



Diocese of Wheeling-Charleston

Catholic Schools

Teacher Growth Model

2019-2020

Diocese of Wheeling-Charleston Catholic Schools
Teacher Growth Model
Guidelines for Implementation

i. Purpose of the Teacher Growth Model

- a. Supporting teachers’ growth through continuous formative evaluations and professional development. Information obtained during walkthroughs (*Walkthrough Form*) is to be discussed with the teachers; points of improvement are to be identified and support provided.
- b. Providing a summary of a teacher’s performance over the course of a full school year (*Teacher Growth Model*).

ii. The Teacher Growth Model states that:

- a. All teachers are to be evaluated annually (*Teacher Growth Model*).
- b. A teacher that has received Highly Effective ratings two consecutive years will not receive a summative evaluation for one year.
- c. Data collected during the walkthroughs may become part of the documentation for the summative yearly review (*Teacher Growth Model*).
- d. Summative findings may result in recommendations about formative processes.

iii. Compliance

The Catholic Schools of the Diocese of Wheeling-Charleston have adopted Charlotte Danielson’s Framework for Teaching, 2013, from here on referred to as “Teacher Growth Model.”

iv. Student Growth and Assessment Data

Clear approaches to measuring student growth have been established. Average of three data points (one normed, one research-based and a third one either normed or research-based) must be provided. It is the teacher’s responsibility to provide documentation of students’ growth based upon the data sources listed below. If a student in grades 1 – 12 has not been enrolled in the school for the entire school year, this student’s growth data will be excluded. If a kindergarten student enrolls after the fall testing window, the student’s growth data will be excluded.

a. Data Sources

| | | | | |
|----------------|-------------------------|--------------|---------|------------------|
| NWEA - Math | Non-public Service Plan | STAR Math | MME | Pre & Post tests |
| NWEA - Reading | DIBELS | STAR Reading | PSAT | Reading A to Z |
| NWEA - ELA | DIBELS Math | DRA | ACT | Grades |
| NWEA - Science | MLPP | DRA2 | SAT | |
| | Easy CBM | Work Keys | Aimsweb | |

b. Data-based Rating

| Highly Effective (4) | Effective (3) | Minimally Effective (2) | Ineffective (1) |
|--|--|---|--|
| 85-100% of the students are making more than one year's growth OR exceeding identified achievement goals | 85-100% of the students are making one year's growth OR meeting identified achievement goals | 70-84% of the students are making one year's growth OR meeting identified achievement goals | < 70% of the students are making one year's growth OR meeting identified achievement goals |

c. Final Calculation Guidance

| (Rubric Score x .75) + (Data Score x .25) = Final Rating (Round Down) | | | |
|---|---|-------------------------------|---------|
| Rubric Score _____ x .75 = _____ | + | Data Score _____ X .25= _____ | = _____ |

It is the teacher's responsibility to gather and present the student growth data by May 20.

v. Rating Definitions:

Highly Effective-The teacher at this level is a master teacher that makes contributions to the field, both in and outside of the school. The highly effective teacher's classroom operates at a qualitatively different level, consisting of a community of learners, with students highly motivated and engaged and assuming considerable responsibility for their own learning.

Effective-The teacher clearly understands the concepts underlying the component and implements it well. Most experienced, capable teachers will regard themselves and be regarded by others as performing at this level.

Minimally Effective-The teacher appears to understand the concepts underlying the component and attempts to implement its elements. Implementation, however, is sporadic, intermittent, or otherwise not entirely successful. Additional reading, discussion, visiting classrooms of other teachers and experience (particularly supported by a mentor) will enable the teacher to become proficient in this area.

Ineffective-The teacher does not yet appear to understand the concept underlying the component. Working on the fundamental practice associated with the elements will enable the teacher to grow and develop in this area.

vi. Tiers

Teachers will be assigned to tiers as follows:

- **Tier I:** A teacher will go through a three-year cycle in Tier I.
 - A. Year I:**
 - a. A teacher that has just obtained teacher certification.
 - b. A teacher that is new to the building regardless of teaching experience.
 - c. A Tier II teacher that has received a Minimally Effective or Ineffective rating in the last yearly evaluation.

B. Year II:

- a. A teacher previously in Year I of Tier I.

C. Year III:

- a. A teacher previously in Year II of Tier I. After completing year III of Tier I and receiving an Effective or Highly Effective rating, the teacher will move to Tier II.

D. At any time, a teacher in Tier I may be placed on an Individual Development Plan (Form E).

- **Tier II:** A teacher in Tier II will go through a three-year cycle that is repeated during the teacher's career in the school. The year assignment within the tier need not begin at Year I.
 - a. A teacher that has taught in the school for three years in Tier I and has received Effective or Highly Effective ratings in the yearly evaluations.
 - b. A teacher that has been in Tier II and has received Effective or Highly Effective ratings in the yearly evaluations.
 - c. A Tier II teacher that receives a Minimally Effective or Ineffective rating in the yearly evaluation will automatically go back to Tier I Year I and an Individual Development Plan will be established (*Form E*).

vii. Tier Assignment

By September 15, teachers will receive:

- Written notification of the tier and year assignment (*Tier Assignment Letter*);
- The timeline for the tier assigned (*Tier I or Tier II Checklist*).

viii. Individual Growth Plan

After completing *Self-Assessment Form A*, teachers in both Tier I and Tier II will:

- a. Meet with the principal to discuss the form and present three artifacts to support the ratings;
- b. Identify at least two goals for professional growth; and
- c. Develop their *Individual Growth Plan* (Form B). The evaluation column of the plan must be completed by May 20.

ix. Observations

During the year, all teachers will be observed at least three times during which the Teacher Growth Rubric will be used to record observations.

a. Tier I Teachers:

Two planned observations with pre- and post-observation conferences and at least one unplanned and unannounced observation every year for three years.

b. Tier II Teachers:

Year I: At least three unplanned and unannounced observations.

Year II: At least two unplanned and unannounced observations and one planned observation with pre- and post-observation conference.

Year III: At least three unplanned and unannounced observations.

- c. During the pre-observation Conference, the teacher will present Form C.

- d. During the post-observation conference, the teacher will present Form D.

- x. **All evaluation documents must be signed and dated and placed in the teacher's personnel file at the end of the year.**



**Diocese of Wheeling-Charleston
Catholic Schools**

**Teacher Growth Model
Tier Assignment**

I acknowledge that I have discussed with the principal that during this school year I will be in Tier ____
Year ____ of the Diocesan Teacher Growth Model. I have received a copy of the Tier Checklist Form. I
will meet with the principal on _____ and I will bring my *Self-assessment Form A*, three
artifacts, and my *Individual Growth Plan Form B*. During this conference, I will discuss my goals and
needs.

If I have a concern or question, I will consult the principal.

