

APPENDIX A
ACE TEACHER PERFORMANCE INDICATORS AND RUBRICS

Introduction

The Alliance for Catholic Education’s Teaching Fellows Program uses a teacher evaluation instrument that is organized around the three pillars of ACE—Forming Professional Educators (Pillar I), Building Community (Pillar II), and Growing Spiritually (Pillar III). This tool, modeled after Charlotte Danielson’s 2013 *Framework for Teaching Evaluation Instrument*, divides the complex work of teaching into four broad domains and, among the domains, twenty evidence-based performance indicators that are vital to a teacher effectively carrying out his/her professional work. A detailed rubric accompanies each performance indicator as a way to further explain the critical components associated with each level of a teacher’s performance (exceptional, proficient, basic and unsatisfactory). Determinations about the teacher’s performance reflect the University Supervisor’s on-site observations, periodic feedback from the principal, as well as ongoing communication with the ACE teacher.

PILLAR I—FORMING PROFESSIONAL EDUCATORS

DOMAIN 1: PLANNING AND PREPARATION

1. Demonstrates knowledge of content and pedagogy (IDS 2, 3, 7)

Exceptional	Proficient	Basic	Unsatisfactory
<ul style="list-style-type: none"> • The teacher possesses extensive knowledge of key ideas of the discipline as well as how these ideas are connected. • The teacher uses discipline-specific teaching strategies that simultaneously seek to promote literacy, research, and critical inquiry skills. • The teacher accounts for what content/skills have already been taught and anticipates possible areas of student confusion. • The teacher focuses planning on intellectually challenging questions that skillfully implicate the “big ideas” and skills in the grade/content area. 	<ul style="list-style-type: none"> • The teacher covers important disciplinary ideas/skills and seeks to make critical connections between and among key ideas/skills. • The teacher uses instructional strategies that are specific to the discipline. • The teacher accounts for what content/skills have already been taught and tries to anticipate possible areas of student confusion. • The teacher focuses planning on ideas/skills central to the discipline. 	<ul style="list-style-type: none"> • The teacher covers important disciplinary ideas/skills but neglects to make critical connections between and among these ideas/skills. • The teacher features examples of generalized methods and instructional routines but neglects to use discipline-specific strategies. • The teacher is unclear as to how new information integrates with what students have already learned or how student misconceptions will be addressed. • The teacher accounts for certain key ideas/skills in the grade/content area. 	<ul style="list-style-type: none"> • The teacher makes content errors in his/her planning. • The teacher omits essential content and/or covers topics or skills unsuitable for the course. • The teacher makes no connections between key concepts in the discipline nor does he/she account for how new information will connect what students have already learned. • The teacher accounts for few, if any, key ideas/skills in the grade/content area.

2. Demonstrates knowledge of students (IDS 1, 2, 3)

Exceptional	Proficient	Basic	Unsatisfactory
<ul style="list-style-type: none"> • The teacher uses information about individual students’ cognitive levels, emotional 	<ul style="list-style-type: none"> • The teacher uses his/her varied knowledge of students as a source to inform his/her 	<ul style="list-style-type: none"> • The teacher is generally aware that there is a wide range of student cognitive levels but neglects to 	<ul style="list-style-type: none"> • The teacher is unaware of critical information concerning his/her students’ cognitive levels,

