

Christ the Teacher Catholic Schools

Performance Appraisal for Teachers Receiving a Summative Evaluation, Formal Observations and those on Cycle 1B
Based on Charlotte Danielson's *Framework for Teaching*

Domain	Competencies
1. Planning and Preparation	1a Demonstrating knowledge of content and pedagogy 1b Demonstrating knowledge of students 1c Selecting instructional goals 1d Demonstrating knowledge of resources 1e Designing coherent instruction
2. The Classroom Environment	2a Creating an environment of respect and rapport 2b Establishing a culture of learning 2c Managing classroom procedures 2d Managing student behavior 2e Organizing physical space
3. Instruction	3a Communicating with students 3b Using Questioning and Discussion 3c Engaging Students in Learning 3d Using Assessment in Instruction 3e Demonstrating flexibility and responsiveness
4. Professional Responsibilities	4a Reflecting on Teaching 4b Maintains Accurate Records 4c Communicating with Families 4d Participating in a Professional Community 4e Growing and Developing Professionally 4f Showing Professionalism
5. Christian Principles	5a Integration of Faith and Culture 5b Models the Gospel Values 5c Classroom Physical Environment 5d Leadership in Parish Community

Note: "Christian Principles" has been added to Danielson's Framework to reflect the distinctiveness of our Catholic school division.
For the full listing and description of all domains and competencies, please see Danielson's complete *Framework for Teaching* document.

Domain 1, Component 1a: Knowledge of Content and Pedagogy

<p>INEFFECTIVE In planning and practice, teacher makes content errors or does not correct errors made by students. Teacher’s plans and practice display little understanding of prerequisite relationships important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student’s learning of the content.</p>	<p>DEVELOPING The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher’s plans and practice indicate some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher’s plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</p>	<p>EFFECTIVE The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher’s plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts. The teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.</p>	<p>HIGHLY EFFECTIVE The teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines. The teacher’s plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding. The teacher’s plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.</p>
<p>Critical Attributes</p>			
<p>The teacher makes content errors. Teacher does not consider prerequisite relationships when planning. Teacher’s plans use inappropriate strategies for the discipline.</p>	<p>Teacher is familiar with the discipline but does not see conceptual relationships. Teacher’s knowledge of prerequisite relationships is inaccurate or incomplete. Lesson and unit plans use limited instructional strategies, and some may not be suitable to the content.</p>	<p>The teacher can identify important concepts of the discipline and their relationships to one another. The teacher consistently provides clear explanations of the content. The teacher answers student questions accurately and provides feedback that furthers their learning. The teacher seeks out content-related professional development.</p>	<p>In addition to the characteristics of “effective”: The teacher cites intra- and interdisciplinary content relationships. The teacher is proactive in uncovering student misconceptions and addressing them before proceeding.</p>
<p>Evidence:</p>			

Domain 1, Component 1b: Demonstrating Knowledge of Students

<p>INEFFECTIVE The teacher demonstrates minimal understanding of how students learn- and little knowledge of their varied approaches to learning, cultures, skills, language proficiency, interests, and special needs and does not indicate that such knowledge is valuable.</p>	<p>DEVELOPING The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.</p>	<p>EFFECTIVE The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.</p>	<p>HIGHLY EFFECTIVE The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.</p>
<p>Critical Attributes</p>			
<p>The teacher does not understand child development characteristics and has unrealistic expectations for students. The teacher does not try to ascertain varied ability levels among students in the class. The teacher is not aware of student interests or cultural heritages. The teacher takes no responsibility to learn about students' medical or learning disabilities.</p>	<p>The teacher cites developmental theory but does not seek to integrate it into lesson planning. The teacher is aware of the different ability levels in the class but tends to teach to the "whole group." The teacher recognizes that children have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences. The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.</p>	<p>The teacher knows, for groups of students, their levels of cognitive development. The teacher is aware of the different cultural groups in the class. The teacher has a good idea of the range of interests of students in the class. The teacher has identified "high," "medium," and "low" groups of students within the class. The teacher is well informed about students' cultural heritage and incorporates this knowledge in lesson planning. The teacher is aware of the special needs represented by students in the class.</p>	<p>In addition to the characteristics of "effective": The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly. The teacher seeks out information about their cultural heritage from all students. The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.</p>
<p>Evidence:</p>			

