



ARCHDIOCESE OF LOUISVILLE
PROFESSIONAL GROWTH PLAN
FOR TEACHERS

Revised Fall 2001

Based upon the Kentucky Experienced Teacher Standards. Rubrics adapted from Enhancing Professional Performance: A Framework for Teaching by Charlotte Danielson, ASCD, 1996.

CATHOLIC IDENTITY

The teacher models and articulates the distinctly Catholic character of the school as expressed in the school's mission statement. It includes promoting knowledge of the faith (message), liturgical education (worship), moral formation, teaching to pray, education for community life (community), and education for mission (service).

A. Preserves and transmits Catholic traditions, values, and beliefs in light of Vatican II.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Preserves and transmits Catholic traditions, values and beliefs in light of Vatican II.	Teacher promotes personal faith understanding rather than Church teachings in light of Vatican II.	Teacher does not demonstrate understanding of Vatican II in Catholic identity and teaching.	Teacher evidences understanding of Vatican II in the environment and instruction.	Teacher incorporates into the lived experience of the student's Catholic traditions, values and beliefs in light of Vatican II.

Indicators may include but are not limited to: understands the basic current teachings of the church; classroom environment reflects Catholic identity of the school; participates in the review and evaluation of the school's educational mission statement; speaks, acts, and instructs students in a manner that is consistent with the current teachings of the Church on issues of faith and morals.

Documentation may include but is not limited to: observation; written communications.

B. Demonstrates excellence and competence in religious instruction.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Demonstrates excellence and competence in religious instruction.	Teacher lacks awareness of the catechetical process.	Teacher does not provide formation opportunities in teaching -- i.e., is not using the catechetical process.	Teacher uses catechetical process to provide ongoing formation opportunities.	Teacher varies the elements of the catechetical process to maintain interest and to provide for optimum learning.
	Teacher does not correlate religion textbook with the religious education guidelines.	Teacher does not teach religion beyond the curriculum of the textbook.	Teacher uses religious education guidelines as the basis for instruction.	Teacher seeks additional resources to provide formation opportunities.

Indicators may include but are not limited to: integrates the Catholic faith with the education process; includes scripture, doctrine, morality, sacraments, prayer, liturgy, and social teaching in the religion curriculum; participates in the design and planning of the religion curriculum based on the Kentucky Religious Education Guidelines; offers formation opportunities relevant to Catholic tradition and suited to the developmental level of the students; uses Kentucky Catechetical Assessment Program (KCAP) information to plan instruction.

Documentation may include but is not limited to: observation; lesson plans; written communications.

C. Fosters a lifelong faith development process among students, families, and parish community.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Fosters a lifelong faith development process among students, families, and parish community.	Teacher does not teach faith developmentally.	Teacher demonstrates limited understanding of the development to faith and the central influence of the family and community.	Teacher plans lessons in relation to the religious needs of the students and their relationship to family and parish community.	Teacher promotes lifelong faith development through sacrament times, family and parish events.
	Teacher does not teach students in the context of family or community.			

Indicators may include but are not limited to: shows an awareness and an attitude of concern for the religious formation of the students; models Catholic faith experiences to students; exemplifies the school's educational mission whenever communicating with students, parents and community.

Documentation may include but is not limited to: observation; lesson plans; written communications; newsletters.

D. Facilitates the special bond of faith which connects the parish school as part of the larger faith community.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Facilitates the special bond of faith which connects the parish school as part of the larger faith community.	Teacher makes no effort to connect the school to the larger faith community.	Teacher recognizes the relationship of the school to the larger faith community.	Teacher promotes school as part of a larger faith community.	Teacher provides opportunities to link the parish school with a larger faith community.

Indicators may include but are not limited to: recognizes the responsibility to work in developing a faith community with all faculty/staff members; understands the role of the school as part of the total life of the parish and of the larger faith community; establishes and maintains open communication and cooperation with clergy, DRE, etc.; follows policies and regulations of the archdiocese and the school; contributes to a cooperative spirit within the school community among students, parents, and the total educational staff of the parish; participates in faculty retreats and spiritual development programs.

Documentation may include but is not limited to: observation; written communications; conversations with colleagues, parents, and students.