<p>and social challenges, cultural backgrounds, possible interest areas, and language proficiencies to inform his/her lesson planning.</p> <ul style="list-style-type: none"> The teacher actively seeks out guidance from colleagues, administration/staff, as well as students' caretakers to gain additional information about how individual students learn, what motivates them, and what adaptations might be effective. The teacher works with students to select content and resources that richly reflect students' varied cultural backgrounds. The teacher accounts for differences in students' cognitive and linguistic abilities by creating thoughtfully considered differentiated groupings with adapted assignments. The teacher routinely addresses key ideas and questions that lead students to actively engage with class content. 	<p>instructional planning.</p> <ul style="list-style-type: none"> The teacher communicates with colleagues and students' caretakers as a way to gain additional information about how students learn and what adaptations might be effective. The teacher selects content and resources that reflect students' varied cultural backgrounds. The teacher frequently uses student groupings to address differences in students' cognitive abilities. The teacher uses strategies that lead to students actively engaging with class content. 	<p>integrate this knowledge in his/her lesson planning.</p> <ul style="list-style-type: none"> The teacher seeks out information from colleagues and students' family members only in those instances where the student is significantly struggling or causing repeated disruptions in the class. The teacher recognizes his/her students' varied backgrounds but rarely accounts for students' varied cultures when planning lessons. The teacher recognizes his/her students' cognitive and linguistic differences, but tends to teach to the "whole group." The teacher covers essential content but struggles with strategies that keep students consistently and actively engaged. 	<p>cultural backgrounds, social or emotional issues or language proficiencies.</p> <ul style="list-style-type: none"> The teacher is unaware how developmental, cognitive or linguistic characteristics shape students' ability to learn. The teacher creates plans that reflect a whole class instructional approach which does not effectively account for students' differences. The teacher prioritizes delivering information to students rather than having them actively engage with class content.
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3. Designs coherent unit-based instruction (IDS 3,4)

Exceptional	Proficient	Basic	Unsatisfactory
<ul style="list-style-type: none"> The teacher writes clear, rigorous, and observable unit goals and uses them as the governing framework for his/her instructional planning. The teacher crafts lesson plan objectives that align with and support students' ability to achieve the unit goal. The teacher thoughtfully and intentionally weaves together content standards, school expectations, and his/her knowledge of students to create a 	<ul style="list-style-type: none"> The teacher writes mostly clear, rigorous and observable unit goals and uses them to guide his/her instructional planning. The teacher writes lesson plan objectives that align with the unit goal. The teacher successfully weaves together content standards and school expectations to create a series of developmentally appropriate lesson plans. The teacher selects activities and 	<ul style="list-style-type: none"> The teacher writes daily lesson objectives which serve as the governing framework for his/her instructional planning. The teacher accounts for content standards and school expectations, however, these plans are often poorly sequenced. The teacher creates learning activities that are aligned with goals, but often unexact and bereft of supporting resources. 	<ul style="list-style-type: none"> The teacher plans day-to-day using the textbook as a substitute for well-formulated lesson plans. The teacher selects only textbook-supported learning activities without seeking out additional planning resources.

<p>progression of well-sequenced plans that advance student learning goals.</p> <ul style="list-style-type: none"> The teacher selects activities and assessments that are aligned with instructional outcomes, support high-level thinking, and utilize varied resources. 	<p>assessments that are rigorous and aligned with instructional outcomes.</p>		
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4. Selects instructional objectives (IDS 3, 4)

Exceptional	Proficient	Basic	Unsatisfactory
<ul style="list-style-type: none"> The teacher writes lesson objectives that are phrased clearly, with observable verbs, and refer to what students will learn, not what tasks they will perform. The teacher writes lesson objectives that reflect meaningful learning, connect skillfully to the unit goal, and thoughtfully reflect state and/or diocesan standards. The teacher uses the lesson objectives as the basis for selecting instructional activities and informal/formal assessments planning important class discussions, and selecting supporting resources. 	<ul style="list-style-type: none"> The teacher writes lesson objectives that are phrased clearly, with observable verbs, and refer to what students will learn. The teacher writes lesson objectives that clearly align with the unit goal and reflect state and/or diocesan standards. The teacher uses the lesson objectives as the basis for selecting instructional activities as well as informal/formal assessments 	<ul style="list-style-type: none"> The teacher writes lesson objectives that are mostly clear and framed as statements about what students will learn. The teacher writes lesson objectives that cover state and/or diocesan standards. The teacher uses lesson objectives as a basis for selecting instructional activities. 	<ul style="list-style-type: none"> The teacher writes lesson objectives that are unclear and read more like tasks than statements of what students will learn. The teacher writes lesson objectives that fail to integrate state and/or diocesan standards. The teacher selects instructional activities and assessments without regard for the lesson objectives.

