

# DOMAIN 1: Planning and Preparation for a School with a Strong Catholic Identity

## **Component 1.1: Demonstrates knowledge of Catholic doctrine and moral teachings, content area foundations, current research-based practices, and social and cultural changes.**

In order to guide student learning, teachers must have command of the subject matter and its application for the level/skill being taught. They must possess and maintain an appropriate academic background and know which concepts and skills are central to a discipline and which are peripheral; they must know how the discipline has evolved into the 21st century, incorporating issues such as global awareness and cultural diversity. Accomplished teachers understand the internal relationships within the disciplines they teach, knowing which concepts and skills are prerequisite to the understanding of Catholic doctrine. They are also aware of typical student misconceptions in the discipline and work to dispel them. Knowledge of the content is not sufficient; teachers must be familiar with the pedagogical approaches best suited to each discipline.

## **Component 1.2: Demonstrates understanding of each student's learning and fosters the Catholic faith, social-emotional development, and academic growth of the diverse learning community**

In order to ensure student learning, teachers must know content pedagogy and their students. Learning occurs through active intellectual engagement with content. The teacher needs to uncover gaps or misconceptions in student knowledge in order to plan appropriate learning activities. Understanding of external influences on a student's life and how they impact learning is essential. Students whose first language is not English, and students with special needs, must be considered when a teacher is planning lessons and identifying resources.

## **Component 1.3: Develops rigorous and level-appropriate student learning outcomes, differentiating instruction for each lesson**

Establishing instructional outcomes entails identifying exactly what students will be expected to learn; the outcomes describe not what students will do, but what they will learn. The instructional outcomes should reflect important learning and must lend themselves to various forms of assessment through which all students will be able to demonstrate their understanding of the content. The outcomes determine the instructional activities, the resources used, their suitability for diverse learners, and the methods of assessment employed.

## **Component 1.4: Utilizes instructional materials and technological resources to support and enhance curriculum**

Student learning is enhanced by a teacher's skillful use of resources. Some of these are provided by the school as "official" materials; others are secured by teachers through their own initiative. Resources fall into several different categories: those used in the classroom by students, those available beyond the classroom walls to enhance student learning, resources for teachers to further their own professional knowledge and skill, and resources that can provide no instructional assistance to students. Teachers recognize the importance of discretion in the selection of resources, selecting those that align directly with the learning outcomes and will be of most use to the students. Accomplished teachers also ensure that the selection of materials and resources is appropriately challenging for every student; texts, for example, are available at various reading levels to make sure all students can gain full access to the content and successfully demonstrate understanding of the learning outcomes. Furthermore, expert teachers look beyond the school for resources to bring their subjects to life and to assist students who need help in both their academic and nonacademic lives.

## **Component 1.5: Implements a rigorous curriculum using daily and year-long lesson plans aligned with Gospel values, relevant standards, and 21st century skills, delivered through effective instruction**

Designing coherent instruction is the heart of planning, reflecting the teacher's knowledge of content and of the students in the class, the intended outcomes of instruction, and the available resources. Such planning requires that educators have a clear understanding of the Diocesan and school expectations for student learning and the skill to translate these into a coherent plan. It also requires that teachers understand the characteristics of the students they teach and the active nature of student learning. Educators must determine how best to sequence instruction in a way that will advance student learning through the

required content. Furthermore, such planning requires the thoughtful construction of lessons that contain cognitively engaging learning activities, the incorporation of appropriate resources and materials, and the intentional grouping of students. Proficient practice in this component recognizes that a well-designed instructional plan addresses the learning needs of various groups of students; one size does not fit all. At the innovative level the teacher plans instruction that takes into account the specific learning needs of each student and solicits ideas from students on how best to structure the learning. This plan is then implemented in domain 3.

**Component 1.6: Develops formal and informal, formative and summative assessments to gauge student learning to guide future instruction**

Good teaching requires both assessment of learning and assessment for learning. Assessments of learning ensure that teachers know that students have learned the intended outcomes. These assessments must be designed in such a manner that they provide evidence of the full range of learning outcomes; that is, the methods needed to assess reasoning skills are different from those for factual knowledge. Furthermore, such assessments may need to be adapted to the particular needs of individual students; an ESL student, for example, may need an alternative method of assessment to allow demonstration of understanding. Assessment for learning enables a teacher to incorporate assessments directly into the instructional process and to modify or adapt instruction as needed to ensure student understanding. Such assessments, although used during instruction, must be designed as part of the planning process. These formative assessment strategies are ongoing and may be used by both teachers and students to monitor progress toward understanding the learning outcomes.