Domain 1, Component 1c: Setting Instructional Goals

<p>INEFFECTIVE The goals represent low expectations for students and lack of rigor, and not all of these goals reflect important learning in the discipline. Goals are stated as activities rather than as outcomes for learning. Goals reflect only one type of learning and only one discipline or strand and are suitable for only some students.</p>	<p>DEVELOPING Goals represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Goals reflect several types of learning, but teacher has made no attempt at coordination or integration. Goals, based on assessments of student learning, are suitable for most of the students in the class.</p>	<p>EFFECTIVE Most instructional goals represent rigorous and important learning in the discipline. All the instructional goals are clear, are written in the form of student learning, and suggest viable methods of assessment. Goals reflect several different types of learning and opportunities for coordination. Goals take into account the varying needs of groups of students.</p>	<p>HIGHLY EFFECTIVE All goals represent rigorous and important learning in the discipline. The goals are clear, are written in the form of student learning, and permit viable methods of assessment. Goals reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration. Goals take into account the varying needs of individual students.</p>
<p>Critical Attributes</p>			
<p>Goals lack rigor. Goals do not represent important learning in the discipline. Goals are not clear or are stated as activities. Goals are not suitable for many students in the class.</p>	<p>Goals represent a mixture of low expectations and rigor. Some goals reflect important learning in the discipline. Goals are suitable for most of the class.</p>	<p>Goals represent high expectations and rigor. Goals are related to the “big ideas” of the discipline. Goals are written in terms of what students will learn rather than do. Goals represent a range: factual, conceptual understanding, reasoning, social, management, communication. Goals are suitable to groups of students in the class and are differentiated where necessary.</p>	<p>In addition to the characteristics of “effective”: The teacher’s plans make reference to curricular frameworks to ensure accurate sequencing. The teacher connects goals to previous and future learning. Learning goals are differentiated to encourage individual students to take educational risks.</p>
<p>Evidence:</p>			

Domain 1, Component 1d: Demonstrating Knowledge of Resources

<p>INEFFECTIVE The teacher is unaware of resources to assist student learning beyond materials provided by the school or division, nor is the teacher aware of resources for expanding one's own professional skill.</p>	<p>DEVELOPING The teacher displays some awareness of resources beyond those provided by the school or division for classroom use and for extending one's professional skill but does not seek to expand this knowledge.</p>	<p>EFFECTIVE The teacher displays awareness of resources beyond those provided by the school or division, including those on the Internet, for classroom use and for extending one's professional skills, and seeks out such resources.</p>	<p>HIGHLY EFFECTIVE The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or division, in the community, through professional organizations and universities, and on the Internet.</p>
<p>Critical Attributes</p>			
<p>The teacher uses only division-provided materials, even when more variety would assist some students. The teacher does not seek out resources available to expand his or her own skill. Although aware of some student needs, the teacher does not inquire about possible resources.</p>	<p>The teacher uses materials in the school library but does not search beyond the school for resources. The teacher participates in professional learning offered by the school but does not pursue other professional development. The teacher locates materials and resources for students that are available through the school or division but does not pursue any other avenues.</p>	<p>Texts are at varied levels. Texts are supplemented by guest speakers and field experiences. The teacher facilitates the use of Internet resources. Resources are multidisciplinary. The teacher expands knowledge through professional learning groups and organizations. The teacher pursues options offered by universities. The teacher provides lists of resources outside the class for students to draw on.</p>	<p>In addition to the characteristics of "effective": Texts are matched to student skill level. The teacher has ongoing relationship with colleges and universities that support student learning. The teacher maintains a log of resources for student reference. The teacher pursues apprenticeships to increase discipline knowledge. The teacher facilitates student contact with resources outside the classroom.</p>
<p>Evidence:</p>			

Domain 1, Component 1e: Designing Coherent Instruction

<p>INEFFECTIVE The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure. The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.</p>	<p>DEVELOPING Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort by the teacher at providing some variety. The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.</p>	<p>EFFECTIVE Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.</p>	<p>HIGHLY EFFECTIVE The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.</p>
<p>Critical Attributes</p>			
<p>Learning activities are boring and/or not well aligned to the instructional goals. Materials are not engaging or do not meet instructional outcomes. Instructional groups do not support learning. Lesson plans are not structured or sequenced and are unrealistic in their expectations.</p>	<p>Learning activities are moderately challenging. Learning resources are suitable, but there is limited variety. Instructional groups are random or only partially support instructional goals. Lesson structure is uneven or may be unrealistic in terms of time expectations.</p>	<p>Learning activities are matched to instructional outcomes. Activities provide opportunity for higher-level thinking. The teacher provides a variety of appropriately challenging materials and resources. Instructional student groups are organized thoughtfully to maximize learning and build on student strengths. The plan for the lesson or unit is well structured, with reasonable time allocations.</p>	<p>In addition to the characteristics of “effective”: Activities permit student choice. Learning experiences connect to other disciplines. The teacher provides a variety of appropriately challenging resources that are differentiated for students in the class. Lesson plans differentiate for individual student needs.</p>
<p>Evidence:</p>			