5. Designs assessments to provide evidence of learning (IDS 4)

Exceptional	Proficient	Basic	Unsatisfactory
<ul style="list-style-type: none"> The teacher designs summative assessments (i.e. teacher test and performance assessment) that clearly align with unit goals as well as formal formative assessments that clearly align with stated instructional objectives. The teacher relies on skillfully designed formal formative assessments (i.e. end-of-lesson assessments) as a guide to adjust future plans. The teacher designs well- 	<ul style="list-style-type: none"> The teacher designs summative and formal formative assessments that align with both unit goals and instructional objectives, respectively. The teacher uses formal formative assessments as a guide to adjust future plans. The teacher designs formative assessments to monitor student understanding during the lesson and makes adjustments based on the results of these 	<ul style="list-style-type: none"> The teacher designs summative and formal formative assessments that sometimes align with the unit goals and lesson objectives. The teacher sometimes uses the results of formal formative assessments to inform future planning. The teacher includes some formative assessments, but relies heavily on previously-constructed instructional plans as the guide for future planning. The teacher adapts 	<ul style="list-style-type: none"> The teacher often neglects to included assessments in his/her plans and, when they are included, they are unaligned with learning outcomes. The teacher neglects to include formative assessments in his/her planning. The teacher fails to adapt assessments to meet the needs of individual students. The teacher designs assessment that lack specificity, clarity or any

<p>crafted formative assessments to monitor student understanding during the lesson. The teacher makes critical instructional adjustments based on the results of these assessments.</p> <ul style="list-style-type: none"> The teacher designs assessments that are adaptable to meet the needs of all learners. The teacher designs assessments that spell out exactly what is expected of students and what criteria will be used to judge student performance. 	<p>assessments.</p> <ul style="list-style-type: none"> The teacher adapts assignments to meet the needs of all learners. The teacher designs assessments that outline clear expectations and criteria for student performance. 	<p>his/her assessments only in limited circumstances.</p> <ul style="list-style-type: none"> The teacher designs assessments that are sometimes unclear about what is expected from students or on what criteria students will be evaluated. 	<p>criteria to judge student performance.</p>
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6. Demonstrates knowledge of resources (IDS 2, 3)

Exceptional	Proficient	Basic	Unsatisfactory
<ul style="list-style-type: none"> The teacher effectively leverages the value of school resources while seeking out supplementary resources, such as people and organizations in the local community, in order to support and enhance student learning. The teacher thoughtfully considers and selects resources that best support student learning goals and instructional activities. The teacher selects and adapts resources so that they are appropriately challenging for all students. The teacher furthers his/her content knowledge and arsenal of pedagogical practices with various sources of professional development such as print/online materials, community resources, and professional conferences/courses. 	<ul style="list-style-type: none"> The teacher uses a combination of school and supplementary resources to support learning outcomes. The teacher selects resources that support his/her instructional purposes. The teacher selects and modifies resources to meet the needs of all students. The teacher furthers his/her content knowledge and instructional repertoire with school-sponsored and non-school-sponsored professional development opportunities. 	<ul style="list-style-type: none"> The teacher uses school-provided materials to support student learning. The teacher selects resources that help support instructional activities. The teacher utilizes resources that support and challenge some students in the class. The teacher participates in school-sponsored workshops and collaborative learning opportunities. 	<ul style="list-style-type: none"> The teacher uses the textbook and textbook-aligned worksheets as the singular resources for his/her instruction. The teacher selects only textbook-supplied resources to support instructional activities. The teacher participates in few, if any, workshops or professional development opportunities.

