

# **Professional Mentoring Program For New Teachers**

## **Catholic Schools of the Province of Miami**

Archdiocese of Miami

Diocese of Orlando

Diocese of Palm Beach

Diocese of Pensacola-Tallahassee

Diocese of St. Augustine

Diocese of St. Petersburg

Diocese of Venice

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## **PROGRAM OVERVIEW**

### **Purpose**

The purpose of the Professional Mentoring Program (PMP) is to increase student learning by providing supervised support services for teachers during their first year of teaching, to assist in the continuance of their professional development, and to meet the requirements of Florida Statute 1012.56(6)(f) and (8)(b). The PMP program is aligned with the National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools and the Florida Educator Accomplished Practices and the Code of Ethics of the Education Profession in Florida (Florida State Board of Education Rule (6B-1.001).

### **Guiding Principles**

- Catholic schools in collaboration with parents as the primary educators, seek to educate the whole child by providing an excellent education rooted in Gospel values. A mentoring program assists new faculty with the benchmark to meet all diocesan, state, and national requirements for licensing.
- Rigorous professional standards and a focus on student achievement guide the teaching practice of effective teachers.
- Becoming an effective teacher is a developmental process.
- Effective support and assistance is tailored to meet the individual needs of the developing teacher.
- Consistent mentor and principal support is critical to the development of effective teachers.
- Effective mentoring support enhances teaching practices and teacher retention in Catholic schools.

A comprehensive induction program enhances retention, teacher quality, and ultimately student achievement. Effective support assists new teachers with their integration into the culture of the school, community, and diocese. All instructional staff with a notation on their Statement of Status of Eligibility will participate in the Professional Mentoring Program (PMP).

The PMP provides support for a wide range of needs of instructional staff who hold a Florida temporary certificate. The program ensures that participants have mentor support and professional development guidance. The program also assists PMP teachers with meeting Florida Professional Educator certification mandates. All PMP teachers are expected to demonstrate competency in each of the Catholic Educator Accomplished Practices, which include Florida's core standards for educators and the National Standards and Benchmarks for Effective Catholic Schools.

## **Catholic Educator Accomplished Practices: Purpose and Foundational Principles**

### ***Florida Educator Accomplished Practices***

The Educator Accomplished Practices are set forth in rule as Florida's core standards for effective educators. The Accomplished Practices form the foundation for the state's teacher preparation programs, educator certification requirements, and school district instructional personnel appraisal systems.

### **Foundational Principles**

The Accomplished Practices are based upon and further describe three essential principles:

1. The effective educator creates a culture of high expectations for all students by promoting the importance of education and each student's capacity for academic achievement.
2. The effective educator demonstrates deep and comprehensive knowledge of the subject taught.
3. The effective educator exemplifies the standards of the profession.

## **The Educator Accomplished Practices**

Each effective educator applies the foundational principles through six Educator Accomplished Practices: instructional design and lesson planning, the learning environment, instructional delivery and facilitation, assessment, continuous professional improvement, and professional responsibility and ethical conduct. These are incorporated into the CEAPs.

## **National Standards and Benchmarks for Effective Catholic Schools**

The publication of these effectiveness standards gives the entire Catholic community a common framework of universal characteristics of Catholic identity and agreed upon criteria for Catholic school excellence. With this framework, educators are held accountable for the excellence and rigor, faith and nurturance that are the hallmarks of Catholic education. These are incorporated into the CEAPs.

## **Catholic Educator Accomplished Practices (CEAPs)**

### **Mission and Catholic Identity**

The Church's teaching mission includes inviting young people to a relationship with Jesus Christ or deepening an existing relationship with Jesus, inserting young people into the life of the Church and assisting young people to see and understand the role of faith in one's daily life and in the larger society. In Catholic schools, the teacher supports this through adherence to the following standards:

#### **1. Commitment to mission and Catholic identity.\*The effective educator consistently:**

- a. articulates and understand the mission of the school;
- b. meets (arch)diocesan requirements for academic and catechetical preparation and certification to provide effective religion curriculum and instruction;
- c. uses the lenses of Scripture and the Catholic intellectual tradition in all subjects to help students think critically and ethically about the world around them;
- d. offers students timely and regular opportunities to learn about, experience, and reflect on the nature and importance of prayer, the Eucharist, liturgy, retreats and other spiritual experiences; and
- e. is a role model of faith and service for social justice.

