ARCHDIOCESE OF CHICAGO

Formal Observation for Non-Pilot Schools

Domain 2: Classroom Environment

FfT 2013 - Component 2a

Component	Unsatisfactory	Basic	Proficient	Distinguished
2a Creating an Environment of Respect and Rapport **Indicators:** **1. Respectful talk, active listening, and turn-taking** **2. Acknowledgment of students' backgrounds and lives outside the classroom** **3. Body language indicative of warmth and caring shown by teacher and students** **4. Physical proximity** **5. Politeness and encouragement** **6. Fairness**	Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior. **Critical Attributes:** 1. The teacher is disrespectful toward students or insensitive to students' ages, cultural backgrounds, and developmental levels. 2. Students' body language indicates feelings of hurt, discomfort, or insecurity. 3. The teacher displays no familiarity with, or caring about, individual students. 4. The teacher disregards disrespectful interactions among students.	Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict. **Critical Attributes:** 1. The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity. 2. The teacher attempts to respond to disrespectful behavior among students, with uneven results. 3. The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks. **Critical Attributes:** 1. Talk between the teacher and students and among students is uniformly respectful. 2. The teacher successfully responds to disrespectful behavior among students. 3. Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates. 4. The teacher makes general connections with individual students. 5. Students exhibit respect for the teacher.	Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks. **Critical Attributes:** 1. The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school. 2. There is no disrespectful behavior among students. 3. When necessary, students respectfully correct one another. 4. Students participate without fear of put-downs or ridicule from either the teacher or other students. 5. The teacher respects and encourages students' efforts.

Enter Notes and Evidence

Rubric Score: 0/0

Fft 2013 - 2a Critical Attributes

☐ Unsatisfactory - The teacher is disrespectful toward students or insensitive to students` ages, cultural backgrounds, and developmental levels.

☐ Unsatisfactory - Students` body language indicates feelings of hurt, discomfort, or insecurity.

☐ Unsatisfactory - The teacher displays no familiarity with, or caring about, individual students.

☐ Unsatisfactory - The teacher disregards disrespectful interactions among students.

☐ Basic - The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity.

☐ Basic - The teacher attempts to respond to disrespectful behavior among students, with uneven results.

☐ Basic - The teacher attempts to make connections with individual students, but student reactions indicate that these attempts are not entirely successful.

☐ Proficient - Talk between the teacher and students and among students is uniformly respectful.

☐ Proficient - The teacher successfully responds to disrespectful behavior among students.

☐ Proficient - Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates.

☐ Proficient - The teacher makes general connections with individual students.

☐ Proficient - Students exhibit respect for the teacher.

☐ Distinguished - The teacher demonstrates knowledge and caring about individual students` lives beyond the class and school.

☐ Distinguished - There is no disrespectful behavior among students.

☐ Distinguished - When necessary, students respectfully correct one another.

☐ Distinguished - Students participate without fear of put-downs or ridicule from either the teacher or other students.

☐ Distinguished - The teacher respects and encourages students` efforts.

FfT 2013 - Component 2b

Component	Unsatisfactory	Basic	Proficient	Distinguished
2b Establishing a Culture for Learning **Indicators:** **1. Belief in the value of what is being learned** **2. High expectations, supported through both verbal and nonverbal behaviors, for both learning and participation** **3. Expectation of high-quality work on the part of students** **4. Expectation and recognition of effort and persistence on the part of students** **5. High expectations for expression and work products**	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students. **Critical Attributes:** 1. The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors. 2. The teacher conveys to at least some students that the work is too challenging for them. 3. Students exhibit little or no pride in their work. 4. Students use language incorrectly; the teacher does not correct them.	The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only "going through the motions," and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject. **Critical Attributes:** 1. The teacher's energy for the work is neutral, neither indicating a high level of commitment nor ascribing the need to do the work to external forces. 2. The teacher conveys high expectations for only some students. 3. Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an "easy path." 4. The teacher's primary concern appears to be to complete the task at hand. 5. The teacher urges, but does not insist, that students use precise language.	The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language. **Critical Attributes:** 1. The teacher communicates the importance of the content and the conviction that with hard work all students can master the material. 2. The teacher demonstrates a high regard for students' abilities. 3. The teacher conveys an expectation of high levels of student effort. 4. Students expend good effort to complete work of high quality. The teacher insists on precise use of language by students	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language. **Critical Attributes:** 1. The teacher communicates passion for the subject. 2. The teacher conveys the satisfaction that accompanies a deep understanding of complex content. 3. Students indicate through their questions and comments a desire to understand the content. 4. Students assist their classmates in understanding the content. 5. Students take initiative in improving the quality of their work. 6. Students correct one another in their use of language.