DOMAIN 2: THE CLASSROOM ENVIRONMENT

1. Creates environment of respect and rapport (IDS 2, 5)

Exceptional	Proficient	Basic	Unsatisfactory
<ul style="list-style-type: none"> ▪ The teacher cultivates positive, supportive and meaningful relationships with individual students. ▪ The teacher interacts with students in ways that are respectful, fair, encouraging and honest. ▪ The teacher responds to instances of student-to-student disrespect or ridicule promptly, respectfully and with a focus on getting to the root of the problem. ▪ The teacher actively encourages a classroom ethic of compassion, support, togetherness and community by frequently recognizing and modeling certain behaviors. 	<ul style="list-style-type: none"> ▪ The teacher establishes positive and supportive relationships with individual students. ▪ The teacher interacts with students in ways that are respectful, fair and encouraging. ▪ The teacher promptly and respectfully responds to instances of student-to-student disrespect. ▪ The teacher encourages a classroom ethic of support and compassion for all. 	<ul style="list-style-type: none"> ▪ The teacher maintains mostly positive relationships with students. ▪ The teacher interacts with students in a respectful manner. ▪ The teacher responds to instances of student-to-student disrespect or ridicule. ▪ The teacher supports efforts to build a safe and supportive classroom community. 	<ul style="list-style-type: none"> ▪ The teacher has a difficult time maintaining positive relationships with students. ▪ The teacher interacts with students in ways that demonstrate a lack of compassion and respect. ▪ The teacher neglects to respond to instances of student-to-student disrespect. ▪ The teacher fails to build a classroom community where students feel valued and safe.

2. Establishes a culture for learning (IDS 2, 5)

Exceptional	Proficient	Basic	Unsatisfactory
<ul style="list-style-type: none"> ▪ The teacher uses a tone and approach to communicate to students a love and enthusiasm for the subject matter. ▪ Through his/her spoken language, body language, tone, energy and pacing, the teacher conveys to students a sense of urgency with which he/she wants them to approach their own learning. ▪ The teacher communicates challenging and rigorous expectations for all students' work, effort and conduct. ▪ Students in the class exhibit an enthusiasm for their own learning, work hard to meet expectations, 	<ul style="list-style-type: none"> ▪ The teacher uses a tone and approach to communicate to students an enthusiasm for the subject matter. ▪ The teacher uses body language, tone, pacing and/or energy that helps convey to students the teacher's expectations for student learning. ▪ The teacher communicates high expectations for all students' work and conduct. ▪ Students in the class exhibit an interest in their own learning and work hard to meet expectations. 	<ul style="list-style-type: none"> ▪ The teacher uses a tone and approach to communicate a limited amount of enthusiasm for the subject matter. ▪ The teacher uses body language, tone, pacing and/or energy that offer mixed signals to students as to what commitment they should have for their own learning. ▪ The teacher conveys, either tacitly or explicitly, that he/she has high expectations for only portions of what students produce in the classroom. ▪ Students in the class exhibit some interest in what they're learning. 	<ul style="list-style-type: none"> ▪ The teacher uses a tone and approach that communicate to students a lack of enthusiasm for the subject matter. ▪ The teacher uses body language, tone, pacing and/or energy that conveys to students that there is no real expectation to exhibit urgency in their learning. ▪ The teacher has low expectations for students' work, effort or conduct. ▪ Students in the class are lethargic and uninspired when it comes to their own learning and, as a result, often produce low quality work.

and assume responsibility for producing high quality work.			
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3. Manages classroom procedures (IDS 2, 5)

Exceptional	Proficient	Basic	Unsatisfactory
<ul style="list-style-type: none"> The teacher creates and successfully implements classroom routines and procedures that establish an optimum climate for effective instruction and high levels of student engagement. The teacher establishes and skillfully executes transitions between sections of the class, especially between large-group, small-group, and independent activities, so as to minimize any loss of instructional time. When structuring group work experiences, the teacher establishes clear expectations that lead to high levels of student engagement and productivity. 	<ul style="list-style-type: none"> The teacher creates and successfully implements classroom routines and procedures that support effective teaching and learning. The teacher effectively establishes and executes transitions between sections of the class. The teacher establishes clear and effective expectations for student group work experiences. 	<ul style="list-style-type: none"> The teacher has implemented classroom routines and procedures with moderate success. The teacher relies on a set of moderately effective transitions to guide student behavior. The teacher communicates expectations for group work experiences, however, students' engagement and productivity is limited. 	<ul style="list-style-type: none"> The teacher fails to create routines or procedures to maximize the use of class time. The teacher is ineffective in establishing a set of transitions to guide student behavior. The teacher neglects to communicate expectations for student group work experiences which eventuates in low student engagement and productivity.

