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**OFFICE OF CATHOLIC EDUCATION**

**Appendix A – Initial/Continuing Needs Assessment Inventory**

This assessment must be completed by a joint meeting of the inductee and mentor and submitted to the Principal in September, January, and May. Inductee and mentor should keep a copy to assess the progress of the inductee during subsequent meetings and assessments.)

Please rate the following items as:

* Ineffective: Unsure of at the time of assessment
* Basic: Basic awareness
* Proficient: Clear understanding
* Distinguished: Ability to apply understanding when necessary

\*Note: Please keep this in the teacher’s file at the local school in which they are employed.   
***There is not a need to send this to the Office of Catholic Elementary.***

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Name (Last, First, MI): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ FT:  PT:

School: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ County: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Grade(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Subject(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*(Inductee’s Signature)* *(Date)*

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*(Mentor’s Signature)* *(Date)*

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

*(Principal’s Signature)* *(Date)*

**General Orientation – Appendix A**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Inductee** | **Ineffective** | **Basic** | **Proficient** | **Distinguished** |
| Articulates concept of school as a faith community |  |  |  |  |
| Articulates Archdiocesan and local school policies and procedures |  |  |  |  |
| Knows faculty/department meeting responsibilities |  |  |  |  |
| Knows grade/ departmental responsibilities |  |  |  |  |
| Understands service and/or extracurricular responsibilities |  |  |  |  |
| Comprehends importance of effective record keeping  (i.e., roll slips, report cards, plan book, mark book, electronic record keeping) |  |  |  |  |
| Values the importance of professional appearance/demeanor |  |  |  |  |
| Realizes the need for continuing professional development (i.e., certification, graduate studies, in-service opportunities) |  |  |  |  |
| Recognizes the need for ongoing communication with parents/guardians, colleagues and students and students |  |  |  |  |

**Preparation and Planning – Appendix A**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Inductee** | **Ineffective** | **Basic** | **Proficient** | **Distinguished** |
| Comprehends the curriculum guidelines/standards for each discipline taught |  |  |  |  |
| Understands and effectively implements the school routine and scheduling |  |  |  |  |
| Grasps the need to plan for effective instruction and assessment for varied ability levels |  |  |  |  |
| Knowledgeable of the essential components in designing effective lesson plans |  |  |  |  |
| Explains the goals and objectives of classroom instruction |  |  |  |  |
| Understands procedure for obtaining equipment for use during classroom instruction |  |  |  |  |
| Knows the importance of reflecting on learning outcomes |  |  |  |  |
| Understands the need for pacing of instruction to maximize student learning |  |  |  |  |

**Learning Environment – Appendix A**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Inductee** | **Ineffective** | **Basic** | **Proficient** | **Distinguished** |
| Understands the importance of creating and maintaining a positive learning environment |  |  |  |  |
| Has instituted clear expectations for student behavior |  |  |  |  |
| Has established effective classroom procedures |  |  |  |  |
| Understands school climate and its impact upon student behavior, attendance, engagement, and achievement |  |  |  |  |
| Acknowledges the need to gain knowledge of each student’s abilities |  |  |  |  |
| Has an affirmative and respectful technique for classroom discipline |  |  |  |  |
| Knows the importance of establishing and maintaining a safe, productive learning environment |  |  |  |  |

**Instructional Practices – Appendix A**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Inductee** | **Ineffective** | **Basic** | **Proficient** | **Distinguished** |
| Sets clear instructional goals and expectations |  |  |  |  |
| Implements differentiated instructional and assessment strategies |  |  |  |  |
| Comprehends and applies the Rigor and Relevance Framework |  |  |  |  |
| Integrates curricular areas when meaningful |  |  |  |  |
| Incorporates technology effectively |  |  |  |  |
| Utilizes instructional techniques to create a student-centered learning environment |  |  |  |  |
| Effectively uses questioning techniques which include wait time |  |  |  |  |
| Implements the use of flexible grouping opportunities |  |  |  |  |
| Provides for individual student learning styles |  |  |  |  |
| Provides students with prompt and meaningful feedback and opportunities for self-assessment |  |  |  |  |
| Participates in developing instructional and assessment strategies that span all grade levels |  |  |  |  |

**Professional Growth – Appendix A**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Inductee** | **Ineffective** | **Basic** | **Proficient** | **Distinguished** |
| Understands all professional codes and standards, including Mandated Reporting, within the school and the Archdiocese |  |  |  |  |
| Participates in in-service opportunities from the Archdiocese, local school, and other professional educational resources |  |  |  |  |
| Is familiar with teacher evaluation tool and process |  |  |  |  |
| Understands the ongoing professional development hours (Act 48) needed to keep certification active |  |  |  |  |

**Reflective Practice – Appendix A**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Inductee** | **Ineffective** | **Basic** | **Proficient** | **Distinguished** |
| Makes use of a reflective journal or tool to chart progress during the Induction process |  |  |  |  |
| Shares with mentor techniques gained from professional development opportunities and their incorporation into the classroom |  |  |  |  |
| Dialogues with the Principal and the mentor in a reflective, constructive manner during the review of Appendix B |  |  |  |  |