The Diocese of Rockford Teacher Evaluation Framework is the result of the hard work of the following evaluation committee members:

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DOMAIN 1

Planning and Preparation for a School with a Strong Catholic Identity
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.

Elements of component 1.1:

A. Knowledge of Catholic doctrine and moral teachings
   Instruction and plans are aligned to Diocesan curriculum goals.

B. Knowledge of content standards and the structure of the discipline
   Every discipline has a dominant structure with smaller components or strands, as well as central concepts and skills.

C. Knowledge of prerequisite relationships
   All disciplines have important prerequisites; experienced teachers know what these are and how to use them in designing lessons and units.

D. Knowledge of content-related pedagogy and current research-based practices
   Each discipline has “signature pedagogies” that have evolved over time and been found to be most effective in teaching.

Indicators:

- Catholic doctrine traditions and church teaching are integrated into lesson and practice
- Lesson and unit plans reflect accurate, complete, and important concepts in the discipline
- Lesson and unit plans accommodate prerequisite relationships among concepts and skills and communicate short and long-range classroom objectives
- Lesson and unit plans clarify potential misconceptions
- Clear and accurate classroom explanations
- Accurate answers to student questions
- Interdisciplinary connections are demonstrated in plans and practice
- Provides adequate plans for substitute teachers
- Homework is purposeful
### Component 1.1: Demonstrates knowledge of Catholic doctrine and moral teachings, content area foundations, current research-based practice, and social and cultural changes

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<thead>
<tr>
<th>Elements</th>
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</thead>
<tbody>
<tr>
<td><strong>A. Knowledge of Catholic doctrine and moral teachings</strong></td>
<td>The teacher purposely and authentically incorporates Catholic doctrine and moral teachings in lesson and unit plans, so that it becomes infused in all aspects of teaching and learning.</td>
<td>The teacher incorporates Catholic doctrine and moral teachings in lesson and unit plans aligned to Diocesan curriculum goals.</td>
</tr>
<tr>
<td><strong>B. Knowledge of content standards and the structure of the discipline</strong></td>
<td>The teacher demonstrates extensive knowledge of the important concepts in the discipline and how these relate to one another, to other disciplines, and to Catholic doctrine, traditions, and moral teachings.</td>
<td>The teacher demonstrates solid knowledge of the important concepts in the discipline and how these relate to one another and to Catholic doctrine, traditions, and moral teachings.</td>
</tr>
<tr>
<td><strong>C. Knowledge of prerequisite relationships</strong></td>
<td>The teacher’s plans and practices demonstrate understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding.</td>
<td>The teacher’s plans and practice demonstrate accurate understanding of prerequisite relationships among topics and concepts</td>
</tr>
<tr>
<td><strong>D. Knowledge of content-related pedagogy and current research based practices</strong></td>
<td>The teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.</td>
<td>The teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.</td>
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#### Critical Attributes 1.1

* Teacher naturally incorporates Catholic teachings in all lesson plans.  
* Teacher cites intra- and interdisciplinary content relationships.  
* Teacher’s plans demonstrate awareness of possible student misconceptions and how they can be addressed.  
* Teacher’s plans reflect recent developments in content-related pedagogy  
* Teacher incorporates prayer or Catholic teachings in lesson plans.  
* Teacher can identify important concepts of the discipline and their relationships to one another.  
* Teacher provides clear explanations of the content.  
* Teacher answers students’ questions accurately and provides feedback that furthers their learning.  
* Instructional strategies in unit and lesson plans are entirely suitable to the content.  

#### Possible Examples 1.1

* The teacher plans for students to create anchor posters of examples of common shapes to display in the math center.  
* The teacher plans to introduce and incorporate independent activities into the centers for students to use during free choice time; computer math game, interactive picture books and an art activity.  
* The teacher plans to adapt the learning stations/centers to include activities which reflect the reading theme. She adds specific activities that include vocabulary review with consideration to the individual knowledge of the students.  
* The teacher plans lessons to bridge content areas, such as prompting the students to find props and identify corresponding and size-related words to retell the story of Goldilocks and the Three Bears.  
* Once the students have mastered grouping by shape and color, the teacher plans to incorporate a third attribute, like size, into grouping.  
* When teaching one-to-one counting, the teacher plans to use sets of the pictured objects for small groups or pairs of students to match and sort. Students will be encouraged to ask questions.  
* The teacher plans to add extra instructional time to the reading period to pre-teach unfamiliar vocabulary words for the new story. He plans to use leveled vocabulary from the curriculum for the different leveled reading groups.  
* The teacher plans an interactive word wall that includes size words. Teacher directs students to locate specific words on the board to be used in a sentence basing the individual student directions on their instructional level.
### Component 1.1: Demonstrates knowledge of Catholic doctrine and moral teachings, content area foundations, current research-based practice, and social and cultural changes

<table>
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<tr>
<th>Developing</th>
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<tbody>
<tr>
<td>The teacher incorporates Catholic doctrine, traditions, and church teaching inconsistently into lesson and unit plans aligned to Diocesan curriculum goals.</td>
<td>The teacher does not incorporate Catholic doctrine, traditions, and church teaching into lesson and unit plans aligned to Diocesan curriculum goals.</td>
</tr>
<tr>
<td>The teacher is familiar with the important concepts in the discipline, but may demonstrate minimal awareness of how these concepts relate to one another or Catholic doctrine, traditions, and moral teachings.</td>
<td>In planning and practice, teacher makes content errors, does not correct errors made by students, and demonstrates little or no knowledge of the content, Catholic doctrine, traditions, and moral teachings.</td>
</tr>
<tr>
<td>The teacher’s plans and practice indicate some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete.</td>
<td>The teacher’s plans and practice display little understanding of prerequisite knowledge important to student learning of the content.</td>
</tr>
<tr>
<td>The teacher’s plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable for the discipline or the students.</td>
<td>The teacher displays little or no understanding of the range of pedagogical approaches that are not suitable for the discipline or the students.</td>
</tr>
</tbody>
</table>
| * Teacher rarely incorporates Catholic teachings or prayers in lesson plans.  
  * Teacher’s understanding of the discipline is rudimentary.  
  * Teacher’s knowledge of prerequisite relationships is inaccurate or incomplete.  
  * Lesson and unit plans use limited instructional strategies, and some are not be suitable to the content. | * Teacher does not incorporate Catholic teachings or misrepresents.  
  * Teacher makes content errors.  
  * Teacher does not consider prerequisite relationships when planning.  
  * Teacher’s plans use inappropriate strategies for the discipline. |
| * The teacher plans to use one approach to teach her students new shapes (e.g., via flashcards).  
  * The teacher plans to model counting by using manipulative to teach one to one correspondence only in the whole group setting.  
  * The teacher’s plan demonstrates a limited approach to teaching reading and is consistent in planning to use only whole group read aloud and partner reading as the daily reading instruction.  
  * The teacher’s plan relies on a ‘cute’ store bought book of size word worksheets. He uses the worksheets to teach rote memorization for color words. | * The teacher plans to use only verbal descriptions to teach simple shapes (circle, square, triangle) knowing that his class has only learned the circle.  
  * The teacher plans to assign a worksheet to teach one-to-one correspondence.  
  * When planning for a reading lesson, the teacher decides to use round robin as the only reading instruction. She does not consider the different reading levels of her class which includes two gifted and 3 ELL students.  
  * The teacher plans to have students copy random words from the board at the end of each day with no connection to lessons or review. The teacher uses this time to check his email. |
## Domain 1: Planning and Preparation For a School with a Strong Catholic Identity

### 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.

**Elements of component 1.2:**

A. Knowledge of child and adolescent development
   
   *Children learn differently at different stages of their lives.*

B. Knowledge of the learning process
   
   *Learning requires active intellectual engagement.*

C. Knowledge of students’ skills, knowledge, and language proficiency
   
   *What students are able to learn at any given time is influenced by their level of knowledge and skill.*

D. Knowledge of students’ interests, background, and cultural heritage
   
   *Children’s backgrounds influence their learning.*

E. Knowledge of and sensitivity to students’ special needs
   
   *Children do not all develop in a typical fashion.*

F. Speaks and acts with charity and justice regarding students
   
   *Children are treated with respect and equality.*

**Indicators:**

- Formal and informal information about students gathered by teacher for use in planning instruction
- Student background, interests, and needs learned by teacher for use in planning and delivery of instruction
- Opportunities provided for participation in cultural events and sharing of heritage
- Utilizes information on how students grow, develop, and learn
- Provides learning opportunities that support each student’s spiritual, cognitive, social, emotional, and physical development
- Considers abilities and present performance levels of individual students in planning
### Component 1.2: Demonstrates understanding of each student’s learning and fosters the Catholic faith, social-emotional and academic growth of the diverse learning community

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<thead>
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<tbody>
<tr>
<td>A. Knowledge of child and adolescent development</td>
<td>The teacher demonstrates extensive knowledge of child and adolescent development and acquires information about levels of development for individual students.</td>
<td>The teacher demonstrates adequate knowledge of child and adolescent development and acquires information about levels of development for groups of students.</td>
</tr>
<tr>
<td>B. Knowledge of the learning process</td>
<td>The teacher systematically acquires knowledge from several sources about individual students’ varied approaches to learning and applies this knowledge.</td>
<td>The teacher acquires knowledge from several sources about groups of students’ varied approaches to learning and applies this knowledge to the class as a whole and/or to a group of students.</td>
</tr>
<tr>
<td>C. Knowledge of students’ skills, knowledge, and language proficiency</td>
<td>The teacher systematically acquires knowledge from several sources about individual students’ knowledge, skills, and language proficiency and applies this knowledge.</td>
<td>The teacher acquires knowledge from several sources about groups of students, knowledge, skills, and language proficiency applies this knowledge to the class as a whole and/or to a group of students.</td>
</tr>
<tr>
<td>D. Knowledge of students’ interests, background, and cultural heritage</td>
<td>The teacher systematically acquires knowledge from multiple sources about each student’s interests and cultural background and applies this knowledge.</td>
<td>The teacher acquires knowledge from individual students about their interests and cultural background and applies this knowledge to the class as a whole and/or to a group of students.</td>
</tr>
<tr>
<td>E. Knowledge of and sensitivity to students’ special needs</td>
<td>The teacher is an advocate for students with special needs. The teacher acquires knowledge of each student’s individual needs from multiple sources and makes appropriate adjustments to lesson plans.</td>
<td>The teacher reflects sensitivity to students’ special needs. The teacher acquires knowledge from multiple sources about students’ needs and makes appropriate adjustments to lesson plans.</td>
</tr>
<tr>
<td>F. Speaks and acts with charity and justice regarding students</td>
<td>The teacher intentionally designs and plans a classroom environment and culture in which students, as well as the teacher, promote and protect the dignity of every student.</td>
<td>The teacher intentionally designs and plans a classroom environment and culture in which the teacher promotes and protects the dignity of every student.</td>
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#### Critical Attributes 1.2

- *Teacher uses ongoing methods to assess students’ skill levels and designs instruction accordingly.*
- *Teacher seeks out information from all students about their cultural heritage.*
- *Teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.*

- *Teacher knows, for groups of students, their levels of cognitive development.*
- *Teacher is aware of the different cultural groups in the class.*
- *Teacher has a good idea of the range of interests of students in the class.*
- *Teacher has identified “high,” “medium,” and “low” groups of students within the class.*
- *Teacher is well informed about students’ cultural heritage and incorporates this knowledge in lesson planning.*
- *Teacher is aware of the special needs represented by students in the class.*

#### Possible Examples 1.2

- *The teacher plans to meet several of his/her students’ extended family members while attending the local Heritage Day Celebration and uses the experience to plan classroom activities which reflect students’ lives, or teacher has asked a few family members of her students’ to come into the class, bring in some of their traditional foods, and talk about their customs and culture.*
- *The teacher regularly creates adapted assessment materials for several students needing accommodations. The teacher plans his/her lesson with different follow-up activities designed to meet the varied ability levels of his/her students.*

- *The teacher plans to ask students of other cultures to discuss their ancestry with their peers.*
- *The teacher uses the online data management system to reference IEP information and required accommodations when planning for the class and/or groups.*
- *The teacher creates and uses a spreadsheet listing students’ levels of academic/cognitive development, family needs and social/emotional information to plan for students’ learning.*
## Component 1.2: Demonstrates understanding of each student’s learning and fosters the Catholic faith, social-emotional and academic growth of the diverse learning community

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<td>The teacher displays partial knowledge and understanding of the developmental characteristics of the age group and applies this knowledge to the class as a whole.</td>
<td>The teacher displays minimal to no understanding of the developmental characteristics of the age group and/or does not indicate that such knowledge is valuable.</td>
</tr>
<tr>
<td>The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning and applies this knowledge inconsistently.</td>
<td>The teacher displays minimal understanding of how students learn and has little knowledge of their varied approaches to learning and does not indicate that such knowledge is valuable.</td>
</tr>
<tr>
<td>The teacher displays generally accurate knowledge of students’ knowledge, skills, and language proficiency and applies it inconsistently.</td>
<td>The teacher displays a lack of knowledge of students’ comprehension skills, knowledge, and language proficiency and does not indicate that such knowledge is valuable.</td>
</tr>
<tr>
<td>The teacher displays generally accurate knowledge of students’ interests, background and cultural background, but inconsistently applies this knowledge.</td>
<td>The teacher displays minimal knowledge of students’ interests or cultural background and does not indicate that such knowledge is valuable.</td>
</tr>
<tr>
<td>The teacher displays an awareness of students’ individual needs. The teacher’s knowledge may be incomplete or inaccurate, and lesson adjustments are inconsistent.</td>
<td>The teacher displays little knowledge or understanding of students’ individual needs and does not indicate that such knowledge is valuable.</td>
</tr>
<tr>
<td>The teacher designs and plans for a structured classroom environment and culture.</td>
<td>The teacher lacks a design or does not implement a classroom management plan.</td>
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</table>

* *Teacher cites developmental theory but does not seek to integrate it into lesson planning.*  
* *Teacher is aware of the different ability levels in the class but tends to teach to the “whole group.”*  
* *Teacher recognizes that children have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences.*  
* *Teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.*  
* *Teacher has a classroom management plan.*  

* *Teacher does not understand child development characteristics and has unrealistic expectations for students.*  
* *Teacher does not try to ascertain varied ability levels among students in the class.*  
* *Teacher is not aware of student interests or cultural background.*  
* *Teacher takes no responsibility to learn about students’ medical or learning disabilities.*  

* *Teacher designs multi-cultural experiences.*  
* *The teacher knows the students who require special services and has read their learning goals but has not purposefully planned to differentiate for these student learning needs in the planning process.*  
* *The teacher’s lesson plan has the same assignment for the entire class and does not use information about individual students to accommodate different ability levels or interests.*  

* *The teacher does not plan to engage multi-cultural students.*  
* *The teacher does not plan to incorporate information about individual students’ learning goals when planning daily lessons.*  
* *The teacher plans activities without reviewing students’ formative or summative assessment data.*
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.

Learning outcomes may be: factual, procedural knowledge, conceptual understanding, thinking and reasoning skills, collaborative and communication strategies. Experienced teachers are able to link their learning outcomes with others, both within their discipline and in other disciplines.

