools Office to track their faculty's professional growth and evaluations.

The CSO-provided report template can be downloaded from the Principal Portal.

## Professional Development Opportunities

Principals may choose to seek out professional development (PD) opportunities for faculty and staff based on data collected during the evaluation process. The CSO offers professional development sessions, workshops, and courses throughout the school year. Principals may request professional development via the Professional Development Request form located in the Principal Portal.

## End-of-Year Reporting Procedures

All evaluation forms and documents must be completed by **June 1**. The final evaluation form includes a prompt for tracking teachers' certification status and professional growth stage. An end-of-year report should be provided to the CSO via an electronic form (see Principal Portal for report template and form link). Additionally, a copy of final evaluations for the school year will be collected at the Data Summit in June.

## Printable Evaluation Forms

Below are printable copies of the following evaluation forms:

- Annual Goals
- Formal Observation
- Final Evaluation

Fillable copies of all forms can be downloaded from the Principal Portal.

## STEP 1 – Annual Goals Form

**Purpose:** The purpose of this form is for teachers and staff members to reflect on their professional growth, write a goal statement for the current school year, and identify any needs to support their goals and certification timeline. This form aligns with Domain 4 of the Danielson Framework for Teaching (FFT).

**TEACHER/STAFF MEMBER NAME**

**POSITION/TITLE**

**NUMBER OF YEARS EMPLOYED AT CURRENT SCHOOL (IF HIRED THIS YEAR, WRITE 'FIRST YEAR')**

**NUMBER OF YEARS EMPLOYED IN CURRENT POSITION (IF BEGAN NEW ROLE/POSITION THIS YEAR, WRITE 'FIRST YEAR IN THIS ROLE')**

### REFLECTION AND PLANNING (COMPONENTS 4A, 4E, & 4F)

**Teachers and Staff:** Assess your performance in relation to your final evaluation from the previous school year (if applicable).

**Teachers:** List 2-3 components from the Danielson FFT that you would like to focus on this year and reflect on the questions below (see attached Danielson FFT).

Danielson FFT Components:

- 
- 

What is your plan for enhancing your teaching/professional growth in each of these areas?

How will this plan lead to improved student learning?

What will be evidence of success?



GOAL STATEMENT (COMPONENTS 4A & 4E)
<p><b>Teachers and Staff:</b> Using the SMART model, write a professional growth goal statement that you intend to follow during the school year. <i>Note: You will revisit this goal statement during your formal observation and final evaluation.</i></p>
Empty space for writing the goal statement

### Certification Policy and Cycle

#### 3421 Certification Requirements for Archdiocesan Teachers

All full-time teachers and all part-time teachers of core/required subjects employed by the Archdiocese must have, or must obtain, Maryland, Virginia or District of Columbia certification within three (3) years of the date of hire or alternative certification as defined by the Catholic Schools Office. ([Policies for Catholic Schools](#), 2023).

Indicate your certification status, if applicable. (Check one):

Maryland and Virginia	Washington DC	Year Not Certified in MD, VA, or DC Since Employed by ADW School
<input type="checkbox"/> Certification Year 1 (CY1) <input type="checkbox"/> Certification Year 2 (CY2) <input type="checkbox"/> Certification Year 3 (CY3) <input type="checkbox"/> Certification Year 4 (CY4) <input type="checkbox"/> Renewal Year (RY)	<input type="checkbox"/> Certification Year 1 (CY1) <input type="checkbox"/> Certification Year 2 (CY2) <input type="checkbox"/> Certification Year 3 (CY3) <input type="checkbox"/> Renewal Year (RY)	<input type="checkbox"/> Not Certified Year 1 (NC1) <input type="checkbox"/> Not Certified Year 2 (NC2) <input type="checkbox"/> Not Certified Year 3 (NC3)
<input type="checkbox"/> I do not know my certification status.		

CERTIFICATION STATUS AND TIMELINE (COMPONENT 4E)
Write your action plan and timeline for acquiring or maintaining your MD, VA, or DC educator certificate, if applicable.
List any resources or information you will need in support of your educator certification timeline.