4. Manages student behavior (IDS 5)

Exceptional	Proficient	Basic	Unsatisfactory
<ul style="list-style-type: none"> The teacher establishes and implements a clear set of expectations that is specific, fair and consistently enforced. The teacher holds students accountable for their behavior in a manner that is subtle, preemptive, solution-oriented, and mindful of the sacredness 	<ul style="list-style-type: none"> The teacher establishes and implements a clear set of expectations and holds students accountable for their behavior. The teacher holds students accountable for their behavior in a manner that is typically positive and solution-oriented. The teacher acknowledges 	<ul style="list-style-type: none"> The teacher relies on a set of class rules that are inconsistently enforced. The teacher holds students accountable for their behavior with some success, however, the teacher often lacks foresight and neglects to take into account the root causes of certain behaviors. 	<ul style="list-style-type: none"> The teacher has an unclear set of expectations which leads to significant problems with student behavior. The teacher neglects to hold students accountable for their behavior and/or does so with a harshness that undermines the teacher-student

<p>of the teacher-student relationship.</p> <ul style="list-style-type: none"> The teacher acknowledges and reinforces positive behaviors as the guiding tenet of his/her approach to managing student behavior. 	<p>and reinforces positive behavior.</p>	<ul style="list-style-type: none"> The teacher inconsistently acknowledges positive behaviors and draws heavily on punitive measures in his/her approach to managing student behavior. 	<p>relationship.</p> <ul style="list-style-type: none"> The teacher acknowledges negative behaviors at the expense of pointing out examples of positive behavior.
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5. Organizes physical space (IDS 5, 7)

Exceptional	Proficient	Basic	Unsatisfactory
<ul style="list-style-type: none"> The teacher situates classroom furniture and other physical resources, including technology, in a neat, organized way that prioritizes active participation and productive engagement from students. The teacher prioritizes safety considerations in the way he/she positions classroom furniture, physical resources and technology. The teacher selects classroom décor that is warm and inviting and conveys a priority on students producing high quality work. 	<ul style="list-style-type: none"> The teacher situates classroom furniture and other physical resources, including technology, in a neat, organized way that connects with his/her instructional priorities. The teacher prioritizes safety considerations in the way he/she positions classroom furniture, physical resources, and technology. The teacher features high quality examples of student work as an integral part of his/her classroom décor. 	<ul style="list-style-type: none"> The teacher situates classroom furniture and other physical resources in an organized way, but there is a disconnect between classroom setup and instructional priorities. The teacher takes into account safety considerations in the way he/she positions classroom furniture, physical resources and technology. The teacher relies almost exclusively on store-bought classroom décor in lieu of posting high quality examples of student work. 	<ul style="list-style-type: none"> The teacher situates classroom furniture and other physical resources in disorganized ways that restrict students from engaging in key aspects of the learning environment. The setup of classroom furniture and resources is cluttered, disorganized, and/or potentially dangerous. The classroom environment is unappealing and sterile and fails to convey a priority on students producing high quality work.

DOMAIN 3: INSTRUCTION

1. Communicates clearly and accurately (IDS 3)

Exceptional	Proficient	Basic	Unsatisfactory
<ul style="list-style-type: none"> At the beginning of the lesson/class, the teacher clearly communicates the learning goal(s) to students and intentionally reinforces this goal during the class as a way to focus and enhance student learning. The teacher clearly and accurately communicates expectations for classroom activities and reinforces these expectations with follow-up questions and modeling. 	<ul style="list-style-type: none"> The teacher clearly communicates and reinforces the learning goal(s) to students both at the beginning and end of the class. The teacher clearly and accurately communicates and reinforces expectations for classroom activities. The teacher clearly communicates to students with language that is developmentally appropriate for his/her 	<ul style="list-style-type: none"> The teacher communicates the learning goal(s) to students but neglects to reinforce this goal during the lesson/class. The teacher communicates clear expectations for classroom activities. The teacher's spoken language is accurate and mostly clear. The teacher uses written communications to students, parents/caretakers, and 	<ul style="list-style-type: none"> The teacher fails to communicate the learning goal(s) to students at any point in the lesson/class. The teacher offers unclear expectations/directions for classroom activities. The teacher uses spoken language that is unclear and sometimes inaccurate. The teacher uses written communications to students, parents/caretakers, and colleagues that lacks