Enter Notes and Evidence

Rubric Score: 0/0

Fft 2013 - 2b Critical Attributes

☐ Unsatisfactory - The teacher conveys that there is little or no purpose for the work, or that the reasons for doing it are due to external factors.

☐ Unsatisfactory - The teacher conveys to at least some students that the work is too challenging for them.

☐ Unsatisfactory - Students exhibit little or no pride in their work.

☐ Unsatisfactory - Students use language incorrectly; the teacher does not correct them.

☐ Basic - The teacher`s energy for the work is neutral, neither indicating a high level of commitment nor ascribing the need to do the work to external forces.

☐ Basic - The teacher conveys high expectations for only some students.

☐ Basic - Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an "easy path."

☐ Basic - The teacher`s primary concern appears to be to complete the task at hand.

☐ Basic - The teacher urges, but does not insist, that students use precise language.

☐ Proficient - The teacher communicates the importance of the content and the conviction that with hard work all students can master the material.

☐ Proficient - The teacher demonstrates a high regard for students` abilities.

☐ Proficient - The teacher conveys an expectation of high levels of student effort.

☐ Proficient - Students expend good effort to complete work of high quality.

☐ Proficient - The teacher insists on precise use of language by students.

☐ Distinguished - The teacher communicates passion for the subject.

☐ Distinguished - The teacher conveys the satisfaction that accompanies a deep understanding of complex content.

☐ Distinguished - Students indicate through their questions and comments a desire to understand the content.

☐ Distinguished - Students assist their classmates in understanding the content.

☐ Distinguished - Students take initiative in improving the quality of their work.

☐ Distinguished - Students correct one another in their use of language.

Domain 3: Instruction

Component	Unsatisfactory	Basic	Proficient	Distinguished
3a Communicating with Students **Indicators:** **1. Clarity of lesson purpose** **2. Clear directions and procedures specific to the lesson activities** **3. Absence of content errors and clear explanations of concepts and strategies** **4. Correct and imaginative use of language**	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused. **Critical Attributes:** 1. At no time during the lesson does the teacher convey to students what they will be learning. 2. Students indicate through body language or questions that they don't understand the content being presented. 3. The teacher makes a serious content error that will affect students' understanding of the lesson. 4. Students indicate through their questions that they are confused about the learning task. 5. The teacher's communications include errors of vocabulary or usage or imprecise use of academic language. 6. The teacher's vocabulary is inappropriate to the age or culture of the students.	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary. **Critical Attributes:** 1. The teacher provides little elaboration or explanation about what the students will be learning. 2. The teacher's explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students. 3. The teacher makes no serious content errors but may make minor ones. 4. The teacher's explanations of content are purely procedural, with no indication of how students can think strategically. 5. The teacher must clarify the learning task so students can complete it. 6. The teacher's vocabulary and usage are correct but unimaginative. 7. When the teacher attempts to explain academic vocabulary, it is only partially successful. 8. The teacher's vocabulary is too advanced, or too juvenile, for students.	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding. **Critical Attributes:** 1. The teacher states clearly, at some point during the lesson, what the students will be learning. 2. The teacher's explanation of content is clear and invites student participation and thinking. 3. The teacher makes no content errors. 4. The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they're learning. 5. Students engage with the learning task, indicating that they understand what they are to do. 6. If appropriate, the teacher models the process to be followed in the task. 7. The teacher's vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary. 8. The teacher's vocabulary is appropriate to students' ages and levels of development.	The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary. **Critical Attributes:** 1. If asked, students are able to explain what they are learning and where it fits into the larger curriculum context. 2. The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life. 3. The teacher points out possible areas for misunderstanding. 4. The teacher invites students to explain the content to their classmates. 5. Students suggest other strategies they might use in approaching a challenge or analysis. 6. The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline. 7. Students use academic language correctly.