Teacher: _____ Grade: _____ Date: _____

Diocese of Wheeling-Charleston Catholic Schools
Teacher Growth Model
Tier I Checklist

| | | | | |
|---|--|--------------------------|-----------------|-----------------------|
| Name: _____ | | Date Hired: _____ | | |
| Year 1: | | Forms | Date Due | Date Completed |
| Written Notification | | Letter | Sep. 15 | |
| Self-Assessment and Artifact Conference | | A | Sep. 30 | |
| Individual Growth Plan | | B | Sep. 30 | |
| First Observation | Pre-Observation Conference | C | Oct. 30 | |
| | Observation: Teacher Growth Rubric | Rubric | | |
| | Post-Observation Conference | D | | |
| Second Observation | Observation: Teacher Growth Rubric (unplanned) | Rubric | Jan. 30 | |
| Third Observation | Pre-Observation Conference | C | May 30 | |
| | Observation: Teacher Growth Rubric | Rubric | | |
| | Post-Observation Conference | D | | |
| Student growth data | | | May 20 | |
| Evaluation of Individual Growth Plan | | B | May 20 | |
| Year 2: | | Forms | Date Due | Date Completed |
| Written Notification | | Letter | Sep. 15 | |
| Self-Assessment and Artifact Conference | | A | Sep. 30 | |
| Individual Growth Plan | | B | Sep. 30 | |
| First Observation | Pre-Observation Conference | C | Oct. 30 | |
| | Observation: Teacher Growth Rubric | Rubric | | |
| | Post-Observation Conference | D | | |
| Second Observation | Observation: Teacher Growth Rubric (unplanned) | Rubric | Jan. 30 | |
| Third Observation | Pre-Observation Conference | C | May 30 | |
| | Observation: Teacher Growth Rubric | Rubric | | |
| | Post-Observation Conference | D | | |
| Student growth data | | | May 20 | |
| Evaluation of Individual Growth Plan | | B | May 20 | |
| Year 3: | | Forms | Date Due | Date Completed |
| Written Notification | | Letter | Sep. 15 | |
| Self-Assessment and Artifact Conference | | A | Sep. 30 | |
| Individual Growth Plan | | B | Sep. 30 | |
| First Observation | Pre-Observation Conference | C | Oct. 30 | |
| | Observation: Teacher Growth Rubric | Rubric | | |
| | Post-Observation Conference | D | | |
| Second Observation | Observation: Teacher Growth Rubric (unplanned) | Rubric | Jan. 30 | |
| Third Observation | Pre-Observation Conference | C | May 30 | |
| | Observation: Teacher Growth Rubric | Rubric | | |
| | Post-Observation Conference | D | | |
| Student growth data | | | May 20 | |
| Evaluation of Individual Growth Plan | | B | May 20 | |

| Walkthroughs: Walkthrough Form | | | | | | | |
|---------------------------------------|--|--|--|--|--|--|--|
| Year 1 | | | | | | | |
| Year 2 | | | | | | | |
| Year 3 | | | | | | | |

Diocese of Wheeling-Charleston Catholic Schools
Teacher Growth Model
Tier II Checklist

| | | | | |
|---|--|--------------------------|-----------------|-----------------------|
| Name: _____ | | Date Hired: _____ | | |
| Year 1: | | Forms | Date Due | Date Completed |
| Written Notification | | Letter | Sep. 15 | |
| Self-Assessment and Artifact Conference | | A | Sep. 30 | |
| Individual Growth Plan | | B | Sep. 30 | |
| First Observation | Observation: Teacher Growth Rubric (unplanned and unannounced) | Rubric | Oct. 30 | |
| Second Observation | Observation: Teacher Growth Rubric (unplanned and unannounced) | Rubric | Jan. 30 | |
| Third Observation | Observation: Teacher Growth Rubric (unplanned and unannounced) | Rubric | May 30 | |
| Student growth data | | | May 20 | |
| Evaluation of Individual Growth Plan | | B | May 20 | |
| Year 2: | | Forms | Date Due | Date Completed |
| Written Notification | | Letter | Sep. 15 | |
| Self-Assessment and Artifact Conference | | A | Sep. 30 | |
| Individual Growth Plan | | B | Sep. 30 | |
| First Observation | Observation: Teacher Growth Rubric (unplanned and unannounced) | Rubric | Oct. 30 | |
| Second Observation | Pre-Observation Conference | C | Jan. 30 | |
| | Observation: Teacher Growth Rubric | Rubric | | |
| | Post-Observation Conference | D | | |
| Third Observation | Observation: Teacher Growth Rubric (unplanned and unannounced) | Rubric | May 30 | |
| Student growth data | | | May 20 | |
| Evaluation of Individual Growth Plan | | B | May 20 | |
| Year 3: | | Forms | Date Due | Date Completed |
| Written Notification | | Letter | Sep. 15 | |
| Self-Assessment and Artifact Conference | | A | Sep. 30 | |
| Individual Growth Plan | | B | Sep. 30 | |
| First Observation | Observation: Teacher Growth Rubric (unplanned and unannounced) | Rubric | Oct. 30 | |
| Second Observation | Observation: Teacher Growth Rubric (unplanned and unannounced) | Rubric | Jan. 30 | |
| Third Observation | Observation: Teacher Growth Rubric (unplanned and unannounced) | Rubric | May 30 | |
| Student growth data | | | May 20 | |
| Evaluation of Individual Growth Plan | | B | May 20 | |

| Walkthroughs: Walkthrough Form | | | | | | | |
|---------------------------------------|--|--|--|--|--|--|--|
| Year 1 | | | | | | | |
| Year 2 | | | | | | | |
| Year 3 | | | | | | | |

DIOCESE OF WHEELING-CHARLESTON CATHOLIC SCHOOLS

Teacher Growth Model

Self-Assessment Form A

Carefully reflect on your teaching performance in all components. Complete the self-assessment by using the Professional Growth Rubric. From this self-assessment highlight at least three focus components for the year. Prepare to discuss your performance in these component areas during the conference with your administrator.

| HE: Highly Effective | E: Effective | ME: Minimally Effective | I: Ineffective | |
|--|---|--------------------------------|-----------------------|--|
| Domain 1: Planning and Preparation | | | | |
| 1a | Demonstrating knowledge of content and pedagogy | | | |
| 1b | Demonstrating knowledge of students | | | |
| 1c | Setting instructional outcomes | | | |
| 1d | Demonstrating knowledge of resources | | | |
| 1e | Designing coherent instruction | | | |
| 1f | Designing student assessments | | | |
| Domain 2: The Classroom Environment | | | | |
| 2a | Creating an environment of respect and rapport | | | |
| 2b | Establishing a culture for learning by supporting the mission of the school and the diocese | | | |
| 2c | Managing classroom procedures | | | |
| 2d | Managing student behavior | | | |
| 2e | Organizing physical space | | | |
| Domain 3: Instruction | | | | |
| 3a | Communicating with students | | | |
| 3b | Using questioning and discussion techniques | | | |
| 3c | Engaging students in learning | | | |
| 3d | Using assessment in instruction | | | |
| 3e | Demonstrating flexibility and responsiveness | | | |
| Domain 4: Professional Responsibilities | | | | |
| 4a | Reflecting on teaching | | | |
| 4b | Maintaining accurate records | | | |
| 4c | Communicating with families | | | |
| 4d | Participating in the professional community | | | |
| 4e | Growing and developing professionally | | | |
| 4f | Showing professionalism | | | |
| Domain 5: Faith and Community | | | | |
| 5a | Values Catholic philosophy of education | | | |
| 5b | Gives on-going support to the development and learning of a Christian faith community among faculty and students | | | |
| 5c | Demonstrates commitment to the values of personal prayer and participation in community worship | | | |
| 5d | Fosters apostolic consciousness and an awareness of Peace and Justice issues in students by witnessing to and encouraging Christian service | | | |
| 5e | Fosters awareness of multicultural nonsexist issues as justice issues | | | |
| Teacher Signature and Date: _____ | | | | |
| Administrator Signature and Date: _____ | | | | |