### **Governance and Leadership**

Governance and leadership based on the principles and practices of excellence are essential to insuring the Catholic identity, academic excellence and operational vitality of the school. In Catholic schools, the teacher supports this through adherence to the following standards:

#### **2. Continuous Professional Improvement. The effective educator consistently:**

- a. designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;
- b. examines and uses data-informed research to improve instruction and student achievement\*;
- c. collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement\*;
- d. engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues; and
- e. implements knowledge and skills learned in professional development in the teaching and learning process.

### **3. Professional Responsibility and Ethical Conduct. The effective educator exhibits:**

Understanding that educators are held to a high moral standard in a community, the effective educator adheres to the school's diocesan approved code of ethics.

### **Academic Excellence**

The essential elements of "an academically rigorous and doctrinally sound program" mandate curricular experiences which are rigorous, relevant, research-based, and infused with Catholic faith and traditions. In Catholic schools, the teacher supports this through adherence to the following standards:

### **4. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:**

- a. aligns instruction with diocesan standards at the appropriate level of rigor;
- b. sequences lessons and concepts to ensure coherence and required prior knowledge;
- c. designs instruction for students to achieve mastery;
- d. selects appropriate formative assessments to monitor learning;
- e. uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning, and continuously improve the effectiveness of the lessons\*; and
- f. develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.

### **5. Instructional Delivery and Facilitation. To utilize a deep and comprehensive knowledge of the subject taught, the effective educator consistently:**

- a. delivers engaging and challenging lessons;
- b. deepens and enriches students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;
- c. identifies gaps in students' subject matter knowledge;
- d. modifies instruction to respond to preconceptions or misconceptions;
- e. relates and integrates the subject matter with other disciplines and life experiences; includes integration of the religious, spiritual, moral, and ethical dimensions of learning in all subjects;
- f. employs higher-order questioning techniques;
- g. applies varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding\*;
- h. differentiates instruction based on an assessment of student learning needs and recognition of individual differences in students;
- i. supports, encourages, and provides immediate and specific feedback to students to promote student achievement; and
- j. utilizes student feedback to monitor instructional needs and to adjust instruction.

### **6. Assessment. The effective educator consistently:**

- a. analyzes and applies data from multiple assessments and measures to diagnose students' learning needs\*;
- b. informs instruction based on those needs, and drives the learning process;
- c. designs and aligns formative and summative assessments that match learning objectives and lead to mastery;
- d. uses a variety of assessment tools to monitor student progress, achievement and learning gains;
- e. modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;

- f. shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and
- g. applies technology to organize and integrate assessment information\*.

### **Operational Vitality**

Catholic schools are temporal organizations committed to the Church and the mission of Catholic education including a commitment to a culture of excellence and rigor. In Catholic schools, the teacher supports this through adherence to the following standards:

### **7. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:**

- a. organizes, allocates, and manages the resources of time, space, and attention;
- b. manages individual and class behaviors through a well-planned management system;
- c. conveys high expectations to all students;
- d. respects students' cultural, linguistic and family background;
- e. models clear, acceptable oral and written communication skills;
- f. maintains a climate of openness, inquiry, fairness and support;
- g. integrates current information and communication technologies\*;
- h. adapts the learning environment to accommodate the differing needs and diversity of students; and
- i. utilizes current and emerging assistive technologies that enable students to participate in high quality communication interactions and achieve their educational goals\*.

**\*Denotes a Power CEAP.**

## **PROGRAM GUIDELINES**

All instructional staff with a notation on their Statement of Status of Eligibility are required to participate in the Professional Mentoring Program (PMP). This document from the Florida Department of Education (FLDOE) outlines each teacher's individual requirements for a Florida Professional Educator Certificate. For most teachers, the statement includes a requirement to complete an approved professional education competence (PEC) demonstration program. Successful completion of the arch/diocesan PMP will meet this requirement.

