

<b>Standard</b>	<b><u>Not Meeting Standard:</u></b> The Teacher is unable to meet the indicator of the standard because of inconsistency in:	<b><u>Shows Progress:</u></b> The Teacher is showing progress in meeting the indicator of the standard by sometimes:	<b><u>Meets Standard:</u></b> The Teacher is meeting the indicator of the standard by:	<b><u>Proficient:</u></b> The Teacher demonstrates proficiency in meeting the indicator of the standard by consistently:	<b><u>Distinguished:</u></b> The Teacher is rated as distinguished and is meeting the indicator of the standard and exceeding expectations by:
<p><b>Standard 1</b> <b>CATHOLIC SCHOOL EDUCATION</b></p> <ul style="list-style-type: none"> <li>• <b>Not Meeting Standard</b></li> <li>• <b>Shows Progress</b></li> <li>• <b>Meets Standard</b></li> <li>• <b>Proficient</b></li> <li>• <b>Distinguished</b></li> </ul>	<ul style="list-style-type: none"> <li>• demonstrating a devotion to prayer and the sacramental life</li> <li>• assuming responsibility for promoting the Catholic Faith</li> <li>• acting as a witness to the Gospel values and modeling the teachings of the Catholic Church</li> <li>• participating in faith formation activities</li> <li>• incorporating Catholic teachings into classroom instruction to enrich students' lives</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrating a devotion to prayer and the sacramental life</li> <li>• assuming responsibility for promoting the Catholic Faith</li> <li>• acting as a witness to the Gospel values and modeling the teachings of the Catholic Church</li> <li>• participating in faith formation activities</li> <li>• incorporating Catholic teachings into classroom instruction to enrich students' lives</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrating a devotion to prayer and the sacramental life</li> <li>• assuming responsibility for promoting the Catholic Faith</li> <li>• acting as a witness to the Gospel values and modeling the teachings of the Catholic Church</li> <li>• participating in faith formation activities</li> <li>• incorporating Catholic teachings into classroom instruction to enrich students' lives</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrating a devotion to prayer and the sacramental life</li> <li>• assuming responsibility for promoting the Catholic faith</li> <li>• acting as a witness to the Gospel values and modeling the teachings of the Catholic Church</li> <li>• participating in faith formation activities</li> <li>• incorporating Catholic teachings into classroom instruction to enrich students' lives</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrating a devotion to prayer and the sacramental life</li> <li>• assuming responsibility for promoting the Catholic faith</li> <li>• acting as a witness to the Gospel values and modeling the teachings of the Catholic Church</li> <li>• participating in all faith formation activities</li> <li>• incorporating Catholic teachings into classroom instruction to enrich students' lives</li> </ul>
<p><b>Standard 2</b> <b>FOUNDATIONAL KNOWLEDGE</b></p> <ul style="list-style-type: none"> <li>• <b>Not Meeting Standard</b></li> <li>• <b>Shows Progress</b></li> <li>• <b>Meets Standard</b></li> <li>• <b>Proficient</b></li> </ul>	<ul style="list-style-type: none"> <li>• acquiring an understanding of the content and related instructional strategies for specific lessons taught</li> <li>• showing an ability to understand the complexities of specific student needs as well as the effects of cultural and societal influences on the learner</li> <li>• possessing an understanding of the importance and</li> </ul>	<ul style="list-style-type: none"> <li>• showing an understanding of the content and related instructional strategies for specific lessons taught</li> <li>• showing an ability to understand the complexities of specific student needs as well as the effects of cultural and societal influences on the learner</li> <li>• possessing an understanding of the importance and rationale for using defined standards</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrating an understanding of the content and related instructional strategies for lessons taught</li> <li>• demonstrating an understanding of the complexities of student needs and effects of cultural and social influences on the learner</li> <li>• demonstrating an understanding of the importance and rationale for</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrating an understanding of the content and related instructional strategies for specific lessons taught</li> <li>• demonstrating an understanding of the complexities of student needs and effects of cultural and societal influences on the learner</li> <li>• demonstrating an understanding of the importance and rationale for using defined standards when making curriculum and instructional decisions</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrating an understanding of the content and related instructional strategies for specific lessons taught</li> <li>• demonstrating an understanding of the complexities of individual student needs and effects of cultural and societal influences on the learner</li> <li>• demonstrating an understanding of the importance and rationale for using defined</li> </ul>

