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| **CATHOLIC CULTURE** | **Ineffective** | | **Developing** | **Effective** | **N/A or Not Observed** |
| **CLASSROOM ENVIRONMENT** | | | | | |
| **1**  **Christ-centered,**  **Culturally Sensitive**  **Safety** | *Teachers* ***fail*** *to create a culturally sensitive, safe, inviting, purposeful classroom environment.* | *Teachers* ***inconsistently*** *create a culturally sensitive, safe, inviting, purposeful classroom environment.* | | *Teachers* ***consistently*** *create a culturally sensitive, safe, inviting, purposeful classroom environment where it is evident that Christ is the center.* |  |
| **2**  **Behavior and Discipline** | *Teachers* ***inappropriately*** *respond when behavior does not meet expectations.* | *Teachers* ***appropriately*** *respond when behavior does not meet expectations, but there are* ***inconsistencies****.* | | *Teachers* ***appropriately*** *respond* ***consistently*** *when behavior does not meet expectations.* |  |
| **3**  **Effective Routines and Procedures** | *Teachers* ***fail*** *to develop, model, and adjust routines and procedures; therefore,* ***minimizing*** *classroom productivity and learning.* | *Teachers* ***inconsistently*** *develop, model, and adjust routines and procedures.* | | *Teachers* ***consistently*** *develop, model, and adjust routines and procedures to* ***maximize*** *classroom productivity and learning.* |  |
| **RAPPORT** | | | | | |
| **4**  **Faith Role Model** | *Teachers* ***rarely*** *encourage students to live the Catholic faith through ministry, liturgy, services and evangelization.* | *Teachers* ***inconsistently*** *encourage students to live the Catholic faith through ministry, liturgy, services and evangelization.* | | *Teachers* ***consistently*** *encourage students to live the Catholic faith through ministry, liturgy, services and evangelization.* |  |
| **5**  **Positive Rapport** | *Teachers* ***rarely*** *seek ways to engage/support students.* | *Teachers* ***inconsistently*** *seek ways to engage/support students.* | | *Teachers* ***proactively*** *seek ways to engage/support students and* ***consistently*** *demonstrate respect for their experiences, thoughts and opinions.* |  |
| **6**  **Teacher Efficacy** | *Teachers* ***rarely*** *demonstrate a belief that all students will achieve at their full potential.* | *Teachers* ***occasionally/inconsistently*** *demonstrate a belief that all students will achieve at their full potential.* | | *Teachers* ***consistently*** *demonstrate a belief that all students will achieve at their full potential.* |  |

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| **PROFESSIONALISM** | **Ineffective** | **Developing** | | **Effective** | | **N/A or Not Observed** |
| **PROFESSIONAL KNOWLEDGE** | | | | | | |
| **1**  **Content Area** | *Teachers exhibit* ***little*** *understanding of their content area.* | *Teachers exhibit* ***basic*** *understanding of their content area, but have inconsistencies.* | | *Teachers* ***know and understand*** *the content area for which they have instructional responsibility.* | |  |
| **2**  **Pedagogical Knowledge** | *Teachers* ***do not use*** *the processes, best practices, instructional strategies, and methods of teaching and learning that allow students to construct knowledge.* | *Teachers exhibit* ***basic*** *pedagogical knowledge of the processes, best practices, instructional strategies, and methods of teaching and learning. Teachers are* ***inconsistent*** *in the application of these strategies, processes and practices.* | | *Teachers* ***consistently*** *exhibit**pedagogical knowledge of the processes, best practices, instructional strategies, and methods of teaching and learning that allow* ***all*** *students to construct knowledge.* | |  |
| **3**  **Knowledge of the**  **Catholic Faith**  **\*Catechists only** | *Teachers exhibit* ***little to no*** *knowledge of the Catholic faith and the proper methods for teaching/sharing this faith.* | *Teachers exhibit* ***limited*** *knowledge of the Catholic faith and the proper methods for teaching/sharing this faith.* | | *Teachers* ***know and understand*** *the Catholic faith and the proper methods for teaching/sharing this faith.* | |  |
| **PROFESSIONAL GROWTH** | | | | | | |
| **4**  **Ethical Professional Conduct** | *Teachers* ***fail*** *to uphold and follow professional ethics, policies and legal codes of professional conduct.* | | *Teachers* ***generally*** *uphold and follow**professional ethics, policies and legal codes of professional conduct. (There may be an issue that has resulted in a verbal or written reprimand.)* | | *Teachers* ***consistently*** *uphold and follow**professional ethics, policies, and legal codes of professional conduct.* |  |
| **5**  **Purposeful Professional Development** | *Teachers take* ***little to no*** *responsibility for reflectively engaging professional development and spiritual growth.* | | *Teachers take* ***some*** *responsibility for reflectively engaging in professional development and spiritual growth.* | | *Teachers take* ***full*** *responsibility for reflectively engaging in continuous, purposeful professional development and spiritual growth.* |  |
| **6**  **Initiative to Seek Opportunities to Impact Teaching Quality and Student Achievement** | *Teachers* ***rarely*** *seek opportunities to positively impact teaching quality, school improvements and student achievement.* | | *Teachers* ***inconsistently*** *seek**opportunities to positively impact teaching quality, school improvements and student achievement.* | | *Teachers* ***consistently*** *seek opportunities to positively impact teaching quality, school improvements and student achievement by sharing professional knowledge with colleagues and implementing learning from professional growth opportunities into their teaching and classroom environment.* |  |