Program participants receive support for a minimum of one year. The program requirements include principal and/or designee summative screenings, formative observations, self-reflection, and professional learning activities selected to assist the teacher with developing competency. The principal or his/her designee and the superintendent will review the teacher's program artifacts and evidence in addition to classroom observation data to determine whether the teacher has demonstrated competency.

### **PMP Teacher Requirements**

1. Hold a Florida temporary certificate
2. General Knowledge Test must be passed within one calendar year of the date of employment under the temporary certificate in order for continued employment in the province.
3. Begin the PMP within the first thirty days of holding the Florida temporary certificate.

## **PMP Program Completion Requirements**

PMP instructional staff who hold temporary certificates will work with their mentor teachers and principal (or principal designee) to complete the following PMP requirements.

### **The PMP teacher will...**

1. enroll in the PMP Program (Due August 31)
2. attend the diocesan new teacher training/orientation;
3. participate in school-based orientation;
4. complete a PMP Teacher Self-Assessment Form at the beginning of the school year and a new one at the end of the school year (Due August 31) ;
5. complete an Individual Professional Development Plan (IPDP), in cooperation with the principal/designee, and in consultation with the mentor, that includes professional learning objectives and planning/instructional strategies to support demonstration of the Catholic Educator Accomplished Practices;
6. complete training on the school's diocesan approved code of ethics and diocesan required safe environment trainings;
7. complete classroom management training provided by the principal/designee and follow-up requirements;
8. complete the health and safety training provided by the principal/designee; as well as complete the suicide prevention training – national version (free) - <http://sptsuniversity.org/>
9. meet at least monthly informally with the mentor; meet quarterly with the Principal and/or designee; maintain a contact log of these meetings—document the topics and recommendations discussed;
10. participate in a minimum of two (2) formative observation sessions with the mentor teacher to include pre and post observation;
11. conduct two (2) observations of an effective peer teacher using diocesan approved observation instruments
12. participate in a minimum of one (1) administrative summative observation to include pre and post conferences; and
13. create the Accomplished Practices Portfolio that includes two sections artifacts and evidence of mastery of Catholic Educator Accomplished Practices, as directed in this document.

### **Mentor Description and Selection**

The mentor is an experienced, highly competent classroom teacher whose practice reflects adherence and support of the mission and vision of Catholic education. Effective mentor's model best practices and skills common among accomplished educators, and in doing so, enable PMP teachers to become confident in their new roles. The relationship between mentor and PMP teacher demonstrates a continuous cycle of support and a commitment to the PMP teacher's professional growth and positive impact on student achievement.

### **Mentor Qualifications for Selection**

- Minimum of three (3) years of successful teaching experience in Catholic schools
- Professional Certificate
- Trained in Clinical Education (CET)

### **The Principal or Designee:**

- selects mentor (beginning of school year or prior);

- conducts school-based orientation;
- approves the IPDP;
- conducts summative observation, including pre- and post-conferences;
- provides classroom management training;
- provides training on the school's diocesan approved code of ethics; and
- provides health and safety training and access to suicide prevention training - <http://sptsuniversity.org/>

**The Mentor:**

- meets with the PMP teacher monthly;
- monitors and/or modifies the Individual Professional Development Plan, as required;
- verifies the satisfactory demonstration of the Catholic Educator Accomplished Practices;
- assists with a school-based orientation;
- provides teacher with required forms and provide direction on activities;
- conducts required formative observations to include a pre-conference and post-conference using diocesan approved forms; and
- maintains a Master In-Service Long-Term Participation Log of meetings with the novice/experienced teacher—documenting the topics and recommendations that are discussed (required for Master In-service points).

**PMP IMPORTANT DATES**

- The first week of September submit enrollment form to the diocesan school office.
- By May 1 submit completed Accomplished Practices Portfolio to the diocesan school office.