OPTIONAL: ADDITIONAL COMMENTS
<b>Teachers and Staff:</b> Include any additional comments to share with your principal.

PRINCIPAL COMMENTS

\_\_\_\_\_  
**TEACHER/STAFF NAME (PRINT OR TYPED)**

\_\_\_\_\_  
**PRINCIPAL NAME (PRINT OR TYPED)**

\_\_\_\_\_  
**TEACHER/STAFF SIGNATURE AND DATE**

\_\_\_\_\_  
**PRINCIPAL SIGNATURE AND DATE**

**Distribution:** One copy to Employee, one copy to Supervisor, and original copy to Employee File.

## STEP 2 – Formal Observation Form

### COVER SHEET

**Purpose:** This three-part form is to be used by teachers and principals/evaluators as a tool for conducting formal classroom observations in line with the Danielson Framework for Teaching (FFT).

**Evaluators:** Please refer to *The Framework for Teaching: A Guide for Reflection, Observation, and Conversation* on the Principal Portal for descriptions of components and ratings for each observation rubric.

**Formal Observation Steps:** This form is comprised of three parts for each step of the formal evaluation.

- Pre-observation (Completed by teacher and evaluator)
- Formal Observation (Completed by evaluator)
- Post-observation (Completed by teacher and evaluator)

**Please indicate your professional development stage:**

Professional Development Stage	Description
<input type="checkbox"/> <b>Stage 1</b> <i>First year employed at school</i>	Teachers are in <i>Stage 1</i> if it is their <b>first year employed at the school</b> , regardless of their number of years of overall teaching experience.
<input type="checkbox"/> <b>Stage 2</b> <i>1-3 years employed at school</i>	Teachers are in <i>Stage 2</i> if they have been <b>employed one to three years at the school</b> .
<input type="checkbox"/> <b>Stage 3</b> <i>4+ years employed at school</i>	Teachers are in <i>Stage 3</i> if they have been <b>employed four or more years at the school</b> .

**To be completed by the teacher:**

**TEACHER NAME**

**POSITION/TITLE**

**DATE OF LAST DOCUMENTED FORMAL OBSERVATION AT CURRENT SCHOOL**

**DATE OF LAST DOCUMENTED FORMAL OBSERVATION IN CURRENT ROLE/POSITION**

#### ANNUAL GOAL STATEMENT (COMPONENT 4E)

Include your annual professional growth goal statement. *Note: Refer to Annual Goals Form.*

## PART I: PRE-OBSERVATION

**Purpose:** Part I of this form is used to guide the one-to-one conference between the teacher and evaluator before the formal classroom observation takes place. Teachers should submit this form, along with a formal written lesson plan and any supplementary materials, ahead of the scheduled pre-observation conference and per the evaluator's expected timeline.

*To be completed by the teacher:*

### DATE OF PRE-OBSERVATION CONFERENCE

--

### GRADE LEVEL AND CURRICULUM AREA TO BE OBSERVED

--

### DATE OF SCHEDULED FORMAL OBSERVATION

--

STUDENT LEARNING PROFILES, NEEDS, AND PRIOR KNOWLEDGE (COMPONENT 1B)
Briefly describe the learning profiles of students in this class, including those with special needs.
Briefly describe the previous lesson you are building upon. What prior knowledge have students already acquired about this content?
Describe any challenges you anticipate students having about the lesson content. What is your plan for addressing these challenges?

DESIRED RESULTS (COMPONENT 1C)
List the ADW curriculum standards to be addressed in the lesson. Additionally, how will Catholic identity be incorporated?
List the student objectives (outcomes) for the lesson. What specifically will students be able to do by the end of the lesson and how will they meet these outcomes?



ASSESSMENT EVIDENCE (COMPONENT 1F)
Describe how students will be assessed for achievement of desired results. What summative and/or formative assessments will be used?
Describe how your analysis of students' past assessment evidence informed the design of your lesson plan.

LEARNING PLAN AND STUDENT ENGAGEMENT (COMPONENTS 1A, 1D, & 1E)
Describe your plan for how you will engage students in the lesson content. What instructional materials or other resources will you use to promote student engagement?