Component	Needs Improvement	Developing	Effective	Innovative
<b>1.1: Demonstrates knowledge of Catholic doctrine and moral teachings, content area foundations, current research- based practice, and social and cultural changes</b>	The teacher does not incorporate Catholic doctrine, traditions, and church teaching; makes content errors, does not correct errors made by students, and demonstrates little or no knowledge of the content; displays little understanding of prerequisite knowledge important to student learning; displays little or no understanding of the range of approaches that are not suitable for the discipline or the students.	The teacher inconsistently incorporates Catholic doctrine, traditions, and church teaching; is familiar the discipline, but may demonstrate minimal awareness of how these concepts relate to one another; demonstrates some awareness or incomplete or inaccurate knowledge of prerequisite learning; demonstrates a limited range of approaches or some approaches that are not suitable for the discipline or the students.	The teacher incorporates Catholic doctrine and moral teachings; demonstrates solid knowledge of the discipline and how it relates to others; has an accurate understanding of prerequisite relationships among topics and concepts; demonstrates a range of effective approaches.	The teacher infuses Catholic doctrine and moral teachings; demonstrates extensive knowledge of the discipline and how it relates to other disciplines; demonstrates understanding of prerequisite relationships among topics and understands the link necessary to ensure student understanding; demonstrates a wide range of effective approaches and has the ability to anticipate student misconceptions.
<b>1.2: Demonstrates understanding of each student's learning and fosters the Catholic faith, social-emotional and academic growth of the diverse learning community</b>	The teacher displays minimal understanding child development. The teacher displays minimal understanding of how students learn and has little knowledge of varied approaches to learning, skills, knowledge, language proficiency, interests or cultural heritage; displays little knowledge/understanding of students' special needs; students are not treated with respect and/or equality.	The teacher displays partial knowledge of child development; displays accurate knowledge of how students learn and of varied approaches to learning, knowledge, skills, language proficiency, interests and cultural heritage, but inconsistently applies this knowledge; has an awareness of students' special needs but knowledge may be incomplete or inaccurate; lesson adjustments are inconsistent; students are not treated consistently with respect and equality.	The teacher demonstrates adequate knowledge of child development and acquires such information for groups of students; acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge, skills, language proficiency, interests and cultural heritage; reflects sensitivity to students' special needs; knows about students' special needs and makes appropriate adjustments to lesson plans; treats students with respect and equality.	The teacher demonstrates extensive knowledge of child development and acquires such information for individual students; acquires knowledge from several sources about individual students' varied approaches to learning, knowledge, skills, language proficiency, interests and cultural heritage; is an advocate for students with special needs; knows each student's special needs and makes appropriate adjustments to lesson plans; each student is recognized and treated as a child of God.
<b>1.3: Develops rigorous and level-appropriate student learning outcomes, differentiating instruction for each lesson</b>	The instructional outcomes represent a lack of rigor and not all of these outcomes reflect important learning in the discipline or a connection to a sequence of learning; they are not clear and reflect only one type of learning and only one discipline or strand; outcomes are suitable for only some students or are not based on any assessment of student needs.	Instructional outcomes represent moderate rigor and at least some connection to a sequence of learning; outcomes are only moderately clear; outcomes reflect several types of learning, but the teacher has madeno attempt at coordination or integration; most outcomes are suitable for most of the students and are based on class assessments.	Most instructional outcomes represent rigorous learning and are connected to a sequence of learning; are clear, some are written in the form of student learning, while most suggest viable methods of assessment; they reflect several different types of learning and opportunities for coordination; most outcomes are suitable for all students in the class and are based on evidence of student proficiency.	All instructional outcomes represent rigorous learning, are connected to a sequence of learning both in the discipline and in related disciplines; are clear, written in the form of student learning, and permit viable methods of assessment; reflect different types of learning, show coordination and integration; are based on an assessment of student learning and take into account the varying needs of individual students or groups.
<b>1.4: Utilizes instructional materials and technological resources to support and enhance curriculum</b>	The teacher is unaware or does not apply resources for classroom use, professional development and students beyond materials provided by the school	The teacher displays some awareness of resources beyond those provided by the school for classroom use, professional development and for students but does not seek to expand this knowledge.	The teacher displays awareness of credible resources available for classroom use, professional development and students within the school, in the community, including those on the internet, and seeks out such resources.	The teacher's knowledge of credible resources for classroom use, professional skill development and for students is extensive, including those available through the school, in the community, through professional organizations, universities, and on the internet.

<p><b>1.5: Implements a rigorous curriculum using daily and year-long lesson plans aligned with Gospel values, relevant standards, and 21st century skills, delivered through effective instruction</b></p>	<p>Learning activities, materials and resources are poorly aligned with the instructional outcomes and are not designed to engage students in active intellectual activity; instructional groups are not varied or suitable to the activities; the lesson has no clearly defined structure, or the structure is chaotic.</p>	<p>Some of the learning activities, materials and resources are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation; instructional groups are partially varied to support the activities; the lesson has a recognizable structure, although the structure is not uniformly maintained throughout.</p>	<p>Learning activities and materials are aligned with the instructional outcomes; activities represent significant cognitive challenge with some differentiation; technology is used and student participate in selecting materials; instructional groups are varied; the lesson has a defined structure and follows an organized progression; activities have reasonable time allocations.</p>	<p>Learning activities and materials are aligned to instructional goals, are designed to engage students in high-level cognitive activity with appropriate differentiation; technology is fully integrated redefining the impetus of the lesson; instructional groups are varied and student choice is evident; the structure is clear and allows for different pathways according to student needs; the progression of activities is highly coherent.</p>
<p><b>1.6: Develops formal and informal, formative and summative assessments to gauge student learning to guide future instruction</b></p>	<p>Assessments are not congruent with instructional outcomes, lack criteria or standards by which the student performance will be assessed; there is no plan to incorporate assessment into the lesson or unit; the teacher has no plans to use the results to design future instruction.</p>	<p>Assessments are partially congruent with instructional outcomes and teacher understanding of assessment is rudimentary; assessment criteria and standards are developed but not clear; the teacher uses assessment results to develop future instruction for the whole class.</p>	<p>All assessment, formative and summative, are congruent with instructional outcomes, are well developed and may be adapted for groups of students; assessment criteria and standards are clear; the teacher uses assessment results to develop future instruction for groups of students.</p>	<p>All assessment, formative and summative, are congruent with instructional outcomes, well designed and are adapted for individual students as needed; assessment criteria and standards are clear and contain evidence of student input; the teacher uses the results to develop future instruction for individual students.</p>

## **DOMAIN 2:** The Classroom Environment as a Community of Faith Leaders

### **Component 2.1: Fosters an environment imbued with Catholic values and social justice where mutual respect, cooperative spirit and self-motivation are evident for all of God's creation**

An essential skill of teaching is managing relationships with students and ensuring that relationships among students are positive and supportive. Teachers create an environment of respect and rapport in their classrooms through the ways they interact with students and the interactions they encourage among students. An important aspect of respect and rapport is evident in the teacher's response to students and how students are permitted to treat one another. Patterns of interactions are critical to the overall tone of the class. In a respectful environment, all students feel valued, safe, and comfortable taking intellectual risks. They do not fear ridicule from either the teacher or other students.