## ACCOMPLISHED PRACTICES PORTFOLIO

- Section 1: Forms and Certificates:** Includes Enrollment Form, Verification of Completion Form, Accomplished Practices Portfolio Checklist, Temporary Certificate, Statement of Status of Eligibility, Catechist Certificate, PMP teacher self-assessment form, IPDP, health and safety checklist, suicide prevention certificate, log of meetings, observation forms, and state testing results.
- Section 2: Evidence for the Catholic Educator Accomplished Practices:** Includes, the Mentor Validation of the CEAPs form and the PMP teacher's evidence of mastery of the Power CEAPs. Some or all of the teacher's evidence may be electronic.

### Diocesan Approval

The principal should contact the diocese for directions regarding the completion, verification, and submission of the Accomplished Practices Portfolio.

## FORMS

Please use the following forms included in this guide:

- Teacher Enrollment
- Accomplished Practices Portfolio Checklist
- PMP Teacher Self-Assessment
- Health and Safety Checklist
- Satisfactory Completion Form/Unsatisfactory Completion Form
- Mentor CEAPs Verification Form

Please use diocesan approved forms for:

- Individual Professional Development Plan
- Formative Screening/Observation
- Formative Observation
- Summative Observation Form
- Peer Teacher Observation Form
- Pre-Observation Conference Form
- Post-Observation Conference Form
- Walk-Through Observation Form

### ACCOMPLISHED PRACTICES PORTFOLIO CHECKLIST

This checklist serves as a log of completed forms and accomplished tasks. The completed and signed form is included in the Section 1 of the portfolio along with the forms indicated (by the word include).

Name:

Date of Program Completion:

Sect. 1	Forms and Certificates	Date Task Completed/Received
Include	PMP Enrollment Form (sent to diocese by the first week of September and included in the portfolio)	
Include	Verification of Completion Form	
Include	Accomplished Practices Portfolio Checklist	
Include	Temporary Certificate	
Include	Status of Statement of Eligibility	
Include	Catechist Certificate	
	Participation in diocesan new teacher training/orientation	
	Participation in school-based orientation	
Include	PMP teacher self-assessment forms (one completed at the beginning of the year and one at the end)	
Include	Completed Individual Professional Development Plan	
	Participation in school's code of ethics training and diocesan safe environment training	
	Participation in classroom management training	
Include	Participation in health and safety training	
Include	Completion of Suicide Prevention Training	
Include	Log of informal monthly meetings with mentor	
Include	Two formative observation forms	
Include	Two observations forms used for peer observations	
Include	Administrative summative observation form	
<b>Test Results</b>		
	<i>General Knowledge Test</i> - must be passed within one calendar year of the date of employment under the temporary certificate in order for continued employment in the province.	
	<i>Professional Knowledge Test</i> - if required by SOE, must be completed within the duration of the temporary validity period	
	<i>Subject Area Exam(s)</i> - if required by SOE, must be completed within the duration of the temporary validity period	
Sect. 2	Evidence of CEAPs Mastery	Date Task Completed/Received
Include	Mentor validation of CEAPs Form	

Include	Evidence of mastery of Power CEAPs	
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**PMP Teacher:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Mentor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Principal:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Teacher Enrollment Form**  
Professional Mentoring Program

**Teacher's Name:** \_\_\_\_\_  
First Middle/Maiden Last

**Social Security #:** \_\_\_\_\_

**School/Center:** \_\_\_\_\_

**Teaching/Assignment:** \_\_\_\_\_  
Grade(s) Subject(s)

**Degrees:**

_____	_____	_____
Bachelor	University	Date Graduated
-----	-----	-----
_____	_____	_____
Master	University	Date Graduated
-----	-----	-----
_____	_____	_____
Specialist	University	Date Graduated
-----	-----	-----
_____	_____	_____
Doctorate	University	Date Graduated

**State Certification:**

Non-Certified \_\_\_\_\_  
Date of Application to State

Temporary Cert. \_\_\_\_\_  
Expiration Date

\_\_\_\_\_  
Teacher's Signature Date

\_\_\_\_\_  
Mentor's Signature Date

\_\_\_\_\_  
Principal's Signature Date

**Original to OCSC, copy kept in school level file, copy to Mentor and Teacher.**

## PMP TEACHER SELF-ASSESSMENT

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

This self-assessment is used to assist you, your mentor teacher, and your principal in identifying areas of growth and mastery as compared to the Florida Educator Accomplished Practices and the National Standards and Benchmarks for Effective Catholic Schools. It is important that you be honest in assessing each item. A professional development plan will be made, with the guidance of your mentor teacher, based on these results and the initial screenings and observations. If this is your final self-assessment, this tool will be used to assist in tracking your growth during the Professional Development Program.