Elements of component 1.3:

A. Value, sequence, and alignment

*Outcomes represent significant learning in the discipline reflecting Diocesan Standards.*

B. Clarity

*Outcomes must refer to what students will learn, not what they will do, and must permit viable methods of assessment.*

C. Balance

*Outcomes should reflect different types of learning, such as knowledge, conceptual understanding, and thinking skills.*

D. Suitability for diverse students

*Outcomes must be appropriate for all students in the class.*

Indicators:

- Outcomes of a challenging cognitive level
- Statements of student learning, not student activity
- Outcomes central to the discipline and related to those in other disciplines
- Outcomes permitting assessment of student attainment
- Outcomes differentiated for students of varied ability
- Considers abilities, interests, and performance levels of students in planning
- Demonstrates organizational skills in planning
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<tbody>
<tr>
<td><strong>A. Value, sequence, and alignment</strong></td>
<td>All instructional outcomes represent rigorous learning and higher level questioning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.</td>
<td>Most instructional outcomes represent rigorous and important learning in the discipline. They are connected to a sequence of learning.</td>
</tr>
<tr>
<td><strong>B. Clarity</strong></td>
<td>All instructional outcomes are clear, written in the form of student learning, and permit viable methods of assessment.</td>
<td>Most instructional outcomes are clear, written in the form of student learning and permit viable methods of assessment.</td>
</tr>
<tr>
<td><strong>C. Balance</strong></td>
<td>Instructional outcomes reflect several different types of learning. Teacher teams with other teachers to coordinate and integrate outcomes across disciplines.</td>
<td>Instructional outcomes incorporate several different types of learning and opportunities for the coordination of various disciplines.</td>
</tr>
<tr>
<td><strong>D. Suitability for diverse learners</strong></td>
<td>Instructional outcomes are based on a comprehensive assessment of student learning and take into account the varying needs of individual students or groups.</td>
<td>Most instructional outcomes are suitable for all students in the class and are based on evidence of student proficiency.</td>
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</tbody>
</table>
| **Critical Attributes 1.3**                 | * Teacher’s plans reference curricular frameworks or blueprints to ensure accurate sequencing.  
   * Teacher connects outcomes to previous and future learning.  
   * Outcomes are differentiated to encourage individual students to take educational risks. | * Outcomes represent high expectations and rigor.  
   * Outcomes are related to “big ideas” of the discipline.  
   * Outcomes are written in terms of what students will learn rather than do.  
   * Outcomes may include: factual knowledge, conceptual understanding, reasoning, social interaction, management, and communication.  
   * Outcomes, differentiated where necessary, are suitable for groups of students in the class. |
| **Possible Examples 1.3**                   | * The teacher’s plans include a concept map that links previous, current, and future learning goals and outcomes by connecting the essential idea of life cycles beginning with apples and extending to humans/animals.  
   * The teacher intentionally provides the opportunities for students to write and reference poetry and its forms across the curriculum and in future study. Students are able to choose the poems they are interested in studying, or writing their own.  
   * The teacher reviews goals and modifies project objectives and expectations to align with students’ needs. | * The teacher’s plans describe the learning outcomes for an apple study that are identified as life cycle, key vocabulary, sequencing, measurement and counting. The teacher explains how the outcomes are situated within the planned curriculum and are considered rigorous for this discipline and these students.  
   * The teacher’s planned outcomes for a study of poetry are learning the forms and steps for creating four types of poems. Teacher explains how the four poems and the outcomes for learning address the differentiated learning needs of the students in her class.  
   * The teacher writes outcomes in a way that allows groups or individual students to approach activities at their levels or learning modalities. |
## Component 1.3 Develops rigorous and level-appropriate student learning outcomes, differentiating instruction for each lesson

<table>
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<tbody>
<tr>
<td>Instructional outcomes represent moderately high Expectations and rigor. Some reflect important learning in the discipline and at least some connection to a sequence of learning.</td>
<td>The instructional outcomes represent low expectations for students and lack of rigor. Not all of these outcomes reflect important learning in the discipline or a connection to a sequence of learning.</td>
</tr>
<tr>
<td>Instructional outcomes are only moderately clear or consist of a combination of outcomes and activities.</td>
<td>The instructional outcomes are either not clear or stated as activities, rather than as outcomes for learning.</td>
</tr>
<tr>
<td>Instructional outcomes incorporate several types of learning, but teacher has made no attempt at coordination or integration.</td>
<td>Instructional outcomes incorporate only one type of learning and only one discipline or strand.</td>
</tr>
<tr>
<td>Instructional outcomes, based on global assessments of student learning, are suitable for most of the students.</td>
<td>Instructional outcomes are suitable for only some students or are not based on any assessment of student needs.</td>
</tr>
<tr>
<td>* Outcomes represent a mixture of low expectations and rigor. * Some outcomes reflect important learning in the discipline. * Outcomes are suitable for most of the class.</td>
<td>* Outcomes lack rigor. * Outcomes do not represent important learning in the discipline. * Outcomes are not clear, or are stated as activities. * Outcomes are not suitable for many students in the class.</td>
</tr>
<tr>
<td>* The teacher’s plans show activities in a unit about apples are related to outcomes but are not coordinated across curriculum/discipline content areas. * The outcomes are written with the needs of the “middle” group in mind; however, students’ individual needs are not addressed. * The outcomes are written with the needs of the “middle” group in mind; however, students’ IEP, cultural or social/emotional needs are not addressed.</td>
<td>* The teacher plans to paste apples on a paper but there is no link to outcomes in the plans, nor an explanation as to how this is considered rigorous for this group of students or rigorous for this curriculum/discipline. * The teacher plans for students to copy a poem, but the outcomes are not stated nor linked to students’ learning needs. * The teacher decides all learning outcomes for the whole class without considering individual student needs.</td>
</tr>
</tbody>
</table>
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.

Elements of component 1.4:

A. Resources for classroom use
   
   *Materials must align with learning outcomes.*

B. Resources to extend content knowledge and pedagogy

   *Materials that can further teachers’ professional knowledge must be available.*

C. Resources for students

   *Materials must be appropriately challenging.*

Indicators:

- Materials provided by the school
- Materials provided by professional organizations
- Range of texts
- Internet resources
- Community resources
- Ongoing participation by teacher in professional education courses or professional groups
- Guest speakers
- Integrates technology into the curriculum
- Lesson plans specify the integration of technology into classroom instruction
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<tbody>
<tr>
<td>A. Resources for classroom use</td>
<td>The teacher’s knowledge of credible resources for classroom use is extensive and creative, including those available through the school, in the community, through professional organizations, universities, and on the internet.</td>
<td>The teacher displays awareness of credible resources available for classroom use beyond those provided by the school, including those on the internet, and seeks out such additional resources.</td>
</tr>
<tr>
<td>B. Resources to extend content knowledge and pedagogy</td>
<td>The teacher pursues and accesses extensive resources for extending one’s professional skills. This includes those available through the school or diocese, in the community, through professional organizations and universities, and other credible sources.</td>
<td>The teacher is open to and accesses a variety of resources for extending one’s professional skills beyond those provided by the school or diocese, and seeks out additional resources.</td>
</tr>
<tr>
<td>C. Resources for students</td>
<td>The teacher seamlessly and purposefully integrates a variety of opportunities for students to access and engage with resources beyond those provided, redefining the learning experience for students.</td>
<td>The teacher regularly creates opportunities for students to access and engage with resources beyond those provided by the school or diocese.</td>
</tr>
<tr>
<td>Critical Attributes 1.4</td>
<td>* Texts are matched to student skill level.</td>
<td>* Texts are at varied levels.</td>
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<td></td>
<td>* Teacher has ongoing relationship with colleges and universities that support student learning.</td>
<td>* Texts are supplemented by guest speakers and field experiences.</td>
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<td></td>
<td>* Teacher maintains log of resources for student reference.</td>
<td>* Teacher facilitates use of internet resources.</td>
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<td>* Teacher facilitates student contact with resources outside the classroom.</td>
<td>* Resources are multidisciplinary.</td>
</tr>
<tr>
<td></td>
<td>* Teacher pursues apprenticeships to increase discipline knowledge</td>
<td>* Teacher expands knowledge through professional learning groups, organizations or universities.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>*Teacher provides lists of resources outside the classroom for students to draw on.</td>
</tr>
<tr>
<td>Possible Examples 1.4</td>
<td>* For a unit on weather, the teacher uses individual students’ skill levels to offer books and other materials on weather such as maps and videos at a wide range of complexity and in varying genres.</td>
<td>* For a unit on weather, the teacher plans to provide a range of nonfiction texts and visual resources about weather so that regardless of their reading level, all students can participate in the discussion of important concepts.</td>
</tr>
<tr>
<td></td>
<td>* The teacher organizes field trips and expert visits in the community after surveying students on what they know and don’t know about the health community (fire department, ambulance, doctors, dentists, etc.)</td>
<td>* The teacher generates a list of resources including websites and community partners that will help enrich a health study.</td>
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<tr>
<td></td>
<td>* The teacher takes university classes to increase overall knowledge of math concepts and teaching strategies.</td>
<td>* The teacher takes professional development classes or workshops to increase overall knowledge of math concepts and teaching strategies.</td>
</tr>
</tbody>
</table>
### Component 1.4: Utilizes instructional materials and technological resources to support and enhance curriculum

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<thead>
<tr>
<th>Developing</th>
<th>Needs Improvement</th>
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<tbody>
<tr>
<td>The teacher displays some awareness and use of resources beyond those provided by the school for instructional use but does not seek to expand this knowledge.</td>
<td>The teacher is unaware or does not apply resources for classroom use beyond materials provided by the school or diocese.</td>
</tr>
<tr>
<td>The teacher meets minimal professional development requirements provided by the school or diocese but does not seek to expand or apply this knowledge.</td>
<td>The teacher meets some professional development requirements provided by the school or diocese and does not seek to expand or apply this knowledge.</td>
</tr>
<tr>
<td>The teacher occasionally creates opportunities for students to access and engage with resources beyond those provided by the school or diocese.</td>
<td>The teacher is does not require students to access and engage with resources beyond those provided by the school or diocese.</td>
</tr>
</tbody>
</table>
| * Teacher uses materials in the school library but does not search beyond the school for resources.  
  * Teacher participates in content-area workshops offered by the school but does not pursue other professional development.  
  * Teacher locates materials and resources for students that are available through the school but does not pursue any other avenues. | * Teacher uses only school-provided materials, even when more variety would assist some students.  
  * Teacher does not seek out resources available to expand his/her own skill.  
  * Although aware of some student needs, teacher does not inquire about possible resources.  
  * Student use of technology is limited or non-existent. |
| * For a unit on weather, the teacher borrows only the three or four books available from the school library, but does not seek out other resources from the public library.  
  * The teacher thinks students would benefit from hearing from a professional and contacts the school nurse to visit the classroom during a health unit.  
  * The teacher uses the information shared at the school-based math workshop but does not do additional extended research or resource collection beyond this session. | * For a unit on weather, the teacher plans to have students find all of their information in the supplied textbook.  
  * The teacher does not seek out school, district, or community resources beyond the classroom to enhance health unit.  
  * The teacher is not sure how to teach fractions but doesn’t seek additional resources or information from professional colleagues. |
Domain 1: Planning and Preparation For a School with a Strong Catholic Identity

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.

Elements of component 1.5:

A. Learning activities
   
   *Instruction is designed to engage students and advance them through the content.*

B. Instructional materials and resources

   *Aids to instruction are appropriate to the learning needs of the students.*

C. Instructional groups

   *Teachers intentionally organize instructional groups to support student learning.*

D. Lesson and unit structure

   *Teachers produce clear and sequenced lesson and unit structures to advance student learning.*

Indicators:

- Lessons support instructional outcomes and reflect important concepts
- Instructional maps indicating relationships to prior learning
- Activities represent high-level thinking
- Opportunities for student choice
- Thoughtfully planned learning groups
- Structured lesson plans
- Explores and implements new teaching methods, ideas and materials that are consistent with current best practices
- Teacher insures that physical setting is appropriate to instructional goals
- Teacher is creative in using appropriate school and community resources to facilitate optimum learning for all students
- Develops and participates in formal and informal prayer experiences
- Cooperative plans and participates in assigned liturgies and prayer services
- Instruction reflects agreement with the goals and objectives of the school
- Prepares written daily and long-range plans to ensure effective delivery of instruction
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<tr>
<th>Elements</th>
<th>Innovative</th>
<th>Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Learning activities</td>
<td>Learning activities are highly suitable to diverse learners and support instructional goals. They are all designed to engage students in high-level cognitive activity. These are differentiated, as appropriate, for individual learners.</td>
<td>Most learning activities are suitable to students, are aligned with the instructional outcomes and represent significant cognitive challenge with some differentiation for different groups of students.</td>
</tr>
<tr>
<td>B. Instructional materials and resources</td>
<td>All of the materials and resources are suitable to support students and the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate student use of technology and of student participation in selecting or adapting materials.</td>
<td>All of the materials and resources are suitable to support students, and the instructional outcomes, and are designed to engage students in meaningful learning. There is evidence of appropriate student use of technology.</td>
</tr>
<tr>
<td>C. Instructional groups</td>
<td>Instructional groups are varied as appropriate to the students and the different instructional outcomes. Instructional groups use role assignments. Student choice encourages participation and develops essential student collaboration skills.</td>
<td>Instructional groups are varied appropriately, using a variety of strategies for membership assignment based on instructional outcomes.</td>
</tr>
<tr>
<td>D. Lesson and unit structure</td>
<td>The lesson or unit’s structure is clear, follows a progression and allows for different pathways according to diverse student needs. The learning activities are primarily student driven &amp; adaptable to student needs.</td>
<td>The lesson or unit has a clearly defined structure and follows an organized progression suitable to groups of students. The learning activities have reasonable time allocations.</td>
</tr>
</tbody>
</table>
| Critical Attributes 1.5 | * Activities permit student choice.  
* Learning experiences connect to other disciplines.  
* Teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.  
* Lesson plans differentiate for individual student needs. | * Learning activities are matched to instructional outcomes.  
* Activities provide opportunity for higher-level thinking.  
* Teacher provides a variety of appropriately challenging materials and resources.  
* Instructional student groups are organized thoughtfully to maximize learning and build on student strengths. |
| Possible Examples 1.5 | * The teacher’s unit on butterflies lists a variety of challenging activities in a menu; the students choose those that suit their approach to learning.  
* After the cooperative group lesson, the teacher plans to have students reflect on their participation and focus upon “celebrations...what worked well” and “concentrations...what can we improve?”  
* The teacher has coded a wide variety of resources by reading level so that students can self-select materials to complete literacy projects. | * The teacher reviews learning activities with reference to high-level vocabulary and rewrites some of the activities to increase the challenge level.  
* The teacher plans for students to complete a project in small groups; she carefully selects group members by their ability level and learning style based on formative assessment data and what she knows about how they learn best.  
* The literacy block/center is planned to include access to a variety of materials which address different learning modalities; charts, listening center, space for dramatic interpretation, and art materials. |
### 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

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<tr>
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<tbody>
<tr>
<td>Some of the learning activities are aligned with the instructional outcomes and represent moderate cognitive challenge, but with limited differentiation.</td>
<td>Learning activities are poorly aligned with the instructional outcomes and offer no differentiation for students.</td>
</tr>
<tr>
<td>Some of the materials and resources are suitable for students, support the instructional outcomes, and engage students in meaningful learning. There is evidence of minimal appropriate student use of technology.</td>
<td>Materials and resources are not suitable for students and do not support the instructional outcomes or engage students in meaningful learning. There is little to no evidence of appropriate student use of technology or there is inappropriate student use of technology.</td>
</tr>
<tr>
<td>Instructional groups are partially or not varied to support learning activities and are not deliberately aligned to the learning outcomes.</td>
<td>Instructional groups are not used to support learning outcomes.</td>
</tr>
<tr>
<td>The lesson or unit has a recognizable structure, although the structure is not consistently maintained throughout. The progression of activities is uneven, with only some reasonable time allocations.</td>
<td>The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and have unrealistic time allocations.</td>
</tr>
<tr>
<td>* Learning activities are moderately challenging. * Learning resources are suitable, but there is limited variety. * Instructional groups are random, or they only partially support objectives. * Lesson structure is uneven or may be unrealistic about time expectations.</td>
<td>* Learning activities are boring and/or not well aligned to the instructional goals. * Materials are not engaging or do not meet instructional outcomes. * Instructional groups do not support learning. * Lesson plans are not structured or sequenced and are unrealistic in their expectations.</td>
</tr>
<tr>
<td>* After a mini-lesson on butterflies, the teacher plans to have the whole class play a game to reinforce the skill taught.</td>
<td>* The teacher includes activities in a butterfly unit to memorize the parts of a butterfly and complete a worksheet.</td>
</tr>
<tr>
<td>* The teacher always plans to let students self-select a working group because they behave better when they can choose with whom to sit.</td>
<td>* The teacher’s plan describes how the class will be organized in rows, seating the students alphabetically; and plans to have students stay in groups of four for the first nine weeks of school with groupings based on student’s proximity to each other at their desks.</td>
</tr>
<tr>
<td>* The teacher plans to use a variety of reading materials but no other kinds of resources to teach a topic.</td>
<td>* The teacher plans to use mostly narrative-based texts and few with appropriate and/or interesting pictures.</td>
</tr>
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### Component 1.6: Develops formal and informal, formative and summative assessments to gauge student learning to guide future instruction

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<tbody>
<tr>
<td>A. Congruence with instructional outcomes</td>
<td>All assessment procedures are congruent with instructional outcomes. Assessment methodologies have been adapted for individual students as needed.</td>
<td>All assessment procedures are congruent with instructional outcomes. Assessment methodologies may have been adapted for groups of students.</td>
</tr>
<tr>
<td>B. Criteria and standards</td>
<td>Assessment criteria and standards are clearly defined, articulated, and consistently implemented. The plan contains evidence of student contribution to its development.</td>
<td>Assessment criteria and standards are clearly defined, articulated, and consistently implemented.</td>
</tr>
<tr>
<td>C. Design of formative and summative assessments</td>
<td>The teacher has well-developed strategies for using formative and summative assessment and has designed particular approaches to be used. The teacher embeds formative assessments in lesson and unit plans, and uses formative data to guide future instruction. The approach includes student use as well as teacher use of the assessment information.</td>
<td>The teacher has well-developed strategies for using formative and summative assessment and has designed particular approaches to be used. The teacher embeds formative assessments in lesson and unit plans, and uses formative data to guide future instruction.</td>
</tr>
<tr>
<td>D. Use for planning</td>
<td>The teacher plans to use assessment results to develop future instruction for individual students.</td>
<td>The teacher plans to use assessment results to develop future instruction for groups of students.</td>
</tr>
</tbody>
</table>

**Critical Attributes 1.6**

* Assessments provide opportunities for student choice.
* Students participate in designing assessments for their own work.
* Teacher-designed assessments are authentic, with real-world application as appropriate.
* Students develop rubrics according to teacher-specified learning objectives.
* Students are actively involved in collecting information from formative assessments and provide input.

* All the learning outcomes have a method for assessment.
* Assessment types match learning expectations.
* Plans indicate modified assessments when they are necessary for some students.
* Assessment criteria are clearly written.
* Plans include formative assessments to use during instruction.
* Lesson plans indicate possible adjustments based on formative assessment data.

**Possible Examples 1.6**

* The teacher designs and/or uses instruments to measure social and emotional growth in concert with other teachers with input from students’ families.
* The teacher creates a system which allows students to chart their growth as readers and set their own learning goals.
* The teacher has developed a routine for the class; students know that if they are struggling with a math concept, they first check with another student in group, and then meet with teacher at “help desk” during independent work time.