Diocese of Wheeling-Charleston Catholic Schools Individual Growth Plan

As an educator in a Catholic School, your continuous improvement is a witness to the students and families we serve. Therefore, you will develop your individual growth plan for the year. After completing *Self-Assessment Form A*, you will develop at least two goals for professional growth. Consider the action steps you will take to work towards achieving them, i.e. the **methods and strategies** you plan to use, which may include action research, consultation with another professional, college classes, workshops, visitation days, conferences, teacher academies, etc. Consider what **indicators** will help you monitor your progress, such as student work, portfolios, videotapes of classes, parent responses, student responses, statistical measures, performance assessments, reflective journal entries, case study analysis, professional portfolios, etc. Include what type of **resources or support** you may need, for instance, materials, books, appropriate technology, mentoring, etc. Teachers in Tier II may work with a peer teacher or a team to develop a goal and support each other's growth. Yet, each teacher will have his/her individual plan and will list the peer or team members in the Resources/Support column and in the table below.

| Teacher | School |
|--|--------|
| Team Member(s), if a small group is working together | |
| | |
| | |
| | |
| | |

**Diocese of Wheeling-Charleston Catholic Schools
Individual Growth Plan
Form B**

| | | |
|-----------------|----------------|--------------|
| Teacher: | School: | Year: |
|-----------------|----------------|--------------|

| |
|------------------------------|
| Professional Goal One |
|------------------------------|

| |
|--|
| |
|--|

| |
|---|
| Describe how this goal will improve student learning |
|---|

| |
|--|
| |
|--|

| Domain/ Component | Methods & Strategies | Resources / Support | Indicators of Progress | Evaluation |
|----------------------|----------------------|------------------------|------------------------|------------|
|----------------------|----------------------|------------------------|------------------------|------------|

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

Professional Goal Two

Describe how this goal will improve student learning

| Domain/ Component | Methods & Strategies | Resources / Support | Indicators of Progress | Evaluation |
|------------------------------|---------------------------------|--------------------------------|-------------------------------|-------------------|
| | | | | |

Teacher: _____

Administrator: _____

Date: _____

Diocese of Wheeling-Charleston Catholic Schools
Pre-Observation
Form C

Name: _____ Years of Teaching: _____ Tier: ____ Year: ____

Date and Time of Observation: _____

Grade Level/Curriculum Area Observed: _____

Standard Being Taught: _____

1. Briefly describe the students in this class, including any with special needs.

2. What are the goals for this lesson? What do you want the students to learn? Please reference the Curriculum goal for this lesson.

3. How do you plan to engage students in the content? What will you do? What will the students do?

4. What instructional materials or other resources, if any, will you use?

5. How do you plan to assess student achievement? What procedures will you use? (Attach any rubric, assessments, or guides)

6. How do you plan to use the results of the assessment?

7. What conscious efforts will be made to enhance Catholic identity within this lesson?

8. List 3 or 4 components from Domains 1-4 that you would like observed.

9. Teacher comments pertaining to observation setting. List anything you might want the Administrator to observe during this lesson?

Teacher: _____

Administrator: _____

Date: _____

**Diocese of Wheeling-Charleston Catholic Schools
Post-Observation Reflection
Form D**

Name: _____

Grade/Subject Taught: _____

Observation Date and Time: _____

- 1. As I reflect on the lessons, to what extent were the students productively engaged?**

- 2. Did the students learn what I intended? Were my instructional goals met? How do I know?**

- 3. Did I alter my goals or instructional plan as I taught the lesson? If so, why?**

- 4. If I had an opportunity to teach this lesson again to this group of students, what would I do differently? Why?**

5. In what manner was I able to foster an atmosphere that reflected Catholic identity?

6. Provide several samples of student work on this assignment. This work should reflect the full range of student ability in your class and include feedback you provide to students on their papers.

Teacher: _____ **Date:** _____

Observer: _____ **Date:** _____

**Diocese of Wheeling-Charleston Catholic Schools
Teacher Growth Model
Individual Development Plan – Form E**

| Teacher: | School: | Date: | |
|---|-------------------------------------|--|--|
| Dates of Informal Discussions: | | | |
| Identification of specific concern(s) per the Diocesan Growth Rubric | | | |
| | | | |
| Information and evidence documenting the specific concern(s) | | | |
| | | | |
| Goals | | | |
| | | | |
| Actions to Be Taken | Timeline | Progress toward Goals | Evaluation of Goals |
| | | | <p style="text-align: center;">Concern resolved.</p> <p><input type="radio"/> Progress noted, changes or modifications have been made to the existing plan.</p> <p><input type="radio"/> Concerns are not resolved or progress is insufficient; recommendation for termination.</p> |
| Administrator: Teacher: Date: | Next Meeting Date: | Administrator: Teacher: Date: | Administrator: Teacher: Date: |

Signature of the teacher does not indicate that the teacher agrees with the content, only that he/she has received a copy of the form.

**Diocese of Wheeling-Charleston Catholic Schools
Teacher Growth Model
“Walkthrough” Checklist**

| |
|---|
| Key Y = Yes N = No D = Did Not Observe |
|---|

| | | | | |
|---------------------|--|---------------------|--|----------------------|
| School Name: | | | | |
| <i>Date</i> | | <i>Time</i> | | <i>Teacher</i> |
| <i>Course</i> | | <i>Class Period</i> | | <i>Administrator</i> |

| Domain 1: Planning and Preparation | | | |
|------------------------------------|---|--|--|
| | Goal is posted, and students were aware of the instructional outcome. | | Plans addressed higher order learning, problem solving, and critical thinking. |
| | Lesson plans were articulated in writing and linked to the instructional outcome. | | Lesson plan was designed to maximize time on task and student learning. |
| | Teacher and student activity were connected to the instructional outcome. | | Lesson adequately utilized educational technology and/or resources. |

| Domain 2: The Classroom Environment | | | |
|-------------------------------------|---|--|--|
| | Classroom is safe and nurturing. The student-teacher rapport is respectful. | | The classroom’s physical space is clean, organized, and conducive to learning. |
| | Students appeared to understand classroom procedures. | | Teacher response to inappropriate behavior was effective. |

| Domain 3: Instruction | | | |
|-----------------------|---|--|---|
| | Use of instructional best practices to deliver instruction was evident. | | Students are engaged in learning: _____ out of _____ students were engaged. |
| | The lesson’s pace was appropriate and effective to maximize student learning. | | Students’ learning was assessed, and utilized in instruction. |
| | Use of effective questioning strategies to deliver instruction was evident. | | Struggling students were recognized, and the teacher was responsive. |

| Domain 4: Professional and Leadership Responsibilities | | | |
|--|--|--|--|
| | Evacuation route and mission statement are posted. | | Professional appearance and demeanor demonstrated professionalism. |
| | Maintains accurate records (attendance, grades/assignments online, etc.) | | |

| Domain 5: Faith Community | | | |
|---------------------------|---|--|-------------------------------------|
| | Class period began with prayer. | | Prayer table is kept in good order. |
| | Opportunities to weave Catholicity into the lesson were seized. | | |

| STUDENT FEEDBACK | | | | |
|------------------------------------|---|--|---|--|
| <i>What are you doing and why?</i> | <i>In this class, do you learn a lot every day?</i> | <i>Do students in this class behave the way the teacher wants them to?</i> | <i>How do you know if you’re doing good work in here?</i> | <i>What do you do if you don’t understand something?</i> |
| | | | | |