### **Component 2.2: Cultivates an environment for learning and academic excellence that communicates high expectations and recognizes the self-worth of each individual**

"A culture for learning" refers to the atmosphere in the classroom that reflects the educational importance of the work undertaken by both students and teacher. It describes the norms that govern the interactions among individuals about the activities and assignments, the value of hard work and perseverance, and the general tone of the class. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and by a shared belief that it is essential, and rewarding, to get it right. There are high expectations for all students; the classroom is a place where the teacher and students value learning and hard work.

### **Component 2.3: Clearly establishes and communicates procedures that maximize effective use of instructional time**

A smoothly functioning classroom is a prerequisite to good instruction and high levels of student engagement. Teachers establish and monitor routines and procedures for the smooth operation of the classroom and the efficient use of time. Hallmarks of a well-managed classroom are that instructional groups are used effectively, non-instructional tasks are completed efficiently, and transitions between activities and management of materials and supplies are skillfully done in order to maintain momentum and maximize instructional time. The establishment of efficient routines, and teaching students to employ them, may be inferred from the sense that the class "runs itself."

### **Component 2.4: Establishes, communicates, and maintains an effective, fair, and consistent discipline plan in the spirit of mercy and reconciliation**

In order for students to be able to engage deeply with content, the classroom environment must be orderly; the atmosphere must feel professional and productive, without being authoritarian. In a productive classroom, standards of conduct are clear to students; they know what they are permitted to do and what they can expect of their classmates. Even when their behavior is being corrected, students feel respected; their dignity is not undermined. Skilled teachers regard positive student behavior not as an end in itself but as a prerequisite to high levels of engagement in content.

### **Component 2.5: Maintains an identifiably Catholic, safe and orderly environment, effectively incorporating both the physical and visual enhancements of the room**

The use of the physical environment to promote student learning is a hallmark of an experienced teacher also exemplifying Catholic Identity through signs and symbols. Its use varies, of course, with the age of the students: in a primary classroom, centers and reading corners may structure class activities, while with older students the position of chairs and desks can facilitate, or inhibit, rich discussion. Naturally, classrooms must be safe (no dangling wires or dangerous traffic patterns), and all students must be able to see and hear what's going on so that they can participate actively. Both the teacher and students must make effective use of electronic and other technology.

Component	Needs Improvement	Developing	Effective	Innovative
<p><b>2.1: Fosters an environment imbued with Catholic values and social justice where mutual respect, cooperative spirit and self-motivation are evident for all of God's creation</b></p>	<p>There are no signs of Catholic identity. Patterns of classroom interactions between teacher and students are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Teacher does not deal with disrespectful behavior. Student interactions are characterized by sarcasm, put-downs, or conflict.</p>	<p>Signs of Catholic identity are evident but are not infused into the classroom philosophy. Patterns of classroom interactions, between teacher and students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Teacher attempts to respond to disrespectful behavior, with uneven results. Students sometimes demonstrate disrespect for one another.</p>	<p>The teacher directs classroom dialogue and infuses Catholic philosophy in daily classroom practice. Teacher-student interactions are friendly and demonstrate caring and respect. Such interactions are appropriate to the ages, cultures, developmental levels of the students, and students exhibit respect for teacher. Teacher responds successfully to disrespectful behavior among students. Prayer, reflection and Catholic social teachings are integrated with instruction. Interactions among students are generally polite and respectful.</p>	<p>Classroom interactions between teacher and students are infused with Catholic philosophy, highly respectful, reflecting caring and sensitivity to students. Students trust the teacher with sensitive information. All students are valued and comfortable taking risks. Prayer, reflection and Catholic social teachings are integrated in all teacher interactions with students, family and staff. Students demonstrate caring for one another and monitor one another's treatment of peers, correcting classmates respectfully, and contribute to high levels of civility among all members of the class.</p>
<p><b>2.2: Cultivates an environment for learning and academic excellence that communicates high expectations and recognizing the self-worth of each individual</b></p>	<p>The classroom culture has a lack of teacher or student commitment to learning, and/or little or no investment with content. The teacher and/or students convey a negative attitude toward the content. Instructional outcomes, activities, assignments, and classroom interactions convey medium to low expectations for student achievement, with high expectations for learning reserved for only one or two students. Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than to do high-quality work. Hard work is not expected or valued.</p>	<p>The classroom culture shows the teacher's commitment to content. Students are interested in the completion of a task rather than the quality of the work. Teacher communicates importance of the work but with minimal buy-in by the students. Instructional outcomes, activities, assignments, and classroom interactions convey modest expectations for student learning. High expectations for learning are reserved for students thought to have a natural aptitude for the subject.</p>	<p>The classroom culture shows learning is valued by all, with high expectations for both learning and hard work for most students. The teacher shows genuine enthusiasm for the content, and students demonstrate commitment to its value. Instructional outcomes, activities, assignments, and classroom interactions convey high expectations for most students. Teacher establishes that students are capable of achieving success. Students understand their role as learners and consistently expend effort to learn. Students accept the teacher's insistence on work of high quality and demonstrate pride in that work. Classroom interactions support learning, and hard work.</p>	<p>The classroom culture is characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work. Students demonstrate through active participation, curiosity and initiative the value of the content. Instructional outcomes, activities, assignments, and classroom interactions convey high expectations for learning for all students. Students assume responsibility for high quality work, demonstrate attention to detail and take obvious pride in their work by initiating improvements, making revisions, adding detail, and/or assisting peers.</p>
<p><b>2.3: Clearly establishes and communicates procedures that maximize effective use of instructional time</b></p>	<p>Much instructional time is lost. Students not working with the teacher are not engaged. There is little or no evidence of management of instructional groups, transitions, supplies or materials. Transitions are chaotic. Ineffective classroom routines and procedures are in place. Volunteers, resource teachers and paraprofessionals have no clearly defined duties and are idle most of the time.</p>	<p>Some instructional time is lost. Students in some groups are engaged while unsupervised by the teacher. Only some transitions are efficient. Teacher's transitions, routines and management of materials, supplies and instruction are inconsistent. Students follow routines with regular prompting. Volunteers, resource teachers and paraprofessionals are engaged during portions of class but require frequent supervision.</p>	<p>There is little loss of instructional time. Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher. Transitions occur smoothly. Effective classroom routines and procedures for materials, supplies and instruction are in place. Students follow established classroom routines with minimal direction. Volunteers, resource teachers, and paraprofessionals are productively and independently engaged during the entire class and contribute to the class.</p>	<p>Instructional time is maximized. Small-group work is well organized, and students are productive at all times, with students assuming responsibility and productivity. Students take initiative in the management of instructional groups. Transitions are seamless, with students assuming responsibility in ensuring their efficient operation. Efficient and seamless classroom routines and procedures for materials, supplies and instruction are in place. Routines are well understood and may be initiated by students. Volunteers, resource teachers, and paraprofessionals make a substantive contribution to the classroom environment.</p>