OPTIONAL: ADDITIONAL COMMENTS
Include any comments pertaining to the formal observation that you want to call to the attention of the evaluator.

**To be completed by evaluator after pre-observation conference:**

DOMAIN 1: PLANNING & PREPARATION		
COMPONENT	RATING	NOTES (OPTIONAL)
<b>1A:</b> Applying Knowledge of Content and Pedagogy	<input type="checkbox"/> Distinguished <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Unsatisfactory	
<b>1B:</b> Knowing & Valuing Students	<input type="checkbox"/> Distinguished <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Unsatisfactory	
<b>1C:</b> Setting Instructional Outcomes	<input type="checkbox"/> Distinguished <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Unsatisfactory	
<b>1D:</b> Using Resources Effectively	<input type="checkbox"/> Distinguished <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Unsatisfactory	
<b>1E:</b> Planning Coherent Instruction	<input type="checkbox"/> Distinguished <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Unsatisfactory	
<b>1F:</b> Designing & Analyzing Assessments	<input type="checkbox"/> Distinguished <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Unsatisfactory	

PRINCIPAL/EVALUATOR COMMENTS

\_\_\_\_\_  
**TEACHER NAME (PRINT OR TYPED)**

\_\_\_\_\_  
**PRINCIPAL NAME (PRINT OR TYPED)**

\_\_\_\_\_  
**TEACHER SIGNATURE AND DATE**

\_\_\_\_\_  
**PRINCIPAL SIGNATURE AND DATE**

**Distribution:** One copy to Employee, one copy to Supervisor, and original copy to Employee File.

## PART II: FORMAL OBSERVATION

**Purpose:** Part II of this form is used to guide the evaluator's observation of the teacher's lesson plan instruction, in line with the Danielson Framework for Teaching (FFT).

**To be completed by evaluator:**

**TEACHER NAME, POSITION/TITLE**

**EVALUATOR NAME, POSITION/TITLE**

**GRADE LEVEL AND CURRICULUM AREA OBSERVED**

**DATE OF FORMAL OBSERVATION**

DOMAIN 2: LEARNING ENVIRONMENTS		
COMPONENT	RATING	NOTES (OPTIONAL)
<b>2A:</b> Cultivating Respectful and Affirming Environments	<input type="checkbox"/> Distinguished <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Unsatisfactory	
<b>2B:</b> Fostering a Culture for Learning	<input type="checkbox"/> Distinguished <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Unsatisfactory	
<b>2C:</b> Maintaining Purposeful Environments	<input type="checkbox"/> Distinguished <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Unsatisfactory	
<b>2D:</b> Supporting Positive Student Behavior	<input type="checkbox"/> Distinguished <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Unsatisfactory	
<b>2E:</b> Organizing Spaces for Learning	<input type="checkbox"/> Distinguished <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Unsatisfactory	

DOMAIN 3: LEARNING EXPERIENCES		
COMPONENT	RATING	NOTES (OPTIONAL)
<b>3A:</b> Communicating About Purpose and Content	<input type="checkbox"/> Distinguished <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Unsatisfactory	
<b>3B:</b> Using Questioning and Discussion Techniques	<input type="checkbox"/> Distinguished <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Unsatisfactory	
<b>3C:</b> Maintaining Purposeful Environments	<input type="checkbox"/> Distinguished <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Unsatisfactory	
<b>3D:</b> Using Assessment for Learning	<input type="checkbox"/> Distinguished <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Unsatisfactory	
<b>3E:</b> Responding Flexibly to Student Needs	<input type="checkbox"/> Distinguished <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Unsatisfactory	

PRINCIPAL/EVALUATOR COMMENTS

---

TEACHER NAME (PRINT OR TYPED)

---

PRINCIPAL NAME (PRINT OR TYPED)

---

TEACHER SIGNATURE AND DATE

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PRINCIPAL SIGNATURE AND DATE

**Distribution:** One copy to Employee, one copy to Supervisor, and original copy to Employee File.

### PART III: POST-OBSERVATION

**Purpose:** Part III of this form is used to guide the one-to-one conference between the teacher and evaluator after the formal classroom observation takes place. Teachers should submit this form to the evaluator ahead of the scheduled post-observation conference, along with samples of student work as evidence of learning as a result of the observed lesson.