Administrator Comments:

| Reflective Question(s) for the Teacher: | Teacher's Response to Question(s): |
|---|------------------------------------|
| | |

Teacher Comments:

Administrator

Date

Teacher

Date

A signature only indicates receipt of this document.

(1) copy - Administrator

(1) copy – Teacher

Based on the Danielson Model. The system determines professional competence through multiple direct observations of classroom practices and professional practices throughout the year.

Teacher Growth Model

Diocese of Wheeling-Charleston

Catholic Schools

2019-2020

Adapted from Charlotte Danielson, *Framework for Teaching*, 2013

| | | | | | |
|--------------------------|--|----------------|--------------------------|------------|--|
| Teacher's Name: | | | Tier: | | |
| School: | | | School Year: | | |
| Class/Assignment: | | | Evaluator's Name: | | |
| September | | January | | May | |

DOMAIN ONE - PLANNING & PREPARATION

| Elements | Indicators | Highly Effective (4) | Effective (3) | Minimally Effective (2) | Ineffective (1) |
|---|---|---|---|--|--|
| A. Knowledge of: content, structure of discipline, prerequisite relationships, content-related pedagogy | <ul style="list-style-type: none"> Plans reflect important concepts and prerequisite skills clear and accurate explanations and answers to student questions feedback furthers learning interdisciplinary connections | <ul style="list-style-type: none"> Cites intra-and interdisciplinary relationships Plans address misconceptions Developments in content pedagogy | <ul style="list-style-type: none"> Identifies critical concepts and their relationships Clear explanation of content Answers are accurate and further learning Instructional strategies are suitable | <ul style="list-style-type: none"> Understanding of content rudimentary Prerequisite relationships are inaccurate or incomplete Limited instructional strategies and/or not suited to content | <ul style="list-style-type: none"> Makes content errors Prerequisite relationships are not considered Inappropriate for the content |
| B. Knowledge of child/adolescent development; the learning process, students' skills, knowledge, and language proficiency; interest and cultural heritage; special needs | <ul style="list-style-type: none"> Formal and informal information gathered for use in planning Student interests and needs used for planning Participates in community cultural events and designs opportunities for families to share their heritage Data base of students with special needs | <ul style="list-style-type: none"> Uses ongoing methods to assess skill levels and designs lessons accordingly Seeks information from all about cultural heritage Maintains records and incorporates medical and learning needs in plans | <ul style="list-style-type: none"> Knows levels of cognitive development for groups Aware of cultural differences and range of interests and incorporates in lessons Identifies ability groups Aware of special needs | <ul style="list-style-type: none"> Cites development but does not integrate in lessons Aware of different abilities but teaches to whole group Recognizes diverse cultures rarely draws on it or differentiates for it in lessons Aware of medical issues and learning disabilities but does not understand implications | <ul style="list-style-type: none"> Does not understand development; has unrealistic expectations for students Does not try to ascertain varied ability levels No awareness of cultural interests No responsibility to learn about medical needs or learning disabilities |
| C. Significant learning in discipline reflecting Diocesan Standards; value, sequence, alignment, clarity balance diversity | <ul style="list-style-type: none"> Outcomes of a challenging cognitive level Statements of learning not activity Outcomes central to discipline and related to others Outcomes permitting assessment of student attainment and differentiated | <ul style="list-style-type: none"> Plans reflect curricular framework and sequence Outcomes are connected to previous and future learning Outcomes are differentiated encouraging risk taking | <ul style="list-style-type: none"> Outcomes represent high expectations, rigor, related to the big idea, Outcomes written as what students will learn rather than do Outcomes represent varied types: factual conceptual, reasoning, social interaction, management, communications Outcomes are differentiated, suitable | <ul style="list-style-type: none"> Outcomes represent low expectations and rigor Some outcomes reflect important learning Outcomes are suitable for most | <ul style="list-style-type: none"> Outcomes lack rigor Outcomes do not represent important learning Outcomes are not clear or are stated as activities Outcomes are not suitable for many students |

| | | | | | |
|---|--|--|--|---|--|
| | | | | | |
| <p>D. Resources aligned with outcomes to extend knowledge and pedagogy and are appropriately challenging</p> | <ul style="list-style-type: none"> • Materials provided by school or other organizations • Range of texts • Internet and community resources • Participation on education courses or groups • Guest speakers | <ul style="list-style-type: none"> • Texts matched to skill level • Ongoing relationship with higher education • Resources log for students • Pursues apprenticeships • Facilitates contact with resources outside the classroom | <ul style="list-style-type: none"> • Texts are at varied levels and supplemented by speakers and field trips • Facilitates use of multidisciplinary outside the classroom resources and internet • Involved in professional learning groups, universities | <ul style="list-style-type: none"> • Uses materials from school library not beyond • Participates in content workshops in school but no other PD • Pursues resources within school | <ul style="list-style-type: none"> • Uses only school provided resources • Does not seek resources to expand personal/ professional skills • Aware of some student needs; does not inquire about resources |
| <p>E. Learning activities; instructional materials and resources; instructional groups; lessons and unit structure</p> | <ul style="list-style-type: none"> • Lessons support instructional outcomes; reflect important concepts • Maps indicate relationship to prior learning • Activities use higher level thinking, student choice, varied resources, learning groups, structured lesson plans | <ul style="list-style-type: none"> • Activities permit student choice • Learnings connect to other disciplines • Variety of challenging resources; differentiated for each • Plans differentiate for each | <ul style="list-style-type: none"> • Activities match outcomes; provide higher-level thinking • Variety of challenging materials and resources • Groupings are intentional to maximize learning built on strengths • Plans well structured; reasonable time allocations | <ul style="list-style-type: none"> • Activities are moderately challenging • Limited resources • Instructional groups are random; partially support objective • Lesson structure is uneven or unrealistic time expectations | <ul style="list-style-type: none"> • activities are boring and/ or not well aligned to goal • materials not engaging; do not meet outcomes • Groupings do not support learning • Plans are not structured or sequenced; unrealistic expectations |
| <p>F. Assessments are congruent with outcomes, criteria and standards clear, planned and part of instruction, used for future planning</p> | <ul style="list-style-type: none"> • Plans indicate correspondence between assessment and instructional outcomes • Assessment style matches style of outcome • Variety and or modified • Clearly written expectations for each level of performance • Formative assessment informs decisions within instruction | <ul style="list-style-type: none"> • Assessments provide for student choice • Students help design assessments for their work; develop rubrics for teacher specified objectives • Teacher designs assessments that are authentic with real-world application • Students actively collect information from formative assessment and provide input | <ul style="list-style-type: none"> • All outcomes have a method for assessment; types match expectations • Plans show modified assessments for some • Assessments are clearly written • Plans include formative assessments used during instruction • Plans show adjustments based on formative assessments | <ul style="list-style-type: none"> • Only some outcomes are addressed in planned assessments • Assessment criteria are vague • Plans refer to formative but not evident or developed • Assessment results used to design plans for whole class, not individual students | <ul style="list-style-type: none"> • Assessments do not match instructional outcomes. • Assessments lack criteria. • No formative assessments have been designed. • Assessment results do not affect future plans. |

