

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

PMP 2026-2027

Adapted, with permission, from the Duval County Public School System and Center for Catholic School Effectiveness, School of Education, Loyola University Chicago, in partnership with Roche Center for Catholic Education, School of Education, Boston College

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TABLE OF CONTENTS

Program Overview	3
Purpose	
Guiding Principles	
Catholic Educator Accomplished Practices: Purpose and Foundational Principles	3 – 6
Florida Educator Accomplished Practices	
Foundational Principles	
The Educator Accomplished Practices	
National Standards and Benchmarks for Effective Catholic Schools	
Mission and Catholic Identity	
Governance and Leadership	
Academic Excellence	
Operational Vitality	
Program Guidelines	6 – 8
PMP Program Completion Requirements	
Mentor Description, Qualifications, Selection, and Responsibilities	
Principal/Designee Responsibilities	
PMP Important Dates	7
Accomplished Practices Portfolio	8
List of Forms	8
Forms	9 – 29

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 understands 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 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;
2. attend all required trainings/orientations:
 - a. complete training on the school's diocesan approved code of ethics and diocesan required safe environment trainings;
 - b. complete the following required diocesan trainings/orientation for blood-borne pathogens
3. meet at least monthly with the mentor
4. meet quarterly with the mentor and the Principal and/or designee to review contact form

5. participate in a minimum of two formative observation sessions with the mentorteacher:
 - a. the first observation includes pre- and post-observation conferences and guided discussion of the Mentor Assessment Tool;
 - b. the second observation may be unannounced but will include a post-observation conference.;
6. complete required diocesan observation schedule with principal and/or designee;
7. observe two effective peer teachers using the peer observation form; and
8. 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

The Principal or Designee:

- selects mentor;
- meets quarterly with the PMP teacher and mentor, completing the Quarterly Contact Form based on the Mentor Assessment Tool;
- completes required diocesan observation schedule with PMP teacher; and
- ensures the PMP teacher completes the training on the school's diocesan approved code of ethics, the required diocesan safe environment training, and all other required diocesan trainings/orientations;

The Mentor:

- meets with the PMP teacher monthly;
- meets quarterly with the PMP teacher and principal/designee, completing the Quarterly Contact Form based on the Mentor Assessment Tool;
- provides teacher with required forms and provide direction on activities;
- conducts required formative observations: the first one includes a pre-conference and post-conference using diocesan approved forms and the Mentor Assessment Tool, the second one may be unannounced, but does include a post-observation conference
- verifies the satisfactory demonstration of the Catholic Educator Accomplished Practices; and
- may earn up to 30 MIP points as a mentor

PMP IMPORTANT DATES

- Submit enrollment form to the diocesan schools office by: **October 1**
- Submit completed Accomplished Practices Portfolio to the diocesan schools office by: **May 1**

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, Mentor Assessment Tool, Quarterly Contact Forms, and observation forms.
- ☐ **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
- Mentor Assessment Tool
- Quarterly Contact Form
- Peer Observation Form
- Satisfactory Completion Form/Unsatisfactory Completion Form
- Mentor CEAPs Verification Form

Please use diocesan approved forms for:

- Formative Screening/Observation
- Formative Observation
- Summative Observation Form
- Pre-Observation Conference Form
- Post-Observation Conference Form
- Walk-Through Observation Form

NAME (print) _____

FDOE # _____

School Name _____

ACCOMPLISHED PRACTICES PORTFOLIO CHECKLIST

This checklist serves as a log of completed forms and accomplished tasks. The completed and signed form is included in 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	
Include	Verification of Completion Form	
Include	Accomplished Practices Portfolio Checklist	
Include	Temporary Certificate	
Include	Statement of Status of Eligibility	
Include	Mentor Assessment Tool	
Include	Quarterly Contact Forms	
Include	Two Mentor observation forms	
Include	Administrative observation forms	
Include	Two observations forms used to observe peers	
Sect. 2	Evidence of CEAPs Mastery	Date Task Completed/Received
Include	Mentor validation of CEAPs Form	
Include	Evidence of mastery of Power CEAPs	

PMP Teacher: _____ Date: _____

Mentor: _____ Date: _____

Principal: _____ Date: _____

Portfolio will remain at school

_____ Portfolio completed satisfactorily

_____ Portfolio missing the following or more evidence is needed for the following:

Diocesan Use Only

_____ Approved. CT-118 sent to Florida Department of Education on _____.

_____ Not approved. Action:

Diocesan Signature: _____

Date: _____

NO APPLICATION WILL BE ACCEPTED WITHOUT A TEMPORARY CERTIFICATE

Teacher Enrollment Form
Professional Mentoring Program
2026-2027

NO APPLICATION WILL BE ACCPETED WITHOUT A TEMPORARY CERTIFICATE

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: Please attach copy of the SOE

