

Catholic Schools

A Faith-Based Education
that Lasts a Lifetime

Supporting Teachers' Professional Growth: An Overview for School Leaders and Educators

Updated July 2023

Overview

Introduction: We are Called to Develop, To Cultivate, To Serve

Charlotte Danielson Framework for Teaching

Professional Development Stages

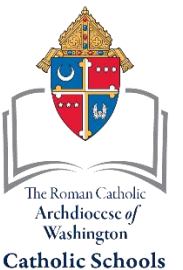
Best Practices for School Leadership

Evaluation Process and Required Forms

Teacher Evaluation Calendar

Professional Development Opportunities

End-of-Year Reporting Procedures



We are Called To Develop, To Cultivate, To Serve

Christ is the foundation of the whole educational enterprise in a Catholic school. His revelation gives new meaning to life and helps man to direct his thought, action, and will according to the Gospel, making the beatitudes his norm of life. The fact that in their own individual ways all members of the school community share this Christian vision, makes the school "Catholic"; **principles of the Gospel in this manner become the educational norms** since the school then has them as its internal motivation and final goal.

The Catholic school is committed thus to the **development** of the whole man, since in Christ, the Perfect Man, all human values find their fulfillment and unity. Herein lies the specifically Catholic character of the school. Its duty to **cultivate** human values in their own legitimate right in accordance with its particular mission to **serve** all men has its origin in the figure of Christ. He is the One Who ennobles man, gives meaning to human life, and is the Model which the Catholic school offers to its pupils.

References

Garrone, G.M. (1977) The sacred congregation for catholic education: Catholic school. Rome. Retrieved from https://Vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19770319_catholic-school_en.html

USCCB, Church documents on christian education. Retrieved from <https://ussccb.org/committees/catholic-education/k-12-catholic-education>



To Develop...

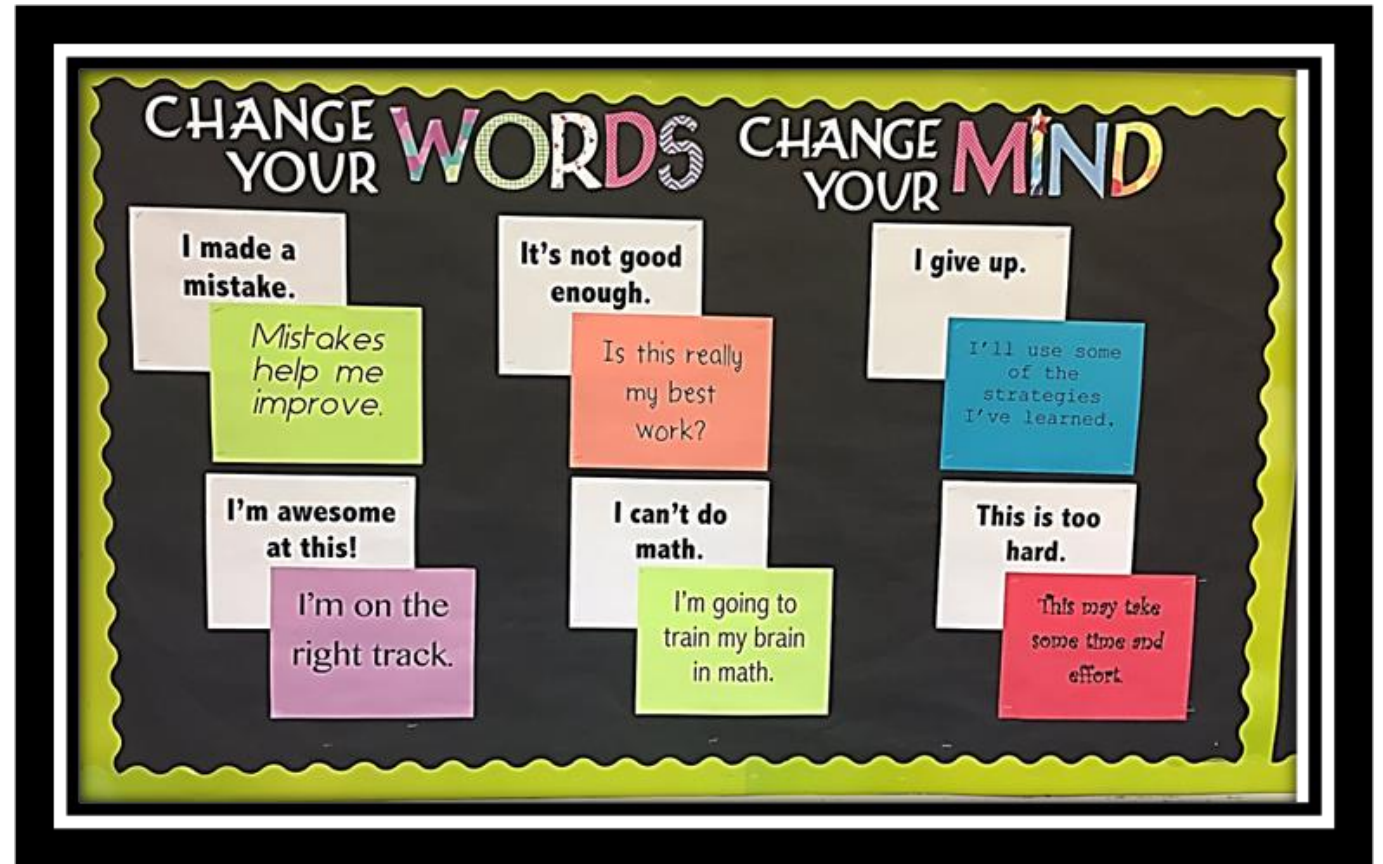
Principals not only need to be seen walking the halls and developing relationships with teachers but taking the time to **listen**. A few words of **encouragement** to teachers, staff, and students, as well as developing relationships, go a long way in building a strong **positive school culture**. (Harris, 2016).