<p><b>2.4: Establishes, communicates, and maintains an effective, fair, and consistent discipline plan in the spirit of mercy and reconciliation</b></p>	<p>There appears to be no established standards of conduct or standards are not implemented. Student behavior is not monitored, and teacher is unaware of what the students are doing. Teacher does not respond to misbehavior or the response is inconsistent, overly repressive, or disrespectful of student's dignity.</p>	<p>Standards of conduct are established but are inconsistently implemented. Teacher is generally aware of student misbehavior but may miss the activities of some students. Teacher is inconsistently able to re-engage students in the lesson. Teacher attempts to respond to student misbehavior, with uneven results.</p>	<p>Standards of conduct are clearly established and consistently implemented. Teacher's monitoring of student behavior is subtle and preventive. Teacher is able to effectively re-engage students in the lesson. Teacher response to student misbehavior is effective, consistent, proportionate, and respectful to students.</p>	<p>Standards of conduct are clearly established, consistently implemented, and have been developed with student participation. Teacher's monitoring of student behavior is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully. Teacher's response to student misbehavior is highly effective and incorporates the Catholic values of mercy and reconciliation. It is sensitive to individual student needs and respects students' dignity.</p>
<p><b>2.5: Maintains an identifiably Catholic, safe and orderly environment, effectively incorporating both the physical and visual enhancements of the room</b></p>	<p>There are no displays of symbols representing the Catholic faith. The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities hindering learning activities.</p>	<p>Some symbols representing the Catholic faith are displayed with no correlation made towards their faith development. Bulletin board are not seasonally themes. The classroom is safe, and essential learning is accessible to most students. Teacher makes modest use of physical resources, including computer technology. Teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness</p>	<p>Teacher displays symbols representing the Catholic faith. Teacher dedicates a bulletin board to the seasonal themes of religious inspiration and/or an area of the classroom as a designated prayer space. The classroom is safe, and students have equal access to learning activities, including those with special needs. Teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources skillfully, including computer technology, effectively. Teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources skillfully, including computer technology, effectively.</p>	<p>Teacher displays symbols representing the Catholic faith and encourages respect for them in the classroom. Teacher dedicates a bulletin board to the seasonal themes of religious inspiration and/or an area of the classroom as a designated prayer space. Students participate in developing displays. Together, the teacher and students develop and maintaining a safe and accessible learning environment. Teacher makes effective use of physical resources, including computer technology. Teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.</p>

## **DOMAIN 3: Instruction, Philosophy and Goals**

### **Component 3.1: Provides expectations for successful learning, clearly shares the purpose and directions for the lesson and regularly incorporates religious truths and values into the curriculum**

Teachers communicate with students for several independent, but related, purposes. First, they convey that teaching and learning are purposeful activities; they make that purpose clear to students. They also provide clear directions for classroom activities so that students know what to do; when additional help is appropriate, teachers model these activities. When teachers present concepts and information, they make those presentations with accuracy, clarity, and imagination, using precise, academic language; where enhancement is important to the lesson, skilled teachers improve their explanations with analogies or metaphors, linking them to students' interests and prior knowledge. Teachers occasionally withhold information from students to encourage them to think on their own, but the information they do convey is accurate and reflects deep understanding of the content. Teacher's use of language is vivid, rich, and error free. Teachers present complex concepts in ways that provide scaffolding for students.

### **Component 3.2: Offers opportunities for problem solving, critical thinking, and performance skills with high levels of student engagement throughout instruction**

It is important that questioning and discussion be used as techniques to deepen student understanding rather than serve as recitation, or a verbal "quiz." Good teachers use questions in such a way that they invite students to formulate hypotheses, make connections, or challenge previously held views. Students' responses to questions are valued; effective teachers are especially adept at responding to and building on student responses and making use of their ideas. Effective teachers also pose questions for which they do not know the answers. Class discussions are animated, engaging all students in important issues and promoting the use of precise language to deepen and extend their understanding. These discussions may be based around questions formulated by the students themselves. Furthermore, when a teacher is building on student responses to questions (whether posed by the teacher or by other students) students are challenged to explain their thinking and to cite specific text or other evidence (for example, from a scientific experiment) to back up a position. This focus on argumentation forms the foundation of logical reasoning, a critical skill in all disciplines. Not all questions must be at a high cognitive level in order for a teacher's performance to be rated at a high level; that is, when exploring a topic, a teacher might begin with a series of questions of low cognitive challenge to provide a review, or to ensure that everyone in the class is "on board." Furthermore, if questions are at a high level, but only a few students participate in the discussion, the teacher's performance on the component cannot be judged to be at a high level. In addition, during lessons involving students in small-group work, the quality of the students' questions and discussion in their small groups may be considered as part of this component. In order for students to formulate high-level questions, they must have learned how to do so. Therefore, high-level questions from students, either in the full class or in small-group discussions, provide evidence that these skills have been taught.