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| **INSTRUCTIONAL PRACTICE** | **Ineffective** | **Developing** | **Effective** | **N/A or Not Observed** |
| **EFFECTIVE INSTRUCTION** | | | | |
| **1**  **Embedded Catholic Identity** | *Teachers* ***rarely*** *embed Catholic Identity into their instruction.* | *Teachers* ***occasionally*** *embed Catholic Identity into their instruction.* | *Teachers* ***frequently*** *embed Catholic Identity into their instruction in all subject areas.* |  |
| **2**  **Student Learning** | *Teachers* ***rarely*** *communicate clear learning goals/outcomes to their students.* | *Teachers* ***inconsistently*** *communicate learning goals/outcomes to their students and link some learning activities to those goals.* | *Teachers* ***consistently*** *communicate* ***clear*** *learning goals/outcomes to their students and explicitly link learning activities to those goals; activities promote independent learners and complex problem solvers.* |  |
| **3**  **Curricular Planning** | *Teachers* ***rarely*** *follow the designated school requirements for lesson planning.* | *Teachers* ***inconsistently*** *follow the designated school requirements for lesson planning.* | *Teachers* ***consistently*** *follow the designated school requirements for lesson planning.* |  |
| **4**  **Use of Learning Outcomes and Standards** | *Teachers* ***fail*** *to teach standards/objectives with learning outcomes that are achievable, rigorous, and have clear success criteria for students* | *Teachers teach standards/objectives with learning outcomes that are* ***not*** *always* ***achievable*** *and/or* ***lack rigor****. Success criteria for students are, at times,* ***unclear****.* | *Teachers teach standards/objectives with learning outcomes that are* ***achievable****,* ***rigorous****, and have* ***clear*** *success criteria for students.* |  |
| **5**  **Differentiation** | *Teachers use* ***little to no*** *differentiation or scaffolding of instruction.* | *Teachers* ***occasionally*** *differentiate and/or scaffold instruction; purpose is unclear.* | *Teachers* ***consistently and purposefully*** *differentiate and/or scaffold instruction to support the learning needs of* ***all*** *students.* |  |
| **6**  **Visible Learning** | *Teachers* ***fail*** *to apply knowledge of how students think and learn to instructional delivery and design.* | *Teachers* ***generally*** *apply knowledge of how students think and learn to instructional delivery and design, but there are some areas of weakness or* ***inconsistency****.* | *Teachers* ***consistently*** *apply knowledge of how students think and learn to instructional delivery and design.* |  |

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| **ASSESSMENT** | | | | |
| **7**  **Growth Feedback**  **To Students** | *Teachers* ***fail*** *to provide meaningful growth feedback to students.* | *Teachers* ***intermittently and/or inconsistently*** *provide meaningful growth feedback to students.* | *Teachers* ***effectively*** *provide meaningful growth feedback to students.* |  |
| **8**  **Use of Data** | *Teachers* ***rarely/do not*** *analyze data (standardized, formative, summative) to monitor student progress and learning and to scaffold, differentiate, and modify instruction.* | *Teachers* ***intermittently and/or inconsistently*** *analyze data (standardized, formative, summative) to monitor student progress and learning and to scaffold, differentiate, and modify instruction.* | *Teachers* ***continually*** *analyze data, (standardized, formative, summative) to monitor student progress and learning, and to scaffold, differentiate, and modify instruction.* |  |
| **9**  **Student**  **Self-Assessment** | *Teachers* ***rarely*** *involve learners in self-assessment and goal setting to address gaps between performance and potential.* | *Teachers* ***occasionally*** *involve learners in self-assessment and goal setting to address gaps between performance and potential.* | *Teachers* ***consistently*** *involve learners in self-assessment and goal setting to address gaps between performance and potential.* |  |

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| **COMMUNICATION & COLLABORATION** | **Ineffective** | **Developing** | **Effective** | **N/A or Not Observed** |
| **1**  **Positive Interactions**  **& Initiative;**  **Team Contributor** | *Teachers* ***rarely*** *collaborate effectively. Teachers* ***rarely*** *work towards consensus and resolution, often responding negatively.* | *Teachers* ***generally*** *collaborate effectively with others. Teachers are* ***inconsistent*** *in their interactions* | *Teachers collaborate effectively with others. Teachers* ***consistently****,* ***proactively****, and* ***positively*** *manage conflict, working towards consensus and resolution.* |  |
| **2**  **Intentional Relationships** | *Teachers* ***rarely*** *take advantage of opportunities to strengthen relationships*   * *With students* * *With parents/families* * *With colleagues* | *Teachers* ***inconsistently*** *take advantage of opportunities to strengthen relationships*   * *With students* * *With parents/families* * *With colleagues* | *Teachers* ***intentionally*** *and* ***consistently*** *take advantage of opportunities to strengthen relationships*   * *With students* * *With parents/families* * *With colleagues* |  |
| **3**  **Proactive Communication** | *Teachers* ***fail*** *to communicate student progress information, offer feedback, and share concerns, as appropriate,*   * *With students* * *With parents/families* * *With colleagues* | *Teachers* ***inconsistently*** *communicate (in frequency and/or timeliness) student progress information, feedback, and/or concerns, as appropriate,*   * *With students* * *With parents/families* * *With colleagues* | *Teachers* ***effectively*** *communicate student progress information, offer feedback, and share concerns directly and specifically, as appropriate,*   * *With students* * *With parents/families* * *With colleagues* |  |