<ul style="list-style-type: none"> <li><b>Distinguished</b></li> </ul>	<p>rationale for using defined standards when making curriculum and instructional decisions</p> <ul style="list-style-type: none"> <li>accepting responsibility for the growth of student learning, progress and achievement</li> </ul>	<p>when making curriculum and instructional decisions</p> <ul style="list-style-type: none"> <li>accepting responsibility for the growth of student learning, progress and achievement</li> </ul>	<p>using defined standards when making curriculum and instructional decisions</p> <ul style="list-style-type: none"> <li>accepting responsibility for the growth of student learning, progress and achievement</li> </ul>	<ul style="list-style-type: none"> <li>accepting responsibility for the growth of student learning, progress and achievement</li> </ul>	<p>standards when making curriculum and instructional decisions</p> <ul style="list-style-type: none"> <li>accepting the responsibility for the growth of student learning, progress and achievement</li> </ul>
<p><b>Standard</b></p>	<p><b><u>Not Meeting Standard:</u></b> The Teacher is unable to meet the indicator of the standard because of inconsistency in:</p>	<p><b><u>Shows Progress:</u></b> The Teacher is showing progress in meeting the indicator of the standard by sometimes:</p>	<p><b><u>Meets Standard:</u></b> The Teacher is meeting the indicator of the standard by:</p>	<p><b><u>Proficient:</u></b> The Teacher demonstrates proficiency in meeting the indicator of the standard by consistently:</p>	<p><b><u>Distinguished:</u></b> The Teacher is rated as distinguished and is meeting the indicator of the standard and exceeding expectations by :</p>
<p><b>Standard 3 PLANNING AND PREPARATION</b></p> <ul style="list-style-type: none"> <li><b>Not Meeting Standard</b></li> <li><b>Shows Progress</b></li> <li><b>Meets Standard</b></li> <li><b>Proficient</b></li> <li><b>Distinguished</b></li> </ul>	<ul style="list-style-type: none"> <li>developing and integrating coherent lessons that enable students to achieve standards and meet goals</li> <li>integrating a variety of resources, including technology, to provide engaging learning experiences</li> <li>using data and other assessment results to adapt teaching lessons</li> <li>planning, and organizing time and resources effectively and efficiently</li> <li>considering prior knowledge in planning instruction relevant to student needs</li> </ul>	<ul style="list-style-type: none"> <li>developing and integrating coherent lessons that enable students to achieve standards and meet goals</li> <li>integrating a variety of resources, including technology, to provide engaging learning experiences</li> <li>using data and other assessment results to adapt teaching lessons</li> <li>planning and organizing time and resources effectively and efficiently</li> <li>considering prior knowledge in planning instruction relevant to student needs</li> </ul>	<ul style="list-style-type: none"> <li>developing and integrating coherent lessons that enable student to achieve standards, and meet goals</li> <li>integrating a variety of resources, including technology, to provide engaging learning experiences</li> <li>using data and other assessment results to adapt teaching lessons</li> <li>planning and organizing time and resources effectively and efficiently</li> <li>considering prior knowledge in planning instruction relevant to student needs</li> </ul>	<ul style="list-style-type: none"> <li>developing and integrating coherent lessons that enable students to achieve standards and meet goals</li> <li>integrating a variety of resources, including technology, to provide engaging learning experiences</li> <li>using data and other assessment results to adapt teaching lessons</li> <li>planning and organizing time and resources effectively and efficiently</li> <li>considering prior knowledge in planning instruction relevant to student needs</li> </ul>	<ul style="list-style-type: none"> <li>developing and integrating coherent lessons that enable students to achieve standards and meet goals</li> <li>integrating a variety of resources, including technology, to provide engaging learning experiences</li> <li>using data and other assessment results to adapt teaching lessons</li> <li>planning and organizing time and resources effectively and efficiently</li> <li>Considering prior knowledge in planning instruction relevant to student needs</li> </ul>