### **Component 3.3: Encourages individual and group engagement by offering a variety of instructional resources and activities**

Student engagement in learning is the centerpiece of the framework for teaching; all other components contribute to it. When students are engaged in learning, they are intellectually active in learning essential and challenging content. The critical distinction between a classroom in which students are compliant and busy, and one in which they are engaged, is that in the latter students are developing their understanding through what they do. They are engaged in discussion, debate, answering "what if?" questions, discovering patterns. They may be selecting their work from a range of choices and making important contributions to the intellectual life of the class. Such activities don't typically consume an entire lesson, but they are essential components of engagement. A lesson in which students are engaged has a discernible structure: a beginning, a middle, and an end, with scaffolding provided by the teacher or by the activities themselves. Student tasks are organized to provide cognitive challenge, and then students are encouraged to reflect on what they have done and what they have learned. The lesson has closure, in which teachers encourage students to derive the important learning from the learning tasks, from the discussion, or from what they have read. Critical questions for an observer in determining the degree of student engagement are "What are the students being asked to do? Does the learning task involve thinking? Are students challenged to discern patterns or make predictions?" If the answer to these questions is that students are, for example, filling in blanks on a



worksheet or performing a rote procedure, they are unlikely to be cognitively engaged. In observing a lesson, it is essential to watch the teacher and to pay close attention to the students and what they are doing. The best evidence for student engagement is what students are saying and doing as a result of what the teacher does, has done, or has planned. And while students may be physically active (e.g., using manipulative materials in mathematics or making a map in social studies), it is not essential that they be involved in a hands-on manner; it is essential that they be challenged to be “minds-on.”

**Component 3.4: Implements a variety of effective formative and summative assessments to continually monitor student learning and provide timely, specific feedback**

Assessment of student learning plays an important new role in teaching: no longer signaling the end of instruction, it is now recognized to be an integral part of instruction. In order to assess student learning for the purposes of instruction, teachers must have a “finger on the pulse” of a lesson, monitoring student understanding and, where feedback is appropriate, offering it to students. A teacher’s actions in monitoring student learning, while they may superficially look the same as those used in monitoring student behavior, have a fundamentally different purpose. When monitoring behavior, teachers are alert to students who may be passing notes or bothering their neighbors; when monitoring student learning, teachers look carefully at what students are writing, or listen carefully to the questions students ask, in order to gauge whether they require additional activity or explanation to grasp the content. In each case, the teacher may be circulating in the room, but the purpose in doing so is quite different in the two situations. Similarly, questions asked of students for the purpose of monitoring learning are fundamentally different from those used to build understanding; in the former, the questions seek to reveal students’ misconceptions, whereas in the latter the questions are designed to explore relationships or deepen understanding. For the purpose of monitoring, many teachers create questions specifically to elicit the extent of student understanding and use additional techniques to determine the degree of understanding of every student in the class. Teachers at high levels of performance in this component, demonstrate the ability to encourage students and actually teach them the necessary skills of monitoring their own learning against clear standards. But as important as monitoring student learning and providing feedback to students are, they are greatly strengthened by a teacher’s skill in making midcourse corrections when needed, seizing on a “teachable moment,” or enlisting students’ particular interests to enrich an explanation.

**Component 3.5: Provides developmentally appropriate learning opportunities and adjusts lessons to meet the diverse learning needs of the classroom community**

Flexibility and responsiveness refer to a teacher’s skill in making adjustments in a lesson to respond to changing conditions. When a lesson is well planned, there may be no need for changes during the course of the lesson itself. Shifting the approach in midstream is not always necessary; in fact, with experience comes skill in accurately predicting how a lesson will go and being prepared for different scenarios. Even the most skilled and best prepared teachers may find either that a lesson is not proceeding as they would like or that a teachable moment has presented itself. They are ready for such situations. Teachers who are committed to the learning of all students persist in their attempts to engage them, even when confronted with initial setbacks.