Domain 1, Component 1f: Designing Student Assessment

<p>INEFFECTIVE Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.</p>	<p>DEVELOPING Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher’s approach to using formative assessment is rudimentary; including only some of the instructional outcomes.</p>	<p>EFFECTIVE All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.</p>	<p>HIGHLY EFFECTIVE All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.</p>
<p>Critical Attributes</p>			
<p>Assessments do not match instructional outcomes. Assessments have no criteria. No formative assessments have been designed. Assessment results do not affect future plans.</p>	<p>Only some of the instructional outcomes are addressed in the planned assessments. Assessment criteria are vague. Plans refer to the use of formative assessments, but they are not fully developed. Assessment results are used to design lesson plans for the whole class, not individual students.</p>	<p>All the learning outcomes have a method for assessment. Assessment types match learning expectations. Plans indicate adapted assessments for some students as needed. Assessment criteria are clearly written. Plans include formative assessments to use during instruction. Lesson plans indicate possible adjustments based on formative assessment data.</p>	<p>In addition to the characteristics of “effective”: Assessments provide opportunities for student choice. Students participate in designing assessments for their own work. Teacher-designed assessments are authentic with real-world application, as appropriate. Students develop rubrics according to teacher-specified learning goals. Students are actively involved in collecting information from formative assessments and provide input.</p>
<p>Evidence:</p>			

Domain 2, Component 2a: Creating an Environment of Respect and Rapport

<p>INEFFECTIVE 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.</p>	<p>DEVELOPING Patterns of classroom interactions, both between the 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.</p>	<p>EFFECTIVE 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.</p>	<p>HIGHLY EFFECTIVE Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth and 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.</p>
<p>Critical Attributes</p>			
<p>The teacher uses disrespectful talk towards students or insensitive to students' ages, cultural backgrounds, and developmental levels. Students' body language indicates feelings of hurt, discomfort or insecurity. The teacher displays no familiarity with, or caring about individual students. The teacher disregards disrespectful interactions among students.</p>	<p>The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect or insensitivity. The teacher attempts to respond to disrespectful behavior among students, with uneven results. The teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not entirely successful.</p>	<p>Talk between teacher and students and among students is uniformly respectful. The teacher successfully responds to disrespectful behavior among students. Students participate willingly, but may be somewhat hesitant to offer their ideas in front of classmates. The teacher makes general connections with individual students. Students exhibit respect for the teacher.</p>	<p>In addition to the characteristics of "effective": The teacher demonstrates knowledge and caring about individual students' lives beyond the class and school. When necessary, students respectfully correct one another. There is no disrespectful behavior among students. Students participate without fear of put-downs or ridicule from either the teacher or other students. The teacher respects and encourages students' efforts.</p>
<p>Evidence:</p>			

Domain 2, Component 2b: Establishing a Culture of Learning

<p>INEFFECTIVE The classroom culture is characterized by a lack of teacher or student commitment to learning and/or little or no investment of student energy into 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.</p>	<p>DEVELOPING 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 completion of a task, rather than quality. 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.</p>	<p>EFFECTIVE 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.</p>	<p>HIGHLY EFFECTIVE 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 helping peers.</p>
<p>Critical Attributes</p>			
<p>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. The teacher conveys to at least some students that the work is too challenging for them. Students exhibit little or no pride in their work. Students use language incorrectly; the teacher does not correct them.</p>	<p>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. The teacher conveys high expectations for only some students. Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an “easy path”. The teacher’s primary concern appears to be to complete the task at hand. The teacher urges, but does not insist, that students use precise language.</p>	<p>The teacher communicates the importance of the content and the conviction that with hard work all students can master the material. The teacher demonstrates a high regard for students’ abilities. The teacher conveys an expectation of high levels of student effort. Students expend good effort to complete work of high quality. The teacher insists on precise use of language by students.</p>	<p>The teacher communicates a genuine passion for the subject. The teacher conveys the satisfaction that accompanies a deep understanding of complex content. Students indicate through their questions and comments a desire to understand the content. Students take initiative in improving the quality of their work. Students correct one another in their use of language.</p>
<p>Evidence:</p>			