☐ Non-Certified _____
Date of Application to State

☐ Temporary Cert. _____ **Please attach FDOE #**
Expiration Date

Teacher's Signature Date

Mentor's Signature Date

Principal's Signature Date

Mentor Assessment Tool

Name: _____ **Date:** _____

The mentor teacher uses this form with the first observation. A guided discussion follows, as part of the post-observation. This form is reviewed at each quarterly meeting with the PMP teacher, mentor, and principal/designee. Changes are dated each quarter and comments written on the Contact Form.

Mission and Catholic Identity

1. Commitment to mission and Catholic identity	Consistently	Usually	Rarely	Never
a. articulates and understands 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.				
Comments:				

3. Professional Responsibility and Ethical Conduct	Attendance at Professional Ethics Class Required Date Attended:
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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.				
Comments:				

5. Instructional Delivery and Facilitation. To utilize a deep and comprehensive knowledge of the subject taught, the effective educator consistently:	Consistently	Usually	Rarely	Never
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.				
Comments:				

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.				
Comments:				

Comments:

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.				
Comments:				

PMP Teacher: _____ **Date:** _____

Mentor: _____ **Date:** _____

Principal: _____ **Date:** _____

Quarterly Contact Form

PMP Teacher: _____ Date: _____

This form is completed as part of the quarterly meetings between the PMP teacher, mentor, and principal/designee. It is based on the Mentor Assessment Tool.

PMP teacher records any questions
List the effective strategies PMP teacher uses
Identify the effective strategies PMP teacher will implement
Establish a plan for implementation of the strategies

Determine what support is needed and by whom (mentor, teacher, administrator)

Reflection: Think about your implementation of the strategies. Did you receive the desired results? What worked effectively? What modifications need to be made?

PMP Teacher Signature: _____ Date: _____

Mentor Signature: _____ Date: _____

Principal/Designee Signature: _____ Date: _____

PMP Teacher Observation of Effective Peer Teacher

PMP Teacher: _____

Teacher Observed: _____ Grade: _____

Lesson: _____

The PMP Teacher completes this form during or after observing an effective peer teacher. This form will be discussed with the mentor teacher.

List the effective strategies you observed during the observation
Identify the effective strategies you would like to implement
Record any questions that arose during the observation
Establish your plan for implementation of items learned and next steps

Determine what support is needed and by whom (mentor, teacher, administrator)

Reflection: Think about your implementation of the strategies. Did you receive the desired results? What worked effectively? What modifications need to be made?

Teacher Signature: _____ Date: _____

Peer Teacher Signature: _____ Date: _____

Mentor Teacher 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
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Principal: _____

Last	First	Middle/Maiden

Signature	Date
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Verification of Unsatisfactory Completion Professional Mentoring Program

PMP Teacher: _____

Last First School

I/We certify that the above named PMP teacher has not completed the Professional Mentoring Program and has not mastered the Florida Educator Accomplished Practices. I/We do not recommend verification at this time.

Mentor Teacher: _____

Last	First	Middle/Maiden

Signature	Date

Principal: _____
Last First Middle/Maiden

Signature Date

Area(s) of Deficiency: _____

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.

	Catholic Educator Accomplished Practice	Met	Partially Met	Did not Meet	Comments
2. Continuous Professional Improvement. The effective educator consistently:					
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.				
3. Professional Responsibility and Ethical Conduct. The effective educator exhibits:					
3.a.	Knowing the teacher attended the training and based on observations, the teacher adheres to the school's diocesan approved code of ethics.				
General Comments:					
4. Instructional Design and Lesson Planning. Applying concepts from human development and learning theories, the effective educator consistently:					
4.a.	Based on the review of lesson plans and observations, the teacher aligns instruction with diocesan standards at the appropriate level of rigor.				

	Catholic Educator Accomplished Practice	Met	Partially Met	Did not Meet	Comments
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.				

	Catholic Educator Accomplished Practice	Met	Partially Met	Did not Meet	Comments
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:

	Catholic Educator Accomplished Practice	Met	Partially Met	Did not Meet	Comments
6. Assessment. The effective educator consistently:					
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).				
General Comments:					
7. The Learning Environment. To maintain a student-centered learning environment that is safe, organized, equitable, flexible, inclusive, and collaborative, the effective educator consistently:					
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.				

	Catholic Educator Accomplished Practice	Met	Partially Met	Did not Meet	Comments
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) (PORTFOLIO)

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 understands 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*.