E. Implements/participates in service activities that develop an awareness in students of Catholic social teaching.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Implements/participates in service activities that develop an awareness in students of Catholic social teaching.	Teacher makes no effort to include outreach as part of the religion curriculum.	Teacher participates only in school-sponsored service projects.	Teacher initiates activities based on the social justice themes in the areas of the curriculum throughout the year.	Teacher helps students integrate personal attitude with their life experiences of social justice.

Indicators may include but are not limited to: creates opportunities for activities based on social justice themes within the classroom, family, total school, local parish, archdiocese, civic community, etc.; integrates social justice concerns into all areas of the curriculum; models an attitude of service; helps students to know and live the social teachings of the Church; helps students develop a global vision appropriate to their grade level.

Documentation may include but is not limited to: observation; lesson plans; written communications; newsletters.

F. Creates and maintains a climate where each person is nurtured in an atmosphere of care and respect.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Creates and maintains a climate where each person is nurtured in an atmosphere of care and respect.	Teacher does not create and maintain a climate where each person is nurtured in an atmosphere of care and respect.	Teacher exhibits care and respect for each person, but does not promote opportunities for a spirit of reconciliation within the classroom.	Teacher demonstrates care and respect for all students and staff and encourages the same conduct by students toward each other and toward staff members.	Teacher welcomes and addresses the diverse needs each child brings into the classroom and sees that the spirit of reconciliation is practiced within the classroom setting.

Indicators may include but are not limited to: addresses the needs of the whole student; integrates gospel values within all facets of the school day; makes decisions which reflect a sense of mercy and justice; demonstrates a respect for life; gives evidence of a positive attitude in speech and action; relates with staff, students, and parents in a cooperative and concerned manner; welcomes all members of the community with a spirit of openness, acceptance, and helpfulness; demonstrates a spirit of reconciliation.

Documentation may include but is not limited to: observation; nature of interactions; tone of conversations; conversations with colleagues, parents, and students.

G. Plans and participates in liturgical, sacramental, retreat and prayer experiences which give witness to Catholic beliefs.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Plans and participates in liturgical, sacramental, retreat and prayer experiences which give witness to Catholic beliefs.	Teacher does not vary forms of prayer, and prayer remains isolated to specific time slots.	Teacher limits prayers to those provided by the textbook and school community.	Teacher demonstrates, through prayer opportunities, an understanding of the connection between Catholic beliefs and the variety of prayer experiences.	Teacher actively participates in planning and celebrating a variety of prayer forms; empowers students to do the same.

Indicators may include but are not limited to: gives evidence of the importance of prayer and worship through active participation, in planning of and celebration of varied forms of prayer with the faculty, students, and parents; assists with student retreats and other formation programs.

Documentation may include but is not limited to: observation; lesson plans; liturgy/prayer planning sheets; service as a retreat team leader.

Standard 1: DEMONSTRATES PROFESSIONAL LEADERSHIP

The teacher provides professional leadership within the school, parish, community, and education profession to improve student learning and well-being.

1.1 Builds positive relationships within and between school and community.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Builds positive relationships.	Teacher's relationships within/between school and community are negative or self-serving.	Teacher maintains cordial relationships within/between school and community to fulfill the duties that the school or archdiocese requires.	Support and cooperation characterize relationships within/between school and community	Support and cooperation characterize relationships within/between school and community. Teacher takes initiative in assuming leadership among the faculty.

Indicators may include but are not limited to: punctual for all duties; cooperates with the building level administrator(s); fulfills required non-instructional duties; promotes school/archdiocese within the community; supports archdiocesan and local school administrative policies and procedures; maintains confidentiality of school information.

Documentation may include but is not limited to: observation of nature/tone of interactions; written communications.

1.2 Promotes leadership potential in colleagues.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Promotes leadership potential.	Teacher makes no effort to promote leadership potential in colleagues.	Teacher finds limited ways to promote leadership potential in colleagues.	Teacher actively promotes leadership potential in colleagues.	Teacher seizes the opportunity to promote leadership potential in colleagues through mentoring and other activities.

Indicators may include but are not limited to: encourages colleagues to head departments, levels, etc.; moves faculty toward collegiality.