Enter Notes and Evidence

Rubric Score: 0/0

Fft 2013 - 3a Critical Attributes

☐ Unsatisfactory - At no time during the lesson does the teacher convey to students what they will be learning.

☐ Unsatisfactory - Students indicate through body language or questions that they don`t understand the content being presented.

☐ Unsatisfactory - The teacher makes a serious content error that will affect students` understanding of the lesson.

☐ Unsatisfactory - Students indicate through their questions that they are confused about the learning task.

☐ Unsatisfactory - The teacher`s communications include errors of vocabulary orusage or imprecise use of academic language.

☐ Unsatisfactory - The teacher`s vocabulary is inappropriate to the age or culture of the students.

☐ Basic - The teacher provides little elaboration or explanation about what the students will be learning.

☐ Basic - The teacher`s explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students.

☐ Basic - The teacher makes no serious content errors but may make minor ones.

☐ Basic - The teacher`s explanations of content are purely procedural, with no indication of how students can think strategically.

☐ Basic - The teacher must clarify the learning task so students can complete it.

☐ Basic - The teacher`s vocabulary and usage are correct but unimaginative.

☐ Basic - When the teacher attempts to explain academic vocabulary, it is only partially successful.

☐ Basic - The teacher`s vocabulary is too advanced, or too juvenile, for students.

☐ Proficient - The teacher states clearly, at some point during the lesson, what the students will be learning.

☐ Proficient - The teacher`s explanation of content is clear and invites student participation and thinking.

☐ Proficient - The teacher makes no content errors.

☐ Proficient - The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they`re learning.

☐ Proficient - Students engage with the learning task, indicating that they understand what they are to do.

☐ Proficient - If appropriate, the teacher models the process to be followed in the task.

☐ Proficient - The teacher`s vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary.

☐ Proficient - The teacher`s vocabulary is appropriate to students` ages and levels of development.

☐ Distinguished - If asked, students are able to explain what they are learning and where it fits into the larger curriculum context.

☐ Distinguished - The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.

☐ Distinguished - The teacher points out possible areas for misunderstanding.

☐ Distinguished - The teacher invites students to explain the content to their classmates.

☐ Distinguished - Students suggest other strategies they might use in approaching a challenge or analysis.

☐ Distinguished - The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline.

☐ Distinguished - Students use academic language correctly.

Component	Unsatisfactory	Basic	Proficient	Distinguished
3c Engaging Students in Learning **Indicators:** **1. Student enthusiasm, interest, thinking, problem solving, etc.** **2. Learning tasks that require high-level student thinking and invite students to explain their thinking** **3. Students highly motivated to work on all tasks and persistent even when the tasks are challenging** **4. Students actively "working," rather than watching while their teacher "works"** **5. Suitable pacing of the lesson: neither dragged out nor rushed, with time for closure and student reflection**	The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed. **Critical Attributes:** 1. Few students are intellectually engaged in the lesson. 2. Learning tasks/activities and materials require only recall or have a single correct response or method. 3. Instructional materials used are unsuitable to the lesson and/or the students. 4. The lesson drags or is rushed. 5. Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of "downtime." **Critical Attributes:** 1. Some students are intellectually engaged in the lesson. 2. Learning tasks are a mix of those requiring thinking and those requiring recall. 3. Student engagement with the content is largely passive; the learning consists primarily of facts or procedures. 4. The materials and resources are partially aligned to the lesson objectives. 5. Few of the materials and resources require student thinking or ask students to explain their thinking. 6. The pacing of the lesson is uneven - suitable in parts but rushed or dragging in others. 7. The instructional groupings used are partially appropriate to the activities	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content, and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged. **Critical Attributes:** 1. Most students are intellectually engaged in the lesson. 2. Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. 3. Students are invited to explain their thinking as part of completing tasks. 4. Materials and resources support the learning goals and require intellectual engagement, as appropriate. 5. The pacing of the lesson provides students the time needed to be intellectually engaged. 6. The teacher uses groupings that are suitable to the lesson activities.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding. **Critical Attributes:** 1. Virtually all students are intellectually engaged in the lesson. 2. Lesson activities require high-level student thinking and explanations of their thinking. 3. Students take initiative to adapt the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used. 4. Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.