<p><b>Standard 4 LEARNING ENVIRONMENT</b></p>	<ul style="list-style-type: none"> <li>establishing positive relationships in a learning</li> </ul>	<ul style="list-style-type: none"> <li>establishing positive relationships in a learning</li> </ul>	<p>establishing positive relationships in a learning</p>	<ul style="list-style-type: none"> <li>consistently establishing positive relationships in a learning climate</li> </ul>	<ul style="list-style-type: none"> <li>establishing positive relationships in a learning climate to encourage and promote diversity</li> </ul>

<ul style="list-style-type: none"> <li>• <b>Not Meeting Standard</b></li> <li>• <b>Shows Progress</b></li> <li>• <b>Meets Standard</b></li> <li>• <b>Proficient</b></li> <li>• <b>Distinguished</b></li> </ul>	<p>climate to encourage and promote diversity</p> <ul style="list-style-type: none"> <li>• valuing students as individuals; acknowledging cultural experiences</li> <li>• establishing, communicating and maintaining effective routines , and clear behavior standards</li> <li>• inviting parents and community to participate in student learning activities , using adult expertise</li> <li>• establishing high expectations that increase learner's self-motivation</li> </ul>	<p>climate to encourage and promote diversity</p> <ul style="list-style-type: none"> <li>• valuing students as individuals; acknowledging cultural experiences</li> <li>• establishing , communicating and maintaining effective routines and clear behavior standards</li> <li>• inviting parents and community to participate in student learning activities, using adult expertise</li> <li>• establishing high expectations that increase learner's self-motivation</li> </ul>	<p>climate to encourage and promote diversity</p> <ul style="list-style-type: none"> <li>• valuing students as individuals ;acknowledging cultural experiences</li> <li>• establishing, communicating and maintaining effective routines and clear behavior standards</li> <li>• inviting parents and community to participate in student learning activities, using adult expertise</li> <li>• establishing high expectations that increase learner's self-motivation</li> </ul>	<p>to encourage and promote diversity'</p> <ul style="list-style-type: none"> <li>• consistently valuing students as individuals: acknowledging cultural experiences</li> <li>• consistently establishing, communicating and maintaining effective routines and clear behavior standards</li> <li>• consistently inviting parents and community to participate in student learning activities , using adult expertise</li> <li>• consistently establishing high expectations that increase learner's motivation</li> </ul>	<ul style="list-style-type: none"> <li>• valuing students as individuals; acknowledging cultural experiences</li> <li>• establishing ,communicating and maintaining effective routines and clear behavior standards</li> <li>• inviting parents and community to participate in student learning activities using adult expertise</li> <li>• establishing high expectations that increase learner's motivation</li> </ul>
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<p style="text-align: center;"><b>Standard 5 INSTRUCTIONAL STRATEGIES</b></p> <ul style="list-style-type: none"> <li>• <b>Not Meeting Standard</b></li> <li>• <b>Shows Progress</b></li> <li>• <b>Meets Standard</b></li> <li>• <b>Proficient</b></li> <li>• <b>Distinguished</b></li> </ul>	<ul style="list-style-type: none"> <li>• modifying, adapting, differentiating instruction and making accommodations , based on data analysis ,observations and student needs</li> <li>• engaging students by utilizing varied activities, assignments, groupings or other appropriate strategies</li> <li>• integrating existing and emerging technologies to support and promote student learning</li> <li>• communicating effectively with students to promote and support</li> </ul>	<ul style="list-style-type: none"> <li>• modifying, adapting, differentiating instruction and making accommodations, based on data analysis, observations and student needs</li> <li>• engaging students by utilizing varied activities, assignments, groupings or other appropriate strategies</li> <li>• integrating existing and emerging technologies to support and promote student learning</li> <li>• communicating effectively with students to promote and support</li> </ul>	<ul style="list-style-type: none"> <li>• modifying, adapting, differentiating instruction and making accommodations, based on data analysis, observations and student needs</li> <li>• engaging students by utilizing varied activities, assignments, groupings or other appropriate strategies</li> <li>• integrating existing and emerging technologies to support and promote student learning</li> <li>• communicating effectively with students to promote and support high</li> </ul>	<ul style="list-style-type: none"> <li>• modifying, differentiating instruction and making accommodations, based on data analysis, observations and student needs</li> <li>• engaging students by utilizing varied activities, assignments, groupings or other appropriate strategies</li> <li>• integrating existing and emerging technologies to support and promote student learning</li> <li>• communicating effectively with students to promote and</li> </ul>	<ul style="list-style-type: none"> <li>• modifying, differentiating instruction and making accommodations, based on data analysis, observations and student needs</li> <li>• engaging students by utilizing varied activities, assignments, groupings or other appropriate strategies</li> <li>• integrating existing and emerging technologies to support and promote student learning</li> </ul>