DOMAIN TWO - CLASSROOM ENVIRONMENT

| Elements | Indicators | Highly Effective (4) | Effective (3) | Minimally Effective (2) | Ineffective (1) |
|---|---|---|--|---|--|
| A. Teacher interactions with students, words and actions; Student interaction with others, words and actions | <ul style="list-style-type: none"> • Respectful talk, active listening and turn-taking • Acknowledgement of students' backgrounds and lives outside the classroom • Body language exudes warmth, caring by all • Physical proximity, encouragement and fairness | <ul style="list-style-type: none"> • Teacher shows knowledge and caring about individual students' lives in and out of class • No disrespect among students, respectfully correct each other • Participation is free of put-downs, ridicule from anyone • Teacher respects and encourages efforts | <ul style="list-style-type: none"> • Talk between teacher and students is uniformly respectful • Teacher successful responding to disrespect among students • Participation is willing; maybe hesitant • Teacher makes general connections with students • Students show respect for teacher | <ul style="list-style-type: none"> • Quality of interactions uneven between teacher and student or between students; some disrespect, insensitivity • Teacher attempts to respond to disrespect between students, uneven • Attempts to make connections with individual students but not successful | <ul style="list-style-type: none"> • Teacher disrespectful to students' ages, culture, development • Students' body language shows hurt, discomfort, insecurity • Teacher shows no familiarity with or caring about individual students • Disregards disrespect between students |
| B. Conveys importance of the content and learning with clear expectations for learning and achievement; students have pride in their work | <ul style="list-style-type: none"> • Belief in the value of what is learned • High expectations, supported verbally, non-verbally in learning and participation • Students expect to do high-quality work in expression and product | <ul style="list-style-type: none"> • Teacher communicates passion for subject/satisfaction in the deep understanding of complex content • Students demonstrate in questions and comments understanding, initiative in improving quality • Students correct one another in language usage | <ul style="list-style-type: none"> • Teacher communicates importance of content, conviction students' mastery demonstrating high regard for their ability • Conveys expectation of high levels of effort • Students expend effort to complete high quality work • Teacher insists on precise language | <ul style="list-style-type: none"> • Teacher's energy is neutral • Conveys high expectations for only some • Students show limited commitment to complete work; many looking for easy path • Teacher's primary concern is task at hand • Urges but does not insist on precise language | <ul style="list-style-type: none"> • Conveys little or no purpose for the work; reasons to do it are external • Conveys to some work is too challenging for them • Students show little or no pride in work • Language is incorrectly used with no correction |
| C. Management of instructional groups, transitions, materials and supplies; performance of classroom routines; supervision of volunteers and paraprofessionals | <ul style="list-style-type: none"> • Smooth functioning of all routines with little or no loss of instructional time • Students play important role in carrying out routines and know what to do and where to move | <ul style="list-style-type: none"> • Minimal prompting students use time productively • Students take initiative in distributing and collecting material • They ensure transitions and routines are smooth • Volunteers and para-professionals take initiative | <ul style="list-style-type: none"> • Students are engaged during group or independent work • Transitions between activities are smooth • Routines for distribution and collection of materials is efficient; as are classroom routines • Volunteers and para-professionals work with minimal supervision | <ul style="list-style-type: none"> • Students not working with teacher are partially engaged • Routines are established but not smooth; as are collection and distribution routines • Classroom routines function unevenly • Volunteers and para-professionals require frequent supervision | <ul style="list-style-type: none"> • Students not working with teacher are not engaged • Transitions are disorganized with much loss of time |

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|---|---|--|---|---|--|
| <p>D. Management of student behavior; expectations; response to misbehavior</p> | <ul style="list-style-type: none"> • Clear standards of conduct, possibly posted and/or referred to during lesson • Absence of acrimony between teacher and student with regard to behavior • Teacher aware of student conduct/prevents misbehavior and reinforces good behavior • Absence of misbehavior | <ul style="list-style-type: none"> • Behavior is entirely appropriate; misbehavior is minor, handled swiftly • Behavior handled silently, subtly • Students respectfully intervene with each other appropriately within standards outlined | <ul style="list-style-type: none"> • Standards of conduct have been established and implemented • Overall student behavior is appropriate • Teacher frequently monitors behavior • Response to misbehavior is effective | <ul style="list-style-type: none"> • Teacher attempts to maintain order, refers to rule, unsuccessful • No apparent system to keep track of behavior • Response to student misbehavior is inconsistent; sometimes harsh, other times lenient | <ul style="list-style-type: none"> • Classroom in chaotic; no standards evident • Teacher does not monitor student behavior • Some disruptive students with no awareness or response from teacher |
| <p>E. Organizing physical space with safety and accessibility with regard to furniture and use of physical resources</p> | <ul style="list-style-type: none"> • Pleasant, inviting atmosphere • Safe environment • Accessibility for all • Furniture arranged suitable for activities • Physical resources | <ul style="list-style-type: none"> • Modifications made to space for special needs • Space is totally aligned with learning activities • Students adjust space as needed • Teacher and students make extensive and imaginative use of technology | <ul style="list-style-type: none"> • Classroom is safe, all students are positioned to see and hear teacher and board • Pace arranged to support goals and activities • Technology used appropriately | <ul style="list-style-type: none"> • Space is safe, most students positioned to see and hear teacher and board • Space does not impede learning but doesn't enhance • Limited use of technology/other resources | <ul style="list-style-type: none"> • Physical hazards in the room, not safe • Many students can't see or hear teacher or board • Technology/other resources not in use even if available |