Enter Notes and Evidence

Rubric Score: 0/0

Fft 2013 - 3c Critical Attributes

☐ Unsatisfactory - Few students are intellectually engaged in the lesson.

☐ Unsatisfactory - Learning tasks/activities and materials require only recall or have a single correct response or method.

☐ Unsatisfactory - Instructional materials used are unsuitable to the lesson and/or the students.

☐ Unsatisfactory - The lesson drags or is rushed.

☐ Unsatisfactory - Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement.

☐ Basic - Some students are intellectually engaged in the lesson.

☐ Basic - Learning tasks are a mix of those requiring thinking and those requiring recall.

☐ Basic - Student engagement with the content is largely passive; the learning consists primarily of facts or procedures.

☐ Basic - The materials and resources are partially aligned to the lesson objectives.

☐ Basic - Few of the materials and resources require student thinking or ask students to explain their thinking.

☐ Basic - The pacing of the lesson is uneven - suitable in parts but rushed or dragging in others.

☐ Basic - The instructional groupings used are partially appropriate to the activities.

☐ Proficient - Most students are intellectually engaged in the lesson.

☐ Proficient - Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.

☐ Proficient - Students are invited to explain their thinking as part of completing tasks.

☐ Proficient - Materials and resources support the learning goals and require intellectual engagement, as appropriate.

☐ Proficient - The pacing of the lesson provides students the time needed to be intellectually engaged.

☐ Proficient - The teacher uses groupings that are suitable to the lessong activities.

☐ Distinguished - Virtually all students are intellectually engaged in the lesson.

☐ Distinguished - Lesson activities require high-level student thinking and explanations of their thinking.

☐ Distinguished - Students take initiative to adapt (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used.

☐ Distinguished - Students have an opportunity for reflection and closure on the lesson to consolidate their understanding.

Component	Unsatisfactory	Basic	Proficient	Distinguished
3d Using Assessment in Instruction **Indicators:** **1. The teacher paying close attention to evidence of student understanding** **2. The teacher posing specifically created questions to elicit evidence of student understanding** **3. The teacher circulating to monitor student learning and to offer feedback** **4. Students assessing their own work against established criteria**	Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment. **Critical Attributes:** 1. The teacher gives no indication of what high-quality work looks like. 2. The teacher makes no effort to determine whether students understand the lesson. 3. Students receive no feedback, or feedback is global or directed to only one student. The teacher does not ask students to evaluate their own or classmates' work	Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work. **Critical Attributes:** 1. There is little evidence that the students understand how their work will be evaluated. 2. The teacher monitors understanding through a single method, or without eliciting evidence of understanding from students. 3. Feedback to students is vague and not oriented toward future improvement of work. 4. The teacher makes only minor attempts to engage students in self- or peer assessment.	Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self assessment. **Critical Attributes:** 1. The teacher makes the standards of high-quality work clear to students. 2. The teacher elicits evidence of student understanding. 3. Students are invited to assess their own work and make improvements; most of them do so. 4. Feedback includes specific and timely guidance, at least for groups of students.	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings. **Critical Attributes:** 1. Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria. 2. The teacher is constantly "taking the pulse" of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding. 3. Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher. 4. High-quality feedback comes from many sources, including students; it is specific and focused on improvement.

Enter Notes and Evidence

Rubric Score: 0/0

FfT 2013 - 3d Critical Attributes

☐ Unsatisfactory - The teacher gives no indication of what high-quality work looks like.

☐ Unsatisfactory - The teacher makes no effort to determine whether students understand the lesson.

☐ Unsatisfactory - Students receive no feedback, or feedback is global or directed to only one student.

☐ Unsatisfactory - The teacher does not ask students to evaluate their own or classmates` work.

☐ Basic - There is little evidence that the students understand how their work will be evaluated.