Domain 2, Component 2c: Managing Classroom Procedures

<p>INEFFECTIVE Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher’s management of instructional groups and transitions, and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers and paraprofessionals have clearly defined tasks.</p>	<p>DEVELOPING Some instructional time is lost due to partially effective classroom routines and procedures. The teacher’s management of instructional groups and transitions, or the handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines, and volunteers and paraprofessionals perform their duties.</p>	<p>EFFECTIVE There is little loss of instructional time due to effective classroom routines and procedures. The teacher’s management of instructional groups and transitions, or the handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines, and volunteers and paraprofessionals contribute to the class.</p>	<p>HIGHLY EFFECTIVE Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. Volunteers and paraprofessionals make an independent contribution to the class.</p>
<p>Critical Attributes</p>			
<p>Students not working with the teacher are not productively engaged or are disruptive to the class. Transitions are disorganized, with much loss of instructional time. There do not appear to be any established procedures for distributing and collecting materials. A considerable amount of time is spent off task because of unclear procedures. Volunteers and paraprofessionals have no defined role and/or are idle much of the time.</p>	<p>Students not working directly with the teacher are only partially engaged. Procedures for transitions seem to have been established, but their operation is not smooth. There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out. Classroom routines function unevenly. Volunteers and paraprofessionals require frequent supervision.</p>	<p>The students are productively engaged during small-group or independent work. Transitions between large- and small-group activities are smooth. Routines for distribution and collection of materials and supplies work efficiently. Classroom routines function smoothly. Volunteers and paraprofessionals work with minimal supervision.</p>	<p>In addition to the characteristics of “effective”: With minimal prompting, students ensure that their time is used productively. Students take initiative in distributing and collecting materials efficiently. Students themselves ensure that transitions and other routines are accomplished smoothly. Volunteers and paraprofessional take initiative in their work in the class.</p>
<p>Evidence:</p>			

Domain 2, Component 2d: Managing Student Behavior

<p>INEFFECTIVE There appear to be no established standards of conduct, or students challenge them. There is little to no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.</p>	<p>DEVELOPING Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p>	<p>EFFECTIVE Student behavior is generally appropriate. The teacher monitors student behaviour against established standards of conduct. Teacher response to student misbehaviour is consistent, proportionate, respectful to students, and effective.</p>	<p>HIGHLY EFFECTIVE Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. Teachers monitoring of student behavior is subtle and preventive. The teacher's response to student misbehaviour is sensitive to individual student needs and respects students' dignity.</p>
<p>Critical Attributes</p>			
<p>The classroom environment is chaotic, with no apparent standards of conduct evident. The teacher does not monitor student behavior. Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response.</p>	<p>The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven results. The teacher attempts to keep track of student behavior, but with no apparent system. The teacher's response to student misbehavior is inconsistent, at times very harsh, other times lenient.</p>	<p>Standards of conduct appear to have been established and implemented successfully. Student behaviour is generally appropriate. The teacher frequently monitors student behaviour. The teacher's response to student misbehavior is effective.</p>	<p>In addition to the characteristics of "effective": Student behavior is entirely appropriate; and student misbehavior is very minor and swiftly handled. The teacher silently and subtly monitors student behavior. Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct.</p>
<p>Evidence:</p>			

Domain 2, Component 2e: Organizing Physical Space

<p>INEFFECTIVE The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.</p>	<p>DEVELOPING The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.</p>	<p>EFFECTIVE The classroom is safe, and students have equal access to learning activities; the teacher ensures that the arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.</p>	<p>HIGHLY EFFECTIVE The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.</p>
<p>Critical Attributes</p>			
<p>There are physical hazards in the classroom, endangering student safety. Many students can't see or hear the teacher or the board. Available technology is not being used, even if its use would enhance the lesson.</p>	<p>The physical environment is safe, and most students can see and hear the teacher or see the board. The physical environment is not an impediment to learning but does not enhance it. The teacher makes limited use of available technology and other resources.</p>	<p>The classroom is safe, and all students are able to see and hear the teacher or see the board. The classroom is arranged to support the instructional goals and learning activities. The teacher makes appropriate use of available technology.</p>	<p>In addition to the characteristics of "effective": Modifications are made to the physical environment to accommodate students with special needs. There is total alignment between the goals of the lesson and the physical environment. Students take the initiative to adjust the physical environment. The teacher and students make extensive and imaginative use of available technology.</p>
<p>Evidence:</p>			