Component	Needs Improvement	Developing	Effective	Innovative
<p><b>3.1: Provides expectations for successful learning, clearly shares the purpose and directions for the lesson and regularly incorporates religious truths and values into the curriculum</b></p>	<p>Teacher does not communicate an instructional purpose for the lesson or is unclear to students. Teacher's directions and procedures are confusing to students. Teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. Teacher's spoken or written language contains errors of grammar or syntax. Teacher's academic vocabulary is inappropriate or used incorrectly. Teacher does not align Catholic values in explanation and connection to content.</p>	<p>Teacher's attempt to explain the instructional purpose has only limited success. Teacher's directions and procedures must be clarified after initial student confusion. Teacher's explanation of the content may contain minor errors. Teacher's explanation does not give strategies that students might use when working independently. Teacher's spoken language and academic vocabulary is either limited or not fully appropriate to the students' ages or backgrounds. Teacher inconsistently aligns Catholic values in explanation and connection to content.</p>	<p>Teacher's instructional purpose of the lesson is clearly communicated to students. Teacher's directions, procedures, and content are explained clearly and may be modeled to students. Content is scaffolded, clear, and accurate and connects with students' knowledge and experience. Teacher focuses on strategies students can use when working independently. Teacher's spoken and written language is clear, correct and suitable to students' ages and interests. Teacher's use of academic vocabulary serves to extend student understanding. Teacher accurately aligns Catholic values in explanation and connection to content.</p>	<p>Teacher links the instructional purpose of the lesson to the larger curriculum. Teacher's directions, procedures, explanation of content are thorough, clear and anticipate possible student misunderstanding. Teacher develops conceptual understanding through clear scaffolding and connection with students' interests. Students extend the content by explaining concepts to their classmates. Teacher's spoken and written language is expressive and finds opportunities to extend students' vocabularies. Students contribute to the correct use of academic vocabulary. Teacher accurately aligns Catholic values in explanation and connection to content. Students contribute utilizing precise truths and Catholic values.</p>
<p><b>3.2: Offers opportunities for problem solving, critical thinking, and performance skills with high levels of student engagement throughout instruction</b></p>	<p>Teacher's questions lead students through a single path of inquiry. Teacher attempts to ask some questions designed to engage students, but only a few students are involved. Teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.</p>	<p>Teacher's questions are of low cognitive challenge, with single correct responses, and/or are asked in rapid succession. Interaction is recitation-style, with teacher mediating all questions and answers; teacher accepts all answers without asking for students to justify their reasons. Only a few students participate in the discussion.</p>	<p>The teacher uses questions designed to promote student thinking and understanding. Teacher creates a genuine discussion among students, providing adequate time for students to respond. Teacher challenges students to justify their thinking and successfully engages most students in the discussion, ensuring that most students are heard.</p>	<p>Teacher uses a variety of questions or prompts to challenge students' higher-level thinking and discourse. Students formulate many questions. Students assume considerable responsibility for the success of the discussion and initiate topics, challenge one another's thinking, and make unsolicited contributions. Students independently ensure that all voices are heard in the discussion.</p>
<p><b>3.3: Encourages individual and group engagement by offering a variety of instructional resources and activities</b></p>	<p>The learning activities and assignments are inappropriate for students' age or background. Instructional groups are inappropriate for the students and to the instructional outcomes. Instructional materials and resources are unsuitable to the instructional purposes and do not engage students intellectually. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.</p>	<p>The learning activities and assignments are appropriate to some students, but others require only minimal thinking. Instructional groups are partially appropriate for the students and moderately successful in advancing the instructional outcomes of the lesson. Not all members of the group are actively engaged. Instructional materials and resources are partially suitable to the instructional purposes. The lesson has a recognizable structure; however, the pacing of the lesson is too fast or too slow.</p>	<p>The learning activities are aligned with the instructional outcomes and are designed to challenge student thinking. There is active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. Instructional groups are productive and appropriate for students and the instructional purposes of the lesson. Every member is provided a role and responsibilities and is engaged with the group. Instructional materials and resources are suitable to the instructional purposes. The lesson has a clearly defined structure, and the pacing of the</p>	<p>All students are intellectually engaged in challenging content through well- designed learning activities and assignments that require complex thinking. Teacher provides suitable scaffolding and challenges students to explain their thinking. There is some student initiation of inquiry to the exploration of important content; students may serve as resources for one another. Instructional groups, materials and resources are appropriate for the students and the instructional purposes of the lesson. Students take the initiative to influence the formation of instructional groups and materials. Students hold one another accountable for roles/responsibilities. The lesson has a clearly defined structure and the pacing of the lesson provides students the time needed to reflect upon their learning.</p>

<p><b>3.4: Implements a variety of effective formative and summative assessments to continually monitor student learning and provide timely, specific feedback</b></p>	<p>Students do not appear to be aware of the assessment criteria by which their work will be evaluated. Teacher does not monitor student learning in the curriculum. Teacher's feedback to students is of poor quality and not provided in a timely manner. Students do not engage in self or peer assessment.</p>	<p>Students demonstrate only a partially awareness of the assessment criteria by which their work is evaluated. Questions and assessments are rarely used to diagnose evidence of learning. Teacher monitors the progress of the class as a whole but elicits no diagnostic information. Teacher's feedback to students is uneven, and/or its timeline is inconsistent. Students occasionally assess the quality of their own work against the assessment criteria.</p>	<p>lesson is appropriate.</p> <p>Students demonstrate an awareness of the assessment criteria by which their work will be evaluated. Questions and assessments are regularly used to diagnose evidence of learning. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information. Teacher's feedback to students is timely and of consistently high quality. Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.</p>	<p>Assessment is fully integrated into instruction through extensive use of formative assessment. There is evidence that students have contributed to the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. Teacher monitors the progress of individual students through formal and informal tools. Teacher's feedback to students is timely and of consistently high quality. Students make use of the feedback in their learning. Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards and make active use of that information in their learning.</p>
<p><b>3.5: Provides developmentally appropriate learning opportunities and adjusts lessons to meet the diverse learning needs of the classroom community</b></p>	<p>The teacher adheres rigidly to an instructional plan, even when a change is clearly needed; or the teacher adjustment to the lesson is unnecessary and/or incoherent. Teacher ignores students' questions or interests. When a student has difficulty learning, the teacher gives up, blames the student, or the student's circumstances.</p>	<p>Teacher may recognize the need to adjust a lesson, however adjustment is inappropriate or ineffective. Teacher attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted. Teacher accepts responsibility for the learning of all students but has only a limited repertoire of instructional strategies to draw on.</p>	<p>Teacher recognizes and responds appropriately to the need make minor adjustments to the lesson to address individual student misunderstandings. Teacher successfully accommodates students' questions, needs or interests. Teacher persists in seeking approaches for students who have difficulty learning, drawing on a variety of strategies.</p>	<p>Teacher successfully adjusts and differentiates instruction to address individual student needs and/or misunderstandings. Teacher seizes an opportunity to enhance learning, building on student interests or a spontaneous event. Teacher uses an extensive repertoire of instructional strategies and soliciting additional resources from the school/community. Teacher persists in seeking effective approaches for students who need help using an extensive repertoire of strategies.</p>

## **DOMAIN 4: Professional Responsibilities of a Catholic Educator**

### **Component 4.1: Reflects on instructional practices and understands that teaching in a Catholic School is a ministry of the Church**

Reflecting on teaching is an analysis of the many decisions made in both the planning and the implementation of a lesson, for both academic content and integration of Gospel values. By considering these elements in light of the impact they had on student learning, teachers can determine where to focus their efforts in making revisions. Teachers may reflect on their practice through collegial conversations, journal writing, examining student work, conversations with students, or simply thinking about their teaching and school mission. Reflecting with accuracy and specificity, as well as being able to use in future teaching what has been learned, is an acquired skill; mentors, coaches, and supervisors can help teachers acquire and develop the skill of reflecting on teaching through supportive and deep questioning. Over time this way of thinking both reflectively and self-critically and of analyzing instruction through the lens of student learning – whether excellent, adequate, or inadequate – becomes a habit of mind, leading to improvement in teaching and learning.