DOMAIN THREE - INSTRUCTION

| Criteria | Indicators | Highly Effective (4) | Effective (3) | Minimally Effective (2) | Ineffective (1) |
|--|--|--|--|---|---|
| A. Expectations for learning and directions for activities; explanations of content; use of oral and written language | <ul style="list-style-type: none"> • Clarity of lesson purpose • Clear directions and procedures specific to lesson activities • Absence of content errors • Clear explanation of concepts and strategies • Correct and imaginative language use | <ul style="list-style-type: none"> • Students are able to explain what they are learning and where it fits in larger curriculum • Content explained clearly and imaginatively, using metaphors and analogies • Points out possible areas for misunderstanding • Invites students to explain content to each other • Students suggest strategies for challenges and analysis • Uses rich language, offering brief vocabulary lessons/general and academic • Students use academic language correctly | <ul style="list-style-type: none"> • States clearly, verbally or written, what students will be learning/models process of tasks • Explanation of content clear/students participating • No content errors • Teacher describes specific strategies to use, inviting them to interpret them in the context of learning • Students engage with task/exhibit understanding • Teacher’s vocabulary is appropriate to students’ age and development | <ul style="list-style-type: none"> • Little explanation about objective/purely procedural not strategic thinking/must clarify task so students can complete • Explanation consists of monologue, minimal participation or intellectual engagement • Minor content errors • Vocabulary and usage correct but unimaginative/too advanced or juvenile for students • Partially explains academic vocabulary | <ul style="list-style-type: none"> • Teacher does not convey what students will be learning • Body language and/or questions indicate students’ lack of understanding of content/task • Teacher makes serious content error/vocabulary inappropriateness, language including academic usage |
| B. Quality of question/ prompts; discussion techniques; student participation | <ul style="list-style-type: none"> • Questions of high cognitive challenge formulated by teacher and students • Questions with multiple correct answers or approaches • Effective use of student responses and ideas/student led discussion • High levels of discussion/focus on reasoning | <ul style="list-style-type: none"> • Students initiate higher-order thinking questions • Teacher builds on responses to deepen understanding • Students extend discussion, enriching it • Students invite comments from classmates/challenge one another’s thinking • All students are engaged in discussion | <ul style="list-style-type: none"> • Uses open-ended questions, inviting thinking and multiple answers • Makes effective use of wait time • Discussions enable students to talk to one without teacher • Calls on most students/even those not volunteering • Many students engaged • Most students justify their reasoning | <ul style="list-style-type: none"> • Some questions framed to promote thinking/many have one answer/calls on students quickly • Invites students to respond directly to one another/few do • Calls on many/few participate • Asks student to explain their thinking/few do | <ul style="list-style-type: none"> • Questions are rapid-fire/one correct answer • Questions do not invite thinking • All discussion is between student and teacher/not between students • Students are not asked to explain their thinking • Few students dominate discussion |

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|---|--|---|--|---|---|
| <p>C. Activities and assignments; grouping of students; instructional materials and resources; Structure and pacing</p> | <ul style="list-style-type: none"> • Student enthusiasm, interest, thinking, problem solving • Learning tasks that require high-level student thinking and invite students to explain their thinking • Students highly motivated for tasks/persistent in difficulty • Students “working” not watching teacher “work” • Suitable pacing of lesson/not dragged out or rushed/ time for closure and reflection | <ul style="list-style-type: none"> • All are intellectually engaged/tasks require high-level thinking and explanation of thinking • Students take initiative to adapt lesson by (1) Modifying tasks to make more meaningful or relevant (2) suggesting modifications to groupings and/or (3) suggesting modifications or additions to the materials • Students have time for reflection and closure to consolidate understanding | <ul style="list-style-type: none"> • Most are intellectually engaged • Most tasks have multiple correct responses or approaches/encourage higher order thinking • Thinking is explained as part of task • Materials and resources support the objective/requires engagement • Pacing provides time needed to be engaged • Groupings are suitable to activities | <ul style="list-style-type: none"> • Some are intellectually engaged • Tasks are mix of thinking and recall • Engagement with content is largely passive; learning is facts or procedures • Materials/resources partially aligned to lesson objectives/few require thinking or explanation of thinking • pacing is uneven parts rushed or dragging • Instructional grouping partially appropriate to activities | <ul style="list-style-type: none"> • Few are intellectually engaged in lesson • Tasks/materials require only recall with single correct response • Materials are unsuitable to lesson/students • Lesson drags or is rushed • Only one type of instructional group is used |
| <p>D. Assessment criteria; monitoring of student learning; feedback to students; students self-assessment and monitoring of progress</p> | <ul style="list-style-type: none"> • Teacher pays close attention to evidence of student understanding • Poses specifically created questions to elicit evidence of understanding • Circulates to monitor students learning and offer feedback • Students assess their own work against established criteria | <ul style="list-style-type: none"> • Students indicate they clearly understand high-quality work; evidence students helped develop the evaluation criteria • Teacher constantly monitoring understanding making use of strategies to elicit information about individual student understanding • Students monitor their own understanding; initiated or teacher prompted • High-quality feedback from many sources including students specific and focused on improvement | <ul style="list-style-type: none"> • Standard of high-quality work is clearly made • Teacher elicits evidence of student understanding • Students are invited to assess their own work, make improvements, many do | <ul style="list-style-type: none"> • Little evidence that students understand how their work will be evaluated • Teacher monitors understanding through single method or without eliciting understanding from students • Feedback is vague/not oriented toward future improvement of work • Only minor attempts to engage students in self/peer assessment | <ul style="list-style-type: none"> • Teacher gives no indication of what high-quality work looks like • Makes no effort to determine whether students understand lesson • Gives no feedback or it is global or direct to only one student • Students are no asked to evaluate their own work or classmates’ |

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|---|---|--|--|--|---|
| <p>E. Flexibility and responsiveness; lesson adjustment; response to students; persistence</p> | <ul style="list-style-type: none"> • Incorporation of students' interest and daily events into a lesson • Adjusting instruction in response to evidence of level of student understanding • Seizing a teachable moment | <ul style="list-style-type: none"> • Seizes teaching moment • Conveys she/he won't "finish" a lesson until each understands/uses a broad range of approaches • In reflection can cite others in and beyond school whom he has contacted for assistance in reaching some students • Adjustments to lesson are made when needed and designed to assist individuals | <ul style="list-style-type: none"> • Incorporates students' interest and questions into the lesson • Conveys she has other approaches when students have difficulty • In reflection cites multiple approaches to reach students having difficulty • Improvises and makes adjustments to the lesson | <ul style="list-style-type: none"> • Makes perfunctory attempt to incorporate students' questions and interests in lesson • Conveys a level of responsibility to students for their learning but also has uncertainty how to assist • In reflection desires to reach all but does not suggest strategies to do so • Attempts to adjust the lesson are partially successful | <ul style="list-style-type: none"> • Ignores indications of boredom or lack of understanding • Brushes aside questions • Conveys when students have difficulty it is their fault • In reflection, the teacher does not indicate the importance in reaching all students • Makes no attempt to adjust the lesson in response to confusion |
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DOMAIN FOUR - PROFESSIONAL RESPONSIBILITIES

