

4 = Exceeds Standards
 3 = Meets Standards
 2 = Below Standards
 1 = Unsatisfactory

MARIST HIGH SCHOOL TEACHER END OF YEAR EVALUATION

TEACHER'S NAME:

| I. COMMUNITY OF FAITH | | | | |
|---|----------|----------|----------|----------|
| MISSION AND CHARISM: ACTIVELY SUPPORTS AND MODELS THE VALUES OF THE SCHOOL | 4 | 3 | 2 | 1 |
| 1. Outlook: <i>Understands Marist charism and utilizes the mission to guide work</i> | | | | |
| 2. Religious Instruction: <i>Supports the formal religious education program</i> | | | | |
| GOSPEL VALUES: LIVES AND MODELS GOSPEL VALUES | 4 | 3 | 2 | 1 |
| 1. Prayer and Retreat: <i>Actively participates in prayer and retreat opportunities</i> | | | | |
| 2. Church Teaching: <i>Actions are consistent with the teachings of the Church</i> | | | | |
| 3. Values and Attitudes: <i>Integrates Christian perspective and values into subjects taught</i> | | | | |
| 4. Spirit: <i>Integrates a spirit of service and zeal into courses and projects</i> | | | | |
| 5. Justice: <i>Deals fairly with students and parents</i> | | | | |
| FAITH COMMUNITY: PARTICIPATES IN BUILDING A CHRIST-CENTERED, WELCOMING COMMUNITY | 4 | 3 | 2 | 1 |
| 1. Welcoming: <i>Contributes to a cooperative and welcoming atmosphere at the school</i> | | | | |
| 2. Participation: <i>Leads and participates in faith and community building activities</i> | | | | |
| 3. Reconciliation: <i>Demonstrates a spirit of reconciliation when appropriate</i> | | | | |

Comments:

| II. CURRICULUM/INSTRUCTIONAL PROCESS | | | | |
|--|----------|----------|----------|----------|
| PLANNING AND PREPARATION: PLANNING AND PREPARATION THOUGHTFULLY AND INTENTIONALLY REFLECT THE SCHOOL'S ACADEMIC CULTURE AND GRADUATE PROFILE | 4 | 3 | 2 | 1 |
| 1. Curriculum: <i>Follows department, school, and diocese curriculum guidelines</i> | | | | |
| 2. Goals and Objectives: <i>Lessons reflect clear and appropriate goals and objectives</i> | | | | |
| 3. Materials: <i>Uses materials appropriate for the skill and maturity level of students</i> | | | | |
| 4. Subject Knowledge: <i>Knows and understands subject matter and seeks to learn more</i> | | | | |
| 5. Technology: <i>Understands and incorporates technology appropriately</i> | | | | |
| 6. Absences: <i>Manages and minimizes absences providing appropriate plans for substitutes</i> | | | | |
| INSTRUCTIONAL METHODS: PRESENTS CLASSES CLEARLY AND EFFECTIVELY | 4 | 3 | 2 | 1 |
| 1. Previous Knowledge: <i>Builds upon previous learning experiences of students</i> | | | | |
| 2. Objectives: <i>Communicates learning objectives clearly to students</i> | | | | |
| 3. Variety: <i>Varies teaching techniques to engage students and accommodate learning styles</i> | | | | |
| 4. Precision: <i>Monitors students' application of thinking, communication, skills and concepts for evidence of clarity and precision</i> | | | | |
| 5. Expectations: <i>Values and promotes the development of disciplined academic habits</i> | | | | |
| 6. Development: <i>Understands adolescent development patterns and adjusts instruction to student needs consistent with student load and time available</i> | | | | |
| 7. Instructional Time: <i>Structure and pacing reflect an effective use of instructional time</i> | | | | |

Comments:

III. EVALUATION AND ASSESSMENT

| PURPOSEFUL: MONITORS AND IS AWARE OF STUDENT GROWTH AND PROGRESS | 4 | 3 | 2 | 1 |
|--|----------|----------|----------|----------|
| 1. Instruction: <i>Modifies instruction based upon evaluation of student progress</i> | | | | |
| 2. Alignment: <i>Evaluation aligned with curriculum guidelines and academic culture</i> | | | | |
| FEEDBACK: USES A VARIETY OF ASSESSMENT TECHNIQUES | 4 | 3 | 2 | 1 |
| 1. Prompt: <i>Test results and assignments are returned in a timely manner</i> | | | | |
| 2. Formative: <i>Provides frequent, periodic feedback to help students improve their learning</i> | | | | |
| 3. Summative: <i>Provides formal assessments designed to evaluate mastery and competence</i> | | | | |
| RECORDS: MAINTAINS STUDENTS' RECORDS CONSISTENTLY, ACCURATELY AND NEATLY | 4 | 3 | 2 | 1 |
| 1. Consistent: <i>Grades and progress are recorded at reasonable and expected intervals</i> | | | | |
| 2. Accurate and Neat: <i>Records are legible and easy to interpret and understand</i> | | | | |

Comments:

IV. CLASSROOM ATMOSPHERE AND MANAGEMENT

| ENGAGEMENT: DEMONSTRATES ABILITY TO ENGAGE AND MOTIVATE STUDENTS | 4 | 3 | 2 | 1 |
|--|----------|----------|----------|----------|
| 1. Participation: <i>Encourages and promotes student participation and involvement</i> | | | | |
| 2. Problem Solving: <i>Encourages students to solve problems using clear and creative thinking</i> | | | | |
| 3. Learner Expectations: <i>Communicates and holds students to high expectations</i> | | | | |
| 4. Feedback: <i>Gives constructive feedback to students</i> | | | | |
| 5. Responsive: <i>Elicits and responds to student questions</i> | | | | |
| 6. Discussion: <i>Encourages all students to participate in classroom discussions</i> | | | | |
| 7. Relevant: <i>Plans activities relating to current topics inside and outside the school community</i> | | | | |
| ATMOSPHERE: MAINTAINS AN ATMOSPHERE CONDUCIVE TO LEARNING | 4 | 3 | 2 | 1 |
| PHYSICAL ENVIRONMENT: | | | | |
| 1. Routine: <i>Establishes and maintains efficient classroom routines</i> | | | | |
| 2. Safety: <i>Provides a healthy and safe environment</i> | | | | |
| 3. Order: <i>Maintains an attractive and orderly room</i> | | | | |
| LEARNING ENVIRONMENT: | | | | |
| 1. Role Model: <i>Models "Jesus the Teacher" in word, action, and expectation</i> | | | | |
| 2. Behavioral Expectations: <i>Holds students accountable to school discipline plan</i> | | | | |
| 3. Communication: <i>Establishes and clearly communicates behavioral and ethical expectations</i> | | | | |
| 4. Respect: <i>Is respectful, fair, and professional in relating to students</i> | | | | |
| 5. Self-discipline: <i>Models and promotes self-discipline in students</i> | | | | |
| 6. Correction: <i>Corrects disruptive and unethical behavior constructively and consistently</i> | | | | |
| 7. Awareness: <i>Considers other teachers and courses when implementing projects</i> | | | | |

Comments:

V. INTERPERSONAL RELATIONSHIPS AND COMMUNICATIONS

| ADMINISTRATION: WORKS COOPERATIVELY WITH SCHOOL ADMINISTRATION | 4 | 3 | 2 | 1 |
|--|----------|----------|----------|----------|
| 1. Regulations: <i>Supports and enforces Archdiocesan and school regulations</i> | | | | |
| 2. Professional Conduct: <i>Avoids discussing disagreements in public or with other staff</i> | | | | |
| 3. Openness: <i>Demonstrates cooperation with the principal and administration</i> | | | | |
| 4. Special Needs: <i>Informs administration of students with special needs</i> | | | | |
| 5. Information: <i>Informs administration of problems and negative activities</i> | | | | |
| COLLEAGUES AND SUPPORT STAFF: WORKS POSITIVELY WITH COLLEAGUES AND SUPPORT STAFF | 4 | 3 | 2 | 1 |
| 1. Services: <i>Treats support staff respectfully and uses their services appropriately</i> | | | | |
| 2. Appreciation: <i>Shows appreciation for contributions of each staff member</i> | | | | |
| 3. Communication: <i>Avoids unprofessional talk about school personnel or students</i> | | | | |
| 4. Collaboration: <i>Collaborates with others in planning and implementing projects</i> | | | | |
| INTERPERSONAL: MAINTAINS POSITIVE INTERPERSONAL RELATIONS WITH STUDENTS AND PARENTS: | 4 | 3 | 2 | 1 |
| <u>STUDENTS</u> | | | | |
| 1. Self-image: <i>Welcoming to all and promotes a positive self-image in students</i> | | | | |
| 2. Self-discipline: <i>Empowers students and encourages self-discipline</i> | | | | |
| 3. Respect: <i>Interacts with each student in a respectful and just manner</i> | | | | |
| 4. Availability: <i>Reasonably available to students during the school day</i> | | | | |
| 5. Relationships: <i>Maintains professionalism when relating with students</i> | | | | |
| 6. Discretion: <i>Uses discretion and good judgement in handling difficult situations</i> | | | | |
| <u>PARENTS</u> | | | | |
| 1. Co-educator: <i>Respects and cooperates with parents as co-educators</i> | | | | |
| 2. Receptive: <i>Welcoming to parents and responds to requests in a timely manner</i> | | | | |
| 3. Communication: <i>Invites communication with parents that is accurate and consistent</i> | | | | |
| 4. Responsive: <i>Gives due consideration to appropriate parental comments</i> | | | | |
| 5. Presence: <i>Participates actively in school-sponsored parent programs</i> | | | | |
| CONFIDENTIAL: KEEPS CONFIDENTIAL INFORMATION CONCERNING STUDENTS, PARENTS, AND OTHER STAFF | 4 | 3 | 2 | 1 |

Comments:

VI. PROFESSIONAL RESPONSIBILITIES/ETHICS

| CONDUCT: MAINTAINS A PROFESSIONAL MANNER IN THE SCHOOL SETTING: | 4 | 3 | 2 | 1 |
|---|----------|----------|----------|----------|
| 1. Attitude: <i>Displays good judgment and a positive, welcoming attitude</i> | | | | |
| 2. Professional Appearance: <i>Dress and appearance follow school guidelines</i> | | | | |
| 3. Communication: <i>Uses oral and written English correctly</i> | | | | |
| 4. Policies: <i>Complies with the appropriate policies related to the school</i> | | | | |
| LEADERSHIP: DEMONSTRATES PROFESSIONAL RESPONSIBILITY AND LEADERSHIP: | 4 | 3 | 2 | 1 |
| 1. Committees: <i>Actively participates on school committees</i> | | | | |
| 2. School Improvement: <i>Looks for ways to improve the school, willingly contributes to school self-study and evaluation activities</i> | | | | |
| 3. Supervision: <i>Willingly accepts extra assignments and supervision requests</i> | | | | |
| 4. Attendance: <i>Maintains a good record of attendance and punctuality</i> | | | | |
| 5. Presence: <i>Present at in-services, faculty and other specified meetings and campus activities</i> | | | | |

Comments

ADMINISTRATOR'S COMMENTS:

Commendation(s):

Area(s) for growth:

Other:

ADMINISTRATIVE SUPERVISOR AND THAT IF I AM NOT IN AGREEMENT WITH HIS/HER EVALUATION; I CAN ATTACH A STATEMENT TO HIS/HER FORM TO BE PLACED IN MY PERSONNEL FILE.

TEACHER'S SIGNATURE

___/___/___
DATE

PRINCIPAL'S SIGNATURE

___/___/___
DATE

RECOMMENDED EMPLOYMENT STATUS FOR 2012-2013 SCHOOL YEAR



_____ CONTINUE EMPLOYMENT

_____ PROBATIONARY ONE-YEAR PERIOD

_____ DISCONTINUE EMPLOYMENT