To Cultivate...

[A Catholic education] equips students to change the world ... by becoming who they are called to be in Christ. (Salkeld, 2023, p. 27).

We are made for God. (Salkeld, 2023, p. 20)



To Serve...

As each has received a gift, use it to serve on another, as good stewards of God's varied grace.

1 Peter 4:10



The Charlotte Danielson Framework for Teaching (FFT)

<p style="text-align: center;">DOMAIN 1 Planning and Preparation</p> <p>1a Applying Knowledge of Content and Pedagogy 1b Knowing and Valuing Students 1c Setting Instructional Outcomes 1d Using Resources Effectively 1e Planning Coherent Instruction 1f Designing and Analyzing Assessments</p>	<p style="text-align: center;">DOMAIN 2 Learning Environments</p> <p>2a Cultivating Respectful and Affirming Environments 2b Fostering a Culture for Learning 2c Maintaining Purposeful Environments 2d Supporting Positive Student Behavior 2e Organizing Spaces for Learning</p>
<p style="text-align: center;">DOMAIN 4 Principled Teaching</p> <p>4a Engaging in Reflective Practices 4b Documenting Student Progress 4c Engaging Families and Communities 4d Contributing to School Community and Culture 4e Growing and Developing Professionally 4f Acting in Service of Students</p>	<p style="text-align: center;">DOMAIN 3 Learning Experiences</p> <p>3a Communicating About Purpose and Content 3b Using Questioning and Discussion Techniques 3c Engaging Students in Learning 3d Using Assessment for Learning 3e Responding Flexibly to Student Needs</p>

All evaluators should complete training in the Danielson FFT.

- CSO-Sponsored Training
- Online Danielson Group Training: danielsongroup.org

CSO Academics Team is available for one-to-one support in the FFT.

Principals, evaluators, and teachers can access FFT resources, guides, and rubrics on both the **Principal Portal** and **Teacher Portal**.



Why use the Danielson FFT?

The Danielson FFT supports teachers' instructional practices and professional growth through:

- Goal-setting
- Objective evaluations
- Evidence-based feedback
- Self-reflection and communication
- A growth mindset



Reflection is an important strategy for lifelong learning because it leads to the development of autonomy and self-directed professionals. It stimulates personal growth and closes the gap between theory and practice.
(Centre for Learning and Teaching, University of Brighton)