| Criteria | Indicators | Highly Effective (4) | Effective (3) | Minimally Effective (2) | Ineffective (1) |
|--|---|--|---|--|--|
| A. Reflection on teaching; accuracy; use in future teaching | <ul style="list-style-type: none"> • Accurate reflections on a lesson • Citation of adjustments to practice that draw on a repertoire of strategies | <ul style="list-style-type: none"> • Assessment of the lesson is thoughtful and includes specific indicators of effectiveness • Suggestions for improvement draw on an extensive repertoire | <ul style="list-style-type: none"> • Accurately assesses the effectiveness of instructional activities used • Identifies specific ways in which a lesson might be improved | <ul style="list-style-type: none"> • Has general sense of whether or not instructional practices were effective • Offers general modifications for future instruction | <ul style="list-style-type: none"> • Considers the lesson but draws incorrect conclusions about its effectiveness • Makes no suggestions for improvement |
| B. Maintaining Accurate Records; completion of assignments progress in learning; non-instructional records | <ul style="list-style-type: none"> • Routines and systems that track student completion of assignment • Systems of information regarding student progress against instructional outcomes • Processes of maintaining accurate non-instructional records | <ul style="list-style-type: none"> • Students contribute to and maintain records indicating complete and outstanding work • Students contribute to and maintain data files indicating their won progress in learning • Student contribute to maintain non-instructional records for the class | <ul style="list-style-type: none"> • Process for recording completion of work is efficient and effective; student have access to information about completed and /or missing assignments • Efficient and effective process for recording student attainment of learning goals; students have access • Process for recording non-instructional information is efficient and effective | <ul style="list-style-type: none"> • Has process for recording student work completion/may be out of date or may not permit students to access the information • Process for tracking student progress is cumbersome to use • Has a process for tracking some but not all, non-instructional information/may contain errors | <ul style="list-style-type: none"> • No system for either instructional or non-instructional records • Record-keeping systems are in disarray and provide incorrect or confusing information |
| C. Communicating with families; information about the instructional program, individual students; engagement of families in the instructional process | <ul style="list-style-type: none"> • Frequent and culturally appropriate information sent home regarding the instructional program and student progress • Two-way communication between the teacher and families • Frequent opportunities for families to engage in the learning process | <ul style="list-style-type: none"> • Students regularly develop materials to inform their families about the instructional program • Students maintain accurate records about their individual learning progress and frequently share this with families • Students contribute to regular and ongoing projects designed to engage families in the learning process • All communications are highly sensitive to families' cultural norms | <ul style="list-style-type: none"> • Teacher regularly makes information about instructional program available • Regularly sends home information about student progress • Develops activities designed to engage families successfully and appropriately in their child's learning • Most communications are appropriate to families' cultural norms | <ul style="list-style-type: none"> • School or diocesan created materials about the instructional program sent home • Teacher sends home infrequent or incomplete information about the instructional program • Teacher maintains a school-required gradebook but does little else to inform families about student progress • Some communications are inappropriate to families' cultural norms | <ul style="list-style-type: none"> • Little nor 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 culturally inappropriate communication |

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| <p>D. Participating in the Professional Community; relationships with colleagues; involvement in a culture of professional inquiry;</p> | <ul style="list-style-type: none"> • Regular participation with colleagues to share and plan for student success • Regular participation in professional courses or communities that emphasize improving practice • Regular participation in school initiatives • Regular participation in and support of community initiatives | <ul style="list-style-type: none"> • Takes leadership role in promoting activities related to professional inquiry • Regularly contributes to and leads events that positively impact school life • Regularly contributes to and leads significant district and community projects | <ul style="list-style-type: none"> • Has supportive and collaborative relationships with colleagues • Regularly participates in activities related to professional inquiry • Frequently volunteers to participate in school events and diocesan and community projects | <ul style="list-style-type: none"> • Has cordial relationships with colleagues • Participates in activities related to professional inquiry when invited • When asked, participates in school activities, as well as diocesan and community projects | <ul style="list-style-type: none"> • Relationships with colleagues are characterized by negativity or combativeness • Purposefully avoids contributing to activities promoting professional inquiry • Avoids involvement in school activities and diocesan and community projects |
| <p>E. Growing and developing professionally; enhancement of content knowledge and pedagogical skill; Receptivity to feedback from colleagues Service to the profession</p> | <ul style="list-style-type: none"> • Frequent attendance in courses and workshops regular academic reading • Participation in learning networks with colleagues; freely shared insights • Participation in professional organization supporting academic inquiry | <ul style="list-style-type: none"> • Seeks regular opportunities for continued professional development, including initiating action research • Actively seeks feedback from supervisors and colleagues • Takes and active leadership role in profession organization in order to contribute to profession | <ul style="list-style-type: none"> • Seeks regular opportunities for continued professional development • Welcomes colleagues and supervisors into classroom for insight and feedback • Actively participates in organizations designed to contribute to professions | <ul style="list-style-type: none"> • Participates in professional activities when required or provided by school • Reluctantly accepts feedback from supervisors and colleagues • Contributes in a limited fashion to professional organizations | <ul style="list-style-type: none"> • Not involved in any activity that might enhance knowledge or skill • Purposefully resists discussing performance with supervisors or colleagues • Ignores invitations to join professional organizations or attend conferences |
| <p>F. Showing professionalism; integrity and ethical conduct Service to students Advocacy; decision making; Compliance with school and diocesan regulations</p> | <ul style="list-style-type: none"> • Having a reputation as being trustworthy and often sought as a sounding board • Frequently reminding participants during committee or planning work that students are the highest priority • Supporting students, even in the face of difficult situations or conflicting policies • Challenging existing practice in order to put students first • Consistently fulfilling diocesan policies and procedures | <ul style="list-style-type: none"> • Is considered a leader in terms of honesty, integrity, and confidentiality • Is highly proactive in serving student • Makes a concerted effort to ensure opportunities are available for all students to be successful • Takes a leadership role in team and departmental decision making • Takes a leadership role regarding diocesan regulations | <ul style="list-style-type: none"> • Is honest and known for having high standards of integrity • Actively addresses student needs • Actively works to provide opportunities for student success • Willingly participates in team and departmental decision making • Complies completely with diocesan regulations | <ul style="list-style-type: none"> • Is honest • Notices the needs of students but is inconsistent in addressing them • Does not notice some school practices result in poor conditions for students • Makes decisions professionally but on a limited basis • Complies with diocesan regulations | <ul style="list-style-type: none"> • Is dishonest • Does not notice the needs of students • Engages in practices that are self-serving • Willfully rejects diocesan regulations |

