Religious Education Administrator/Youth Minister Professional Review

"To practice fraternal correction – which is so deeply rooted in the Gospel – is a proof of supernatural trust and affection. Be thankful for it when you receive it, and don't neglect to practice it with those around you." – St. Josemaria Escriva

Professional reviews or evaluations are not meant to be intimidating, but rather provide a structure where true understanding, mentorship, professional development, and growth might occur. An annual professional review meeting between a religious education administrator/youth minister and their pastor/pastoral leader allow for true growth and understanding to occur.

Tasks
1. Religious Education Administrator/Youth Minister completes a self-assessment and submits it to his/her pastor/pastoral leader. (A)
2. Pastor/Pastoral leader completes a professional review of the religious education administrator/youth minister (B)
3. Religious Education Administrator/Youth Minister meets with the pastor/pastoral leader and discusses the results of the self-assessment and professional review.
4. Together, the pastor/pastoral leader and religious education administrator/youth minister complete the Professional Growth Goals together for the upcoming year. The completion and progress of these goals should be evaluated each year. (C)

OPTIONAL: Surveys can be used so that outside feedback from parents, other staff members, volunteers, and catechists can be included if you so choose. The pastor/pastoral leader professional review (B) can be utilized by other stakeholders. The additional feedback can used in forming future goals and professional development opportunities for the parish employee. In addition to the pastor/pastoral leader, a performance evaluation team might be developed.

Intervention Process (D):
- serious performance concerns arise
- specific incident of concern occurs

A. Self-Assessment

Name: **Academic Year:**

Parish: **City:**

Ratings:

    4: consistently effective and can lead others to be effective in this indicator
    3: consistently effective in this indicator
    2: sometimes effective in this indicator
    1: this indicator is a challenge for me
    0: not applicable

Faith Formation Leader
 	
The DRE/CRE/YM nurtures Catholic culture and integration of faith by ensuring quality Catholic catechesis, providing opportunities for worship and prayer, and supporting practices of service to form disciples of Jesus.
	Ratings:
	  4: consistently effective and can lead others to be effective in this indicator
	  3: consistently effective
	  2: sometimes effective
	  1: challenge for me
	  0: not applicable

Self-assessment indicators:	
a. serves as faith role model	a.
b. has a prayer life, personal relationship with Christ and is willing to share it with others	b.
c. lives discipleship in relational ministry by following the way Jesus led people in faith	c.
d. provides regularly a variety of prayer experiences for students and adults (catechists, core members, or volunteers)	d.
e. communicates the mission of Jesus to the families and parish members	e.
f. monitors annual catechetical formation of catechists	f.
g. oversees religion curriculum and assessment	g.
h. encourages service-oriented outreach to Church and civic communities	h.
i. ensures widespread use of signs, sacramentals, traditions, and rituals of Catholic Church	i.
j. integrates Catholic culture into all aspects of the program	j.
k. ensures Jesus-centered environment	k.
l. helps to disciple catechists, core members, or volunteers who in turn disciple their students in relational ministry	l.
m. inspires others in higher levels of performance in virtue, beliefs, attitudes	m.
n. demonstrates leadership in Catholic identity	n.

Evidence/reflection in support of Faith Formation Leader ratings:

Instructional Leader

The DRE/CRE/YM advocates, nurtures, and sustains a Catholic culture and program which integrates Gospel values and is conducive to the success of all students and catechists, core team members, or adult volunteers.

Ratings:
4: consistently effective and can lead others to be effective in this indicator
3: consistently effective
2: sometimes effective
1: challenge for me
0: not applicable

Self-assessment indicators:	
a. encourages age-appropriate experiences for student growth	a.
b. understands where the students are coming from and instructs the catechists to do the same	b.
c. ensures that adult volunteers are trained and are given tools to lead students to Christ	c.
d. gives adult volunteers opportunities to grow in their faith	d.
e. considers diversity in developing multiple learning experiences	e.
f. holds high expectations for self	f.
g. establishes a culture of high expectation for students	g.
h. establishes clear boundaries for parish personnel	h.
i. establishes the content that is being learned through instruction, experience, service, or relationships in the community	i.
j. provides well rounded opportunities for students to grow intellectually, pastorally, humanly, and spiritually	j.
k. sets and communicates goals	k.
l. constantly evaluates the parish program	l.
m. provides professional growth opportunities for all volunteers	m.

Evidence/reflection in support of Instructional Leader ratings:

Administrative Leader

The DRE/CRE/YM promotes the success of all students by effective management of facilities, operations, and resources for a safe, efficient, and effective learning environment.