* The teacher plans to use a social and emotional checklist with a numerical range, and narrative descriptors of levels to assess student behavior.
* The teacher uses anecdotal notes from last week’s literacy lesson/block to form differentiated groups.
* During individual work time, the teacher assesses students’ understanding of the math lesson by observing their work and having them articulate their method for solving the math problem.
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<tr>
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<tbody>
<tr>
<td>Most assessment procedures are congruent with instructional outcomes.</td>
<td>Assessment procedures are not congruent with instructional outcomes.</td>
</tr>
<tr>
<td>Assessment criteria and standards have been developed and articulated, but may not be clear or consistently implemented.</td>
<td>Assessment procedures lack criteria or standards by which student performance will be assessed.</td>
</tr>
<tr>
<td>The teacher’s approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.</td>
<td>The teacher has no plan to incorporate formative and summative assessment in the lesson or unit.</td>
</tr>
<tr>
<td>The teacher plans to use assessment results to develop future instruction for the class as a whole.</td>
<td>The teacher has no plans to use assessment results in designing future instruction.</td>
</tr>
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</table>
| * Only some of the instructional outcomes are addressed in the planned assessments.  
* Assessment criteria are vague.  
* Plans refer to the use of formative assessments, but they are not fully developed.  
* Assessment results are used to design lesson plans for the whole class, not individual students. | * Assessments do not match instructional outcomes.  
* Assessments have no criteria.  
* No formative assessments have been designed.  
* Assessment results do not affect future plans. |
| * The teacher plans to use a social and emotional checklist with a numerical range, but no narrative descriptors of levels to assess student behavior.  
* The teacher’s plans regularly assess only the fluency rate of each reader but do not include other reading skills.  
* The teacher plans to re-teach a math concept to the whole class based upon the results of a math worksheet, although some students’ work shows mastery of the concept. | * The teacher plans to use observation but no documentation as the only means for assessing behavior.  
* The teacher does not purposefully build in formative checks of literacy skills outside of building assessments.  
* The teacher does not use past math summative results to guide planning for the upcoming math unit. |
DOMAIN 2

The Classroom Environment as a Community of Faith Leaders
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.

Respect shown to the teacher by students should be distinguished from students complying with standards of conduct and behavior. Caring interactions among teachers and students are the hallmark of component 2.1 (Creating an environment of respect and rapport); while adherence to the established classroom rules characterizes success in component 2.4 (Managing student behavior).

Elements of component 2.1:

A. Maintains an identifiably Catholic culture

   In the classroom the teacher adheres to the tenets of our Catholic faith, they are evident in word and deed.

B. Teacher interactions with students, including both words and actions, reflect Catholic values

   A teacher’s interactions with students set the tone for the classroom. Through their interactions, teachers model the appropriate level of respect and caring.

C. Student interactions with other students, including both words and actions, reflect Catholic values

   As important as a teacher’s treatment of students is, how students are treated by their classmates is arguably even more important to students. At its worst, poor treatment causes students to feel rejected by their peers. At its best, positive interactions among students are mutually supportive and create an emotionally healthy school environment. Teachers not only model and teach students how to engage in respectful interactions with one another but also acknowledge such interactions.

Indicators:

♦ Respectful talk, active listening, and turn taking
♦ Provides opportunities for students to assume responsibility for themselves and one another
♦ Teacher fosters a classroom atmosphere that develops courtesy, positive self-concept, respect, responsibility, and leadership
♦ Teacher acts with fairness and consistency
♦ Teacher treats students in a manner consistent with the students’ stages of development, background and lives outside of the classroom
♦ Teacher maintains a professional demeanor of authority that commands respect
♦ Provides commendation and correction in a manner that respects the dignity of the individual
♦ Teacher respects confidences
♦ Maintains an orderly and safe environment
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

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<tr>
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<tbody>
<tr>
<td>A. Maintains an Identifiably Catholic culture</td>
<td>Classroom interactions are permeated with connections to Catholic identity. The teacher directs dialogue and infuses it with Catholic philosophy in daily classroom practice.</td>
<td>The teacher directs classroom dialogue and infuses Catholic philosophy in daily classroom practice.</td>
</tr>
<tr>
<td>B. Teacher interactions with students, including both words and actions, reflect Catholic values</td>
<td>Classroom interactions between teacher and students are highly respectful, reflecting genuine warmth, caring and sensitivity to students as individuals as well as groups of students. Students trust the teacher with sensitive information. All students are valued and comfortable taking intellectual risks. Prayer, reflection and Catholic social teachings are integrated in all teacher interactions with students, family and staff.</td>
<td>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.</td>
</tr>
<tr>
<td>C. Student interactions with other students, including both words and actions, reflect Catholic values</td>
<td>Students demonstrate genuine caring for one another and monitor one another’s treatment of peers, correcting classmates respectfully when needed, and contribute to high levels of civility among all members of the class.</td>
<td>Interactions among students are generally polite and respectful.</td>
</tr>
</tbody>
</table>

Critical Attributes 2.1

* Teacher demonstrates knowledge and caring about individual students’ lives beyond the class and school.
* There is no disrespectful behavior among students.
* When necessary, students respectfully correct one another in their conduct towards classmates.
* Students participate without fear of put-downs or ridicule from either the teacher or other students.

Possible Examples 2.1

* Students model or enforce the classroom expectations by saying, “Quiet please” or give a quiet sign to classmates who are talking while the teacher or another student is speaking with limited or no prompting by teacher.
* The teacher often models and reminds students of classroom expectations in a warm manner. For example, “Remember to listen to Kathy’s words” or “Thank you for helping Derrick when he was upset.”

* The teacher and students wait for classmates to finish speaking before beginning to talk or extend what classmate is saying or students clap enthusiastically for classmates with no prompting from teacher.
* Students demonstrate an understanding of respectful interactions by doing some of the following: sharing materials, turn taking, and working together. A child might ask, “Can I have a turn when you are done?”

* Students help other students through words or actions; such as a student brings another student his backpack that was left on the hook at the end of the day or offers to help with no prompting from teacher.
* Most students help each other and accept help from each other, or use encouraging language like, “That is really good!” or “I like the way that you did that!” with occasional prompting from the teacher.
### Component 2.1: Fosters an environment imbued with Catholic values and social justice where mutual respect, cooperative

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<tr>
<td><strong>Signs of Catholic identity are evident but are not infused into the classroom philosophy.</strong></td>
<td><strong>There are no signs of Catholic identity.</strong></td>
</tr>
<tr>
<td><strong>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.</strong></td>
<td><strong>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.</strong></td>
</tr>
<tr>
<td><strong>Students sometimes demonstrate disrespect for one another.</strong></td>
<td><strong>Student interactions are characterized by sarcasm, put-downs, or conflict.</strong></td>
</tr>
<tr>
<td>* The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity. *</td>
<td>* Teacher is disrespectful towards students or insensitive to students’ ages, cultural backgrounds, and developmental levels. *</td>
</tr>
<tr>
<td>* Teacher attempts to respond to disrespectful behavior among students, with uneven results. *</td>
<td>* Students’ body language indicates feelings of hurt, discomfort, or insecurity. *</td>
</tr>
<tr>
<td>* Teacher attempts to make connections with individual students, but student reactions indicate that attempts are not entirely successful. *</td>
<td>* Teacher displays no familiarity with, or caring about, individual students. *</td>
</tr>
<tr>
<td>* Teacher disregards disrespectful interactions among students. *</td>
<td>* Teacher disregards disrespectful interactions among students. *</td>
</tr>
<tr>
<td>* The teacher responds inconsistently to disrespectful behavior. She communicates some positive classroom expectations but does not model an alternative approach to disrespectful student behaviors. For example, when students are talking out of turn, Teacher says, “please be quiet or we’ll have to stop the activity.” But when the students don’t stop, there’s no follow through. *</td>
<td>* The teacher does not communicate expectations for respectful behavior. The teacher ignores or does not intervene in disrespectful interactions. The teacher responds to students in a disrespectful manner. For example, when students are talking out of turn during circle time, the teacher either ignores the misbehavior or yells at the students to “Be quiet!” *</td>
</tr>
<tr>
<td>* The students attend passively during the whole group discussion to what the teacher says but tend to talk or interrupt each other when working in small groups or at center time. *</td>
<td>* The students are not engaged during whole group discussion to what the teacher says. They are looking out the windows, talking to each other, walking away from the group, or not working with each other on tasks during small groups or engaging with the centers. *</td>
</tr>
<tr>
<td>* A few of the students encourage classmates with statements, “Good job!” or “That’s it!” *</td>
<td>* The students roll their eyes at a classmate’s idea; the teacher does not respond or does not intervene when students refuse to work with other students. *</td>
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</table>
“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.

Teachers who are successful in creating a culture for learning know that students are intellectually curious, and that one of the many challenges of teaching is to direct the students’ natural energy toward the content of the curriculum. Teachers also know that students derive great satisfaction, and a sense of genuine power, from mastering challenging content in the same way they experience pride in mastering a difficult physical skill.

Part of a culture of hard work involves precision in thought and language; teachers whose classrooms display such a culture insist that students use language to express their thoughts clearly. An insistence on precision reflects the importance placed, by both teacher and students, on the quality of thinking; this emphasis conveys that the classroom is a business-like place where important work is being undertaken. The classroom atmosphere may be vibrant, even joyful, but it is not frivolous.

Elements of component 2.2:

A. Importance of the content and of learning

In a classroom with a strong culture for learning, teachers convey the educational value of what the students are learning.

B. Expectations for learning and achievement

In classrooms with robust cultures for learning, all students receive the message that although the work is challenging, they are capable of achieving it if they are prepared to work hard. A manifestation of teachers’ expectations for high student achievement is their insistence on the use of precise language by students.

C. Student pride in work

When students are convinced of their capabilities, they are willing to devote energy to the task at hand, and they take pride in their accomplishments. This pride is reflected in their interactions with classmates and with the teacher.

Indicators:

- Belief in the value of what is being learned
- High expectations, supported through both verbal and nonverbal behaviors, for both learning, participation and work product
- Expectation and recognition of effort and persistence on the part of students
- A learning environment that promotes buy-in from students for self-imposed high expectations
- Teacher helps students to work collaboratively and productively
- Teacher inspires students by example as well as by direction
- Teacher attempts to instill a love of learning in his/her students
- Creates a classroom atmosphere that facilitates learning
Component 2.2: Cultivates an environment for learning and academic excellence that communicates high expectations and recognizing the self-worth of each individual

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<tr>
<td><strong>A. Importance of content and of learning</strong></td>
<td>The classroom culture is a cognitively busy place, 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 their active participation, curiosity and initiative that they value the importance of the content.</td>
<td>The classroom culture is a place where learning is valued by all, with high expectations for both learning and hard work are the norm for most students. The teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value.</td>
</tr>
<tr>
<td><strong>B. Expectations for learning and achievement</strong></td>
<td>Instructional outcomes, activities, assignments, and classroom interactions convey high expectations for learning for all students. Students appear to have internalized these expectations.</td>
<td>Instructional outcomes, activities, assignments, and classroom interactions convey high expectations for most students. Teacher establishes that although the work is challenging, students are capable of achieving success.</td>
</tr>
<tr>
<td><strong>C. Student pride in work</strong></td>
<td>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.</td>
<td>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.</td>
</tr>
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**Critical Attributes 2.2**

- *Teacher communicates passion for the subject.*
- *Teacher conveys the satisfaction that accompanies a deep understanding of complex content.*
- *Students indicate through their questions and comments a desire to understand the content.*
- *Students assist their classmates in understanding the content.*
- *Students take initiative in improving the quality of their work.*
- *Students assist one another in their use of language.*

- *Teacher communicates the importance of the content and the conviction that with hard work all students can master the material.*
- *Teacher demonstrates a high regard for students’ abilities.*
- *Teacher conveys an expectation of high levels of student effort.*
- *Students expend good effort to complete work of high quality.*
- *Teacher insists on precise use of language by students.*

**Possible Examples 2.2**

- *Children independently choose to work in various types of groupings, centers or by themselves in activities or projects that allow for individualized expression and representations and accommodate a range of interests, abilities and learning styles. For example, following an observation of insects, children may paint, write, build or draw about insects to demonstrate what they’ve learned.*
- *Teacher intentionally supports children’s investment in their own learning by consistently encouraging them to reflect on and evaluate their work (Why do you think the blocks fell down? What do you think you might do differently next time?) AND the teacher intentionally adjusts the pace and content of activities to meet the needs of individual children and her learning objectives.*
- *Mia builds a simple structure with blocks. Teacher joins, sits on floor, and says, “Tell me about what you are building.” Mia says, “A zoo.” Teacher gets a book or iPad and says, “Let’s look together at a zoo.” Teacher and Mia use the additional resource to introduce new vocabulary such as “habitat,” etc. Teacher uses open-ended questions to support Mia’s effort and persistence.*

- *Teacher’s expectations supports children’s various types of learning by integrating content across domains. For example the teacher reads informational text about insects, introduces new vocabulary, and discusses and reviews the parts of an insect. Children are encouraged to create their own insects with a variety of art materials in their classroom.*
- *Students are engaged during large group meeting times. Teacher demonstrates an awareness of individual needs by adjusting the pace of the lesson as needed. The teachers often expands on children’s learning by asking open ended questions or encouraging them to explain, predict, or apply knowledge to solve a problem. For example, “How did you decide ...?”, “What do you think will happen ...?”, “Can you think of a way to ...?”*  

- *Mia builds a simple structure with blocks. Teacher joins and sits on floor and says, “Tell me what you’re building.” Mia responds, “A zoo.” Teacher provides a tub of animals and says, “Could any of these animals live in your zoo? How did you know how to build a zoo?”*
<table>
<thead>
<tr>
<th>Developing</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>The classroom culture is characterized by a teacher commitment to content. Students indicate that they are interested in the completion of a task rather than the quality of the work. Teacher conveys that student success is the result of natural ability rather than hard work. Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.</td>
<td>The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student engagement with content. The teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others.</td>
</tr>
<tr>
<td>Instructional outcomes, activities, assignments, and classroom interactions convey only modest expectations for student learning and achievement. High expectations for learning are reserved for students thought to have a natural aptitude for the subject.</td>
<td>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.</td>
</tr>
<tr>
<td>Students minimally accept the responsibility to do good work but invest little of their energy into its quality.</td>
<td>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.</td>
</tr>
</tbody>
</table>
| * Teacher’s energy for the work is neutral, neither indicating a high level of commitment nor ascribing to external forces the need to do the work.  
  * Teacher conveys high expectations for only some students.  
  * Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an “easy path.”  
  * Teacher’s primary concern appears to be to complete the task at hand.  
  * Teacher urges, but does not insist, that students use precise language. | * Teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors.  
  * Teacher conveys to at least some students that the work is too challenging for them.  
  * Students exhibit little or no pride in their work.  
  * Students use language incorrectly; teacher does not correct them. |
| * The teacher’s primary concern is to complete the task at hand. For example, children are expected to follow a model to create an insect using precut pieces for a hallway display. There is little opportunity for individual expression or accommodation for differing abilities or interests.  
  * The teacher moves around the room as she/he explains directions and most students start to do the task. A few students rush through their work and do not go back and improve/correct work even when prompted by teacher. PreK example: The teacher occasionally demonstrates an awareness of children’s individual needs. Teacher visually or verbally acknowledges that the entire group isn’t engaged but doesn’t adjust her focus to meet the needs of all the children. The teacher might move students that are not engaged closer to her or to the assistant OR the teacher might continue the lesson focusing on those students who are listening and elicits minimal, low level (rote) responses.  
  * Mia builds a simple structure with blocks. Teacher asks, “Is that a zoo?” Mia says, “Yes.” Teacher brings a tub of animals and says, “Here are some animals that belong in a zoo. Don’t forget to clean up when you are done.” | * Teacher introduces uniform concepts in whole group settings with the same expectations for all regardless of student’s abilities or interests. For example, all children are expected to copy letters in the word insect and color a worksheet of an insect.  
  * Many students don’t engage in an assigned task, and yet the teacher ignores their refusal OR students turn in sloppy or incomplete work and teacher does not address. PreK example: The teacher does not demonstrate an understanding of children’s individual needs. For example, students are required to join large group activities regardless of their level of engagement. Eye contact with teacher or the activity is limited or significant redirection by teacher required to get students to be quiet or be still OR students wander aimlessly during learning centers and they go unnoticed.  
  * Mia builds a simple structure with blocks and says, “Teacher, I made a zoo.” Teacher responds, “You know it’s cleanup time. Now put those away and get in line.” |
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.”