Documentation may include but is not limited to: observation; written communications; conversations with peers.

1.3 Participates in professional organizations and activities.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Participates in professional organizations.	Teacher makes no effort to participate in professional organizations and activities.	Teacher finds limited ways to participate in professional organizations and activities.	Teacher participates actively in professional organizations and activities.	Teacher initiates activities and assumes leadership roles in professional organizations.

Indicators may include but are not limited to: attends professional conferences; maintains a personal/professional portfolio.

Documentation may include but is not limited to: Professional Development Log; Professional Contribution Log.

1.4 Writes and speaks appropriately.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Writes and speaks appropriately.	Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused.	Teacher's spoken language is audible, and written language is legible. Both are used correctly. Vocabulary is correct but limited or is not appropriate to students' ages or backgrounds.	Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to students' age and interests.	Teacher's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson.

Indicators may include but are not limited to: uses correct grammar, punctuation, and spelling; communicates professionally with various constituents.

Documentation may include but is not limited to: observation; written communications.

1.5 Contributes to the profession knowledge and expertise about teaching and learning.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Contributes to profession knowledge.	Teacher makes no effort to share knowledge with others or to assume professional responsibilities.	Teacher finds limited ways to contribute to the profession.	Teacher participates actively in assisting other educators.	Teacher initiates important activities to contribute to the profession, such as mentoring new teachers, writing articles for publication, and making presentations.

Indicators may include but are not limited to: willingness to work on committees; shares materials, media information, and experiences with peers.

Documentation may include but is not limited to: Professional Development Log; Professional Contribution Log.

1.6 Guides the development of curriculum and instructional materials.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Guides development of curriculum.	Teacher makes no effort to guide the development of curriculum and instructional materials.	Teacher finds limited ways to guide the development of curriculum and instructional materials.	Teacher actively guides the development of curriculum and instructional materials.	Teacher initiates the development of curriculum and instructional materials.

Indicators may include but are not limited to: serves on school/archdiocesan curriculum committees; contributing member of the archdiocesan intervention protocol process.

Documentation may include but is not limited to: observation; written communications; samples of curriculum/instructional materials.

1.7 Participates in policy design and development at the local school, the archdiocesan level, within professional organizations, and/or within community organizations with educationally related activities.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Participates in policy design and development.	Teacher avoids becoming involved in policy design and development.	Teacher participates in policy design and development when specifically asked.	Teacher volunteers to participate in policy design and development, making a substantial contribution.	Teacher volunteers to participate in policy design and development, making a substantial contribution, and assumes a leadership role in at least some aspect of school life.

Indicators may include but are not limited to: serves on handbook committees; member of Schools Consultative Council; 504 Coordinator.

Documentation may include but is not limited to: observation; written communications; School/District Log.

1.8 Initiates and develops educational projects and programs.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Initiates and develops educational projects.	Teacher avoids initiating and developing educational projects and programs.	Teacher initiates and develops educational projects and programs when specifically asked.	Teacher volunteers to initiate and develop educational projects and programs, making a substantial contribution.	Teacher volunteers to initiate and develop educational projects and programs, making a substantial contribution, and assumes a leadership role in a major school or district project.

Indicators may include but are not limited to: introduces new programs; coordinates level/school-wide educational events.

Documentation may include but is not limited to: observation; written communications; educational projects/program materials.

1.9 Practices effective listening, conflict resolution, and group-facilitation skills in a manner that reflects Catholic values.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Practices effective listening, conflict resolution skills.	Teacher interaction with at least some individuals is demeaning, sarcastic, or inappropriate.	Teacher interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for individuals.	Teacher interactions are friendly and demonstrate general warmth, caring, and respect. Individuals exhibit respect for teacher.	Teacher demonstrates genuine caring and respect for individuals. Individuals exhibit respect for teacher as an individual, beyond that for the role.

Indicators may include but are not limited to: serves as gatekeeper in peer mediation program.

Documentation may include but is not limited to: observation of nature/tone of interactions.

Standard 2: DEMONSTRATES KNOWLEDGE OF CONTENT

The teacher demonstrates content knowledge within own discipline(s) and in application(s) to other disciplines.