***To be completed by the teacher:***

#### DATE OF POST-OBSERVATION CONFERENCE

--

#### GRADE LEVEL AND CURRICULUM AREA OBSERVED

--

#### DATE OF COMPLETED FORMAL OBSERVATION

--

#### STUDENT LEARNING PROFILES, NEEDS, AND PRIOR KNOWLEDGE (COMPONENT 4F)

Describe how well students' learning needs were met during the lesson, to include any accommodations or modifications that were made or that need to be considered for future instruction. What changes (if any) would you make to better address students' needs?

--

#### DESIRED RESULTS (COMPONENT 4A)

Describe how well the targeted ADW curriculum standards were addressed. What changes (if any) would you make to better address the standards and incorporate Catholic identity?

--

Describe how well students met the intended outcomes of the lesson. What changes (if any) would you make to help students meet the desired results?

--

#### ASSESSMENT EVIDENCE (COMPONENT 4B)

Describe how student progress was documented. How were reliable records of students' progress toward mastery maintained?

--

Explain how students' assessment evidence collected from the observed lesson will inform future instruction.

<b>LEARNING PLAN AND STUDENT ENGAGEMENT (COMPONENT 4A)</b>
Describe students' engagement during the lesson. What changes (if any) would you make to increase student engagement?
Explain how you might teach the lesson differently with the same group of students. Why?

<b>PRINCIPLED TEACHING (COMPONENTS 4C, 4D, &amp; 4E)</b>
In what ways do you plan to continue engaging families and community members in your learning environment?
In what ways do you plan to continue contributing to the school community and culture? (e.g., service projects, collaboration, school community-building, etc.).
Describe how you see yourself continuing to grow and develop professionally in support of your annual goal.

<b>OPTIONAL: ADDITIONAL COMMENTS</b>
Include any comments pertaining to your teaching or professional growth that you want to call to the attention of the evaluator.

**To be completed by the evaluator:**

DOMAIN 4: PRINCIPLED TEACHING		
COMPONENT	RATING	NOTES (OPTIONAL)
<b>4A:</b> Engaging in Reflective Practices	<input type="checkbox"/> Distinguished <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Unsatisfactory	
<b>4B:</b> Documenting Student Progress	<input type="checkbox"/> Distinguished <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Unsatisfactory	
<b>4C:</b> Engaging Families and Communities	<input type="checkbox"/> Distinguished <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Unsatisfactory	
<b>4D:</b> Contributing to School Community and Culture	<input type="checkbox"/> Distinguished <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Unsatisfactory	
<b>4E:</b> Growing and Developing Professionally	<input type="checkbox"/> Distinguished <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Unsatisfactory	
<b>4F:</b> Acting in Service of Students	<input type="checkbox"/> Distinguished <input type="checkbox"/> Proficient <input type="checkbox"/> Basic <input type="checkbox"/> Unsatisfactory	

PRINCIPAL/EVALUATOR COMMENTS

\_\_\_\_\_  
**TEACHER/STAFF NAME (PRINT OR TYPED)**

\_\_\_\_\_  
**PRINCIPAL NAME (PRINT OR TYPED)**

\_\_\_\_\_  
**TEACHER/STAFF SIGNATURE AND DATE**

\_\_\_\_\_  
**PRINCIPAL SIGNATURE AND DATE**

**Distribution:** One copy to Employee, one copy to Supervisor, and original copy to Employee File.

### STEP 3 – Final Evaluation Form

**Purpose:** The purpose of this form is for teachers and staff members to reflect on their professional growth at the end of the school year. This form aligns with the teacher's or staff member's annual goal statement for the current school year. Additionally, this form invites teachers and staff members to communicate any needs to support their future professional growth and/or certification timeline.