DOMAIN FIVE - FAITH AND COMMUNITY

| Criteria | Indicators | Highly Effective (4) | Effective (3) | Minimally Effective (2) | Ineffective (1) |
|---|---|--|--|---|--|
| A. Gives evidence of valuing the distinctive Catholic philosophy of education | <ul style="list-style-type: none"> • Respects the inherent human dignity of students and staff in actions and words • Articulates need for integral formation of students as whole persons created in God's image • Articulates Christ-centered nature of Catholic education | <ul style="list-style-type: none"> • Thoroughly models in word and action respect for individuals as creations of God; students model like behavior • Exemplary commitment to the integral formation of students as whole persons, recognizing Christ as the paradigm of the realization of full human potential | <ul style="list-style-type: none"> • Models in most actions and words respect for individuals as creations of God; students model like behavior • Consistent commitment to the integral formation of students as whole persons (mind, body, and spirit) | <ul style="list-style-type: none"> • Somewhat models in most actions and words respect for individuals as creations of God; students model like behavior • Shows minimal interest in integral formation (e.g. narrow focus on intellectual capacities at expense of moral or spiritual) | <ul style="list-style-type: none"> • Illustrates minimal respect for students and staff as creations of God • Formation of students cannot reasonably be described as attending to the whole person |
| B. Supports the development of a genuine community of faith, steeped in a Catholic worldview, among faculty and students | <ul style="list-style-type: none"> • Reminds others of Christ's example through daily behavior • Smoothly integrates the riches of the Catholic faith tradition into lessons • Designates classroom spaces for prayer and religious art/symbols • Is actively involved in the life of a faith community | <ul style="list-style-type: none"> • Clearly models Christian discipleship in daily interactions; students mimic • Thoroughly and seamlessly integrates the Catholic faith tradition into lessons • Clearly uses classroom space to foster religious dimension of Catholic education • Takes leadership roles in religious activities of the community | <ul style="list-style-type: none"> • Periodically reminds others of Christ in daily interactions; students mimic • Often includes useful references to the Catholic faith tradition in lessons • Uses classroom space to foster the religious dimension of Catholic education • Actively participates in the religious activities of the community | <ul style="list-style-type: none"> • Occasionally references the Catholic faith tradition in lessons; seems forced or even erroneous • Includes religious elements in classroom space • Attends religious activities of community | <ul style="list-style-type: none"> • Daily interactions run counter to Christ's example • Declines to incorporate the Catholic faith tradition into lessons • Classroom space does not foster religious dimension of Catholic education • Does not support religious activities of community |
| C. Demonstrates commitment to the centrality of prayer and worship in both their personal and communal forms | <ul style="list-style-type: none"> • Prays with students in class at opportune times • Makes connections to prayer during lessons • Invites students to lead worship/prayer in class and other places | <ul style="list-style-type: none"> • Successfully plans and leads others in prayer and worship beyond those required or assigned; appropriately involves students in planning and leadership | <ul style="list-style-type: none"> • Successfully plans and leads others in prayer and worship as required or assigned; appropriately involves students in planning and leadership | <ul style="list-style-type: none"> • Actively participates in prayer and worship as required or assigned; rarely prioritizes equipping students to lead and plan prayer and worship | <ul style="list-style-type: none"> • Fails to lead students in prayer and worship; students do not plan or lead these activities |

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| <p>D. Fosters missionary discipleship and an awareness of peace and justice issues in students by witnessing to and encouraging Christian service</p> | <ul style="list-style-type: none"> • Addresses peace and justice issues in each discipline from the framework of Catholic social thought • Encourages students in any/all subjects to put into action the church's commitments to social action and mercy • Participates in Christian service initiatives | <ul style="list-style-type: none"> • Thoroughly and consistently addresses Church teachings on peace and justice issues with students • Gives witness to and encourages acts of mercy and social action; students mimic | <ul style="list-style-type: none"> • Regularly addresses Church teachings on peace and justice issues with students • Gives witness to and encourages acts of mercy and social action | <ul style="list-style-type: none"> • Occasionally addresses peace and justice issues with students • Occasionally gives witness to and encourages acts of mercy and social action | <ul style="list-style-type: none"> • Does not discuss or address peace and justice issues with students • Does not encourage Christian service |
| <p>E. Fosters awareness of the Church's deep commitment to fighting against racism, sexism, and cultural biases</p> | <ul style="list-style-type: none"> • Remains professional and free from racial, cultural, and gender biases • Uses discipline as cornerstone to fight against racial, cultural, and gender biases • Demonstrates knowledge of church teaching regarding issues of race, culture, and gender | <ul style="list-style-type: none"> • Lessons, classes, and interactions with others are free of racial, cultural, and gender biases • Uses examples in lessons as well as units that are multicultural, nonsexist, and anti-racist • Thoroughly and competently, based on church teachings about justice issues, addresses racism, sexism, and cultural biases | <ul style="list-style-type: none"> • Lessons, classes, and interactions with others are free of racial, cultural, and gender biases • Uses examples in lessons as well as units that are multicultural, nonsexist, and anti-racist • Regularly addresses racial, cultural, and gender biases in societies as justice issues with good results | <ul style="list-style-type: none"> • Lessons, classes, and interactions with others are free of racial, cultural, and gender biases • Uses multicultural, nonsexist, and anti-racist themed units • Attempts to address racial, cultural, and gender biases in societies as justice issues with inconsistent results | <ul style="list-style-type: none"> • Displays racial, cultural, or gender biases in one's lessons, classes, or interactions with others • Does not address racial, cultural, or gender biases in societies as justice issues |

**Diocese of Wheeling-Charleston Catholic Schools
Teacher Growth Model
Rating Calculations**

Teacher:

Year:

| Domain 1 – Planning & Preparation | | | | |
|---|---------------|--------------|---------------|-------------|
| Component | HE - 4 | E - 3 | ME - 2 | I -1 |
| 1a | | | | |
| 1b | | | | |
| 1c | | | | |
| 1d | | | | |
| 1e | | | | |
| 1f | | | | |
| Overall Domain 1 | | | | |
| Domain 2 – Classroom Environment | | | | |
| Component | HE - 4 | E - 3 | ME - 2 | I -1 |
| 2a | | | | |
| 2b | | | | |
| 2c | | | | |
| 2d | | | | |
| 2e | | | | |
| Overall Domain 2 | | | | |
| Domain 3 - Instruction | | | | |
| Component | HE - 4 | E - 3 | ME - 2 | I -1 |
| 3a | | | | |
| 3b | | | | |
| 3c | | | | |
| 3d | | | | |
| 3e | | | | |
| Overall Domain 3 | | | | |
| Domain 4 - Professional Responsibilities | | | | |
| Component | HE - 4 | E - 3 | ME - 2 | I -1 |
| 4a | | | | |
| 4b | | | | |
| 4c | | | | |
| 4d | | | | |
| 4e | | | | |
| 4f | | | | |
| Overall Domain 4 | | | | |

| Domain 5- Faith and Community | | | | |
|-------------------------------|--------|-------|--------|------|
| Component | HE - 4 | E - 3 | ME - 2 | I -1 |
| A | | | | |
| B | | | | |
| C | | | | |
| D | | | | |
| E | | | | |
| Overall Domain 5 | | | | |

| Student Progress | HE - 4 | E - 3 | ME - 2 | I -1 |
|------------------|--------|-------|--------|------|
| 85-100% > 1 Year | | | | |
| 85-100% 1 Year | | | | |
| 70-84% 1 Year | | | | |
| < 70% 1 Year | | | | |

| Rubric & Data Calculation | |
|---------------------------|--|
| 75% Rubric Data | |
| 25% Student Data | |
| Overall Rubric | |

| PERFORMANCE RATING | |
|---------------------|---------|
| HIGHLY EFFECTIVE | 3.5-4.0 |
| EFFECTIVE | 2.5-3.4 |
| MINIMALLY EFFECTIVE | 1.5-2.4 |
| INEFFECTIVE | 1.0-1.4 |

| | Final Rating | HE-E-ME-I |
|-------|--------------|-----------|
| Year: | | |

| Signatures | |
|-------------------|-------|
| Teacher: | Date: |
| Administrator: | Date: |
| Pastor/President: | Date: |