Elements of component 2.3:

A. Management of instructional groups

   *Teachers help students to develop the skills to work purposefully and cooperatively in groups or independently, with little supervision from the teacher.*

B. Management of transitions

   *Many lessons engage students in different types of activities: large-group, small-group, independent work. It’s important that little time is lost as students move from one activity to another; students know procedures and execute them seamlessly.*

C. Management of materials and supplies

   *Experienced teachers have all necessary materials at hand and have taught students to implement routines for distribution and collection of materials with a minimum of disruption to the flow of instruction.*

D. Performance of classroom routines

   *Overall, little instructional time is lost in activities such as taking attendance, recording the lunch count, or the return of permission slips for a class trip.*

E. Supervision of volunteers and paraprofessionals

   *Not every teacher has the benefit of assistance from volunteers, resource teachers or aides. Those who do recognize that it takes both organization and management to help these individuals understand their duties and acquire the skills to carry them out.*

Indicators:

- Smooth functioning of all routines
- Little or no loss of instructional time
- Students playing an important role in carrying out the routines
- Students know what to do, where to move
- Teacher develops and communicates procedures throughout the classroom
- Teacher provides for orderly transitions between lessons and activities
- Teacher has required signs posted relating to procedures for disasters and crisis management procedures
- Teacher has materials, supplies, and equipment ready for use
- Teacher ensures that materials and information can be seen, read, and heard
## Component 2.3: Clearly establishes and communicates procedures that maximize effective use of instructional time

<table>
<thead>
<tr>
<th>Elements</th>
<th>Innovative</th>
<th>Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Management of instructional groups</strong></td>
<td>Instructional time is maximized. Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility and productivity. Students take initiative in the management of instructional groups.</td>
<td>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. Teacher’s management of instructional groups is consistently successful.</td>
</tr>
<tr>
<td><strong>B. Management of transitions</strong></td>
<td>Transitions are seamless, with students assuming responsibility in ensuring their efficient operation.</td>
<td>Transitions occur smoothly, with little loss of instructional time. Teacher’s management of transitions are consistently successful.</td>
</tr>
<tr>
<td><strong>C. Management of materials and supplies</strong></td>
<td>Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation.</td>
<td>Routines for handling materials and supplies occur smoothly with little loss of instructional time. Teacher’s management of materials and supplies are consistently successful.</td>
</tr>
<tr>
<td><strong>D. Performance of classroom routines</strong></td>
<td>Efficient and seamless classroom routines and procedures are in place. Routines are well understood and may be initiated by students.</td>
<td>Effective classroom routines and procedures are in place. With minimal guidance and prompting, students follow established classroom routines and there is little loss of instructional time.</td>
</tr>
<tr>
<td><strong>E. Supervision of volunteers and paraprofessionals</strong></td>
<td>Volunteers, resource teachers, and paraprofessionals make a substantive contribution to the classroom environment.</td>
<td>Volunteers, resource teachers, and paraprofessionals are productively and independently engaged during the entire class and contribute to the class.</td>
</tr>
</tbody>
</table>

### Critical Attributes 2.3

* With minimal prompting by teacher, students ensure that their time is used productively.
* Students take initiative in distributing and collecting materials efficiently.
* Students themselves ensure that transitions and other routines are accomplished smoothly.
* Volunteers, resource teachers, and aides take initiative in their work in the class.
* Students are productively engaged during small-group or independent work.
* Transitions between large- and small-group activities are smooth.
* Routines for distribution and collection of materials and supplies work efficiently.
* Classroom routines function smoothly.
* Volunteers, resource teachers, and aides work with minimal supervision.

### Possible Examples 2.3

* During literacy center time, students monitor and support each other in completing literacy activity with limited or no prompting or monitoring from teacher.
* Throughout the classroom and during all lesson activities, the teacher has provided a differentiation of materials that support the range of student abilities, interests, and needs in the classroom.
* Students redirect classmates in small groups not working directly with the teacher to be more efficient in their work.
* Students are observed interacting equilaterally with teacher, assistants, and volunteers. The collaboration between the students and the adults in the room is seamless, and productively engages student learning without a clear delineation of the different roles. Everyone is focused on helping students learn and develop.
* During literacy center time, students have established roles and responsibilities; the material captain passes out materials, the conversation captain reads the directions out loud for the group etc.
* During a teacher-led activity: teacher is prepared and organized with all materials needed. Teacher has an adequate supply of materials accessible to teacher and the students
* In small-group work, students have established roles; they listen to one another, summarizing different views, etc.
### Component 2.3: Clearly establishes and communicates procedures that maximize effective use of instructional time

<table>
<thead>
<tr>
<th>Developing</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some instructional time is lost. Students in some groups are productively</td>
<td>Much instructional time is lost. Students not working with the teacher are not</td>
</tr>
<tr>
<td>engaged in learning while unsupervised by the teacher.</td>
<td>productively engaged in learning.</td>
</tr>
<tr>
<td>Teacher’s management of instructional groups is inconsistent, leading to</td>
<td>There is little or no evidence of management of instructional groups effectively.</td>
</tr>
<tr>
<td>some disruption of learning.</td>
<td></td>
</tr>
<tr>
<td>Only some transitions are efficient, resulting in some loss of</td>
<td>Transitions are chaotic, with much time lost between activities or lesson</td>
</tr>
<tr>
<td>instructional time. Teacher’s management of transitions is</td>
<td>segments.</td>
</tr>
<tr>
<td>inconsistent, leading to some disruption of learning.</td>
<td>There is little or no evidence of teacher’s effective management of transitions.</td>
</tr>
<tr>
<td>Routines for handling materials and supplies function moderately well,</td>
<td>Materials and supplies are handled ineffectively, resulting in significant loss of</td>
</tr>
<tr>
<td>but with some loss of instructional time. Teacher’s management of</td>
<td>instructional time.</td>
</tr>
<tr>
<td>materials and supplies are inconsistent.</td>
<td></td>
</tr>
<tr>
<td>Only partially effective classroom routines and procedures are in place.</td>
<td>Ineffective classroom routines and procedures are in place. There is little</td>
</tr>
<tr>
<td>With regular guidance and prompting, students follow established routines</td>
<td>evidence that students know or follow established routines and considerable</td>
</tr>
<tr>
<td>and there is some loss of instructional time.</td>
<td>instructional time is lost.</td>
</tr>
<tr>
<td>Volunteers, resource teachers and paraprofessionals are productively</td>
<td>Volunteers, resource teachers and paraprofessionals have no clearly defined duties</td>
</tr>
<tr>
<td>engaged during portions of class time but require frequent supervision.</td>
<td>and are idle most of the time.</td>
</tr>
<tr>
<td>* Students not working directly with teacher are only partially engaged.</td>
<td>* Students not working with teacher are not productively engaged.</td>
</tr>
<tr>
<td>* Procedures for transitions seem to have been established, but their</td>
<td>* Transitions are disorganized, with much loss of instructional time.</td>
</tr>
<tr>
<td>operation is not smooth.</td>
<td>* There do not appear to be any established procedures for distributing and</td>
</tr>
<tr>
<td>* There appear to be established routines for distribution and collection</td>
<td>collecting materials.</td>
</tr>
<tr>
<td>of materials, but students are confused about how to carry them out.</td>
<td>* A considerable amount of time is spent off task because of unclear procedures.</td>
</tr>
<tr>
<td>* Classroom routines function unevenly.</td>
<td>* Volunteers, resource teachers, and aides have no defined role and/or are idle</td>
</tr>
<tr>
<td>* Volunteers, resource teachers and aides require frequent supervision.</td>
<td>much of the time.</td>
</tr>
<tr>
<td>* During literacy center time, some students, not working with the</td>
<td>* During literacy center time, some students in different groups yell, “I</td>
</tr>
</tbody>
</table>
| teacher, are off task or just sitting and not doing the assigned          | don’t know what to do” or “I don’t have my crayons and Ralph won’t share with me!”,
| activity.                                                                | interrupting the teacher’s work with a reading group.                             |
| * During a teacher-led activity: materials are ready but in insufficient   | * Looking around the room, the shelves are cluttered and disorganized. Centers    |
| quantity, or students do not have adequate space to use the materials.    | are not easily accessible and easily found by teachers and students.               |
| Teacher interrupts the lesson to get more materials.                     | * When moving into small groups, students ask questions about where they are        |
| * Some students not working with the teacher are off task.                | supposed to go, whether they should take their chairs, etc.                        |
| * Teacher, teacher assistants, volunteers (and other support staff) are   | * Teacher has the assistants or volunteers performing “housekeeping” duties (e.g.,  |
| partially coordinated in their engagement with the students. Teachers is  | stuffing backpacks, hanging classwork or bulletin boards) rather than supporting |
| always directing the assistants or volunteers.                           | students in the learning activities. Teacher does not see or does not correct an    |
|                                                                       | assistant or volunteer if they commit a harmful behavior on or use harmful language |
|                                                                       | to a student.                                                                     |
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.

Elements of component 2.4:

A. Expectations

It is clear, either from what the teacher says, or by inference from student actions, that expectations for student conduct have been established and are being implemented.

B. Monitoring of student behavior

Experienced teachers are attuned to what’s happening in the classroom and can move subtly to help students re-engage with the content being addressed in the lesson.

C. Response to student misbehavior

How the teacher responds to such infractions is an important mark of the teacher’s skill. Accomplished teachers try to understand why students are conducting themselves in such a manner and respond in a way that respects the dignity of the student.

Indicators:

- Teacher assumes responsibility for student management throughout the entire building and grounds
- Teacher helps students work collaboratively and productively
- Teacher provides commendation and correction in a manner that respects the dignity of the individual
- Teacher uses multiple strategies to establish and communicate clear expectations for students’ behavior
- Creates a classroom atmosphere that facilitates learning
- Teacher reinforces appropriate behavior
- Teacher manages or terminates disruptive behavior constructively and consistently
- Teacher provides opportunities for students to assume responsibility for themselves and for one another
### Component 2.4 Establishes, communicates, and maintains an effective, fair, and consistent discipline plan in the spirit of mercy and reconciliation

<table>
<thead>
<tr>
<th>Elements</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Expectations</strong></td>
<td>Standards of conduct are clearly established, consistently implemented, and have been developed with student participation.</td>
<td>Standards of conduct are clearly established, consistently implemented.</td>
</tr>
<tr>
<td><strong>B. Monitoring student behavior</strong></td>
<td>Teacher’s monitoring of student behavior is subtle and preventive. Students monitor their own and their peers’ behavior, correcting one another respectfully.</td>
<td>Teacher’s monitoring of student behavior is subtle and preventive. Teacher is able to effectively re-engage students in the lesson.</td>
</tr>
<tr>
<td><strong>C. Response to student misbehavior</strong></td>
<td>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.</td>
<td>Teacher response to student misbehavior is effective, consistent, proportionate, and respectful to students.</td>
</tr>
</tbody>
</table>

#### Critical Attributes 2.4
- *Student behavior is entirely appropriate; any student misbehavior is minor and swiftly handled.*
- *Teacher silently and subtly monitors student behavior.*
- *Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct.*
- *Standards of conduct appear to have been established and implemented successfully.*
- *Overall, student behavior is generally appropriate.*
- *Teacher frequently monitors student behavior.*
- *Teacher’s response to student misbehavior is effective.*

#### Possible Examples 2.4
- *In daily interactions and activities, students refer to the classroom’s expected norms and behaviors. They monitor and self-correct their own misbehavior and/or remind their classmates of the norms and rules and suggest alternative positive behavior strategy.*
- *Teacher has a system in place for behavior management that is developmentally appropriate and reflects understanding of social emotional development of the child as reflected in the learning standards. It is consistently enforced.*
- *The teacher moves around the room during whole group lesson, keeping a close eye on student behavior and addressing as needed OR the teacher pauses or gives “the look” and most students turn and look/listen to the teacher.*
- *Upon a nonverbal signal from the teacher, students correct their behavior.*
- *The teacher notices that some students are talking among themselves during whole group lesson and without a word moves nearer to them; all talking stops OR the teacher speaks privately to individual students about misbehavior. OR students self-monitor their behavior and refrain from talking out of turn.*
- *A student suggests a revision to one of the classroom rules.*
### Component 2.4 Establishes, communicates, and maintains an effective, fair, and consistent discipline plan in the spirit of mercy and reconciliation

<table>
<thead>
<tr>
<th>Developing</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards of conduct appear to have been established, but are inconsistently implemented.</td>
<td>There appear to be no established standards of conduct or standards are not implemented.</td>
</tr>
<tr>
<td>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</td>
<td>Student behavior is not monitored, and teacher is unaware of what the students are doing.</td>
</tr>
<tr>
<td>Teacher attempts to respond to student misbehavior, with uneven results.</td>
<td>Teacher does not respond to misbehavior or the response is inconsistent, overly repressive, or disrespectful of student’s dignity.</td>
</tr>
<tr>
<td>* Teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success.</td>
<td>* The classroom environment is chaotic, with no standards of conduct evident.</td>
</tr>
<tr>
<td>* Teacher attempts to keep track of student behavior, but with no apparent system.</td>
<td>* Teacher does not monitor student behavior.</td>
</tr>
<tr>
<td>* Teacher’s response to student misbehavior is inconsistent: sometimes harsh, other times lenient.</td>
<td>* Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response.</td>
</tr>
<tr>
<td>* Teacher has a system in place for behavior management that is somewhat developmentally appropriate and reflective of social emotional learning standards. It is not consistently enforced.</td>
<td>* Teacher uses developmentally inappropriate behavior intervention support systems which focus on extrinsic rewards or the teacher focuses on punishing behavior without talking about alternative positive behavior strategies with the students.</td>
</tr>
<tr>
<td>* The teacher repeatedly stops and asks students to stop talking at their seats during whole group lesson and then waits for students to comply; sometimes students ignore the request and teacher does not address behavior.</td>
<td>* Several students are still rolling around on the rug five minutes after the teacher has started the whole group lesson at student tables. The teacher ignores the students on the rug and continues with the lesson.</td>
</tr>
<tr>
<td>* Classroom rules are posted, but neither the teacher nor the students refer to them.</td>
<td>* Students are talking among themselves, with no attempt by the teacher to silence them.</td>
</tr>
</tbody>
</table>
**Domain 2: The Classroom Environment as a Community of Faith Leaders**

**Component 2.5 Maintains an identifiable 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.

**Elements of component 2.5:**

A. Evidence of signs and symbols of Catholic faith

   *Signs and symbols of our faith are a natural and discernible part of the classroom.*

B. Safety and accessibility

   *Physical safety is a primary consideration of all teachers; no learning can occur if students are unsafe or if they don’t have access to the board or other learning resources.*

C. Arrangement of furniture and use of physical resources including technology

   *Both the physical arrangement of a classroom and the available resources provide opportunities for teachers to advance learning. At the highest levels of performance the students themselves contribute to the physical environment.*

**Indicators include:**

- Teacher assigns and display student’s work that exhibits their knowledge of the Catholic faith
- 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
- Rules and procedures are displayed creating a pleasant, and inviting atmosphere
- Teacher selects activities appropriate to the physical setting
- Teacher provides an appropriate seating arrangement for learning activities
- Teacher maintains proper care of instructional equipment and materials
- Teacher maintains attractive, orderly, and safe environment
- Teacher monitor that aisles and exits are kept free of any obstructions and accessible for all
- Teacher has any hazardous, toxic, or dangerous substances located where students could have access to them without proper supervision
### Component 2.5: Maintains an identifiably Catholic, safe and orderly environment, effectively incorporating both the physical and visual enhancements of the room

<table>
<thead>
<tr>
<th>Elements</th>
<th>Innovative</th>
<th>Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Evidence of signs and symbols of Catholic faith</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>B. Safety and accessibility</td>
<td>Together, the teacher and students develop and maintaining a safe and accessible learning environment.</td>
<td>The classroom is safe, and students have equal access to learning activities, including those with special needs.</td>
</tr>
<tr>
<td>C. Arrangement of furniture and use of physical resources including technology</td>
<td>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.</td>
<td>Teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources skillfully, including computer technology, effectively.</td>
</tr>
</tbody>
</table>

### Critical Attributes 2.5

* Modifications are made to the physical environment to accommodate students with special needs.
* There is total alignment between the learning activities and the physical environment.
* Students take the initiative to adjust the physical environment.
* Teacher and students make extensive and imaginative use of available technology.

### Possible Examples 2.5

* Students know where to move their desks and gets supply boxes/resources without having to request permission from teacher, to create small groups that better suit project work or activity.
  * Students ask if they can shift the furniture to better suit small-group work or discussion.
  * A student suggests an application of the whiteboard for an activity
* Desks and supply boxes are used flexibly between whole and small group work to make areas where groups of students can easily work together to complete project. The desks/tables are arranged in a way that students can easily see the teacher. If special supplies are being used, the teacher already has them on the tables before instruction begins.
  * Desks are moved together so that students can work in small groups, or desks are moved into a circle for a class discussion.
  * The use of an Internet connection extends the lesson.
## Component 2.5: Maintains an identifiably Catholic, safe and orderly environment, effectively incorporating both the physical and visual enhancements of the room

<table>
<thead>
<tr>
<th>Developing</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Some symbols representing the Catholic faith are displayed with no correlation made towards their faith development. Bulletin board are not seasonally themes.</td>
<td>There are no displays of symbols representing the Catholic faith.</td>
</tr>
<tr>
<td>The classroom is safe, and essential learning is accessible to most students.</td>
<td>The classroom environment is unsafe, or learning is not accessible to many.</td>
</tr>
<tr>
<td>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.</td>
<td>There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities hindering learning activities.</td>
</tr>
</tbody>
</table>

* The physical environment is safe, and most students can see and hear.
* The physical environment is not an impediment to learning but does not enhance it.
* Teacher makes limited use of available technology and other resources.

* The classroom desks remain in two semicircles during whole and small group time, requiring students to lean around their classmates in order to complete project or see the teacher OR supplies are not readily accessible at the tables for student use with different projects and the teacher or students have to fetch the supplies during instruction.
* The classroom desks are placed in three long rows and are not moved based upon student learning needs or student project AND/OR storage tubs are stacked to the ceiling and materials are spilling out of some of them or threatening to fall over.
* There is a pole in the middle of the room; some students can’t see the board.

* The classroom desks remain in two semicircles, requiring students to lean around their classmates during small-group work.
* The teacher tries to use a computer to illustrate a concept but requires several attempts to make the demonstration work.
* A whiteboard is in the classroom, but it is facing the wall.
DOMA IN 3

Instruction, Philosophy and Goals
Component 3.1 Provides expectations for successful learning, clearly shares the purpose and directions

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 (for example, in an inquiry science lesson) 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.

Elements of component 3.1:

A. Expectations for learning

The goals for learning are communicated clearly to students. Even if the goals are not conveyed at the outset of a lesson (for example, in an inquiry science lesson), by the end of the lesson the students have a clear understanding of learning goals.

B. Directions for activities

Students understand what they are expected to do during a lesson, particularly if students are working independently or with classmates, without direct teacher supervision. The directions for the lesson’s activities may be provided orally, in writing, or in some combination of the two, with modeling by the teacher, if it is appropriate.