### **Component 4.2: Maintains accurate reports, detailed records, and upholds confidentiality of official information with respect to the human dignity of all**

An essential responsibility of professional educators is keeping accurate records of both instructional and non-instructional events. These include student completion of assignments, student progress in learning, and non-instructional activities that are part of the day-to-day functions in a school setting, such as the return of signed permission slips for a field trip and money for school pictures. Proficiency in this component is vital because these records inform interactions with students and parents and allow teachers to monitor learning and adjust instruction accordingly. The methods of keeping records vary as much as the type of information being recorded.

### **Component 4.3: Speaks and acts with charity and justice in all oral and written communication with stakeholders always mindful of the Catholic mission.**

In accordance with the Catholic mission, teachers in Catholic schools must communicate with charity and mercy with all stakeholders in the Catholic school community. Teachers will provide opportunities for all families to understand the religious, academic, and social progress of the student. Teachers establish relationships with families by communicating with them about the instructional program, conferring with them about their individual students, and inviting them to be part of the educational process itself. A teacher's effort to communicate with families conveys the teacher's understanding of the ministry of teaching in a Catholic school.

### **Component 4.4: Participates in professional learning communities, serves willingly and responsibly in extracurricular areas while exhibiting a spirit of unity and cooperation modeling our Catholic values**

Schools are, first of all, environments to promote the learning of students. But in promoting student learning, teachers must work with their colleagues to share strategies, plan joint efforts, and plan for the success of individual students. Schools are professional organizations for teachers, and teachers should regard themselves as members of a professional community. This community is characterized by mutual support and respect, as well as by recognition of the responsibility of all teachers to be constantly seeking ways to improve their practice and to contribute to the life of the school. Inevitably, teachers' duties extend beyond the doors of their classrooms and include activities related to the entire school or larger district, or both. These activities include such things as school and district curriculum committees or engagement with the parent-teacher organization.

### **Component 4.5: Participates in all staff professional and religious development opportunities and sets annual professional goals with administration**

In order for teachers to remain current teaching requires continued growth and development. The academic disciplines themselves evolve, and educators constantly refine their understanding of how to engage students; thus, growth in content, pedagogy, and information technology are essential to good teaching. Networking with colleagues provides opportunities for teachers to learn from one another. Professional educators increase their effectiveness in the classroom by belonging to professional organizations, reading professional journals, attending educational conferences, and taking university classes.

### **Component 4.6: Maintains current Catechetical Certification, state licensure, and follows the policies and procedures of the school and the Diocese of Springfield in Illinois.**

Expert teachers demonstrate professionalism in service to stakeholders and to the profession. Teaching at the highest levels of performance in this component is student focused, putting students first regardless of how this stance might challenge long-held assumptions, past practice, or simply the easier or more convenient procedure. Accomplished teachers have a strong moral compass and are guided by what is in the best interest of each student. They display professionalism in a number of ways. Seeking greater flexibility in the ways school rules and policies are applied, expert teachers advocate for their students in ways that might challenge traditional views and the educational establishment. Finally, accomplished teachers consistently adhere to school and Diocesan policies and procedures but are willing to work to improve those that may be outdated or ineffective.