	high expectations for achievement	high expectations for achievement	expectations for achievement	support high expectations for achievement	<ul style="list-style-type: none"> <li>communicating effectively</li> <li>with students to support high expectations for achievement</li> </ul>
<b>Standard 6 ASSESSMENT</b>  <ul style="list-style-type: none"> <li><b>Not Meeting Standard</b></li> <li><b>Shows Progress</b></li> <li><b>Meets Standard</b></li> <li><b>Proficient</b></li> <li><b>Distinguished</b></li> </ul>	<ul style="list-style-type: none"> <li>using both formative and summative assessments as well as resulting data to plan, monitor and assess progress</li> <li>working collaboratively with colleagues to learn appropriate techniques for interpreting data and utilizing strategies for instructional planning</li> <li>using strategies to enable students to set high expectations and monitor their work</li> <li>acquiring skills necessary to compile, interpret, and report data to document student progress</li> </ul>	<ul style="list-style-type: none"> <li>using both formative and summative assessments as well as resulting data to plan, monitor and assess progress</li> <li>working collaboratively with colleagues to learn appropriate techniques for interpreting data and utilizing strategies for instructional planning</li> <li>using strategies to enable students to set high expectations and monitor their work</li> <li>acquiring skills necessary to compile, interpret, and report data to document student progress</li> </ul>	<ul style="list-style-type: none"> <li>using both formative and summative assessments as well as resulting data to plan, monitor and assess progress</li> <li>working collaboratively with colleagues to learn appropriate techniques for interpreting data and utilizing strategies for instructional planning</li> <li>using strategies to enable students to set high expectations and monitor their work</li> <li>acquiring skills necessary to compile, interpret, and report data to document student progress</li> </ul>	<ul style="list-style-type: none"> <li>using both formative and summative assessments as well as resulting data to plan, monitor and assess progress</li> <li>working collaboratively with colleagues to learn appropriate techniques for interpreting data and utilizing strategies for instructional planning</li> <li>using strategies to enable students to set high expectations and monitor their work</li> <li>acquiring skills necessary to compile, interpret, and report data to document student progress</li> </ul>	<ul style="list-style-type: none"> <li>using both formative and summative assessments as well as resulting data to plan, monitor and assess progress</li> <li>working collaboratively with colleagues to learn appropriate techniques for interpreting data and utilizing strategies for instructional planning</li> <li>using strategies to enable students to set high expectations and monitor their work</li> <li>acquiring skills necessary to compile, interpret, and report data to document student progress</li> <li>acquiring skills necessary to compile, interpret, and report data to document student progress</li> </ul>
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<p><b>Standard 7 PROFESSIONALISM</b></p> <ul style="list-style-type: none"> <li>• <b>Not Meeting Standard</b></li> <li>• <b>Shows Progress</b></li> <li>• <b>Meets Standard</b></li> <li>• <b>Proficient</b></li> <li>• <b>Distinguished</b></li> </ul>	<ul style="list-style-type: none"> <li>• working collaboratively with school colleagues in identifying the philosophy, and addressing identified mission and goals</li> <li>• committing to and being accountable for assuming responsibilities beyond specific teaching assignment</li> <li>• adhering to defined school policies, procedures and regulations</li> <li>• meeting professional expectations and serving as a role model for all students</li> <li>• systematically reflecting on own professional practices and developing a personal plan for continuous growth and improvement</li> </ul>	<ul style="list-style-type: none"> <li>• working collaboratively with school colleagues in identifying the philosophy, and addressing identified mission and goals</li> <li>• committing to and being accountable for assuming responsibilities beyond specific teaching assignment</li> <li>• adhering to defined school policies, procedures and regulations</li> <li>• meeting professional expectations and serving as a role model for all students</li> <li>• reflecting