☐ Basic - The teacher monitors understanding through a single method, or without eliciting evidence of understanding from students.

☐ Basic - Feedback to students is vague and not oriented toward future improvement of work.

☐ Basic - The teacher makes only minor attempts to engage students in self- or peer assessment.

☐ Proficient - The teacher makes the standards of high-quality work clear to students.

☐ Proficient - The teacher elicits evidence of student understanding.

☐ Proficient - Students are invited to assess their own work and make improvements; most of them do so.

☐ Proficient - Feedback includes specific and timely guidance, at least for groups of students

☐ Distinguished - Students indicate that they clearly understand the characteristics of high- quality work, and there is evidence that students have helped establish the evaluation criteria.

☐ Distinguished - The teacher is constantly "taking the pulse" of the class; monitoring of student understanding is sophisticated and continuous and makes use of strategies to elicit information about individual student understanding.

☐ Distinguished - Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.

☐ Distinguished - High-quality feedback comes from many sources, including students; it is specific and focused on improvement.

Domain 5: Catholic Identity

Domain 5: Catholic Identity 🔼

Criteria	Unsatisfactory	Basic	Proficient	Distinguished
5a: Ensures that Catholic identity and mission drives instructional decisions.	Unaware of the school's religious mission and philosophy. Exhibits few actions that demonstrates acceptance of the mission.	Can articulate the school's mission and philosophy. Minimum demonstration of actions that reflect the school's mission/philosophy.	Daily commitment to the school's mission/philosophy is evident in actions and interactions with school stakeholders.	Challenges the school community to strive to improve its commitment to the mission/philosophy of Catholic education.
				Enter Notes
5b: Collaborates with school stakeholders to support the school's Catholic mission and vision.	Does not encourage or participate in family liturgical celebrations.	The staff member attends family liturgical events.	The staff member regularly invites family participation in liturgical celebrations and attends these events.	Organizes and participates in opportunities for parents/guardians and students to grow in the knowledge and practice of faith and service with their families in coordination with the principal.
				Enter Notes
5c: Implements the AoC religion curriculum with fidelity to guide and support students' faith formation.	Religious instruction is not well-designed and consistently implemented for all learners.	Provides students with grade-level religious instruction using approved materials.	Implements a grade-level religious education curriculum that is appropriate for the needs of all learner and supports the Catholic mission of the school.	Designs and successfully implements a coherent grade-level curriculum that utilizes USCCB approved instructional materials and supports the Catholic mission of the school.
				Enter Notes
5d: Integrates doctrine, scripture, Catholic social teaching, prayer and service within the instructional program.	The staff member does not provide for and/or participate in different types of prayer and liturgy, provide daily catechetical instruction informed by best practice and the Archdiocesan religion curriculum, and/or utilize scripture.	Provides inconsistent opportunities for students to participate in prayer and quality religious instruction.	Provides students with daily participation in prayer and quality religious instruction informed by best practice that includes experience with scripture, the sacraments, mission, vocations, stewardship, service, and Catholic social teaching.	Regularly helps students make connections to religion in all content areas and through a variety of school-appropriate activities.
				Enter Notes
5e: Integrates liturgical practices and Catholic culture into classroom environment. Classroom environment is identifiably Catholic.	Lack of religious symbols in classroom and/or little evidence of Catholic/Christian belief by teacher.	Some religious symbols in the classroom. Inconsistent modeling and monitoring of Catholic/Christian beliefs.	Religious symbols evident in classroom. Teacher models/monitors Catholic/Christian beliefs.	Consistently models Catholic/Christian beliefs. Monitors and promotes Christian behavior in students.
				Enter Notes
5f: Maintains catechetical certification per the AoC requirements.	Reminders needed for religious certification and/or Certification has lapsed.	Does minimum required to keep certification current.	Maintains coursework and can provide evidence of ongoing faith development.	Consistently goes beyond required catechetical certification to grow his/her faith.
				Enter Notes
Rubric Score: 0/0				

Recommendations

Areas of Strength:

Areas for Growth:

Recommendations:

Additional Comments:

Final Score

Principal Signature & Date

Teacher Signature & Date