Ratings:
4: consistently effective and can lead others to be effective in this indicator
3: consistently effective
2: sometimes effective
1: challenge for me
0: not applicable

Self-assessment indicators:	
a. ensures proper maintenance of parish property and equipment	a.
b. treats people equitably and respectfully while protecting the rights and confidentiality of all	b.
c. works collaboratively with the pastor or pastoral leader who oversees the spiritual life of the parish	c.
d. implements policies, laws and regulations of parish, diocesan, state and federal authorities	d.
e. establishes local policies and procedures	e.
f. hires, invites places, disciplines, and appropriately removes volunteers where needed	f.
g. ensures health and safety for all within the parish program	g.
h. protects volunteers from issues and influences that distract them from relationship building and instructional time	h.
i. establishes process for parent communication	i.

j.	establishes process for family retention by building relationships	j.
k.	manages budget responsibly	k.
l.	oversees development efforts (fundraising, annual appeals, grants, etc.)	l.
m.	provides leadership for effective strategic planning	m.
n.	acts as leader of the religious education/youth ministry advisory committee or volunteer group and provides timely communication	n.
o.	establishes adequate quality relationship building, faith formation, and evangelization time	o.
p.	oversees any collection of data and uses that to improve the program (ACRE, retention of students after Confirmation, student's growth in prayer, etc)	p.
q.	ensures maintenance and security of records and reports	q.
r.	maintains appropriate discipline standards and boundaries	r.
s.	reads and acts timely on diocesan correspondence	s.
t.	collaborates with office staff and volunteers effectively	t.
u.	delegates responsibilities and assigns duties equitably	u.
v.	maintains convictions with composure under pressure	v.
w.	acts professionally	w.
x.	dresses professionally	x.
y.	exhibits competence in organization and time management	y.
z.	makes well-timed decisions based on available data	z.
aa.	makes all administrative decisions through the lens of discipleship	aa.

Evidence/reflection in support of Administrative Leader ratings:

Interpersonal Relationship Leader *The DRE/CRE/YM models effective communication and builds relationships with all.*	Ratings: 4: consistently effective and can lead others to be effective in this indicator 3: consistently effective 2: sometimes effective 1: challenge for me 0: not applicable
Self-assessment indicators:	
a. creates an environment in which collaboration is respected	a.
b. establishes productive relationships	b.
c. involves parish community in religious education and youth ministry improvement decisions	c.
d. resolves problems in an effective manner	d.
e. communicates effectively with decision-makers (committee, volunteers, parish leaders)	e.
f. promotes collaboration between school and parish (where applicable)	f.
g. is visible	g.
h. participates in parish activities	h.
i. is a responsive listener	i.
j. respects legitimate authority of others	j.
k. engages catechists or other volunteers in conversations about the evangelization and faith formation process	k.
l. establishes effective means of communication and interaction between and among catechists, volunteers, and students	l.
m. informs parents, parish and local community of program activities	m.
n. collaborates with diocesan office	n.
o. participates in collaborating with other religious education or youth ministry leaders from other parishes	o.

p.	celebrates individual students and volunteer adults	p.
q.	uses appropriate conflict management skills	q.
r.	promotes healthy parental involvement through volunteering and evangelization	r.
s.	prays with others with whom they work	s.

Evidence/reflection in support of Interpersonal Relationship Leader ratings:

Areas of strength overall:

RE/YM Leader signature: **Date:**

B. Priest/Pastoral Leader Professional Review

Faith Formation Leader Evaluator Scoring	Performance Ratings: 3 – performance consistently exemplary 2 – Performance is proficient and satisfactory 1 – Performance is not satisfactory U - Unknown	Performance Score Score from 1-3 or U - Unknown	Evidence Score(s) O - observation W - written document C - conversation P – perception U - unknown
The Religious Education Administrator/Youth Minister:			
a. serves as faith role model		a.	a.
b. has a prayer life, personal relationship with Christ and is willing to share it with others		b.	b.
c. lives discipleship in relational ministry by following the way Jesus led people in faith		c.	c.
d. provides regularly a variety of prayer experiences for students and adults (catechists, core members, or volunteers)		d.	d.
e. communicates the mission of Jesus to the families and parish members		e.	e.
f. monitors annual catechetical formation of catechists		f.	f.
g. oversees religion curriculum and assessment		g.	g.
h. encourages service-oriented outreach to Church and civic communities		h.	h.
i. ensures widespread use of signs, sacramentals, traditions, and rituals of Catholic Church		i.	i.
j. integrates Catholic culture into all aspects of the program		j.	j.
k. ensures Jesus-centered environment		k.	k.
l. helps to disciple catechists, core members, or volunteers who in turn disciple their students in relational ministry		l.	l.
m. inspires others in higher levels of performance in virtue, beliefs, attitudes		m.	m.
n. demonstrates leadership in Catholic identity		n.	n.