### Mission and Catholic Identity

1. Commitment to mission and Catholic identity	Consistently	Usually	Rarely	Never
a. articulates and understand the mission of the school				
b. meets (arch)diocesan requirements for academic and catechetical preparation and certification to provide effective religion curriculum and instruction				
c. uses the lenses of Scripture and the Catholic intellectual tradition in all subjects to help students think critically and ethically about the world around them				
d. offers students timely and regular opportunities to learn about, experience, and reflect on the nature and importance of prayer, the Eucharist, liturgy, retreats and other spiritual experiences				
e. is a role model of faith and service for social justice				

**Comments:**

## Governance and Leadership

2. Continuous Professional Improvement. The effective educator consistently:	Consistently	Usually	Rarely	Never
a. designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs;				
b. examines and uses data-informed research to improve instruction and student achievement;				
c. collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement;				
d. engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues; and				
e. implements knowledge and skills learned in professional development in the teaching and learning process.				
<b>Comments:</b>				

<b>3. Professional Responsibility and Ethical Conduct</b>	<p align="center"><b>Attendance at Professional Ethics Class Required</b></p> <p><b>Date Attended:</b></p>
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**Academic Excellence**

4. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:	Consistently	Usually	Rarely	Never
a. aligns instruction with state-adopted standards at the appropriate level of rigor;				
b. sequences lessons and concepts to ensure coherence and required prior knowledge;				
c. designs instruction for students to achieve mastery;				
d. selects appropriate formative assessments to monitor learning;				
e. uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning, and continuously improve the effectiveness of the lessons; and				
f. develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.				
<p><b>Comments:</b></p>				

5. Instructional Delivery and Facilitation. To utilize a deep and comprehensive knowledge	Consistently	Usually	Rarely	Never
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of the subject taught, the effective educator consistently:				
a. delivers engaging and challenging lessons;				
b. deepens and enriches students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter;				
c. identifies gaps in students' subject matter knowledge;				
d. modifies instruction to respond to preconceptions or misconceptions;				
e. relates and integrates the subject matter with other disciplines and life experiences;				
f. employs higher-order questioning techniques;				
g. applies varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding;				
h. differentiates instruction based on an assessment of student learning needs and recognition of individual differences in students;				
i. supports, encourages, and provides immediate and specific feedback to students to promote student achievement; and				
j. utilizes student feedback to monitor instructional needs and to adjust instruction.				
<b>Comments:</b>				



6. Assessment. The effective educator consistently:	Consistently	Usually	Rarely	Never
a. analyzes and applies data from multiple assessments and measures to diagnose students' learning needs;				
b. informs instruction based on those needs, and drives the learning process;				
c. designs and aligns formative and summative assessments that match learning objectives and lead to mastery;				
d. uses a variety of assessment tools to monitor student progress, achievement and learning gains;				
e. modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge;				
f. shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s); and				
g. applies technology to organize and integrate assessment information.				
<b>Comments:</b>				

**Operational Vitality**

7. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:	Consistently	Usually	Rarely	Never
a. organizes, allocates, and manages the resources of time, space, and attention;				
b. manages individual and class behaviors through a well-planned management system;				
c. conveys high expectations to all students;				
d. respects students’ cultural, linguistic and family background;				
e. models clear, acceptable oral and written communication skills;				
f. maintains a climate of openness, inquiry, fairness and support;				
g. integrates current information and communication technologies;				
h. adapts the learning environment to accommodate the differing needs and diversity of students; and				
i. utilizes current and emerging assistive technologies that enable students to participate in high quality communication interactions and achieve their educational goals.				
<b>Comments:</b>				

**PMP Teacher:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Mentor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Principal:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Health and Safety Checklist

Name: \_\_\_\_\_

Reviewer: \_\_\_\_\_

This checklist is to be used by the mentor or principal/designee during a meeting with the PMP teacher to ensure knowledge of the topics.