Component	Needs Improvement	Developing	Effective	Innovative
<p><b>4.1: Reflects on instructional practices and understands that teaching in a Catholic School is a ministry of the Church</b></p>	<p>The teacher does not reflect on his/her lesson as it applies to teaching in a Catholic school. The teacher rarely, if ever, works to accomplish the school's mission and uses language reflective of the Catholic identity of the school. The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or teacher profoundly misjudges the success of a lesson and his/her ability to give witness to Catholic identity. Teacher has no suggestions for improvement.</p>	<p>The teacher reflects inconsistently on his/her lesson and may apply it to the teaching in a Catholic school. The teacher occasionally works to accomplish the school's mission and uses language reflective of the Catholic identity of the school. The teacher has a generally authentic and reliable impression of a lesson's effectiveness and the extent to which instructional outcomes were met and his/ her ability to give witness to Catholic identity. Teacher makes general suggestions for improvement.</p>	<p>The teacher critically reflects on school's mission as it applies to all aspects of teaching in a Catholic school. The teacher, works to accomplish the school's mission and uses language reflective of the Catholic identity of the school. The teacher makes an authentic and reliable assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, and his/her ability to give witness to Catholic identity. Teacher cites general references to support his/ her reflection. Teacher makes a few specific suggestions for improvement.</p>	<p>The teacher critically reflects on school's mission as it applies to all aspects of teaching in a Catholic school. The teacher, as a leader, models and collaborates to accomplish the school's mission and uses language reflective of the Catholic identity of the school. The teacher makes a thoughtful, authentic, and reliable assessments and the extent to which a lesson achieved its instructional outcomes, and his/her ability to give witness to Catholic identity. Teacher cites many specific examples from the lesson and weighing the relative strengths of each. Teacher is able to draw on an extensive repertoire of skills, to determine specific alternative actions and their chances of success.</p>
<p><b>4.2: Maintains accurate reports, detailed records, and upholds confidentiality of official information with respect to the human dignity of all</b></p>	<p>The teacher's online system for maintaining information on student completion of assignments and grades is disorganized or nonexistent. The teacher has no system for maintaining information on student progress, or the system is disorganized or nonexistent. The teacher's records for non-instructional activities are disorganized, the result being errors and confusion.</p>	<p>The teacher's online system for maintaining student completion of assignment and grades is basic and only partially effective. The teacher's system for maintaining information on student progress through technology is basic and only partially effective. The teacher's records for non-instructional activities are adequate but inefficient and, unless given frequent oversight by teacher, prone to errors.</p>	<p>The teacher's online system for maintaining information on student completion of assignments and grades is fully effective. The teacher's system for maintaining information on student progress through technology is fully effective. The teacher's system for maintaining information on non-instructional activities is fully effective.</p>	<p>The teacher's online system for maintaining information on student completion of assignments and grades is fully effective. Students participate in maintaining the records. The teacher's system for maintaining information on student progress through technology is fully effective. Students contribute information and participate in interpreting the records. The teacher's system for maintaining information on non-instructional activities is highly effective, and students contribute to its maintenance.</p>
<p><b>4.3: Speaks and acts with charity and justice in all oral and written communication with stakeholders always mindful of the Catholic mission.</b></p>	<p>Teacher provides little or no information about the instructional program to families. Teacher lacks sensitivity in behavior and communication with people and issues. Teacher does not demonstrate justice and mercy toward stakeholders. Teacher does not attempt to engage families in the instructional program or such efforts are inappropriate.</p>	<p>Teacher makes sporadic attempts at communication with families about the instructional program. Teacher is marginally prepared for conferences and does not provide timely and frequent communication regarding students. Communication lack cultural concerns. Teacher makes limited attempts to engage families in the instructional program.</p>	<p>Teacher provides frequent and appropriate information to families about the instructional program. Teacher is prepared for conferences and provides timely and frequent communication regarding students. Cultural concerns are in the forefront of communication speaking with charity and justice. Teacher's efforts to engage families in the instructional program are frequent and on-going.</p>	<p>Teacher purposefully and successfully promotes and informs parents of the religious and academic program. Teacher is well prepared for conferences and provides timely and frequent communication regarding students. Cultural concerns are in the forefront of communication speaking with charity and justice. Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that could enhance family participation.</p>

<p><b>4.4: Participates in professional learning communities, serves willingly and responsibly in extracurricular areas while exhibiting a spirit of unity and cooperation modeling our Catholic values</b></p>	<p>The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher does not participate in retreats or liturgical and prayer services. The teacher avoids becoming involved in school and Diocesan projects.</p>	<p>The teacher maintains cordial relationships with colleagues to fulfill duties that the school requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in some retreat, liturgical, and/or prayer services. The teacher participates in school and Diocesan projects when specifically asked.</p>	<p>The teacher's relationships with colleagues are characterized by mutual support and cooperation. The teacher actively participates in a culture of professional inquiry. The teacher participates fully, actively, and conscientiously in retreats as well as liturgical and prayer services. The teacher volunteers to participate in school and Diocesan projects, making a substantial contribution.</p>	<p>The teacher's relationships with colleagues are characterized by mutual support and cooperation, with teacher taking a leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher cooperatively plans and participates fully, actively, and conscientiously in retreats as well as liturgical and prayer services. The teacher volunteers to participate in school and Diocesan projects, making a substantial contribution, and assumes a leadership role in a major school or district project.</p>
<p><b>4.5: Participates in all staff professional and religious development opportunities and sets annual professional goals with administration.</b></p>	<p>The teacher engages in no professional development activities. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.</p>	<p>The teacher participates to a limited extent in professional educational and religious activities. The teacher has limited professional conversation about practice with colleagues and supervisors. The teacher makes little effort to share knowledge with others or to assume professional responsibilities.</p>	<p>The teacher seeks out opportunities for professional development, both educational and religious. The teacher actively engages with colleagues and supervisors in professional conversation about practice. The teacher participates in assisting other educators and looks for ways to contribute to the profession and spiritual growth.</p>	<p>The teacher seeks out opportunities for professional development, both educational and religious and leads in house professional development. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher self-initiates essential activities to contribute to the profession and spiritual growth.</p>
<p><b>4.6: Maintains current Catechetical Certification, state licensure, and follows the policies and procedures of the school and the Diocese of Springfield in Illinois</b></p>	<p>The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher does not align his/her personal beliefs with Gospel virtues for positive interactions with students and families. The teacher is not attentive to students' needs. The teacher contributes to school practices that result in some students being under served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and Diocesan regulations.</p>	<p>The teacher is honest in interactions with colleagues, students, and the public. The teacher aligns his/her personal beliefs with Gospel virtues for positive interactions with students and families. The teacher's attempts to serve students are inconsistent. The teacher unknowingly contributes to some students being under served by the school. The teacher's decisions and recommendations are based on limited professional considerations. The teacher must be reminded by supervisors about complying with school and Diocesan regulations.</p>	<p>The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher aligns his/her personal beliefs with Gospel virtues for positive interactions with students and families. The teacher is active in serving students. The teacher works to ensure that all students receive a fair opportunity to succeed. The teacher participates in school decision making and ensures that such decisions are based on high professional standards. The teacher complies fully with school and Diocesan regulations.</p>	<p>The teacher holds to the highest standards of honesty, integrity, and confidentiality. The teacher aligns his/her personal beliefs with Gospel virtues for positive interactions with students and families. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher implements best practices ensuring all students, particularly those traditionally underserved, are included in all aspects of the school. The teacher takes a leadership role in school decision making and ensures that such decisions are based on the highest professional standards. The teacher complies fully with school and Diocesan regulations, taking a leadership role with colleagues.</p>