Domain 3, Component 3a: Communicating with Students

<p>INEFFECTIVE</p> <p>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.</p>	<p>DEVELOPING</p> <p>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, other portions are 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.</p>	<p>EFFECTIVE</p> <p>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.</p>	<p>HIGHLY EFFECTIVE</p> <p>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 and 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.</p>
<p>Critical Attributes</p>			
<p>At no time during the lesson does the teacher convey to the students what they will be learning. Students indicate through body language or questions that they don’t understand the content being presented. The teacher makes a serious content error that will affect students’ understanding of the lesson. Students indicate through their questions that they are confused about the learning task. The teacher’s communications include errors of vocabulary or usage or imprecise use of academic language. The teacher’s vocabulary is inappropriate to the age or culture of the students.</p>	<p>The teacher provides little elaboration or explanation about what the students will be learning. The teacher’s explanation of the content consists of a monologue, with minimal participation or intellectual engagement by students. The teacher makes no serious content errors but may make a minor error. The teacher’s explanations of content are purely procedural, with no indication of how students can think strategically. The teacher must clarify the learning task so students can complete it. The teacher’s vocabulary and usage are correct but unimaginative. When the teacher attempts to explain academic vocabulary, it is only partially successful. The teacher’s vocabulary is too advanced, or too juvenile, for the students.</p>	<p>The teacher states clearly, at some point during the lesson, what the students will be learning. The teacher’s explanation of content is clear and invites student participation and thinking. The teacher makes no content errors. The teacher describes specific strategies students might use, inviting students to interpret them in the context of what they’re learning. Students engage with the learning task, indicating that they understand what they are to do. If appropriate, the teacher models the process to be followed in the task. The teacher’s vocabulary and usage are correct and entirely suited to the lesson, including, where appropriate, explanations of academic vocabulary. The teacher’s vocabulary is appropriate to students’ ages and levels of development.</p>	<p>In addition to the characteristics of “effective”: If asked, students are able to explain what they are learning and where it fits into the larger curriculum context. The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life. The teacher points out possible areas for misunderstanding. The teacher invites students to explain the content to their classmates. Students suggest other strategies they might use in approaching a challenging or analysis. The teacher uses rich language, offering brief vocabulary lessons where appropriate, both for general vocabulary and for the discipline. Students use academic language correctly.</p>
<p>Evidence:</p>			

Domain 3, Component 3b: Questioning and Discussion Techniques

<p>INEFFECTIVE The teacher’s questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. A few students dominate the discussion.</p>	<p>DEVELOPING The teacher’s questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion and to encourage them to respond to one another, and to explain their thinking, with uneven results.</p>	<p>EFFECTIVE While the teacher may use some low- level questions, he or she poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p>	<p>HIGHLY EFFECTIVE The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high- level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another’s thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.</p>
Critical Attributes			
<p>Questions are rapid-fire, and convergent, with a single correct answer. Questions do not invite student thinking. All discussion is between the teacher and students; students are not invited to speak directly to one another. The teacher does not ask students to explain their thinking. A few students dominate the discussion.</p>	<p>The teacher frames some questions designed to promote student thinking, but many have a single correct answer, and the teacher calls on students quickly. The teacher invites students to respond directly to one another’s ideas, but few students respond. The teacher calls on many students, but only a few actually participate in the discussion. The teacher asks students to explain their reasoning, but only some students attempt to do so.</p>	<p>The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers. The teacher makes effective use of wait time. Discussions enable students to talk to one another without ongoing mediation by the teacher. The teacher calls on most students, even those who don’t initially volunteer. Many students actively engage in the discussion. The teacher asks students to justify their reasoning, and most attempt to do so.</p>	<p>In addition to the characteristics of “effective”: Students initiate higher-order questions. The teacher builds on and uses student responses to questions in order to deepen student understanding. Students extend the discussion, enriching it. Students invite comments from their classmates during a discussion and challenge one another’s thinking. Virtually all students are engaged in the discussion.</p>
<p>Evidence:</p>			

Domain 3, Component 3c: Engaging Students in Learning

<p>INEFFECTIVE The learning tasks and 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.</p>	<p>DEVELOPING 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.”</p>	<p>EFFECTIVE 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.</p>	<p>HIGHLY EFFECTIVE 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.</p>
<p>Critical Attributes</p>			
<p>Few students are intellectually engaged in the lesson. Learning tasks/activities and materials require only recall or have a single correct response or method. Instructional materials used are unsuitable to the lesson and/or the students. The lesson drags or is rushed. Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement.</p>	<p>Some students are intellectually engaged in the lesson. Learning tasks are a mix of those requiring thinking and recall. Student engagement with the content is largely passive; the learning consists primarily of facts or procedures. The materials and resources are partially aligned to the lesson outcomes. Few of the materials and resources require student thinking or ask students to explain their thinking. The pacing of the lesson is uneven – suitable in parts but rushed or dragging in others. The instructional groupings used are partially appropriate to the activities.</p>	<p>Most students are intellectually engaged in the lesson. Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking. Students are invited to explain their thinking as part of completing tasks. Materials and resources support the learning goals and require intellectual engagement, as appropriate. The pacing of the lesson provides students the time needed to be intellectually engaged. The teacher uses groupings that are suitable to the lesson activities.</p>	<p>In addition to the characteristics of “effective”: Virtually all students are intellectually engaged in the lesson. Lesson activities require high-level student thinking and explanations of their thinking. Students take initiative to adapt the lesson by modifying a learning task to make it more meaningful or relevant to their needs. Students suggest modifications to the grouping patterns used. Students have extensive choice in how they complete tasks. Students have an opportunity for both reflection and closure after the lesson to consolidate their understanding.</p>
<p>Evidence:</p>			