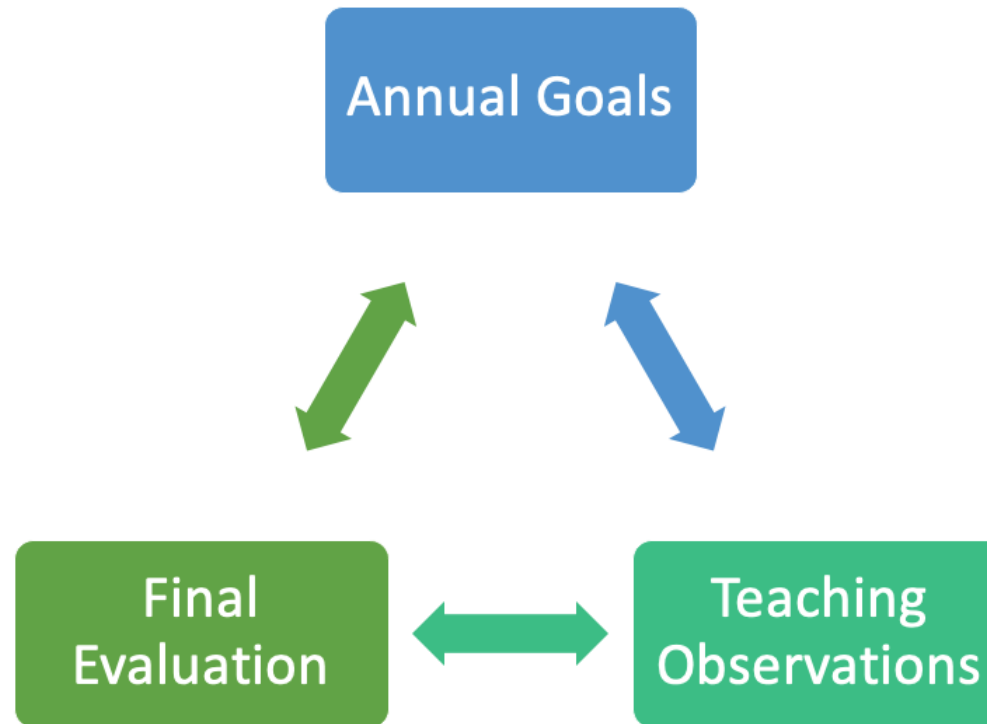
Professional Development Stages

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

Best Practices for School Leaders

Best Practices for School Leaders	Description
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.
Professional Development Recommendations	Recommendations made by the principal for teachers and staff to attend professional development (PD) workshops or classes.

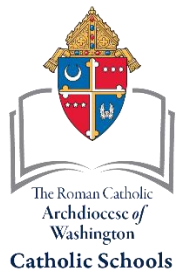
Three-Step Teacher Evaluation Process



Required Forms

Professional Development Stage	Required Forms for Teachers
Stage 1 <i>First year employed at school</i>	<ul style="list-style-type: none"> ● Annual Goals (1) ● Formal Observations (2) ● Final Evaluation (1)
Stage 2 <i>1-3 years employed at school</i>	<ul style="list-style-type: none"> ● Annual Goals (1) ● Formal Observation (1) ● Final Evaluation (1)
Stage 3 <i>4+ years employed at school</i>	<ul style="list-style-type: none"> ● Annual Goals (1) ● Formal Observation (1)* <p>*Conducted every three years or at the start of the new role.</p> <ul style="list-style-type: none"> ● Final Evaluation (1)

Fillable and printable versions of all forms are available in the Principal Portal.
Personnel Forms are also located in the Principal Portal:
Verbal Warning, Disciplinary Action Notification, and Performance Improvement Plan.



Annual Teacher Evaluation Calendar

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

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.
- Additionally, a copy of final evaluations for the school year will be collected at the Data Summit in June.

Please see the Principal Portal for report template and form link.



Questions? Feedback?

Jennifer Parker Monger

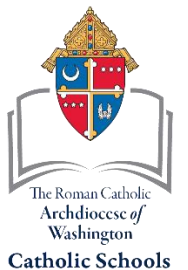
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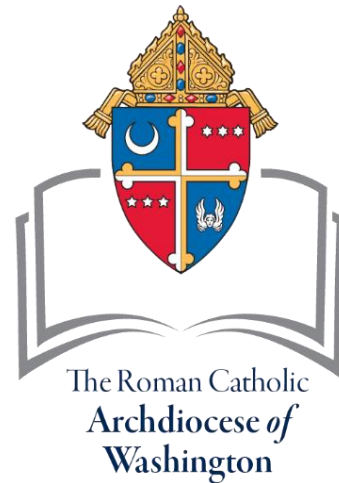
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Thank you for
choosing to develop,
cultivate and serve in
Catholic education!



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