<ul style="list-style-type: none"> • The teacher communicates to students with rich, clear language that both enhances students' vocabularies and ensures that students understand what is being taught. • The teacher uses written communications to students, parents/caretakers, and colleagues that is clear, precise, constructive, professional and free from errors. 	<p>students.</p> <ul style="list-style-type: none"> • The teacher uses written communications to students, parents/caretakers, and colleagues that is clear, professional and free from errors. 	<p>colleagues that is mostly clear, professional and free from errors.</p>	<p>structure, clarity, professionalism and/or contains errors.</p>
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2. Uses questioning and discussion techniques (IDS 2, 3)

Exceptional	Proficient	Basic	Unsatisfactory
<ul style="list-style-type: none"> • The teacher asks a range of questions that both advance learning goals and are sequenced in such a way as to build student understanding from the simple to the more complex. • The teacher asks high quality questions that challenge students to thoughtfully consider and offer extended responses and justify their thinking with evidence. • The teacher employs strategies designed to help students pose appropriate questions and create meaningful dialogue with one another. • The teacher creates a culture of participation that features students contributing thoughtfully and enthusiastically. 	<ul style="list-style-type: none"> • The teacher asks questions that are well-sequenced and connected to the learning goals. • The teacher asks high quality questions that invite thoughtful responses from students. • The teacher employs strategies designed to promote discursive opportunities between and among students. • The teacher employs techniques to hold all or most students accountable for participating thoughtfully in discussions. 	<ul style="list-style-type: none"> • The teacher asks questions that advance the goals of the lesson. • The teacher asks a few questions designed to elicit thoughtful student responses, but often relies upon "on the spot" questions that elicit one word/sentence answers. • The teacher encourages students to speak to one another but is unsure how to provide sufficient instructional support in order for students to do this effectively. • The teacher uses techniques to hold some students accountable for participating in discussions. 	<ul style="list-style-type: none"> • The classroom features a lack of meaningful participation and sometimes confusing interchanges between the teacher and students. • The teacher delivers instruction with scant opportunities for student participation or discussion. • The teacher engages few, if any, students in substantive class discussions.

3. Engages students in learning (IDS 2, 3, 5)

Exceptional	Proficient	Basic	Unsatisfactory
<ul style="list-style-type: none"> • Students are cognitively and enthusiastically engaged in learning important and challenging content evidenced by the quality of their questions, 	<ul style="list-style-type: none"> • Students are cognitively engaged in learning important and challenging content evidenced by the quality of responses and work products. 	<ul style="list-style-type: none"> • Students are only sometimes engaged in their learning and/or merely working to meet minimum expectations evidenced by the quality of their 	<ul style="list-style-type: none"> • Students are consistently disengaged during the lesson. • The teacher paces his/her instruction in such a way as to undermine potential

<p>answers, and work products.</p> <ul style="list-style-type: none"> The teacher paces his/her instruction in such a way as to afford ample time for critical inquiry of challenging content, questioning, modeling, and targeted assessment and feedback. The teacher utilizes strategic groupings as a way to keep students intellectually engaged, assess learning, and provide targeted feedback. 	<ul style="list-style-type: none"> The teacher paces his/her instruction in such a way as to afford time for questioning and targeted assessment and feedback. The teacher utilizes student groups as a way to keep students engaged and assess learning goals. 	<p>responses and work products.</p> <ul style="list-style-type: none"> The teacher paces his/her instruction in such a way as to afford students limited time for questions and assessment. The teacher uses student groupings with limited success. 	<p>opportunities for students to intellectually engage in course material.</p> <ul style="list-style-type: none"> The teacher relies solely on whole class approaches as a basis for his/her instruction, assessment and feedback.
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4. Assesses student learning (IDS 4)