Domain 3, Component 3d: Using Assessment for Instruction

<p>INEFFECTIVE 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.</p>	<p>DEVELOPING 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.</p>	<p>EFFECTIVE 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.</p>	<p>HIGHLY EFFECTIVE 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 feedback, from both their 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.</p>
<p>Critical Attributes</p>			
<p>The teacher gives no indication of what high-quality work looks like. The teacher makes no effort to determine whether students understand the lesson. Students receive no feedback, or feedback is global or directed to only one student. The teacher does not ask students to evaluate their own or classmates' work.</p>	<p>There is little evidence that the students understand how their work will be evaluated. The teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students. Feedback to students is vague and not oriented toward future improvement of work. The teacher makes only minor attempts to engage students in self-assessment or peer assessment.</p>	<p>The teacher makes the standards of high-quality work clear to students. The teacher elicits evidence of student understanding. Students are invited to assess their own work and make improvements; most of them do. Feedback includes specific and timely guidance, at least for groups of students.</p>	<p>In addition to the characteristics of "effective": Students indicate that they clearly understand the characteristics of high-quality work, and there is evidence that students have helped establish the evaluation criteria. 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. Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher. High-quality feedback comes from many sources, including students; it is specific and focused on improvement.</p>
<p>Evidence:</p>			

Domain 3, Component 3e: Demonstrating Flexibility and Responsiveness

<p>INEFFECTIVE The teacher ignores students' questions; when students have difficulty learning, the teacher blames them on their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.</p>	<p>DEVELOPING The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.</p>	<p>EFFECTIVE The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.</p>	<p>HIGHLY EFFECTIVE The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.</p>
<p>Critical Attributes</p>			
<p>The teacher ignores indications of student boredom or lack of understanding. The teacher brushes aside student questions. The teacher conveys to students that when they have difficulty learning, it is their fault. IN reflecting on practice, the teacher does not indicate that it is important to reach all students. The teacher makes no attempt to adjust the lesson in response to student confusion.</p>	<p>The teacher makes perfunctory attempts to incorporate students' questions and interests into the lesson. The teacher conveys to students a level of responsibility for their learning but also his uncertainty about how to assist them. In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies for doing so. The teacher's attempts to adjust the lesson are partially successful.</p>	<p>The teacher incorporates students' interests and questions into the heart of the lesson. The teacher conveys to students that she has other approaches to try when the students experience difficulty. In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty. When improvising becomes necessary, the teacher makes adjustments to the lesson.</p>	<p>In addition to the characteristics of "effective": The teacher seizes on a teachable moment to enhance a lesson. The teacher conveys to students that he won't consider a lesson "finished" until every student understands and that he has a broad range of approaches to use. In reflecting on practice, the teacher can cite others in the school and beyond whom she has contacted for assistance in reaching some students. The teacher's adjustments to the lesson, when they are needed, are designed to assist individual students.</p>
<p>Evidence:</p>			

Domain 4, Component 4a: Reflecting on Teaching

<p>INEFFECTIVE The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.</p>	<p>DEVELOPING The teacher has a generally accurate impression of a lesson’s effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.</p>	<p>EFFECTIVE The teacher makes an accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.</p>	<p>HIGHLY EFFECTIVE The teacher makes a thoughtful and accurate assessment of a lesson’s effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.</p>
<p>Critical Attributes</p>			
<p>The teacher considers the lesson but draws incorrect conclusions about its effectiveness. The teacher makes no suggestions for improvement.</p>	<p>The teacher has a general sense of whether or not instructional practices were effective. The teacher offers general modifications for future instruction.</p>	<p>The teacher accurately assesses the effectiveness of instructional activities used. The teacher identifies specific ways in which a lesson might be improved.</p>	<p>In addition to the characteristics of “effective”: The teacher’s assessment of the lesson is thoughtful and includes specific indicators of effectiveness. The teacher’s suggestions for improvement draw on an extensive repertoire.</p>
<p>Evidence:</p>			