- Indicators of severe emotional distress
- Causes of severe emotional distress
- Actions needed to support the student in severe emotional distress
- Behaviors identifying a student might be a threat to himself or others
- Indicators of physical or sexual abuse in a student
- Policy for reporting abuse (including requirements and mandated reporters)
- Indicators of substance abuse
- Indicators that a student might have special needs
- Strategies for working with students who have special needs
- Emergency evacuation procedures

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Reviewer Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Verification of Satisfactory Completion  
Professional Mentoring Program**

**Directions:** Mentor teacher completes only one section below prior to submission to the principal for approval.

**PMP Teacher:** \_\_\_\_\_  
**Last First School**

I/We certify that the above named PMP teacher has successfully completed the Professional Mentoring Program and has mastered the Florida Educator Accomplished Practices.

**Mentor Teacher:** \_\_\_\_\_  
**Last First Middle/Maiden**

\_\_\_\_\_  
**Signature Date**

**Principal:** \_\_\_\_\_  
**Last First Middle/Maiden**

\_\_\_\_\_  
**Signature Date**



## Mentor CEAPs Verification Form

The mentor, principal, and/or principal designee validates the following CEAPS with his or her initials in the appropriate column. Comments are optional.

	<b>Catholic Educator Accomplished Practice</b>	<b>Met</b>	<b>Partially Met</b>	<b>Did not Meet</b>	<b>Comments</b>
<b>2. Continuous Professional Improvement. The effective educator consistently:</b>					
2.a.	Based on the individual plan for professional development, the teacher designs purposeful professional goals to strengthen the effectiveness of instruction based on students' needs.				
2.d.	Based on the individual plan for professional development and participation in in-services and staff meetings, the teacher engages in targeted professional growth opportunities and reflective practices, both independently and in collaboration with colleagues.				
2.e.	Based on observations, the teacher implements knowledge and skills learned in professional development in the teaching and learning process.				
<b>3. Professional Responsibility and Ethical Conduct. The effective educator exhibits:</b>					
3.a.	Knowing the teacher attended the training and based on observations, the teacher adheres to the school's diocesan approved code of ethics.				
<b>General Comments:</b>					
<b>4. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:</b>					
4.a.	Based on the review of lesson plans and observations, the teacher aligns instruction with diocesan standards at the appropriate level of rigor.				

	<b>Catholic Educator Accomplished Practice</b>	<b>Met</b>	<b>Partially Met</b>	<b>Did not Meet</b>	<b>Comments</b>
4.b.	Based on the review of lesson plans and observations, the teacher sequences lessons and concepts to ensure coherence and required prior knowledge.				
4.c.	Based on the review of lesson plans and observations, the teacher designs instruction for students to achieve mastery.				
4.d.	Based on the review of lesson plans and observations, the teacher selects appropriate formative assessments to monitor learning.				
4.f.	Based on the review of lesson plans and observations, the teacher develops learning experiences that require students to demonstrate a variety of applicable skills and competencies.				

**General Comments:**

**5. Instructional Delivery and Facilitation. To utilize a deep and comprehensive knowledge of the subject taught, the effective educator consistently:**

5.a.	Based on the review of lesson plans and observations, the teacher delivers engaging and challenging lessons.				
5.b.	Based on the review of lesson plans and observations, the teacher deepens and enriches students' understanding through content area literacy strategies, verbalization of thought, and application of the subject matter.				
5.c.	Based on the review of lesson plans and observations, the teacher identifies gaps in students' subject matter knowledge.				

	<b>Catholic Educator Accomplished Practice</b>	<b>Met</b>	<b>Partially Met</b>	<b>Did not Meet</b>	<b>Comments</b>
5.d.	Based on the review of lesson plans and observations, the teacher modifies instruction to respond to preconceptions or misconceptions.				
5.e.	Based on the review of lesson plans and observations, the teacher relates and integrates the subject matter with other disciplines and life experiences; includes integration of the religious, spiritual, moral, and ethical dimensions of learning in all subjects.				
5.f.	Based on the review of lesson plans and observations, the teacher employs higher-order questioning techniques.				
5.h.	Based on the review of lesson plans and observations, the teacher differentiates instruction based on an assessment of student learning needs and recognition of individual differences in students.				
5.i.	Based on the review of lesson plans and observations, the teacher supports, encourages, and provides immediate and specific feedback to students to promote student achievement.				
5.j.	Based on the review of lesson plans and observations, the teacher utilizes student feedback to monitor instructional needs and to adjust instruction.				

