

## Saint Columbkille Partnership School Teacher Performance Rubric

**Standard 1: Curriculum, Planning, Assessment, and Instruction:** The teacher promotes the learning and growth of all students by providing high-quality and coherent instruction, designing and administering authentic and meaningful student assessments, analyzing student performance and growth data, using this data to improve instruction, providing students with constructive feedback on an ongoing basis, and continuously refining learning objectives

INDICATORS	WORKING TOWARDS	MEETS	EXCEEDS
<p><b>1.A.</b> Plans lessons with clear objectives and relevant measurable outcomes guided by the curriculum frameworks utilizing appropriate materials including technology. Makes learning objectives clear to students. Communicates high standards and expectations.</p>	<p>Has a basic understanding of curriculum frameworks and is able to design learning experiences that extend learning at a basic level; limited incorporation of materials; objectives are somewhat clear and/or do not permit viable methods of assessment.</p>	<p>Has a clear understanding of curriculum frameworks and how to use them to extend learning of content knowledge; uses carefully selected materials; objectives are clearly stated and permit viable methods of assessment.</p>	<p>Has a strong understanding of curriculum frameworks and actively makes connections to align teaching to the frameworks; shows evidence of multiple activities and integration across the curriculum; outcomes are clear, and assessed consistently.</p>
<p><b>1.B.</b> Lessons are well paced, sequenced, and conducted in a way that is differentiated, fully engages students in the learning process, challenges students to deeper thinking while connecting learning to the world around them.</p>	<p>Implements lessons with some elements of appropriate student engagement and differentiation strategies; pacing, sequence, activities, materials, resources, and grouping. Occasionally challenges students to think deeper about their learning</p>	<p>Implements well structured lessons with challenging, measurable objectives and appropriate student engagement and differentiation strategies; pacing, sequence, activities, materials, resources, technologies, and grouping. Frequently challenges students to think deeper about their learning.</p>	<p>Develops well-structured and highly engaging lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities, materials, resources, technologies, and grouping to attend to every student's needs. Is able to model this element; Consistently challenges students to think deeper about their learning.</p>
<p><b>1.C.</b> Provides high quality formative and summative opportunities for pupils to measure student growth and provide information for planning. Draws on results of formative and summative assessments to inform instruction regarding the curriculum and individual students' learning</p>	<p>Has shown some evidence for providing formative and summative assessment. Occasionally organizes and analyzes assessment results and occasionally adjusts practice or modifies future instruction based on the findings.</p>	<p>Frequently provides high quality formative and summative assessment. Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions for students.</p>	<p>Consistently provides high quality formative and summative assessment. Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions for individuals and groups of students and appropriate modifications of lessons and units. Is able to model this element.</p>
<p><b>1.D</b> Encourages all students to believe that effort is key to achievement. Identifies and takes steps to address the needs of at-risk students. Promotes achievement of all students and modifies expectations for students when necessary.</p>	<p>The teacher is beginning to recognize if and in which way students are at-risk. And attempts to plan lesson and activities to address the needs of at-risk students. Does not avail him/her self to the resources that are available for at-risk students.</p>	<p>Lesson plans and activities convey clear expectations for student achievement; recognizes when students are at-risk and takes appropriate measures to address the needs of these students; effort of pupils is consistently noted and modifications are made when necessary.</p>	<p>The Teacher includes pupils in setting high expectations for lessons and activities; recognizes when students are at-risk and takes extraordinary measures to address the needs of these students; Modifies expectations for individual student needs while holding pupils to high standards.</p>

**Standard 2: Classroom Environment:** The teacher promotes the learning and growth of all students through instructional practices that establish high expectations, create a safe and effective classroom environment through strategies that develop students' self discipline and independent learning.

INDICATORS	WORKING TOWARDS	MEETS	EXCEEDS
<p><b>2.A.</b> Creates environment that is conducive to learning; establishing a teacher/student relationship that is affirming and nurturing. Creates physical classroom environment conducive to optimal learning;</p>	<p>Rapport with students is generally good; environment is generally affirming, nurturing, and conducive to learning.</p>	<p>Rapport is positive with the students the majority of the time; environment is affirming, nurturing, and conducive to learning.</p>	<p>Rapport is excellent with the students; framing everything in a positive way; environment is always affirming, nurturing, and conducive to learning</p>

<b>2.B.</b> Maintains appropriate standards of behavior, mutual respect, and safety.	Generally aware of student behavior; Needs to develop strategies that promote good standards of behavior, an atmosphere of mutual respect and safety.	Alert to student behavior at all times; has developed strategies that maintain classroom discipline and safety for students.	Always aware of students' needs; demonstrates genuine caring and respect for individual students; Has taught students to adopt self-discipline in order to regulate their own behavior.
<b>2.C.</b> Manages classroom routines and procedures without loss of significant instructional time.	Transitions are sporadically efficient resulting in loss of some instructional time; routines, procedures for handling materials, supplies and equipment function moderately well.	Transitions occur smoothly with little loss of instructional time; routines, procedures for handling materials, supplies and equipment occur smoothly with little loss of instructional time.	Transitions are seamless with students assuming responsibility for efficient operation; routines, procedures for handling materials, supplies and equipment.
<b>2.D.</b> Fosters student-to-student cooperation, collaboration and respect.	Reacts to students when they are not cooperative, collaborative or respectful.	Actively engages students in discussions and activities that foster a climate of respect and collaboration among students.	Takes a lead in promoting discussions and activities that foster a school climate based on respect and collaboration.