Exceptional	Proficient	Basic	Unsatisfactory
<ul style="list-style-type: none"> The teacher evaluates student learning using a combination of strategically-crafted formative and summative assessments that connect to and advance the learning goals of the lesson and unit. The teacher uses the results of formative assessments to make effective mid-class adjustments to his/her teaching. The teacher routinely provides students with specific, timely and meaningful written and verbal feedback focused on how to improve their individual performance. 	<ul style="list-style-type: none"> The teacher evaluates student learning using a combination of formative and summative assessments that connect to the goals of the lesson and unit. The teachers uses the results of formative assessments to make certain mid-class adjustments to his/her teaching. The teacher provides students with specific and timely written and verbal feedback that is focused on how to improve their individual performance. 	<ul style="list-style-type: none"> The teacher evaluates student learning using only limited examples of formative and summative assessments. The teacher uses the results of formative assessments to make mid-class adjustments only in rare instances where many of the students are struggling meeting learning goals. The teacher offers students some examples of vague, limited or superficial feedback that students struggle to use to improve their performance. 	<ul style="list-style-type: none"> The teacher evaluates student learning with few, if any, examples of formative or summative assessments. The teacher is uncomfortable executing mid-class adjustments based on assessment results. The teacher offers untimely and/or very limited, if any, feedback.

DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

1. Maintains accurate records (IDS 4, 6)

Exceptional	Proficient	Basic	Unsatisfactory
<ul style="list-style-type: none"> The teacher utilizes an organized system of grade-keeping that is used effectively to track students' completion of assignments and progress 	<ul style="list-style-type: none"> The teacher utilizes an organized system of grade-keeping that is used to effectively track students' completion of assignments. The teacher effectively 	<ul style="list-style-type: none"> The teacher utilizes a system of grade-keeping that is mostly effective in tracking students' completion of assignments. The teacher organizes 	<ul style="list-style-type: none"> The teacher neglects to use a system of grade-keeping to track students' completion of assignments. The teacher neglects to organize any of his/her

<p>in meeting learning goals.</p> <ul style="list-style-type: none"> The teacher effectively organizes and annotates current instructional planning materials to support future improvements. The teacher uses individual folders—either physical or electronic—to track how student work products meet specific learning goals. 	<p>organizes instructional planning materials.</p> <ul style="list-style-type: none"> The teacher keeps examples of student work to track progress over time. 	<p>some of his/her instructional planning materials.</p> <ul style="list-style-type: none"> The teacher keeps few examples of student work products. 	<p>instructional planning materials.</p> <ul style="list-style-type: none"> The teacher keeps no examples of student work products to track progress over time.
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2. Communicates with parents and guardians (IDS 4, 6)

Exceptional	Proficient	Basic	Unsatisfactory
<ul style="list-style-type: none"> The teacher creates a proactive system of communication that routinely updates parents/caretakers about their child's individual academic/behavioral progress as well as about important school/class information. The teacher routinely offers parents/caretakers opportunities to participate and/or provide input in their child's education. The teacher responds to requests from parents/caretakers in a timely, constructive, solution-oriented, and professional manner. 	<ul style="list-style-type: none"> The teacher frequently updates parents/caretakers about their child's individual academic/behavioral progress as well as about school/class information. The teacher periodically offers parents/caretakers the opportunity to participate and/or provide input in their child's education. The teacher responds to requests from parents/caretakers in a timely and professional manner. 	<ul style="list-style-type: none"> The teacher periodically updates parents/caretakers about their child's individual academic/behavioral progress. The teacher is open to parent/caretaker requests to participate in their child's education. The teacher responds to requests from parents/caretakers. 	<ul style="list-style-type: none"> The teacher neglects to update parents/caretakers about their child's individual academic/behavioral progress. The teacher shies away from any possible opportunities to involve parents/caretakers in their child's education. The teacher neglects to respond in a helpful or timely manner to requests from parents/caretakers.