C. Explanations of content

Skilled teachers, when explaining concepts and strategies to students, use vivid language and imaginative analogies and metaphors, connecting explanations to students’ interests and lives beyond school. The explanations are clear, with appropriate scaffolding and anticipate possible student misconceptions. These teachers invite students to be engaged intellectually and to formulate hypotheses regarding the concepts or strategies being presented.

D. Use of oral and written language

Teacher’s use of language represents the best model of both accurate syntax and a rich vocabulary for students; these models enable students to emulate such language, making their own more precise and expressive. Skilled teachers seize opportunities both to use precise, academic vocabulary and to explain their use of it.

E. Incorporates religious truths and values into the curriculum

Teacher accurately and appropriately aligns Catholic values in explanation and connection to content.

Indicators:

- Clear directions, instruction, and procedures specific to the lesson activities and purpose
- Absence of content errors and clear explanations of concepts and strategies
- Correct and imaginative use of language with correct grammar and vocabulary
- Provides developmentally appropriate learning opportunities
- Instruction is delivered effectively and establishes clear expectations for student performance
- Presents lessons which include review, objectives, presentations, and closures
- Uses a variety of verbal and nonverbal techniques and speaks in a clear, audible voice, with appropriate voice control
- Gives assignments that are clear, concise, and reasonable
- Incorporates Catholic values in academic areas other than religion
- Guides students in learning and living the Catholic message
- Maintains and communicates high expectations
### 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

<table>
<thead>
<tr>
<th>Elements</th>
<th>Innovative</th>
<th>Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Expectations for learning</strong></td>
<td>Teacher links the instructional purpose of the lesson to the larger curriculum.</td>
<td>Teacher’s instructional purpose of the lesson is clearly communicated to students, including its relationship within broader learning.</td>
</tr>
<tr>
<td><strong>B. Directions for activities</strong></td>
<td>Teacher’s directions and procedures are clear and anticipate possible student misunderstanding.</td>
<td>Teacher’s directions and procedures are explained clearly and may be modeled to the students.</td>
</tr>
<tr>
<td><strong>C. Explanations of content</strong></td>
<td>Teacher’s explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students’ interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used.</td>
<td>Teacher’s explanation of content is scaffolded, clear, and accurate and connects with students’ knowledge and experience. During the explanation of content, teacher focuses on strategies students can use when working independently and invites student intellectual engagement.</td>
</tr>
<tr>
<td><strong>D. Use of oral and written language</strong></td>
<td>Teacher’s spoken and written language is expressive, and teacher finds opportunities to extend students’ vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.</td>
<td>Teacher’s spoken and written language is clear and correct and is suitable to students’ ages and interests. Teacher’s use of academic vocabulary is precise and serves to extend student understanding.</td>
</tr>
<tr>
<td><strong>E. Regularly incorporates religious truths and values into the curriculum</strong></td>
<td>Teacher accurately and appropriately aligns Catholic values in explanation and connection to content. Students contribute utilizing precise truths and Catholic values.</td>
<td>Teacher accurately and appropriately aligns Catholic values in explanation and connection to content.</td>
</tr>
</tbody>
</table>

### Critical Attributes

**3.1**

- *Students are able to explain what they are learning and where it fits into the larger curriculum context.*
- *Teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.*
- *Teacher points out possible areas for misunderstanding.*
- *Teacher invites students to explain the content to their classmates.*
- *Students suggest other strategies they might use in approaching a challenge or analysis.*
- *Teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline.*
- *Students use academic language correctly.*
- *The teacher and students reference Catholic teachings during lesson.*

| *Teacher clearly states what the students will be learning.* |
| *Teacher models the process to be followed in the task.* |
| *Students indicate that they understand what they are to do.* |
| *Teacher makes no content errors.* |
| *Teacher’s explanation of content is clear and invites student participation and thinking.* |
| *Teacher describes specific strategies students might use.* |
| *Teacher’s vocabulary and usage are correct and entirely suited to the lesson.* |
| *Teacher’s vocabulary is appropriate to students’ ages and levels of development.* |
| *Teacher regularly references Catholic teachings during lesson.* |

### Possible Examples of 3.1

- *The teacher communicates to students that there will be an opportunity to explore the lesson objectives during choice time (e.g., learning how to add single digit numbers). Teacher introduces the concepts of adding single digit numbers by providing many different materials that children can manipulate, count, and discover putting two groups of items together is adding. Students talk among themselves about what they are learning and practicing.*
- *A student cannot do the puzzle. The teacher reminds the student of the strategies to look closely at pictures, shapes and colors. The teacher sits down with the student, observes, models strategies and asks the student, “How can you figure out where this puzzle piece goes?”*  
  *The teacher asks a student to explain the task to their classmates.*
- *The teacher begins the lesson by saying, “Today we are going to learn how to add 2 numbers together and we’re going to practice adding with our counting blocks. Teacher begins the activity by modeling with counting blocks the concept of adding single digit numbers. Teacher continues to model and scaffold for students while they are practicing with the counting blocks.*
- *A student states, “I can't do this puzzle.” The teacher helps the student pick the “right” puzzle (i.e., developmentally appropriate puzzle) by saying, “Let’s do that puzzle another day, today, let’s do this one.” Teacher explains as well as models with a puzzle. She explains to the students that they should look closely at the pictures, shapes and colors and models how to put a piece in the right place.*
**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**

<table>
<thead>
<tr>
<th>Developing</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher’s attempt to explain the instructional purpose has only limited success.</td>
<td>Teacher does not communicate an instructional purpose for the lesson or is unclear to students.</td>
</tr>
<tr>
<td>Teacher’s directions and procedures must be clarified after initial student confusion.</td>
<td>Teacher’s directions and procedures are confusing to students.</td>
</tr>
<tr>
<td>Teacher’s explanation of the content may contain minor errors; some portions are clear, others difficult to follow. Teacher’s explanation does not invite students to engage intellectually or to understand strategies they might use when working independently.</td>
<td>Teacher’s explanation of the content contains major errors and does not include any explanation of strategies students might use.</td>
</tr>
<tr>
<td>Teacher’s spoken language and academic vocabulary are correct but uses vocabulary that is either limited or not fully appropriate to the students’ ages or backgrounds.</td>
<td>Teacher’s spoken or written language contains errors of grammar or syntax. Teacher’s academic vocabulary is inappropriate, or used incorrectly, leaving students confused.</td>
</tr>
<tr>
<td>Teacher inconsistently aligns Catholic values in explanation and connection to content.</td>
<td>Teacher does not align Catholic values in explanation and connection to content.</td>
</tr>
</tbody>
</table>

* Teacher provides little explanation about what the students will be learning.  
* Teacher must clarify the learning task for students to complete it.  
* Teacher makes no serious content errors but may make minor ones.  
* Teacher’s explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.  
* Teacher’s explanation of content is purely procedural.  
* Teacher’s vocabulary and usage are correct but unimaginative.  
* When teacher attempts to explain academic vocabulary, the effort is only partially successful.  
* Teacher’s vocabulary is inappropriate to the age or culture of the students.  
* Teacher occasionally references Catholic teachings during lesson.  
* At no time during the lesson does teacher convey to students what they will be learning.  
* Students indicate through their questions that they are confused about the learning task.  
* Teacher makes a serious content error that will affect students’ understanding of the lesson.  
* Students indicate through body language or questions that they don’t understand the content being presented.  
* Teacher’s communications include errors of vocabulary or usage.  
* Teacher’s vocabulary is inappropriate to the age or culture of the students.  
* Teacher does not reference Catholic teachings during the lesson.  

* The teacher says, “Today we’re going to add single digit numbers.” but does not explain, model or show a visual of what has been stated. Students are given their counting blocks and told to practice adding single blocks together to calculate the sum.  
* At no point in the math activity does the teacher say what they will be learning today. Students are divided up into their small groups and given their counting blocks. Teacher tells students to practice adding single blocks together.  
* Working on a puzzle, a student states "I can't do this." The teacher says, "Sure you can; start with the flat edge pieces and work your way in.”  
* Students are working on puzzles during choice time. They have quizzical looks on their faces and the teacher ignores them; some may withdraw from the activity. A student states, “I don't know how to do this,” but the teacher ignores the statement. The puzzles are put away.  
* A student asks, “What are we supposed to be doing?” and the teacher clarifies the task.  
* Students have quizzical looks on their faces; some may withdraw from the lesson.  

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

Questioning and discussion are the only instructional strategies specifically referred to in the framework for teaching, a decision that reflects their central importance to teachers’ practice. In the framework 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 divergent, as well as convergent questions, framed 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. High-quality questions encourage students to make connections among concepts or events previously believed to be unrelated and to arrive at new understandings of complex material. Effective teachers also pose questions for which they do not know the answers, even when a question has a limited number of correct responses, the question is likely to promote student thinking.

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.

Elements of component 3.2:

A. Quality of questions/prompts

Questions of high quality cause students to think and reflect, to deepen their understanding, and to test their ideas against those of their classmates. When teachers ask questions of high quality, they ask only a few of them and provide students with sufficient time to think about their response, to reflect on the comments of their classmates, and to deepen their understanding. Occasionally, for the purposes of review, teachers ask students a series of (usually low-level) questions in a type of verbal quiz. This technique may be helpful for the purpose of establishing the facts of a historical event, for example, but should not be confused with the use of questioning to deepen students’ understanding.

B. Discussion techniques

Effective teachers promote learning through discussion. A foundational skill that students learn through engaging in discussion is that of explaining their thinking and justifying their conclusions. Teachers skilled in the use of questioning and discussion techniques challenge students to examine their premises, to build a logical argument, and to critique the arguments of others. Some teachers report, “We discussed x” when what they mean is “I said x.” That is, some teachers confuse discussion with explanation of content; as important as that is, it’s not discussion. Rather, in a true discussion a teacher poses a question and invites all students’ views to be heard, enabling students to engage in discussion directly with one another, not always mediated by the teacher. Furthermore, in conducting discussions, skilled teachers build further questions on student responses and insist that students examine their premises, build a logical argument, and critique the arguments of others.

C. Student participation

In some classes a few students tend to dominate the discussion; other students, recognizing this pattern, hold back their contributions. The skilled teacher uses a range of techniques to encourage all students to contribute to the discussion and enlists the assistance of students to ensure this outcome.

Indicators:

- Discussion with the teacher stepping out of the central, mediating role
- Focus on the reasoning exhibited by students in discussion, both in give and take with the teacher and with their classmates
- High levels of student participation in discussion; elicits and responds to student questions and ideas
- Teacher adept in the skills of questioning; thereby leading students to analyze, synthesize and think critically
- Teacher provides opportunities for planning, questioning, analyzing, summarizing, and evaluating
- Teacher allows students to participate in decision-making activities
- Teacher helps students to develop acceptable work habits and study skills
- Teacher uses a variety of cognitive levels in questioning strategies
### Component 3.2: Offers opportunities for problem solving, critical thinking, and performance skills with high levels of student engagement throughout instruction

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Quality of questions/prompts</strong></td>
<td>Teacher uses a variety of questions or prompts to challenge students’ higher-level thinking and discourse to promote metacognition. Students formulate many questions.</td>
<td>While the teacher may use some lower level questions, he or she uses questions designed to promote student thinking and understanding.</td>
</tr>
<tr>
<td><strong>B. Discussion techniques</strong></td>
<td>Students assume considerable responsibility for the success of the discussion and initiate topics, challenge one another’s thinking, and make unsolicited contributions.</td>
<td>Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate.</td>
</tr>
<tr>
<td><strong>C. Student participation</strong></td>
<td>Students independently ensure that all voices are heard in the discussion.</td>
<td>Teacher challenges students to justify their thinking and successfully engages most students in the discussion, ensuring that most students are heard.</td>
</tr>
</tbody>
</table>

#### Critical Attributes 3.2

- *Students initiate higher-order questions.*
- *Teacher builds on and uses student responses to questions in order to deepen student understanding.*
- *Students extend the discussion, enriching it.*
- *Students invite comments from their classmates during a discussion and challenge one another’s thinking.*
- *Virtually all students are engaged in the discussion.*
- *Teacher uses open-ended questions, inviting students to think and offer multiple possible answers.*
- *Teacher makes effective use of wait time.*
- *Discussions enable students to talk to one another without ongoing mediation by teacher.*
- *Teacher calls on most students, even those who don’t initially volunteer.*
- *Many students actively engage in the discussion.*
- *Teacher asks students to justify their reasoning, and most attempt to do so.*

#### Possible Examples of 3.2

- *A student responds to a question with wrong information and the teacher reframes the question, provides additional information that ties the information to other interests, events in the world, or the child’s life that make it relevant. Teacher encourages student to extend and enrich discussion.*
- *The teacher asks teams of students, “What is another way we might figure this out?” and gives them time to develop additional ideas and questions. Each team has the opportunity to share what they have come up with so other teams may also offer ideas and questions.*
- *Discussion moves from whole group with key concepts to partner “think, pair, share”, but then moves into small group discussions that are student led with the teacher only offering prompts to keep the conversation on point.*
- *The teacher reviews a previously completed Venn diagram and explains that the use of a Venn diagram helps them understand what is the same and what is different. The teacher reads two new books and invites the students to add the information in a new Venn diagram.*
- *A student responds to a question with wrong information and the teacher reframes the question and follows up by providing additional or extended information for the student.*
- *The teacher poses a question, asking students to draw pictures or write brief responses and then share them with a partner. Throughout the lesson, the teacher models various strategies that promote the learners’ questioning and answering skills.*
- *Most discussion moves from whole group with key concepts to applications in pairs or small groups and then back to whole group review with individual application/accountability.*
- *The teacher explains to the class that they will be comparing two previously read books, *Johnny Appleseed* and *Miss Rumphius*. Then the teacher engages the students in a discussion in which they use a Venn diagram to compare and contrast the stories.*
### Component 3.2: Offers opportunities for problem solving, critical thinking, and performance skills with high levels of student engagement throughout instruction

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Teacher’s questions lead students through a single path of inquiry, with answers seemingly determined in advance.</td>
<td>Teacher’s questions are of low cognitive challenge, with single correct responses, and/or are asked in rapid succession.</td>
</tr>
<tr>
<td>Teacher attempts to ask some questions designed to engage students, but only a few students are involved.</td>
<td>Interaction between teacher and students is predominantly recitation-style, with teacher mediating all questions and answers; teacher accepts all answers without asking for students to justify their reasons.</td>
</tr>
<tr>
<td>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.</td>
<td>Only a few students participate in the discussion.</td>
</tr>
</tbody>
</table>
| * Teacher frames some questions designed to promote student thinking, but many have a single correct answer, and teacher calls on students quickly.  
* Teacher invites students to respond to one another’s ideas, but few students respond.  
* Teacher calls on many students, but only a small number actually participate in the discussion.  
* Teacher asks students to explain their reasoning, but only some students attempt to do so. | * Questions are rapid-fire and convergent, with a single correct answer.  
* Questions do not invite student thinking.  
* All discussion is between teacher and students; students are not invited to speak directly to one another.  
* Teacher does not ask students to explain their thinking.  
* Only a few students dominate the discussion. |
| * A student responds to a question with wrong information, and the teacher corrects the student but does not give any follow up information.  
* The teacher asks, “Who has an idea about this?” The same students offer comments and the teacher does not ask for input from other students in the class.  
* Most discussion is done whole group with a few opportunities for pairs to “turn-and-talk” to each other but lacks follow-up from the paired discussion.  
* The teacher reads *Johnny Appleseed* and *Miss Rumphius*, but there is limited discussion of the stories and comparison of content. After a few statements by the students, the teacher says “good job” and continues to another lesson/activity. | * A student responds to a question with wrong information, and the teacher doesn’t correct or follow up with additional information.  
* The teacher does not ask any questions, or if questions are asked, the teacher answers them his/herself instead of eliciting student response.  
* All discussion is done whole group with all interactions being directed by the teacher.  
* The teacher reads *Johnny Appleseed* and *Miss Rumphius*, but at the end of the story the teacher immediately moves onto another lesson or learning activity and does not give time for the students to discuss the stories and/or draw the appropriate comparisons. |
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.”

Elements of component 3.3:

A. Activities and assignments
   
   Activities and assignments that promote learning require student thinking that emphasizes depth over breadth and encourage students to explain their thinking.

B. Grouping of students
   
   There are options; homogenous or heterogenous, or a combination. A teacher might permit students to select their own groups, or they could be formed randomly.

C. Instructional materials and resources
   
   The instructional materials a teacher selects to use in the classroom can have an enormous impact on students’ experience. Though some teachers are obliged to use school or Diocesan officially sanctioned materials, many teachers use these selectively or supplement them with others of their choosing that are better suited to engaging students in deep learning.