Comments:

Instructional Leader Evaluator Scoring	Performance Ratings: 3 – Performance consistently exemplary 2 – Performance is proficient and satisfactory 1 – Performance is not satisfactory U - Unknown	Performance Score Score from 1-3 or U - Unknown	Evidence Score(s) O - observation W - written document C - conversation P – perception U - unknown
The Religious Education Administrator/Youth Minister:			
a. encourages age-appropriate experiences for student growth		a.	a.
b. understands where the students are coming from and instructs the catechists to do the same		b.	b.
c. ensures that adult volunteers are trained and are given tools to lead students to Christ		c.	c.

	Performance Score	Evidence Score(s)
d. gives adult volunteers opportunities to grow in their faith	d.	d.
e. considers diversity in developing multiple learning experiences	e.	e.
f. holds high expectations for self	f.	f.
g. establishes a culture of high expectation for students	g.	g.
h. establishes clear boundaries for parish personnel	h.	h.
i. establishes the content that is being learned through instruction, experience, service, or relationships in the community	i.	i.
j. provides well rounded opportunities for students to grow intellectually, pastorally, humanly, and spiritually	j.	j.
k. sets and communicates goals	k.	k.
l. constantly evaluates the parish program	l.	l.
m. provides professional growth opportunities for all volunteers	m.	m.
n. encourages age-appropriate experiences for student growth	n.	n.
o. ensures that adult volunteers are trained and are given tools to lead students to Christ	o.	o.
p. gives adult volunteers opportunities to grow in their faith	p.	p.
q. considers diversity in developing multiple learning experiences	q.	q.

Comments:

Administrative Leader Evaluator Scoring	Performance Ratings: 3 – Performance consistently exemplary 2 – Performance is proficient and satisfactory 1 – Performance is not satisfactory U - Unknown	Performance Score Score from 1-3 or U - Unknown	Evidence Score(s) O - observation W - written document C - conversation P – perception U - unknown
The Religious Education Administrator/Youth Minister:			
a. ensures proper maintenance of parish property and equipment		a.	a.
b. treats people equitably and respectfully while protecting the rights and confidentiality of all		b.	b.
c. works collaboratively with the pastor or pastoral leader who oversees the spiritual life of the parish		c.	c.
d. implements policies, laws and regulations of parish, diocesan, state and federal authorities		d.	d.
e. establishes local policies and procedures		e.	e.
f. hires, invites places, disciplines, and appropriately removes volunteers where needed		f.	f.
g. ensures health and safety for all within the parish program		g.	g.
h. protects volunteers from issues and influences that distract them from relationship building and instructional time		h.	h.
i. establishes process for parent communication		i.	i.
j. establishes process for family retention by building relationships		j.	j.
k. manages budget responsibly		k.	k.
l. oversees development efforts (fundraising, annual appeals, grants, etc.)		l.	l.
m. provides leadership for effective strategic planning		m.	m.
n. acts as leader of the religious education/youth ministry advisory committee or volunteer group and provides timely communication		n.	n.

o. establishes adequate quality relationship building, faith formation, and evangelization time	o.	o.
p. oversees any collection of data and uses that to improve the program (ACRE, retention of students after Confirmation, student's growth in prayer, etc)	p.	p..
q. ensures maintenance and security of records and reports	q.	q.
r. maintains appropriate discipline standards and boundaries	r.	r.
s. reads and acts timely on diocesan correspondence	s.	s.
t. collaborates with office staff and volunteers effectively	t.	t.
u. delegates responsibilities and assigns duties equitably	u.	u.
v. maintains convictions with composure under pressure	v.	v.
w. acts professionally	w.	w.
x. dresses professionally	x.	x.
y. exhibits competence in organization and time management	y.	y.
z. makes well-timed decisions based on available data	z.	z.
aa. makes all administrative decisions through the lens of discipleship	aa.	aa.

Comments:

Interpersonal Relationship Evaluator Scoring	Performance Ratings: 3 – performance consistently exemplary 2 – Performance is proficient and satisfactory 1 – Performance is not satisfactory U - Unknown	Performance Score Score from 1-3 or U - Unknown	Evidence Score(s) O - observation W - written document C - conversation P – perception U - unknown
The Religious Education Administrator/Youth Minister:			
a. creates an environment in which collaboration is respected		a.	a.
b. establishes productive relationships		b.	b.
c. involves parish community in religious education and youth ministry improvement decisions		c.	c.
d. resolves problems in an effective manner		d.	d.
e. communicates effectively with decision-makers (committee, volunteers, parish leaders)		e.	e.
f. promotes collaboration between school and parish (where applicable)		f.	f.
g. is visible		g.	g.
h. participates in parish activities		h.	h.
i. is a responsive listener		i.	i.
j. respects legitimate authority of others		j.	j.
k. engages catechists or other volunteers in conversations about the evangelization and faith formation process		k.	k.
l. establishes effective means of communication and interaction between and among catechists, volunteers, and students		l.	l.
m. informs parents, parish and local community of program activities		m.	m.
n. collaborates with diocesan office		n.	n.
o. participates in collaborating with other religious education or youth ministry leaders from other parishes		o.	o.
p. celebrates individual students and volunteer adults		p.	p.
q. uses appropriate conflict management skills		q.	q.
r. promotes healthy parental involvement through volunteering and		r.	r.

	evangelization		
s.	prays with others with whom they work	s.	s.
t.	creates an environment in which collaboration is respected	t.	t.