**TEACHER/STAFF MEMBER NAME**

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**POSITION/TITLE**

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**NUMBER OF YEARS EMPLOYED AT CURRENT SCHOOL (IF HIRED THIS YEAR, WRITE 'FIRST YEAR')**

--

**NUMBER OF YEARS EMPLOYED IN CURRENT POSITION (IF BEGAN NEW ROLE/POSITION YEAR, WRITE 'FIRST YEAR IN THIS ROLE')**

--

ANNUAL GOAL STATEMENT (COMPONENT 4A)
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Restate your annual professional growth goal statement for the current school year. <i>Note: Refer to Annual Goals Form.</i>
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Describe the extent to which you achieved your goal this school year.
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SCHOOL COMMUNITY CONTRIBUTIONS AND FAMILY INVOLVEMENT (COMPONENTS 4C, 4D, & 4F)
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In what ways did you contribute to the school community and culture this year? How will you continue to enhance this area next year?
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In what ways did you make efforts to engage families and communities this year? How will you continue to enhance this area next year?
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Describe a few specific examples of how you acted in service of students this school year. How will you continue to enhance this area next year?
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GROWING AND DEVELOPING PROFESSIONALLY (COMPONENT 4E)
List any professional development (PD) events, sessions, or workshops you engaged in this year.
<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
How did these PD opportunities support your professional growth and/or enhance your knowledge and skills?
What PD opportunities do you hope to engage in over the summer and/or next school year?

### Certification Policy and Cycle

#### 3421 Certification Requirements for Archdiocesan Teachers

All full-time teachers and all part-time teachers of core/required subjects employed by the Archdiocese must have, or must obtain, Maryland, Virginia or District of Columbia certification within three (3) years of the date of hire or alternative certification as defined by the Catholic Schools Office. ([Policies for Catholic Schools](#), 2023).

Indicate your certification status, if applicable. (Check one):

Maryland and Virginia	Washington DC	Year Not Certified in MD, VA, or DC Since Employed by ADW School
<input type="checkbox"/> Certification Year 1 (CY1) <input type="checkbox"/> Certification Year 2 (CY2) <input type="checkbox"/> Certification Year 3 (CY3) <input type="checkbox"/> Certification Year 4 (CY4) <input type="checkbox"/> Renewal Year (RY)	<input type="checkbox"/> Certification Year 1 (CY1) <input type="checkbox"/> Certification Year 2 (CY2) <input type="checkbox"/> Certification Year 3 (CY3) <input type="checkbox"/> Renewal Year (RY)	<input type="checkbox"/> Not Certified Year 1 (NC1) <input type="checkbox"/> Not Certified Year 2 (NC2) <input type="checkbox"/> Not Certified Year 3 (NC3)
<input type="checkbox"/> I do not know my certification status.		

CERTIFICATION STATUS AND TIMELINE (COMPONENT 4E)
Write your action plan and timeline for acquiring or maintaining your MD, VA, or DC educator certificate, if applicable.
List any resources you will need in support of your educator certification timeline.

OPTIONAL: ADDITIONAL COMMENTS
<b>Teachers and Staff:</b> Include any additional comments to share with your principal.

PRINCIPAL COMMENTS

\_\_\_\_\_  
**TEACHER/STAFF NAME (PRINT OR TYPED)**

\_\_\_\_\_  
**PRINCIPAL NAME (PRINT OR TYPED)**

\_\_\_\_\_  
**TEACHER/STAFF SIGNATURE AND DATE**

\_\_\_\_\_  
**PRINCIPAL SIGNATURE AND DATE**

**Distribution:** One copy to Employee, one copy to Supervisor, and original copy to Employee File.

## Printable Personnel Forms

Below are printable copies of the following personnel forms:

- Verbal Counseling Form
- Disciplinary Action Notification
- Performance Improvement Plan

Fillable copies of all forms can be downloaded from the Principal Portal.