on own professional practices and developing a personal plan for continuous growth and improvement</li> </ul>	<ul style="list-style-type: none"> <li>• working collaboratively with school colleagues in identifying the philosophy, and addressing identified mission and goals</li> <li>• committing to and being accountable for assuming responsibilities beyond specific teaching assignment</li> <li>• adhering to defined school policies, procedures and regulations</li> <li>• meeting professional expectations and serving as a role model for all students</li> <li>• reflecting on own professional practices and developing a personal plan for continuous growth</li> </ul>	<ul style="list-style-type: none"> <li>• working collaboratively with school colleagues in identifying the philosophy, and addressing identified mission and goals</li> <li>• committing to and being accountable for assuming responsibilities beyond specific teaching assignment</li> <li>• adhering to defined school policies, procedures and regulations</li> <li>• meeting professional expectations and serving as a role model for all students</li> <li>• reflecting on own professional practices and developing a personal plan for continuous growth</li> </ul>	<ul style="list-style-type: none"> <li>• working collaboratively with school colleagues in identifying the philosophy, and addressing identified mission and goals</li> <li>• committing to and being accountable for assuming responsibilities beyond specific teaching assignments</li> <li>• adhering to defined school policies, procedures and regulations</li> <li>• meeting professional expectations and serving as a role model for all students</li> <li>• reflecting on professional practices and developing a plan for growth</li> </ul>
<p><b>Standard 8 VISION AND COLLABORATION</b></p> <ul style="list-style-type: none"> <li>• <b>Meeting Standard</b></li> <li>• <b>Shows Progress</b></li> <li>• <b>Meets Standard</b></li> <li>• <b>Proficient</b></li> <li>• <b>Distinguished</b></li> </ul>	<ul style="list-style-type: none"> <li>• participating in addressing the vision, mission and school goals for teaching and learning</li> <li>• contributing to the implementation, monitoring and evaluation of the school's continuous improvement plan</li> <li>• establishing and maintaining a collaborative professional relationship with colleagues</li> <li>• using effective communication strategies to establish connections with all students, families, and community members</li> </ul>	<ul style="list-style-type: none"> <li>• participating in addressing the vision, mission and school goals for teaching and learning</li> <li>• contributing to the implementation, monitoring and evaluation of the school's continuous improvement plan</li> <li>• establishing and maintaining a collaborative professional relationship with colleagues</li> <li>• using effective communication strategies to establish connections with students, families, and community members</li> </ul>	<ul style="list-style-type: none"> <li>• participating in addressing the vision, mission and school goals for teaching and learning</li> <li>• contributing to the implementation, monitoring and evaluation of the school's continuous improvement plan</li> <li>• establishing and maintaining a collaborative professional relationship with colleagues</li> <li>• using effective communication strategies to establish connections with students, and families</li> </ul>	<ul style="list-style-type: none"> <li>• participating in addressing the vision, mission and school goals for teaching and learning</li> <li>• contributing to the implementation, and evaluation of the school's continuous improvement plan</li> <li>• establishing and maintaining a collaborative professional relationship with colleagues</li> <li>• using effective communication strategies to establish connections with students, and families</li> </ul>	<ul style="list-style-type: none"> <li>• participating in addressing goals for teaching and learning</li> <li>• contributing to implementing and evaluating the school's continuous improvement plan</li> <li>• establishing and maintaining a collaborative professional relationship with colleagues</li> <li>• using effective communication strategies to establish connections with students and families</li> <li>• collaborating with students and families to</li> </ul>

	<ul style="list-style-type: none"><li>• collaborating with students, parents, and families to create meaningful relationships</li></ul>	<ul style="list-style-type: none"><li>• Collaborating with students, parents, families to create meaningful relationships</li></ul>	<ul style="list-style-type: none"><li>• collaborating with students, parents ,and families to create meaningful relationships</li></ul>	<ul style="list-style-type: none"><li>• collaborating with students, parents and families to create meaningful relationships</li></ul>	create meaningful relationships
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