Comments:

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C. Professional Growth Goals – RE/YM and Pastor/Pastoral Leader

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Religious Education/Youth Ministry
Professional Growth Goals

Name: **Academic Year:**

Parish: **City:**

*Set **one goal** in at least **two of the following Religious Education/Youth Ministry roles** (faith formation, instruction, administration, interpersonal relationships) for the academic year. Over a three-year period, each of the four roles should be addressed at least once.*

Professional Growth Goal: Faith Formation Leader	
(goal is based on aspect of faith integration)	
Indicator(s)	
Explanation	
Goal	

Strategies	Resources Needed	Target date Evidence of Completion

Professional Growth Goal: Instructional Leader	
(goal is based on student data or student learning measures)	
Indicator(s)	
Explanation	
Goal	

Strategies	Resources Needed	Target date Evidence of Completion

Professional Growth Goal: Administrative Leader *(goal is based on self-evaluation or surveys)*	
Indicator(s)	
Explanation	
Goal	

Strategies	Resources Needed	Target date Evidence of Completion

Professional Growth Goal: Interpersonal Relationship Leader *(goal is based on self-evaluation or surveys)*	
Indicator(s)	
Explanation	
Goal	

Strategies	Resources Needed	Target date Evidence of Completion

The religious education administrator/youth minister and pastor (or performance review team if there is more than just the pastor reviewing) will sign the Professional Growth Goals to indicate that the self-assessment and professional growth goals have been shared, discussed, and agreed upon.

RE/YM signature: **Date:**

Pastor and/or Performance Review Team signatures: **Date:**

Comments:

End-of-Year Review

RE/YM signature: **Date:**

Pastor and/or Performance Review Team signatures: **Date:**

Comments:

D. Intervention Process

Intervention Process

An intervention process is applied immediately when serious performance concerns are raised or an incident of concern occurs.

Step 1: Contact the diocesan Human Resource office for guidance.

Step 2: Create a performance improvement plan (template and sample below). Specify specific areas for improvement,   expectations, demonstration of successful progress, and completion dates.

Step 3:   Determine and communicate the consequences of the satisfactory/unsatisfactory completion of the plan.

Step 4: Set date(s), place(s), and person responsible for review of progress on the performance improvement plan.

Step 5:   Establish the end date to determine the satisfactory completion of the plan.

Step 6: File the completed Performance Improvement Plan in personnel file for principal kept in the Parish office for seven (7) years after termination of employment. Any notes regarding the reason for the performance improvement plan, non-formal notes on the progress of the plan, etc. are kept in the Pastor's office as manager file, not in the principal personnel file.

Step 7: Communicate results of performance improvement plan with diocesan Human Resource office.

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Performance Improvement Plan

Religious Education/Youth Minister Name

Parish

Date

Plan evaluator/reviewer

Area for Improvement (skill,	Description / Expectations or Tasks	Demonstration of Success	Due Date

task, responsibility)			

In addition to the specific expectations identified above, it is our expectation and your responsibility that you meet all other policies and procedures set forth by the Catholic Diocese of Green Bay, Parish, Evaluator, your job description and other expectations as described and defined by those entities or persons.

Signatures:

_____   _____
Employee Name, Position   Date

_____   _____
Employee Name, Position   Date

_____   _____
Witness   Date

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Sample Performance Improvement Plan

Plan from January 15 – April 15, 2016

Area for Improvement (skill, task, responsibility)	**Description / Expectations or Tasks**	**Demonstration of Success**	**Due Date**
Communication	Communicate regularly • Provide timely information to staff • Provide information to parents • Is visible in building • Participates in parish activities • Meeting with pastor • Connects with diocese	• Provides weekly written communication • Provides weekly written communication • Document daily walk-through in classrooms and halls • Participates in festival • Monthly meeting with pastor (calendar) • Attends diocesan meetings	weekly weekly daily March 17 4 monthly meetings monthly
Professional Development	Provides catechist		

	development	• Weekly documented feedback to catechists	weekly monthly April 15 April 15
	• Classroom walk-throughs		
	• Quarterly catechists meetings	• Agenda and minutes	
	• Catechist in-services	• Three in-services (agenda)	
	• Formal classroom observations	• Two documented observations for each catechist	