3. Shows professionalism (IDS 6)

Exceptional	Proficient	Basic	Unsatisfactory
<ul style="list-style-type: none"> The teacher invites observation and suggestions about his/her instruction and responds to critical feedback with enthusiasm, "coachability," and initiative. The teacher thoughtfully reflects on critical elements of his/her instruction and engages in meaningful goal-setting to 	<ul style="list-style-type: none"> The teacher welcomes observation and suggestions about his/her instruction and responds to critical feedback with "coachability." The teacher thoughtfully reflects and goal-sets about key elements of his/her instruction. The teacher meets the professional expectations set by his/her 	<ul style="list-style-type: none"> The teacher accepts observation and suggestions about his/her instruction. The teacher reflects and sets goals about certain aspects of his/her instruction. The teacher meets the minimum professional expectations set by his/her administrative superiors and colleagues. 	<ul style="list-style-type: none"> The teacher responds defensively and thoughtlessly to observation and suggestions about his/her instruction. The teacher is opposed to professional reflection or goal-setting. The teacher fails to meet the professional expectations set by his/her administrative

target areas of improvement. <ul style="list-style-type: none"> The teacher exceeds the professional expectations set by his/her administrative superiors and colleagues. 	administrative superiors and colleagues.		superiors and colleagues.
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PILLAR II BUILDING COMMUNITY

1. Contributes to the professional and local community

Exceptional	Proficient	Basic	Unsatisfactory
<ul style="list-style-type: none"> The teacher assumes leadership roles in school- and community-related initiatives and activities. The teacher is a leading member of a professional learning community that promotes a culture of continuous improvement. The teacher maintains professional relationships with colleagues that help promote collaboration, the sharing of planning resources and meaningful dialogue about how to improve student learning. In planning study trips, guest speakers, service learning experiences, and university/business partnerships, the teacher routinely capitalizes on opportunities to forge collaborations between the school and community. 	<ul style="list-style-type: none"> The teacher actively participates in school- and community-related initiatives and activities. The teacher actively participates in a professional learning community that promotes a culture of continuous improvement. The teacher maintains professional relationships that work to support various aspects of student learning. The teacher plans multiple experiences that successfully extend learning beyond the classroom. 	<ul style="list-style-type: none"> The teacher participates in school-related activities. The teacher participates in the professional learning community. The teacher maintains professional relationships with colleagues. The teacher occasionally plans opportunities for students to extend their learning beyond the walls of the classroom. 	<ul style="list-style-type: none"> The teacher refuses opportunities to participate in school-related activities. The teacher refuses to participate in the professional community. The teacher maintains poor professional relationships with colleagues. The teacher neglects to plan opportunities for students to extend their learning beyond the walls of the classroom.

PILLAR III GROWING SPIRITUALLY

1. Fosters spiritual and ethical development in students

Exceptional	Proficient	Basic	Unsatisfactory
<ul style="list-style-type: none"> The teacher inculcates Christian values and behaviors, such as fairness, integrity, and selflessness, in academic and non-academic aspects 	<ul style="list-style-type: none"> The teacher routinely promotes Christian values and behaviors in academic and non-academic aspects of the classroom. The teacher uses certain 	<ul style="list-style-type: none"> The teacher communicates to students the importance of exhibiting Christian behaviors in certain aspects of the classroom. 	<ul style="list-style-type: none"> The teacher struggles to communicate and promote to students the importance of exhibiting Christian behaviors. The teacher neglects to

<p>of the classroom.</p> <ul style="list-style-type: none"> ▪ The teacher uses diverse prayer experiences to create a culture of faith in action in the classroom. ▪ The teacher treats students, families and colleagues with respect, humility and dignity. ▪ The teacher witnesses the Christian faith in word and action in the classroom and greater Catholic school community. 	<p>prayer experiences to help enhance the spiritual development of his/her students.</p> <ul style="list-style-type: none"> ▪ The teacher treats students, families, and colleagues with respect and dignity. ▪ The teacher witnesses the Christian faith in both the classroom and greater Catholic school community. 	<ul style="list-style-type: none"> ▪ The teacher leads formal prayer experiences with students. ▪ The teacher treats students, families and colleagues with a general sense of respect. ▪ The teacher witnesses the Christian faith in the classroom. 	<p>lead prayer experiences in the classroom.</p> <ul style="list-style-type: none"> ▪ The teacher struggles to treat students, families and colleagues with respect, dignity and humility. ▪ The teacher exhibits behaviors inconsistent with Christian values.
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