**Standard 3: Promotes Equity, Catholic Identity and Social Justice: The teacher creates a classroom climate that is grounded in Catholic Identity and the Gospel values of Social Justice.**

INDICATORS	WORKING TOWARDS	MEETS	EXCEEDS
<b>3.A.</b> Uses and models the key teachings of Jesus Christ and the Catholic Church to instill the importance of living lives of faith, justice, and service.	Classroom instruction and climate are marginally connected to Catholic Identity and the Gospel values of Social Justice.	Classroom instruction and climate are connected to Catholic Identity and the Gospel values of Social Justice; Models values of equity and justice by treating students and staff equally and justly.	Classroom instruction and climate are seamlessly and integrally connected to Catholic Identity and the Gospel values of Social Justice; Embodies the values of equity and justice by treating students and staff equally and justly and with the love of God always.
<b>3.B.</b> Creates a spiritual atmosphere that aligns with the Catholic values of faith, service and prayer.	Prayer is not an integral part of the classroom culture; themes of faith and service need to be more fully developed.	Prayer is integral to the classroom culture; themes of faith and service are woven into teacher actions and lessons.	Prayer is fully incorporated into the classroom culture; themes of faith and service are constantly encouraged and referred to; Demonstrates leadership in areas of faith, service and prayer in the greater school community.
<b>3.C.</b> Recognizes and embraces the importance of creating an environment in which students accept and respect diversity. Understands how a student's background and culture influence their learning experiences.	Is beginning to understand how student difference impacts learning differently. Is beginning to foster a classroom environment that values difference and promotes respect.	Discussion of multiple perspectives in subject matter is routine and includes attention to pupils' personal, family, and community experiences. Individual differences are respected; modifies goals for the diverse range of pupils and their needs.	Strategically introduces resources and experiences that challenge the learner's beliefs and assumptions about common understandings thus creating an environment where critical thinking is a habit; individual and small groups are involved in goal setting to meet their needs.
<b>3.D.</b> Prepares students to become contributing members of society consistent with the mission of the school.	Somewhat demonstrates an understanding of the school mission and connects the mission to students' lives.	Demonstrates an understanding of the school mission and connects the mission to students' lives.	Consistently demonstrates and provides opportunities to prepare students to become contributing members of society.

**Standard 4. Professional Culture: The teacher candidate promotes the learning and growth of all students through ethical, culturally proficient, skilled, and collaborative practice.**

INDICATORS	WORKING TOWARDS	MEETS	EXCEEDS
<b>4.A.</b> Understands legal, moral, and ethical responsibilities and insures the safety and well being of students under his/her charge.	Has basic knowledge and understanding of the moral, ethical, and legal responsibilities of teaching.	Has a clear understanding of the moral, ethical, and legal responsibilities of teaching; actively safeguards students under their charge.	Has a thorough knowledge and understanding of the moral, ethical, and legal responsibilities of teaching; and actively safeguards students under their charge and in the larger school community.

<p><b>4.B.</b> Participates in opportunities for outside professional development (academic and spiritual) and for professional development opportunities at the school; keeps current in teaching methods while incorporating this knowledge in to classroom teaching.</p>	<p>Participates in professional development to a limited extent and rarely incorporates learned strategies in every day teaching.</p>	<p>Seeks out opportunities for professional development to enhance content knowledge and pedagogical skills; incorporates learned strategies in every day teaching.</p>	<p>Seeks out opportunities for professional development to enhance content knowledge and pedagogical skills; incorporates learned strategies in every day teaching; shows leadership by mentoring and sharing expertise with the teaching staff.</p>
<p><b>4.C.</b> Collaborates with colleagues to improve instruction, assessment, and student achievement.</p>	<p>Maintains cordial relationships with colleagues to fulfill the duties that the school. Does not seek out colleagues when faced with opportunity to collaborate.</p>	<p>Supports and collaborates with colleagues; participates fully in discussion and planning, making frequent contributions to one's peers.</p>	<p>Support and collaborates with colleagues; often assumes leadership among peers; offers suggestions on how instruction, assessment and student achievement can be improved; values critique.</p>
<p><b>4.D.</b> Reflects critically upon his or her teaching experience, identifies personal goals consistent with the school mission, shows effort in working towards goals, and is receptive to suggestions for growth.</p>	<p>Has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met; makes general suggestions about how a lesson may be improved.</p>	<p>Makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals and can cite general references to support the judgment.</p>	<p>Makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals; can articulate the plan for lesson improvement</p>
<p><b>4.E.</b> Participates in activities to enhance school community.</p>	<p>Occasionally participates in school community activities.</p>	<p>Frequently participates in school community activities.</p>	<p>Frequently participates in school community activities; actively takes part in the planning and execution of school community activities.</p>
<p><b>4.F.</b> Proactively communicates and collaborates with Parents/guardians and the school administration to advance student learning.</p>	<p>Communication and collaboration with parents/guardians and the administration to improve student learning is developing.</p>	<p>Communication and collaboration with parents/guardians and the administration is reflective and responsive.</p>	<p>Communication and collaboration with parents/guardians and the administrative is proactive, open and improves student learning;</p>