Domain 4, Component 4b: Maintaining Accurate Records

<p>INEFFECTIVE The teacher’s system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher’s records for non-instructional activities are in disarray, the result being errors and confusion.</p>	<p>DEVELOPING The teacher’s system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher’s records for non-instructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to error.</p>	<p>EFFECTIVE The teacher’s system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.</p>	<p>HIGHLY EFFECTIVE The teacher’s system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. Students contribute information and participate in maintaining the records.</p>
<p>Critical Attributes</p>			
<p>There is no system for either instructional or non-instructional records. Record-keeping systems are in disarray and provide incorrect or confusing information.</p>	<p>The teacher has a process for recording completion of student work. However, it may be out of date or may not permit students to gain access to the information. The teacher’s process for tracking student progress is cumbersome to use. The teacher has a process for tracking some, but not all, non-instructional information, and it may contain some errors.</p>	<p>The teacher’s process for recording student work completion is efficient and effective; students have access to information about completed and/or missing assignments. The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they’re progressing. The teacher’s process for recording non-instructional information is both efficient and effective.</p>	<p>In addition to the characteristics of “efficient”: Students contribute to and maintain records indicating completed and outstanding work assignments. Students contribute to and maintain data files indicating their own progress in learning. Students contribute to maintaining non-instructional records for the class.</p>
<p>Evidence:</p>			

Domain 4, Component 4c: Communicating with Families

<p>INEFFECTIVE The teacher provides little information about the instructional program to families; the teacher’s communication about students’ progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.</p>	<p>DEVELOPING The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. The communication that does take place may not be culturally sensitive to families.</p>	<p>EFFECTIVE The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.</p>	<p>HIGHLY EFFECTIVE The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher’s efforts to engage families in the instructional program are frequent and successful.</p>
<p>Critical Attributes</p>			
<p>Little or no information regarding the instructional program is available to parents. Families are unaware of their children’s progress. Family engagement activities are lacking. Communication is culturally inappropriate.</p>	<p>School or division-created materials about the instructional program are sent home. The teacher sends home infrequent or incomplete information is sent home by teachers about the instructional program. The teacher maintains a school-required grade book but does little else to inform families about student progress. Teacher communications are sometimes inappropriate to families’ cultural norms.</p>	<p>The teacher regularly makes information about the instructional program available. The teacher regularly sends home information about student progress. The teacher develops activities designed to successfully and appropriately engage families in their children’s learning. Most of the teacher’s communications are appropriate to families’ cultural norms.</p>	<p>In addition to the characteristics of “effective”: 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 information with families. Students contribute to regular and ongoing projects designed to engage families in the learning process. All of the teacher’s communications are highly sensitive to families’ cultural norms.</p>
<p>Evidence:</p>			

Domain 4, Component 4d: Participating in a Professional Community

<p>INEFFECTIVE The teacher’s relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and division projects.</p>	<p>DEVELOPING The teacher maintains cordial relationships with colleagues to fulfill duties that the school or division requires. The teacher participates in the school’s culture of professional inquiry when invited to do so. The teacher participates in school events and school and division projects when specifically asked to do so.</p>	<p>EFFECTIVE The teacher’s relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school and division projects, making a substantial contribution.</p>	<p>HIGHLY EFFECTIVE The teacher’s relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and division projects making a substantial contribution and assuming a leadership role in at least one aspect of school or division life.</p>
<p>Critical Attributes</p>			
<p>The teacher’s relationship with colleagues is characterized by negativity or combativeness. The teacher purposefully avoids contributing to activities promoting professional inquiry. The teacher avoids involvement in school activities and division and community projects.</p>	<p>The teacher has cordial relationship with colleagues. When invited, the teacher participates in activities related to professional inquiry. When asked, the teacher participates in school activities, as well as division and community projects.</p>	<p>The teacher has supportive and collaborative relationships with colleagues. The teacher regularly participates in activities related to professional inquiry. The teacher frequently volunteers to participate in school events and school division and community projects.</p>	<p>In addition to the characteristics of “effective”: The teacher takes a leadership role in promoting activities related to professional inquiry. The teacher regularly contributes to and leads events that positively impact school life. The teacher regularly contributes to and leads significant division and community projects.</p>
<p>Evidence:</p>			

Domain 4, Component 4e: Growing and Developing Professionally

<p>INEFFECTIVE The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.</p>	<p>DEVELOPING The teacher participates in professional activities to a limited extent when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.</p>	<p>EFFECTIVE The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.</p>	<p>HIGHLY EFFECTIVE The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.</p>
<p>Critical Attributes</p>			
<p>The teacher is not involved in any activity that might enhance knowledge or skill. The teacher purposefully resists discussing performance with supervisors or colleagues. The teacher ignores invitations to join professional organizations or attend conferences.</p>	<p>The teacher participates in professional activities when they are required or when provided by the school division. The teacher reluctantly accepts feedback from supervisors and colleagues. The teacher contributes in a limited fashion to educational professional organizations.</p>	<p>The teacher seeks regular opportunities for continued professional development. The teacher welcomes colleagues and supervisors into the classroom for the purpose of gaining insight from their feedback. The teacher actively participates in professional organizations designed to contribute to the profession.</p>	<p>In addition to the characteristics of “effective”: The teacher seeks regular opportunities for continued professional development, including initiating action research. The teacher actively seeks feedback from supervisors and colleagues. The teacher takes an active leadership role in professional organizations in order to contribute to the teaching profession.</p>
<p>Evidence:</p>			