D. Structure and pacing
   
   Keeping things moving, within a well-defined structure, is one of the marks of an experienced teacher. Much of student learning results from their reflection on what they have done, a well-designed lesson includes time for reflection and closure.
## Domain 3: Instruction, Philosophy, and Goals

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

**Indicators:**
- Student enthusiasm, interest, problem solving
- Students highly motivated to work on all tasks and persist even when the tasks are challenging
- Students actively “working,” rather than watching while their teacher “work”
- Teacher actively involves students in purposeful learning activities according to their needs
- Teacher uses strategies that foster student responsibility
- Teacher uses a variety of techniques, materials, and assignments to meet the needs of diverse learners
- Teacher utilizes time effectively, suitable pacing including time for closure and reflection
- Teacher exhibits enthusiasm for teaching
- Teacher promotes a student-centered classroom, based on student involvement while drawing upon student experiences
- Teacher provides materials, activities and techniques that stimulate and motivate students to learn
- Teacher displays materials that are coordinated with the learning experiences
- Teacher uses various technological tools to accommodate diverse learning needs
- Teacher utilizes appropriate examples of historical, current real-life situations in his/her instruction
- Teacher integrates concepts within and across content areas
- Teacher engages students in individual and group learning activities that help them develop motivation to achieve
- Teacher engages students in meaningful activities throughout the instructional period
- Teacher provides an environment that promotes positive peer group interaction
- Teacher relates world events and issues to the values of the Catholic faith
- Teacher makes sure that students are actively engaged and respectful in the daily routine of prayer and the Pledge of Allegiance
### Component 3.3 Encourages individual and group engagement by offering a variety of instructional resources and activities

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<tbody>
<tr>
<td><strong>A. Activities and assignments</strong></td>
<td>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 evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another.</td>
<td>The learning activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement.</td>
</tr>
<tr>
<td><strong>B. Grouping of students</strong></td>
<td>Instructional groups are productive and appropriate for the students and the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups. Students hold one another accountable for roles and responsibilities.</td>
<td>Instructional groups are productive and appropriate for the students and the instructional purposes of the lesson. Every member is provided a role and responsibilities and is engaged with the group.</td>
</tr>
<tr>
<td><strong>C. Instructional materials and resources</strong></td>
<td>Instructional materials and resources are suitable to the instructional purposes and engage students intellectually. Students initiate the choice, or creation of materials to enhance their learning.</td>
<td>Instructional materials and resources are suitable to the instructional purposes and engage students intellectually.</td>
</tr>
<tr>
<td><strong>D. Structure and pacing</strong></td>
<td>The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed to intellectually engage and reflect upon their learning.</td>
<td>The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</td>
</tr>
</tbody>
</table>

**Critical Attributes 3.2**

* All students are intellectually engaged in the lesson.
* Lesson activities require high-level student thinking and explanations of their thinking.
* Students take initiative to improve the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used.
* Students hold one another accountable for their individual contributions to group work.
* Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.
* Most students are intellectually engaged in the lesson.
* Most learning tasks have multiple correct responses or approaches and encourage higher-order thinking.
* Students are invited to explain their thinking as part of completing tasks.
* Materials and resources require intellectual engagement.
* The pacing of the lesson provides students the time needed to be intellectually engaged.
* Teacher uses groupings that are suitable to the lesson activities.
* Teacher assigns individual roles and responsibilities to each member of the group.

**Possible Examples 3.3**

* The teacher promotes students to expand, extend or design a new word activity or task based on what word skills they have been working on.
* The teacher intentionally provides scaffolded explanations, instructions, and vocabulary necessary during center activities, and students intrinsically interact to problem solve and find solutions.
* The teacher’s expectations indicate that learning takes place throughout the learning environment, across activities, and during transitions. The majority of learning is initiated by students and supported by teachers.
* Students are provided a variety of centers incorporating scaffolded materials that integrate literacy components.
* The teacher appropriately provides explanations so that center time provides opportunities for students to interact and share their work.
* The teacher’s expectations indicate that learning takes place throughout the learning environment, across activities and during transitions. The environment is intentionally set up to allow for independent learning.
### Component 3.3 Encourages individual and group engagement by offering a variety of instructional resources and activities

<table>
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<tr>
<td>The learning activities and assignments are appropriate to some students and engage them intellectually, but others require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or compliant.</td>
<td>The learning activities and assignments are inappropriate for students’ age or background. Students are not intellectually engaged.</td>
</tr>
<tr>
<td>Instructional groups are only partially appropriate for the students and only moderately successful in advancing the instructional outcomes of the lesson. Not all members of the group are actively engaged.</td>
<td>Instructional groups are inappropriate for the students and to the instructional outcomes.</td>
</tr>
<tr>
<td>Instructional materials and resources are only partially suitable to the instructional purposes, and students are only partially intellectually engaged with them.</td>
<td>Instructional materials and resources are unsuitable to the instructional purposes and do not engage students intellectually.</td>
</tr>
<tr>
<td>The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of free time.</td>
<td>The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.</td>
</tr>
<tr>
<td>* Some students are intellectually engaged in the lesson. * Learning tasks are a mix of those requiring thinking and those requiring recall. * Student engagement with the content is largely passive, the learning consisting primarily of facts or procedures. * The materials and resources are partially aligned to the lesson objectives. * Few of the materials and resources require student thinking or ask students to explain their thinking. * The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others. * The instructional grouping are not always appropriate to the activities.</td>
<td>* Few students are intellectually engaged in the lesson. * Learning activities and materials require only recall or have a single correct response or method. * Instructional materials used are unsuitable to the lesson and the students. * The lesson pace is unsuitable; too fast or too slow. * Only one type of instructional group is used when variety would promote more student engagement.</td>
</tr>
<tr>
<td>* Students are asked to complete a worksheet by copying words, copying pictures, or cutting and gluing without a sample.</td>
<td>* Students are asked to complete a worksheet by copying words, copying pictures, or cutting and gluing to match a given sample.</td>
</tr>
<tr>
<td>* The teacher holds the materials while explaining the center activities allowing only one third of the scheduled time for students to participate in the activity.</td>
<td>* The teacher talks to the students during the duration of center time with no opportunity for students to try out the new learning.</td>
</tr>
<tr>
<td>* The teacher’s expectations indicate most learning takes place during teacher-led whole group or small group activities</td>
<td>* The teacher’s expectations indicate most learning takes place during teacher-led, whole group activities.</td>
</tr>
</tbody>
</table>
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.

Elements of component 3.4:

A. Assessment criteria

*It is essential that students know the criteria for assessment. At its highest level, students themselves have had a hand in articulating the criteria.*

B. Monitoring of student learning

*A teacher’s skill in eliciting evidence of student understanding is one of the true marks of expertise.*

C. Specific feedback to students

*Feedback on learning is an essential element of a rich instructional environment. Feedback must be timely, constructive, and substantive and must provide students the guidance they need to improve their performance.*

D. Student self-assessment and monitoring of progress

*The culmination of students’ assumption of responsibility for their learning is when they monitor their own learning and take appropriate action. They can do these things only if the criteria for learning are clear and if they have been taught the skills of checking their work.*

Indicators:

- Students assessing their own work against established criteria
- Teacher poses specifically designed questions to elicit evidence of student understanding
- Teacher assesses the progress of the students in a fair and conscientious manner that is known and understood in advance by the student
- Teacher provides for on-going evaluation of students and the learning program in order to modify the learning process in accord with each student's needs, interests, and learning patterns.
- Teacher grades and provides feedback regarding work and performance in a frequent and timely manner
- Teacher responds to students with positive/constructive verbal and/or written comments that assist the students with concept mastery
Component 3.4 Implements a variety of effective formative and summative assessments to continually monitor student learning and provide timely, specific feedback

<table>
<thead>
<tr>
<th>Elements</th>
<th>Innovative</th>
<th>Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Assessment criteria</td>
<td>Assessment is fully integrated into instruction through extensive use of formative assessment. Students are fully aware of the criteria and performance standards by which their work will be evaluated, and there is evidence that they have contributed to the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. Teacher successfully differentiates instruction to address individual students’ misunderstandings.</td>
<td>Students demonstrate an awareness of the assessment criteria and performance standards by which their work will be evaluated. Questions and assessments are regularly used to diagnose evidence of learning.</td>
</tr>
<tr>
<td>B. Monitoring of student learning</td>
<td>Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students.</td>
<td>Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information.</td>
</tr>
<tr>
<td>C. Specific feedback to students</td>
<td>Teacher’s feedback to students is timely and of consistently high quality. Students make use of the feedback in their learning.</td>
<td>Teacher’s feedback to students is timely and of consistently high quality</td>
</tr>
<tr>
<td>D. Students self-assessment and monitoring of progress</td>
<td>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.</td>
<td>Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.</td>
</tr>
</tbody>
</table>

Critical Attributes 3.4

- * Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria.
- * Teacher is constantly monitoring student understanding and makes use of strategies to elicit information about individual student understanding.
- * Students monitor their own understanding.
- * High-quality feedback comes from many sources, including students; it is specific and focused on improvement.

- * Teacher makes the standards of high-quality work clear to students.
- * Teacher elicits evidence of student understanding.
- * Students are invited to assess their own work and make improvements.
- * Feedback includes specific and timely guidance.

Possible Examples 3.4

- * Teacher circulates during small group or independent work and asks intentional questions designed to explore relationships and deepen student understanding of their work. Teacher keeps track of students’ learning progress in some organized fashion (e.g., anecdotal notes) and has a system of organizing this.
  * As students explain their work, the teacher reinforces this behavior supporting student movement toward self-assessment.
  * In the lesson plans, the teacher has embedded opportunities throughout the day for formative authentic assessments. The teacher is seen implementing that plan for assessment. The teacher routinely uses multiple methods of assessment and multiple forms of artifacts of learning.

- * In order to gauge their understanding, the teacher circulates during center time, small-group or independent work, offering suggestions to students based upon reviewing the group’s work/talking with them about their understanding of the learning project, or seizing on a teachable moment to extend the students’ learning.
- * Strategic formative assessments are conducted on individual student learning during the daily literacy component using intentional questions that elicit evidence of student understanding.
- * During the literacy block, teacher wants students to learn how to write the letters “p,” “n,” and “e.” Teacher has set up various ways that students can practice writing these letters. The teacher takes notes of their progress and adds to the students’ portfolios or files.
### Component 3.4 Implements a variety of effective formative and summative assessments to continually monitor student learning and provide timely, specific feedback

<table>
<thead>
<tr>
<th>Developing</th>
<th>Needs Improvement</th>
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</thead>
<tbody>
<tr>
<td>Students demonstrate only a partially awareness of the assessment criteria and performance standards by which their work is evaluated. Questions and assessments are rarely used to diagnose evidence of learning.</td>
<td>Students do not appear to be aware of the assessment criteria and performance standards by which their work will be evaluated.</td>
</tr>
<tr>
<td>Teacher monitors the progress of the class as a whole but elicits no diagnostic information.</td>
<td>Teacher does not monitor student learning in the curriculum.</td>
</tr>
<tr>
<td>Teacher’s feedback to students is uneven, and/or its timeline is inconsistent.</td>
<td>Teacher’s feedback to students is of poor quality and not provided in a timely manner.</td>
</tr>
<tr>
<td>Students occasionally assess the quality of their own work against the assessment criteria and performance standards.</td>
<td>Students do not engage in self or peer assessment.</td>
</tr>
</tbody>
</table>
| * There is little evidence that the students understand how their work will be evaluated.  
* Teacher monitors understanding through a single method, or without eliciting evidence of understanding from students.  
* Feedback to students is vague and not oriented toward future improvement of work.  
* Teacher makes only minor attempts to engage students in self or peer assessment. | * Teacher gives no indication of what high quality work looks like.  
* Teacher makes no effort to determine whether students understand the lesson.  
* Students receive no feedback, or feedback is global or directed to only one student.  
* Teacher does not ask students to evaluate their own or classmates’ work. |
| * The teacher asks, “Does anyone have a question?”, and then quickly moves on without allowing time for the students to formulate a question.  
* The teacher asks questions directed to the whole group. Several students respond, but the teacher does not adequately assess all learners.  
* Very few of the learning tasks are differentiated for students. The teacher is assessing all students do the same activity, in the same way, at the same time. During a literacy lesson, students are asked to practice the letters “p,” “n,” and “e,” on their worksheet. The teacher walks around and checks their work. | * Teacher doesn't ask questions to check for understanding.  
* No formative assessment is conducted on individual student learning progress during the literacy component.  
* None of the learning tasks or outcomes are differentiated. Students are given tasks that do not lend themselves to an authentic assessment of how well they are learning a new skills or concept. For example, during a literacy lesson focused on learning how to write the letters, “p,” “n,” and “e,” students are given a worksheet and told to trace the letters. |
### Domain 3: Instruction, Philosophy, and Goals

**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.

**Elements of component 3.5:**

A. Lesson adjustment

   *Experienced teachers are able to make both major and minor adjustments to a lesson. Such adjustments depend on a teacher’s store of instructional strategies and the confidence to make a shift when needed.*

B. Response to students

   *Occasionally, an unexpected event will occur that presents a true teachable moment. It is a mark of considerable teacher skill to be able to capitalize on such opportunities.*

C. Persistence

   *Committed teachers don’t give up easily; when students encounter difficulty in learning, these teachers seek approaches to help their students be successful.*

**Indicators:**

- Teacher provides developmentally appropriate learning opportunities
- Teacher identifies and designs instruction appropriate to individual students’ stages of development, learning styles, strengths, interests and needs
- Teacher facilitates a learning community in which individual differences are respected
- Teacher makes appropriate referrals for students with particular learning differences or needs
- Teacher understands and willingly follows individualized plans for students with identified special needs
- Teacher is receptive to change in daily routines and responsibilities
- Teacher allows students to participate in decision-making activities
- Teacher assesses situations in a discerning manner and knows how and when to make changes
- Teacher fosters growth in faith, academics, and citizenship
**Component 3.5: Provides developmentally appropriate learning opportunities and adjusts lessons to meet the diverse learning needs of the classroom community**

<table>
<thead>
<tr>
<th>Elements</th>
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</thead>
<tbody>
<tr>
<td>A. Lesson adjustment</td>
<td>Teacher successfully adjusts and differentiates instruction to address individual student needs and/or misunderstandings.</td>
<td>Teacher recognizes and responds appropriately to the need make minor adjustments to the lesson to address individual student misunderstandings.</td>
</tr>
<tr>
<td>B. Response to students</td>
<td>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 or community.</td>
<td>Teacher successfully accommodates students’ questions, needs or interests.</td>
</tr>
<tr>
<td>C. Persistence</td>
<td>Teacher persists in seeking effective approaches for students who need help using an extensive repertoire of strategies.</td>
<td>Teacher persists in seeking approaches for students who have difficulty learning, drawing on a variety of strategies.</td>
</tr>
</tbody>
</table>

**Critical Attributes 3.5**

- *The teacher seizes on a teachable moment to enhance a lesson.
- *The teacher uses additional approaches when the students experience difficulty.
  - *In reflecting on practice, the teacher can cite others in the school and beyond who have been contacted for assistance in reaching some students.
  - *The teacher’s adjustments to the lesson, when they are needed, are designed to assist individual students.
- *The teacher incorporates students’ interests and questions into the heart of the lesson.
  - *The teacher conveys to students that she has other approaches to try when the students experience difficulty.
  - *In reflecting on practice, the teacher cites multiple approaches to reach students having difficulty.
  - *When improvising becomes necessary, the teacher makes adjustments to the lesson.

**Possible Examples 3.5**

- *Teacher observes that students are not engaged or understanding and stops to evaluate student input and behavior. The teacher then responds by reteaching, revisiting, or replacing the learning objective.
  - *The teacher supports student initiated peer-to-peer interactions.
- *Students are instructed to go to the supply table and pick out materials of the student’s choice to build a nest. The teacher reminds them of the different shapes, sizes, and materials in a nest. Once the nests are built, the teacher asks the students to explain how they made the nests and why they chose the shape and the materials they did.
- *Teacher observes that students are not engaged or not understanding and then adjusts teaching strategies to accommodate all learners.
  - *The teacher illustrates "thinking about the activity" to a student, using his/her interest as the context for learning.
- *The teacher goes outside to view the nest with the children. She then leads the children to other trees and asks them to look for other nests and explore how the nests are the same and how the nests are different. She explains that the class will make a list of materials that birds use to build their homes.
<table>
<thead>
<tr>
<th>Component 3.5 : Provides developmentally appropriate learning opportunities and adjusts lessons to meet the diverse learning needs of the classroom community</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Developing</strong></td>
</tr>
<tr>
<td>Teacher may recognize the need to adjust a lesson, however adjustment is inappropriate or ineffective.</td>
</tr>
<tr>
<td>Teacher attempts to accommodate students’ questions or interests, although the pacing of the lesson is disrupted.</td>
</tr>
<tr>
<td>Teacher accepts responsibility for the learning of all students but has only a limited repertoire of instructional strategies to draw on.</td>
</tr>
</tbody>
</table>
| * The teacher makes perfunctory attempts to incorporate students’ questions and interests into the lesson.  
  • The teacher conveys to students a level of responsibility for their learning but also uncertainty about how to assist them.  
  • In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies for doing so.  
  • The teacher’s attempts to adjust the lesson are partially successful. | *The teacher ignores indications of student boredom or lack of understanding.  
  • The teacher ignores students’ questions.  
  • The teacher conveys to students that when they have difficulty learning, it is their fault.  
  • In reflecting on practice, the teacher does not indicate that it is important to reach all students.  
  • The teacher makes no attempt to adjust the lesson in response to student confusion. |
| * The teacher says, “Let’s try to think of another way to come at this” and then attempts to re-explain the concept.  
 * The teacher says, "I realize not everyone understands this, but we will come back to it later." | * The teacher says, “I know you want to share with the class but we don’t have time for that today.”  
 * The teacher says, “If you’d just pay attention, you could understand this.” |
| * The teacher uses a picture of a bird on a nest and explains that a nest is a bird's home. The teacher explains that birds find materials outside to build nests. The teacher directs the students to draw a bird on a nest. | * The students notice a bird's nest outside the window. In response, the teacher tells the students to move away from the window and come back to what they were doing. |
DOMAIN 4

Professional Responsibilities as a Catholic Educator
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 and choose which aspects of the instruction they will continue in future lessons. 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.

Elements of component 4.1:

A. Reflects on role in ministry of the Catholic Church

   Teacher gives witness to the school’s Catholic dimension through communication, attitude, and behavior. Works to accomplish the school’s mission of the Catholic education in the Diocese of Rockford and uses language reflective of the Catholic identity of the school.