**General Comments:**



	<b>Catholic Educator Accomplished Practice</b>	<b>Met</b>	<b>Partially Met</b>	<b>Did not Meet</b>	<b>Comments</b>
<b>6. Assessment. The effective educator consistently:</b>					
6.b.	Based on the review of lesson plans and observations, the teacher informs instruction based on those needs, and drives the learning process.				
6.c.	Based on the review of lesson plans and observations, the teacher designs and aligns formative and summative assessments that match learning objectives and lead to mastery.				
6.d.	Based on the review of lesson plans and observations, the teacher uses a variety of assessment tools to monitor student progress, achievement and learning gains.				
6.e.	Based on the review of lesson plans and observations, the teacher modifies assessments and testing conditions to accommodate learning styles and varying levels of knowledge.				
6.f.	Based on observations, the teacher shares the importance and outcomes of student assessment data with the student and the student's parent/caregiver(s).				
<b>General Comments:</b>					
<b>7. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:</b>					
7.a.	Based on observations, the teacher organizes, allocates, and manages the resources of time, space, and attention.				
7.b.	Based on observations, the teacher manages individual and class behaviors through a well-planned management system.				

	<b>Catholic Educator Accomplished Practice</b>	<b>Met</b>	<b>Partially Met</b>	<b>Did not Meet</b>	<b>Comments</b>
7.c.	Based on observations, the teacher conveys high expectations to all students.				
7.d.	Based on observations, the teacher respects students' cultural, linguistic and family background.				
7.e.	Based on observations, the teacher models clear, acceptable oral and written communication skills.				
7.f.	Based on observations, the teacher maintains a climate of openness, inquiry, fairness and support.				
7.h.	Based on observations, the teacher adapts the learning environment to accommodate the differing needs and diversity of students.				

**General Comments:**

**Final Comments/Recommendations:**

**PMP Teacher:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Mentor:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Principal:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## **Power Catholic Educator Accomplished Practices (CEAPs)**

The PMP teacher must submit evidence to verify the following power CEAPs. The evidence can be a video, narrative, analysis, or presentation.

### **1. Commitment to mission and Catholic identity\*. The effective educator consistently:**

- a. articulates and understand the mission of the school;
- b. meets (arch)diocesan requirements for academic and catechetical preparation and certification to provide effective religion curriculum and instruction;
- c. uses the lenses of Scripture and the Catholic intellectual tradition in all subjects to help students think critically and ethically about the world around them;
- d. offers students timely and regular opportunities to learn about, experience, and reflect on the nature and importance of prayer, the Eucharist, liturgy, retreats and other spiritual experiences; and
- e. is a role model of faith and service for social justice.

### **2. Continuous Professional Improvement. The effective educator consistently:**

- b. examines and uses data-informed research to improve instruction and student achievement\*;
- c. collaborates with the home, school and larger communities to foster communication and to support student learning and continuous improvement\*;

### **4. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:**

- e. uses a variety of data, independently, and in collaboration with colleagues, to evaluate learning outcomes, adjust planning, and continuously improve the effectiveness of the lessons\*;

### **5. Instructional Delivery and Facilitation. To utilize a deep and comprehensive knowledge of the subject taught, the effective educator consistently:**

- g. applies varied instructional strategies and resources, including appropriate technology, to provide comprehensible instruction, and to teach for student understanding\*;

### **6. Assessment. The effective educator consistently:**

- a. analyzes and applies data from multiple assessments and measures to diagnose students' learning needs\*;
- g. applies technology to organize and integrate assessment information\*.

### **7. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:**

- g. integrates current information and communication technologies\*;
- i. utilizes current and emerging assistive technologies that enable students to participate in high quality communication interactions and achieve their educational goals\*.