Domain 4, Component 4f: Showing Professionalism

<p>INEFFECTIVE The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school. The teacher makes decisions and recommendations based on self-serving interests. The teacher does not comply with school and division regulations.</p>	<p>DEVELOPING The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students' being ill served by the school. The teacher's decisions and recommendations are based on limited but genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and division regulations.</p>	<p>EFFECTIVE The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team decision making. The teacher complies fully with school and division regulations.</p>	<p>HIGHLY EFFECTIVE The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concentrated effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honoured in the school. The teacher takes a leadership role in team decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and division regulations, taking a leadership role with colleagues.</p>
<p>Critical Attributes</p>			
<p>The teacher is dishonest. The teacher does not notice the needs of students. The teacher engages in practices that are self-serving. The teacher willfully rejects school division regulations.</p>	<p>The teacher is honest. The teacher notices the needs of students but is inconsistent in addressing them. The teacher does not notice that some school practices result in poor conditions for students. The teacher makes decisions professionally but on a limited basis. The teacher complies with school division regulations.</p>	<p>The teacher is honest and known for having high standards of integrity. The teacher actively addresses student needs. The teacher actively works to provide opportunities for student success. The teacher willingly participates in team decision making. The teacher complies completely with school division regulations.</p>	<p>In addition to the characteristics of "effective": The teacher is considered a leader in terms of honesty, integrity, and confidentiality. The teacher is highly proactive in serving students. The teacher makes a concerted effort to ensure that opportunities are available for all students to be successful. The teacher takes a leadership role in team decision making. The teacher takes a leadership role regarding school division regulations.</p>
<p>Evidence:</p>			

Domain 5, Components 5a, 5b, 5c, 5d

<i>5a Integration of Faith and Culture</i>	INEFFECTIVE The teacher does not recognize opportunities to integrate the Catholic teachings into instruction.	DEVELOPING The teacher can recognize opportunities to integrate the Catholic teachings into instruction.	EFFECTIVE The teacher recognizes and integrates the Catholic teachings into instruction.	HIGHLY EFFECTIVE The teacher provides dynamic, differentiated delivery of curriculum that has Catholic values permeated throughout all curriculum, instruction and assessment.
<i>5b Models the Gospel Values</i>	Interaction with at least some students is demeaning, sarcastic, or inappropriate to the age or culture of the students. Absence of mutual respect between the teacher and students is evident in the classroom.	Interactions are generally appropriate, but inconsistencies, favoritism, or occasional inappropriate negative interaction with some students occurs. The teacher is inconsistent in modeling genuine care, respect, tact, understanding, balanced judgment, and patience in interactions with others.	The teacher consistently models warmth, genuine care, respect, tact, understanding, balanced judgment, and patience in interactions with others.	The teaching is grounded in the intimate and personal relationship with students. The teacher interactions reflect genuine respect and caring for individuals.
<i>5c Classroom Physical Environment</i>	The teacher's classroom is void of Catholic symbolism and ritual.	The teacher's classroom has some Catholic symbolism and ritual represented. Common Catholic prayers are utilized.	The teacher's classroom has many examples of Catholic symbolism and rituals through the presence of: crucifixes, pictures of Jesus, lighting of candles during prayer and liturgical celebrations, visibility and use of Holy scripture, the presence of the clergy, and the presence of a Prayer corner.	The teacher's classroom is rich in symbolism, ritual through the presence of: crucifixes, pictures of Jesus, lighting of candles during prayer and liturgical celebrations, visibility and use of Holy scripture, the presence of the clergy, and the presence of a Prayer corner.
<i>5d Leadership in Parish Community</i>	The teacher does not demonstrate a faith commitment as a believing and practicing Catholic/Christian. Attends Mass/Liturgy once a month or not at all.	Shows faith commitment as a believing and practicing Catholic/Christian. Generally attends Mass/Liturgy at least 3 times a month.	Shows faith commitment as a believing and practicing Catholic/Christian. Regularly attends Mass/Liturgy and participates in the ministries of the parish.	Shows daily faith commitment as a believing and practicing Catholic/Christian. Regularly attends Mass/Liturgy and participates in the ministries of the parish.
Evidence:				