B. Teacher makes accurate and thoughtful assessment of lesson’s effectiveness

   As teachers gain experience, their reflections on practice become more authentic and reliable, corresponding to the assessments that would be given by an external and unbiased observer. Not only are the reflections authentic and reliable, but teachers can provide specific examples from the lesson to support their judgments.

C. Use in future teaching

   If the potential of reflection to improve teaching is to be fully realized, teachers must use their reflections to make adjustments in their practice. As their experience and expertise increases, teachers draw on an ever-increasing repertoire of strategies to inform these adjustments.

Indicators:

- Guides students in living and learning the Catholic message
- Teacher reflects in his/her personal and professional life in a commitment to Gospel values and the Catholic tradition and standards
- Authentic and reliable reflections on a lesson
- Citation of adjustments to practice that draw on a repertoire of strategies
**Component 4.1 Reflects on instructional practices and understands that teaching in a Catholic School is a ministry of the Church**

<table>
<thead>
<tr>
<th>Elements</th>
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<th>Effective</th>
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</thead>
<tbody>
<tr>
<td><strong>A. Reflects on role in ministry of the Catholic Church</strong></td>
<td>The teacher critically reflects on school’s mission as it applies to all aspects of teaching in a Catholic school. The teacher, then, acting as a leader, models and collaborates to accomplish the school’s mission of the Catholic education in the Diocese of Rockford and uses language reflective of the Catholic identity of the school.</td>
<td>The teacher critically reflects on his/her lesson as it applies to the teaching in a Catholic school. The teacher works to accomplish the school’s mission of the Catholic education in the Diocese of Rockford and uses language reflective of the Catholic identity of the school.</td>
</tr>
<tr>
<td><strong>B. Teacher makes accurate and thoughtful assessment of lesson’s effectiveness</strong></td>
<td>The teacher makes a thoughtful, 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 many specific examples from the lesson and weighing the relative strengths of each.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>C. Use in future teaching</strong></td>
<td>Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.</td>
<td>Teacher makes a few specific suggestions for improvement.</td>
</tr>
</tbody>
</table>

**Critical Attributes 4.1**

- *Teacher reflects extensively on ability to give witness to Catholic identity through verbal and nonverbal behaviors, suggesting several ways to improve.*
- *Teacher works with administration*
- *Teacher’s assessment of the lesson is thoughtful and includes specific indicators of effectiveness.*
- *Teacher’s suggestions for improvement draw on an extensive repertoire.*

- *Teacher accurately reflects on ability to give witness to Catholic identity through verbal and nonverbal behaviors*
- *Teacher accurately assesses the effectiveness of instructional activities used.*
- *Teacher identifies specific ways in which a lesson might be improved.*

**Possible Examples 4.1**

- *The teacher says, “I think that lesson worked pretty well, although I was disappointed in how Jimmy and Andrea worked as a pair at the back table. They did not complete steps 4 and 5 of the activity while the rest of the pairs completed all 5 steps accurately.”*

  * Based on conversation with colleagues and internet searches, the teacher is trying two different approaches for grouping students differently during small group time.

  * Teacher says, “I did not realize that losing my patience with Suzie had such an impact on her self-confidence. Even when I finally apologized, she still didn’t put forth as much effort as she had before.”

- *The teacher says, “I wasn’t pleased with the level of student learning because only 13 out of the 20 students were able to complete the activity accurately.”*

  * The teacher’s upcoming lesson plan includes several modifications for the small group procedures to improve student involvement.

- *Teacher says, “I should have apologized when I lost my patience with Suzie.”*
<table>
<thead>
<tr>
<th>Developing</th>
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</thead>
<tbody>
<tr>
<td>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 of the Catholic education in the Diocese of Rockford and uses language reflective of the Catholic identity of the school.</td>
<td>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 of the Catholic education in the Diocese of Rockford and uses language reflective of the Catholic identity of the school.</td>
</tr>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>Teacher makes general suggestions for improvement.</td>
<td>Teacher has no suggestions for improvement.</td>
</tr>
<tr>
<td>* Teacher may not have accurately reflected on ability to give witness to Catholic identity through either verbal or nonverbal behaviors. *Teacher has a general sense of whether or not instructional practices were effective * Teacher offers general modifications for future instruction.</td>
<td>* Teacher did not reflect on ability to give witness to Catholic identity through either verbal or nonverbal behaviors. * Teacher considers the lesson but draws incorrect conclusions about its effectiveness. * Teacher makes no suggestions for improvement.</td>
</tr>
<tr>
<td>* At the end of the lesson the teacher says, “I guess that went okay. Overall most of the students seemed to really enjoy the activity and work well together.” * The teacher says, “I guess I could try _____ and _____ to improve student learning during small group time.” * Teacher says, “I should have apologized when I lost my patience with Suzie, but her questions are always so random.”</td>
<td>* Despite evidence to the contrary, the teacher says, “My students did great on that lesson!” * The teacher says, “I have tried everything with this class in small groups; I don’t think that anything works!” * Teacher did not reflect on his/her ability to give witness to Catholic Identity.</td>
</tr>
</tbody>
</table>
Domain 4: Professional Responsibilities as a Catholic Educator

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. For example, teachers may keep records of formal assessments electronically, using spreadsheets and databases, which allow for item analysis and individualized instruction. A less formal means of keeping track of student progress may include anecdotal notes that are kept in student folders.

Elements of component 4.2:

A. Student completion of assignments

Most teachers, particularly at the secondary level, need to keep track of student completion of assignments, including not only whether the assignments were actually completed but also students’ success in completing them.

B. Student progress in learning

In order to plan instruction, teachers need to know where each student “is” in his or her learning. This information may be collected formally or informally but must be updated frequently.

C. Non-instructional records

Non-instructional records encompass all the details of school life for which records must be maintained, particularly if they involve money. Examples are such things as knowing which students have returned their permission slips for a field trip or which students have paid for their school pictures.

Indicators:

- Routines and systems that track student completion of assignments
- Systems of information regarding student progress against instructional outcomes
- Processes of maintaining accurate non-instructional records
- Keeps an adequate and an accurate record of student progress and attendance
- Uses a consistent record-keeping for reporting pupil progress utilizing available technology
- Maintains grades
- Records are complete, legible, and readily available
- Maintain confidentiality with regard to student issues, test results and records
- Maintain confidentiality when interacting with students, families and staff
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<thead>
<tr>
<th>Elements</th>
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<th>Effective</th>
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</thead>
<tbody>
<tr>
<td>A. Student completion of assignments</td>
<td>The teacher’s online system for maintaining information on student completion of assignments and grades is fully effective. Students participate in maintaining the records.</td>
<td>The teacher’s online system for maintaining information on student completion of assignments and grades is fully effective.</td>
</tr>
<tr>
<td>B. Student progress in learning</td>
<td>The teacher’s system for maintaining information on student progress in learning through the utilization of technology is fully effective. Students contribute information and participate in interpreting the records.</td>
<td>The teacher’s system for maintaining information on student progress in learning through the utilization of technology is fully effective.</td>
</tr>
<tr>
<td>C. Non-instructional records</td>
<td>The teacher’s system for maintaining information on non-instructional activities is highly effective, and students contribute to its maintenance.</td>
<td>The teacher’s system for maintaining information on non-instructional activities is fully effective.</td>
</tr>
</tbody>
</table>

**Critical Attributes 4.2**

- *Students contribute to and maintain records indicating completed and outstanding work assignments.*
- *Anecdotal records are utilized to make decisions on academic and/or behavioral concerns.*
- *Students contribute to and maintain data files indicating their own progress in learning.*
- *Students contribute to maintaining non-instructional records for the class.*

- *Teacher’s process for recording completion of student work is efficient and effective; students have access to information about completed and/or missing assignments.*
- *Teacher has an efficient and effective process for recording student attainment of learning goals and anecdotal records; students are able to see how they’re progressing.*
- *Teacher’s process for recording non-instructional information is both efficient and effective.*

**Possible Examples 4.2**

- *The teacher has checked with the parents to see who would prefer to have online versus paper updates on student learning and development progress and uses their preferred format.*
- *When asked about his/her progress in a class, a student proudly shows his/her portfolio of work and can explain how the documents indicate his/her progress toward learning goals.*
- *Visual documentation is regularly shared by teacher with students and is organized and reviewed by school’s problem-solving team, and/or by students (and parents as requested).*
- *Students regularly review and update their writing based upon their writing conference with the teacher. Students are expected to keep track of his/her writing progress in their individual portfolios.*
- *During the week leading up to the field trip, students file their signed field trip permission slips in the appropriately marked folder at the Info Center during attendance time. Teacher checks the folder each day and lists students on board that have not turned in their slips.*

- *The teacher creates a link on the class website where parents can check on a regular basis individual student learning and development progress.*
- *The teacher uses digital spreadsheet to track individual student progress toward learning and development goals.*
- *Visual documentation of student work is accessible for students/parent review and is regularly updated by teacher.*
- *The teacher says, “I regularly have the students look at their writing samples and my notes. After we have had a writing conference, students make any final changes to their stories before I summatively assess them.”*
- *During the week leading up to the field trip, permission slips are collected and documented by the teacher on a checklist based upon students turning them in each morning during attendance time.*
### Component 4.2 Maintains accurate reports, detailed records, and upholds confidentiality of official information with respect to the human dignity of all

<table>
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<tr>
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<tbody>
<tr>
<td>The teacher’s online system for maintaining information on student</td>
<td>The teacher’s online system for maintaining information on student</td>
</tr>
<tr>
<td>completion of assignment and grades is basic and only partially effective.</td>
<td>completion of assignments and grades is disorganized or nonexistent.</td>
</tr>
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<td></td>
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<tr>
<td>The teacher’s system for maintaining information on student progress in</td>
<td>The teacher has no system for maintaining information on student progress in</td>
</tr>
<tr>
<td>learning through the utilization of technology is basic and only partially</td>
<td>learning, or the system is disorganized or nonexistent.</td>
</tr>
<tr>
<td>effective.</td>
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<td></td>
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</tr>
<tr>
<td>The teacher’s records for non-instructional activities are adequate but</td>
<td>The teacher’s records for non-instructional activities are disorganized, the</td>
</tr>
<tr>
<td>inefficient and, unless given frequent oversight by teacher, prone to</td>
<td>result being errors and confusion.</td>
</tr>
<tr>
<td>errors.</td>
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<tr>
<td>* Teacher has a process for recording student work completion. However, it</td>
<td>* There is little or no system for either instructional or non-instructional</td>
</tr>
<tr>
<td>may be out of date, incomplete, or may not permit students to access the</td>
<td>records.</td>
</tr>
<tr>
<td>information.</td>
<td>* Record-keeping systems are disorganized and provide incorrect or confusing</td>
</tr>
<tr>
<td>* Teacher’s process for tracking student progress and anecdotal records is</td>
<td>information.</td>
</tr>
<tr>
<td>cumbersome to use.</td>
<td></td>
</tr>
<tr>
<td>* Teacher has a process for tracking some, but not all, non-instructional</td>
<td></td>
</tr>
<tr>
<td>information, and it may contain some errors.</td>
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<tr>
<td>* The teacher has developed a web-based linkage for parents to access</td>
<td>* The teacher has not established any communication resource for parents to</td>
</tr>
<tr>
<td>information about individual student learning and development but only</td>
<td>access student learning and development information.</td>
</tr>
<tr>
<td>updates on a quarterly basis.</td>
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<tr>
<td>* The teacher inconsistently uses a process for tracking students’</td>
<td>* The teacher has not established or refuses to track student’s progress toward</td>
</tr>
<tr>
<td>progress toward learning and development goals.</td>
<td>learning and development goals.</td>
</tr>
<tr>
<td>* Visual documentation of student work is available though not frequently</td>
<td></td>
</tr>
<tr>
<td>updated.</td>
<td>* No visual documentation of student work is available.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>* The teacher says, “I’ve got all these writing samples from my students;</td>
<td>* The teacher says, “I misplaced the writing samples for my class, but it doesn’t</td>
</tr>
<tr>
<td>I should share them with the students before I put them into the system,</td>
<td>matter—I know what the students would have scored.”</td>
</tr>
<tr>
<td>but I just don’t have time.”</td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>* On the morning of the field trip, the teacher frantically searches all</td>
<td>* On the morning of the field trip, the teacher discovers that five students have</td>
</tr>
<tr>
<td>the drawers in the desk looking for the permission slips and finds them</td>
<td>never turned in their permission slips, and frantically searches for a teacher</td>
</tr>
<tr>
<td>just before the bell rings.</td>
<td>who can supervise the five students who cannot join the field trip.</td>
</tr>
</tbody>
</table>
Domain 4: Professional Responsibilities as a Catholic Educator

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.

Elements of component 4.3:

A. Information about the instructional program
   
   *The teacher frequently provides information to families about the instructional program; religious and academic.*

B. Information about individual students
   
   *The teacher frequently provides information to families about students’ individual progress; religious, academic and social.*

C. Engagement of families in the instructional program
   
   *The teacher frequently and successfully offers engagement opportunities to families so that they can participate in the learning activities.*

Indicators:

- Teacher provides frequent and culturally appropriate information regarding the instructional program
- Teacher frequently provides opportunities for families to engage in the learning process
- Teacher keeps parents informed regarding the progress, performance and behavior of all students
- Teacher is prepared for parent conferences and requests as needed
- Teacher is sensitive to parents concerns
- Teacher contributes to developing a positive relationship between the school and the community
- Teacher utilizes the information in the individual student’s permanent and temporary files
- Teacher helps to create a climate of trustful communication among all members of the school community
- Teacher speaks and acts with charity and justice regarding parents
- Teacher exhibits a positive attitude in dealing with people and issues
<table>
<thead>
<tr>
<th>Elements</th>
<th>Innovative</th>
<th>Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Information about the instructional program</td>
<td>Teacher purposefully and successfully promotes and informs parents of the religious and academic program.</td>
<td>Teacher provides frequent and appropriate information to families about the instructional program.</td>
</tr>
<tr>
<td>B. Information about individual students</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>C. Engagement of families in the instructional program</td>
<td>Teacher’s efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that could enhance family participation.</td>
<td>Teacher’s efforts to engage families in the instructional program are frequent and on-going.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Critical Attributes 4.3</th>
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</thead>
<tbody>
<tr>
<td>* Students regularly develop materials to inform their families about the instructional program.</td>
<td>* Teacher regularly makes information about the instructional program available.</td>
<td></td>
</tr>
<tr>
<td>* Students maintain accurate records about their individual learning progress and frequently share this information with families.</td>
<td>* Teacher regularly sends home information about student progress.</td>
<td></td>
</tr>
<tr>
<td>* Students contribute to regular and ongoing projects designed to engage families in the learning process.</td>
<td>* Teacher develops activities designed to successfully engage families successfully and appropriately in their children’s learning.</td>
<td></td>
</tr>
<tr>
<td>* All of the teacher’s communications are reflective of the Catholic mission.</td>
<td>* Most of the teacher’s communications are reflective of the Catholic mission.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Possible Examples 4.3</th>
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</thead>
<tbody>
<tr>
<td>* A parent says, “My child completes a daily reflection log that describes what he/she is learning and then brings it home each week with different school work for her to share with me.</td>
<td>* A parent says, “The teacher sends home a project that asked my child to interview each family member about growing up as a child in a specific decade. The project even included my child’s grandparents, which they loved!”</td>
<td></td>
</tr>
<tr>
<td>* The teacher uses sign-up genius surveys on a regular basis for parents to identify roles for participation in the classroom (both inside and outside of classroom time) due to families having internet access through phone/home computers.</td>
<td></td>
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</tr>
<tr>
<td>* At the Back to School meeting, the teacher introduced a monthly communication journal that the teacher uses to share information with families about how their child is progressing and in turn for parents to share information about how their child is doing at home.</td>
<td>* At the beginning of the school year and at parent conferences, the teacher provides a variety of ways for families to be involved directly in the classroom or as a support to the classroom.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>* The teacher collects information from families at Back-to-School about student/family needs and then has the family review and provide updates as needed at either parent conferences or parent meetings to support student learning progress.</td>
<td></td>
</tr>
</tbody>
</table>
### Component 4.3: Speaks and acts with charity and justice in all oral and written communication with stakeholders always mindful of the Catholic mission.

<table>
<thead>
<tr>
<th>Developing</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher makes sporadic attempts at communication with families about the instructional program.</td>
<td>Teacher provides little or no information about the instructional program to families.</td>
</tr>
<tr>
<td>Teacher is marginally prepared for conferences and does not provide timely and frequent communication regarding students. Communication lack cultural concerns.</td>
<td>Teacher lacks sensitivity in behavior and communication with people and issues. Teacher does not demonstrate justice and mercy toward stakeholders.</td>
</tr>
<tr>
<td>Teacher makes limited attempts to engage families in the instructional program.</td>
<td>Teacher does not attempt to engage families in the instructional program or such efforts are inappropriate.</td>
</tr>
</tbody>
</table>

* School or district-created materials about the instructional program are sent home.  
* Teacher sends home infrequent or incomplete information about the instructional program.  
* Teacher maintains school-required grade book but does little else to inform families about student progress.  
* Some of the teacher’s communications are inappropriate according to the Catholic mission.  

* Little or no information regarding the instructional program is available to parents.  
* Families are unaware of their children’s progress.  
* Family-engagement activities are lacking.  
* There is some communication which is not reflective of the Catholic mission.  

* A parent says, “I look each week on Friday for the weekly schoolwork to so that I can sign and say that I have reviewed my child’s work.”  
* The teacher provides only “during the school day” opportunities for parents to be involved in the classroom instead of thinking of ways for families that work during the day to be involved.  
* The teacher collects information from families at Back-to-School regarding student/family information in support of each student’s learning needs.  