## Verbal Counseling Form

**DATE OF PERSONNEL COUNSELING**

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**MEETING PARTICIPANTS**

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The following counseling has taken place (check as appropriate and provide details below as needed):

- |   |   |
|---|---|
| <input type="checkbox"/> Absenteeism                    | <input type="checkbox"/> Failure to follow instructions |
| <input type="checkbox"/> Frequent tardiness             | <input type="checkbox"/> Insubordination                |
| <input type="checkbox"/> Performance improvement needed | <input type="checkbox"/> Unprofessional behavior        |
| <input type="checkbox"/> Violation of policy            | <input type="checkbox"/> Other                          |

<b>SUMMARY OF ISSUE</b>

<b>SUMMARY OF CORRECTIVE ACTION PLAN (NEXT STEPS):</b>

You are provided with this information so you can make improvements and move forward in a productive manner. As your manager, I will follow up and check your progress on an ongoing basis, to ensure compliance and note improvements and/or setbacks. Failure to immediately perform in the areas listed above and to maintain the required level of performance may result in further corrective action up to and including termination.

**EMPLOYEE ACKNOWLEDGEMENT**

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**DATE OF EMPLOYEE ACKNOWLEDGEMENT**

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**MANAGER ACKNOWLEDGMENT**

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**DATE OF MANAGER ACKNOWLEDGMENT**

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Disciplinary Action Notification Form  
***Archdiocese of Washington***  
Disciplinary Action Notification Form

Employee Name: \_\_\_\_\_ Date of Personnel Action: \_\_\_\_\_

Title: \_\_\_\_\_ Department: \_\_\_\_\_

Manager: \_\_\_\_\_ Meeting Participant(s): \_\_\_\_\_

**PROGRESSIVE DISCIPLINE STEPS: (Please attach documentation).** *Disciplinary action, including termination, can occur at any time depending on the nature and severity of the issue.*

- ☐ 1st Warning (Documented in writing)
- ☐ 2nd Warning: (Documented in writing)
- ☐ Termination: (Documented in writing)
- ☐ Immediate Termination (Documented in writing)

**REASON FOR PERSONNEL ACTION:** *Give a brief history of the performance issue, referencing the policy or procedure violation.*

**DESCRIPTION:** *Provide specific dates, times and circumstances. Include dates of oral and written coaching/counseling sessions, written warnings or meetings to discuss this issue.*

**SUMMARY OF CORRECTIVE ACTION REQUIRED:** *Include dates for improvement and plans for follow up.*

**CONSEQUENCES FOR FAILURE TO IMPROVE PERFORMANCE:** *Include dates for follow-up and review.*

**You are provided with this information so you can make improvements and move forward in a productive manner. As your manager, I will follow-up and check your progress on an ongoing basis, to ensure compliance and note improvements and/or setbacks. Failure to immediately perform in the areas listed above and to maintain the required level of performance may result in further corrective action up to and including termination.**

\_\_\_\_\_  
\*Employee Acknowledgement: \_\_\_\_\_ Date: \_\_\_\_\_ Manager Acknowledgement: \_\_\_\_\_ Date: \_\_\_\_\_

*\*Your signature indicates that you have been told of and received this notice; it does not indicate you agree with the personnel action.*

For questions regarding this form or if you require assistance, please contact the Archdiocese of Washington HR Office at (301) 853-4513 or [ArchdioceseHR@ADW.org](mailto:ArchdioceseHR@ADW.org)

Distribution: One copy to Employee, one copy to Supervisor and original copy to Employee File.

## Performance Improvement Plan

**NAME & POSITION**

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**SUPERVISOR**

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**DATE**

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AREAS OF CONCERN

IMPROVEMENT GOALS

ACTIVITIES GOALS
Listed below are activities that will help you reach each goal.

Effective immediately, you are placed on a performance improvement plan. During this time, you will be expected to make regular progress on the plan outlined above. Failure to meet or exceed these expectations will result in further disciplinary action, up to and including termination.

Additionally, the contents of this plan are to remain confidential. Should you have questions or concerns regarding the content, you will be expected to follow up directly with your manager.

We will meet to discuss your Performance Improvement Plan on the following dates:

<b>Follow-up Date 1:</b>	<b>Follow-up Date 2:</b>
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**TEACHER SIGNATURE**

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**DATE**

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**ADMINISTRATOR SIGNATURE**

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**DATE**