* A parent asks the principal, “I wonder why we never see any schoolwork come home.”  
* The teacher does not provide opportunities for parents to be involved in the classroom  
* Teacher does not organize a method for families to share student/family information with teacher in support of their child’s learning needs.
## Domain 4: Professional Responsibilities as a Catholic Educator

### 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, in other words, professional organizations for teachers, with their full potential realized only when teachers 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. With experience, teachers assume leadership roles in these activities.

**Elements of component 4.4:**

A. Relationships with colleagues

   *Teachers maintain a professional collegial relationship that encourages sharing, planning, and working together toward improved instructional skill and student success.*

B. Involvement in a culture of professional inquiry

   *Teachers contribute to and participate in a learning community that supports and respects its members’ efforts to improve practice.*

C. Service to the school

   *Teachers’ efforts move beyond classroom duties by contributing to school initiatives and projects.*

D. Participation in school and Diocesan projects

   *Teachers contribute to and support larger school and district projects designed to improve the professional community.*

**Indicators:**

- Teacher collaborates with colleagues to share and plan for student success
- Teacher participates in professional courses or communities that emphasize improving practice
- Teacher treats colleagues with respect and earn the respect of others
- Teacher contributes to positive staff morale
- Teacher seeks to develop cooperative relationships in order to promote student learning and well being
- Teacher makes use of support services as needed
- Teacher shares ideas, materials, and methods with other teachers
- Teacher contributes to the extracurricular activity program of the school by sponsoring, attending, and/or participating in activities
- Teacher values the uniqueness of the Catholic Identity of the school
- Teacher productively participates in faculty meetings
- Teacher cooperatively plans and participates in assigned liturgies and prayer services
- Teacher supports faculty prayer experiences through presence and/or leadership
- Teacher knows and actively promotes the school’s mission, philosophy, goals and objectives
- Speaks and acts with charity and justice regarding teachers
- Participates with the principal in working toward school excellence
## 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

<table>
<thead>
<tr>
<th>Elements</th>
<th>Innovative</th>
<th>Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Relationships with colleagues</td>
<td>The teacher’s relationships with colleagues are characterized by mutual support and cooperation, with teacher taking initiative in assuming leadership among the faculty.</td>
<td>The teacher’s relationships with colleagues are characterized by mutual support and cooperation.</td>
</tr>
<tr>
<td>B. Involvement in a culture of professional inquiry</td>
<td>The teacher takes a leadership role in promoting a culture of professional inquiry.</td>
<td>The teacher actively participates in a culture of professional inquiry.</td>
</tr>
<tr>
<td>C. Service to the school</td>
<td>The teacher cooperatively plans and participates fully, actively, and conscientiously in retreats as well as liturgical and prayer services.</td>
<td>The teacher participates fully, actively, and conscientiously in retreats as well as liturgical and prayer services.</td>
</tr>
<tr>
<td>D. Participation in school and Diocesan projects</td>
<td>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.</td>
<td>The teacher volunteers to participate in school and Diocesan projects, making a substantial contribution.</td>
</tr>
</tbody>
</table>

### Critical Attributes 4.4

* Teacher takes a leadership role in promoting activities related to professional inquiry.
* Teacher regularly contributes to and leads events that positively impact school life.
* Teacher regularly contributes to and leads significant district and community projects.

### Possible Examples 4.4

* The teacher says to grade-level colleagues at the staff meeting, “I would be glad to organize our classroom library master lists in a computer spreadsheet if that would be helpful for the team to keep track of our book types/levels!”

* The teacher says to grade-level colleagues at the staff meeting, “Ok, I think that I could add some ideas to what we have already talked about in regards to read aloud books!”

* The teacher co-facilitates the PLC literacy team and is in charge of developing the agenda with the principal and then taking notes during the meeting and sharing with team after the meeting.

* The teacher reviews the PLC literacy team agenda before coming to the meeting and typically bring resources to highlight or share with colleagues that will support professional goals listed on agenda.

* The teacher has decided to take some of the free after school online early learning courses and to share her/his learning with colleagues.
<table>
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<tr>
<th>Developing</th>
<th>Needs Improvement</th>
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<tbody>
<tr>
<td>The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.</td>
<td>The teacher’s relationships with colleagues are negative or self-serving.</td>
</tr>
<tr>
<td>The teacher participates in the school’s culture of professional inquiry when invited to do so.</td>
<td>The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved.</td>
</tr>
<tr>
<td>The teacher participates in some retreat, liturgical, and/or prayer services.</td>
<td>The teacher does not participate in retreats or liturgical and prayer services.</td>
</tr>
<tr>
<td>The teacher participates in school and Diocesan projects when specifically asked.</td>
<td>The teacher avoids becoming involved in school and Diocesan projects.</td>
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</tbody>
</table>

* Teacher has cordial relationships with colleagues.
* When invited, teacher participates in activities related to professional inquiry.
* When asked, teacher participates in school activities, as well as district and community projects.

* Teacher’s relationships with colleagues are characterized by negativity or combativeness.
* Teacher purposefully avoids contributing to activities promoting professional inquiry.
* Teacher avoids involvement in school activities and district and community projects.

* The teacher says to grade-level colleagues at the staff meeting, “What is it that we have to do? Just tell me and I will do it.”

* The teacher says to grade-level colleagues at the staff meeting, “You know that they can’t make us do any of these school improvement initiatives unless we want to. I don’t know why all of you always just say ‘ok’ to whatever they tell us to do!”

* The teacher regularly attends the PLC literacy team meetings and adds ideas to the discussion when ‘called upon’ by different colleagues to share.

* The teacher does not regularly attend the PLC literacy team meetings due to “something coming up” in the classroom (even though the PLC meeting is during a common planning time).

* The teacher participates in after school meetings when specifically requested to by principal or instructional coach.

* The teacher does not attend any school function after the dismissal bell.
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 in learning; 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.

Elements of component 4.5:

A. Enhancement of content knowledge and pedagogical skill

Teachers remain current by taking courses, reading professional literature, and remaining current on the evolution of thinking regarding instruction.

B. Receptivity to feedback from colleagues

Teachers actively pursue networks that provide collegial support and feedback.

C. Service to the profession

Provide leadership and support to colleagues.

Indicators:

- Frequent teacher attendance in courses and workshops; regular academic reading
- Participation in learning networks with colleagues; freely shared insights
- Participation in professional organizations supporting academic inquiry
- Attends workshops, classes, etc. for personal growth and to gain new information.
- Teacher is a member of a professional organization
- Teacher reads professional materials
- Submits and maintain accurate documentation of completed professional development through ELIS.
- Willingly and actively participates in school and Diocesan-sponsored in-service training activities
- Teacher works well with administration and seeks assistance and acts upon constructive suggestions.
- Teacher accepts accountability in the fulfillment of his/her professional responsibilities
- Teacher reflects in his/her personal and professional life in a commitment to the Gospel values
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<thead>
<tr>
<th>Elements</th>
<th>Innovative</th>
<th>Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Enhancement of content knowledge and pedagogical skill</strong></td>
<td>The teacher seeks out opportunities for professional development, both educational and religious and leads in house professional development.</td>
<td>The teacher seeks out opportunities for professional development, both educational and religious to enhance content knowledge and pedagogical skill.</td>
</tr>
<tr>
<td><strong>B. Receptivity to feedback from colleagues</strong></td>
<td>The teacher solicits feedback on practice from both supervisors and colleagues.</td>
<td>The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice.</td>
</tr>
<tr>
<td><strong>C. Service to the profession</strong></td>
<td>The teacher self-initiates essential activities to contribute to the profession and spiritual growth.</td>
<td>The teacher participates actively in assisting other educators and looks for ways to contribute to the profession and spiritual growth.</td>
</tr>
</tbody>
</table>

**Critical Attributes 4.5**

- *Teacher seeks regular opportunities for continued professional development,*
- *Teacher actively seeks feedback from supervisors and colleagues.*
- *Teacher takes an active leadership role in the school.*

- *Teacher seeks regular opportunities for continued professional development.*
- *Teacher welcomes colleagues and supervisors into the classroom for the purposes of gaining insight from their feedback.*
- *Teacher actively participates in school committees.*

**Possible Examples 4.5**

- *The teacher uses professional learning goals as a way to organize specific courses that he/she wants to do throughout the year to improve her students learning.*

- *The teacher is working on a particular instructional strategy and asks his/her colleagues to observe in his/her classroom in order to provide objective feedback on his/her progress.*

- *The teacher has founded a local organization devoted to literacy education; her leadership has inspired teachers in the community to work on several curriculum and instruction projects.*

- *The teacher attends workshops, knowing they provide a wealth of instructional strategies he/she will be able to use during the school year.*

- *The teacher engages in valuable dialogue with his/her principal’s ongoing visits.*

- *The teacher joins professional network(s) that uses an online forum platform to discuss key challenges and supports for families with young children. He/She finds this professional support provides her ideas for her family outreach.*
<table>
<thead>
<tr>
<th>Developing</th>
<th>Needs Improvement</th>
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<tbody>
<tr>
<td>The teacher participates to a limited extent in professional, both educational and religious activities when they are convenient.</td>
<td>The teacher engages in no professional development activities to enhance knowledge or skill.</td>
</tr>
<tr>
<td>The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance.</td>
<td>The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.</td>
</tr>
<tr>
<td>The teacher finds limited ways to assist other teachers and contribute to the profession and spiritual growth.</td>
<td>The teacher makes no effort to share knowledge with others or to assume professional responsibilities.</td>
</tr>
<tr>
<td>* Teacher participates in professional activities when they are required or provided by the district.</td>
<td>* Teacher is not involved in any activity that might enhance knowledge or skill.</td>
</tr>
<tr>
<td>* Teacher reluctantly accepts feedback from supervisors and colleagues.</td>
<td>* Teacher purposefully resists discussing performance with supervisors or colleagues.</td>
</tr>
<tr>
<td>* Teacher contributes in a limited fashion to school communities.</td>
<td>* Teacher does not participate in school communities.</td>
</tr>
<tr>
<td>* The teacher politely attends district workshops and professional development days but doesn’t typically apply the professional learning or materials back in the classroom.</td>
<td>* The teacher does not take courses or explore community or internet resources unless it is provided during school improvement sessions.</td>
</tr>
<tr>
<td>* The teacher listens to his/her principal’s feedback after a observation but isn’t sure that the recommendations really apply in his/her situation but will try to apply the suggestions as requested.</td>
<td>* The teacher endures the principal’s annual observations in his/her classroom, knowing that if he/she waits long enough, the principal will eventually leave and he/she will be able to simply disregard the feedback.</td>
</tr>
<tr>
<td>* The teacher joins the local chapter of NAEYC because she might benefit from the free resources—but otherwise doesn’t feel it’s worth much of her time.</td>
<td>* Despite teaching for many years in early childhood, the teacher declines to join NAEYC when asked by a colleague due to the organization being “too costly” and “not worth it”.</td>
</tr>
</tbody>
</table>
## Domain 4: Professional Responsibilities as a Catholic Educator

### Component 4.6 Maintains current Catechetical Certification, state licensure, and follows the policies and procedures of the school and the Diocese of Rockford.

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.

**Elements of component 4.6:**

A. Integrity and ethical conduct

> Teacher understands, upholds and follows professional ethics, policies and codes of professional conduct.

B. Service to students

> Teachers put students first in all considerations of their practice.

C. Advocacy

> Teachers support their students’ best interests, even in the face of traditional practice or beliefs.

D. Decision making

> Teachers solve problems with students’ needs as a priority.

E. Compliance with school policies and Diocesan regulations

> Teacher takes responsibility for maintaining Diocesan Religious Education certification and State licensure

### Indicators:

- Teacher supporting students, even in the face of difficult situations or conflicting policies
- Teacher consistently fulfilling Diocesan/school mandates regarding policies and procedures
- Teacher exhibit ethical conduct
- Teacher completes State of Illinois certification requirements within the recommended timeline
- Teacher shows interest and take an active part in the promotion of student activities
- Teacher exhibits punctuality in arrival and departure times to and from the building, classes, and meetings
- Teacher exhibits poise, calmness, and a positive attitude in school situations
- Teacher recommends changes or studies of curricular material as new developments warrant curriculum review
- Teacher responds to administrative requests for records, reports, etc. in a complete and prompt, and accurate manner
- Teacher manages discipline problems in accordance with administrative regulations, school policies, and legal requirements
- Teacher maintains confidentiality, fairness and discretion when interacting with students, families, and staff
- Teacher cooperates with the administration in working toward school improvement
- Teacher exhibits professionalism in attire, communication, and demeanor
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<thead>
<tr>
<th>Elements</th>
<th>Innovative</th>
<th>Effective</th>
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</thead>
<tbody>
<tr>
<td><strong>A. Integrity and ethical conduct</strong></td>
<td>The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher aligns his/her personal beliefs with Gospel virtues for positive interactions with students and families.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>B. Service to students</strong></td>
<td>The teacher is highly proactive in serving students, seeking out resources when needed.</td>
<td>The teacher is active in serving students.</td>
</tr>
<tr>
<td><strong>C. Advocacy</strong></td>
<td>The teacher implements best practices ensuring all students, particularly those traditionally underserved, are included in all aspects of the school.</td>
<td>The teacher works to ensure that all students receive a fair opportunity to succeed.</td>
</tr>
<tr>
<td><strong>D. Decision-making</strong></td>
<td>The teacher takes a leadership role in school decision making and ensures that such decisions are based on the highest professional standards.</td>
<td>The teacher participates in school decision making.</td>
</tr>
<tr>
<td><strong>E. Compliance with school policies and Diocesan regulations</strong></td>
<td>The teacher complies fully with school and Diocesan regulations, taking a leadership role with colleagues.</td>
<td>The teacher complies fully with school and Diocesan regulations.</td>
</tr>
</tbody>
</table>
| **Critical Attributes 4.6**                  | * Teacher is considered a leader in terms of honesty, integrity, and confidentiality.  
 |                                               | * Teacher is highly proactive in serving students.  
 |                                               | * Teacher makes a concerted effort to ensure opportunities are available for all students to be successful.  
 |                                               | * Teacher takes a leadership role in team and departmental decision making.  
 |                                               | * Teacher takes a leadership role regarding school and Diocesan regulations. | * Teacher is honest and known for having high standards of integrity.  
 |                                               | * Teacher actively addresses student needs.  
 |                                               | * Teacher actively works to provide opportunities for student success.  
 |                                               | * Teacher willingly participates in school decision making.  
 |                                               | * Teacher complies completely with school and Diocesan regulations. |
| **Possible Examples 4.6**                    | * The teacher offers to help a new teacher with the ‘grading’ of the early learning assessments so that she can answer any questions that the new teacher has about the process. The new teacher readily agrees because she knows that this teacher will conduct this co-grading with complete discretion.  
 |                                               | * When the teacher realizes several of her students are coming early to school, the teacher calls and talks with each family about the school’s before- after school daycare as well as other community daycare that would work with families. The teacher also connects the families with the school’s home school liaison that can help with other family needs.  
 |                                               | * Based upon the suggestions of the problem-solving team, the teacher sets up individual behavioral plans with each student and follows up with the families to share with them what the plans include and also updates the families on a weekly basis of the student’s progress. | * The teacher is trusted by his grade partners to be a “go to” for asking questions about grading practices.  
 |                                               | * When the teacher realizes several of her students are coming early to school, the teacher calls and talks with each family about the school’s before- after school daycare that can work with the families and checks back in a week to see if the families need any additional support.  
 |                                               | * The teacher has several students who are behaviorally struggling in class and refers the students to the problem-solving team so that she can get some feedback and ideas of what to do differently. The teacher selects two of the ideas and tries them with the students. |
### Component 4.6: Maintains current Catechetical Certification, state licensure, and follows the policies and procedures of the school and the Diocese of Rockford.

<table>
<thead>
<tr>
<th>Developing</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td>The teacher’s attempts to serve students are inconsistent.</td>
<td>The teacher is not attentive to students’ needs.</td>
</tr>
<tr>
<td>The teacher unknowingly contributes to some students being under served by the school.</td>
<td>The teacher contributes to school practices that result in some students being under served by the school.</td>
</tr>
<tr>
<td>The teacher’s decisions and recommendations are based on limited though genuinely professional considerations.</td>
<td>The teacher makes decisions and recommendations that are based on self-serving interests.</td>
</tr>
<tr>
<td>The teacher must be reminded by supervisors about complying with school and Diocesan regulations.</td>
<td>The teacher does not comply with school and Diocesan regulations.</td>
</tr>
</tbody>
</table>

* Teacher is honest.
* Teacher notices the needs of students but is inconsistent in addressing them.
* Teacher does not notice that some school practices result in poor conditions for students.
* Teacher makes decisions professionally but on a limited basis.
* Teacher complies with school and Diocesan regulations.

* Teacher does not display honesty in all interactions with stakeholders
* Teacher does not notice the needs of students.
* Teacher engages in practices that are self-serving.
* Teacher willfully rejects school and Diocesan regulations.

* The teacher makes some errors when marking learning assessments and when discovered, corrects and resubmits the new assessment results.
* The teacher makes some errors when marking recent learning assessments but does not go back and correct errors because it would lower classroom learning goal %.
* The teacher makes some errors when marking recent learning assessments but does not go back and correct errors because it would lower classroom learning goal %.
* The teacher does not realize that three of her neediest students arrive at school an hour early every morning because their families can’t afford daycare.
* The teacher attends the required training for the district’s new online curriculum mapping system but has never used it when lesson planning.

* When the teacher realizes several of her students are coming early to school, the teacher sends each family an informational brochure about the school’s before-after school daycare that can work with the families but does not follow-up with families after that.
* The teacher does not refer students to the school problem-solving team when they are behaviorally struggling in the classroom because “the forms are just too much work to fill out!”