2.1 Communicates content knowledge across the discipline(s) to be taught.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Communicates content knowledge across disciplines.	Teacher makes content errors or does not correct content errors students make.	Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.	Teacher displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines.	Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge.

Indicators may include but are not limited to: integrates subject areas in lesson plans; uses thematic units.

Documentation may include but is not limited to: observation; written communications; lesson plans; comments on student work; classroom interactions with students.

2.2 Communicates a current knowledge of discipline(s) to be taught in light of the Gospel message.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Communicates a current knowledge of disciplines.	Representation of content is inappropriate and unclear or uses poor examples and analogies.	Representation of content is inconsistent in quality: some is done skillfully, with good examples; other portions are difficult to follow.	Representation of content is appropriate and links well with students' knowledge and experience.	Representation of content is appropriate and links well with students' knowledge and experience. Students contribute to representation of content.

Indicators may include but are not limited to: fundamental thrust of church's catechetical instructions reflected in teaching style and lesson content; utilizes current information; conveys content accurately.

Documentation may include but is not limited to: observation; written communications; lesson plans; comments on student work; classroom interactions with students.

2.3 Demonstrates a general knowledge that allows for integration of ideas and information across disciplines.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Demonstrates a general knowledge that allows for integration.	Teacher makes content errors or does not correct content errors students make.	Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines.	Teacher displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines.	Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge.

Indicators may include but are not limited to: lesson plans note integration across disciplines; conveys content connections to students; collaborates with other teachers; plans thematic/integrated lessons and units.

Documentation may include but is not limited to: observation; written communications; lesson plans; comments on student work; classroom interactions with students.

2.4 Demonstrates an overall knowledge of one’s discipline(s) that allows the teacher to teach to the students’ ability levels and learning styles.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Demonstrates an overall knowledge of one’s discipline.	Teacher displays little understanding of prerequisite knowledge important for student learning of the content.	Teacher indicates some awareness of prerequisite learning, although such knowledge may be incomplete or inaccurate.	Teacher’s plans and practices reflect understanding of prerequisite relationships among topics and concepts.	Teacher actively builds on knowledge of prerequisite relationships when describing instruction or seeking causes for student misunderstanding.

Indicators may include but are not limited to: utilizes developmentally appropriate materials and activities for students; utilizes remedial and enrichment activities and resources; effectively modifies and accommodates based on students needs as indicated on School Strategy Plans and 504 Plans.

Documentation may include but is not limited to: observation; written communications; lesson plans; comments on student work; classroom interactions with students.

2.5 Connects content knowledge to real-world applications within the Christian moral framework.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Connects content knowledge to real-world applications.	Teacher or students convey a negative attitude toward the content, suggesting that the content is not important or is mandated by others.	Teacher communicates importance of the work but with little conviction and only minimal acceptance by the students.	Teacher conveys genuine enthusiasm for the subject, and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity, and attention to detail that they value the content's importance.

Indicators may include but are not limited to: incorporates dimensions of catechesis (message, worship, moral formation, teaching to pray, service, and community) in classroom activities and instruction; utilizes media and technology; incorporates school-to-career concepts; makes ties to students' experiences; plans guest speakers; incorporates field trips; utilizes community resources such as Jr. Achievement, Newspaper in Education, etc.

Documentation may include but is not limited to: observation; written communications; lesson plans; comments on student work; classroom interactions with students.

2.6 Plans lessons and develops instructional material that reflect knowledge of current constructs and principles of the discipline(s) being taught.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Develops knowledge of current constructs and principles.	Teacher displays little understanding of pedagogical issues involved in student learning of the content.	Teacher displays basic pedagogical knowledge but does not anticipate student misconceptions.	Pedagogical practices reflect current research on best pedagogical practice within the discipline but without anticipating student misconceptions.	Teacher displays continuing search for best practice and anticipates student misconceptions.

Indicators may include but are not limited to: utilizes developmentally appropriate instruction; incorporates effective teaching strategies; demonstrates current knowledge of disciplines; incorporates hands-on and lab experiences; inclusive practices.

Documentation may include but is not limited to: observation; lesson plans; written communication; comments on student work; classroom interactions with students.

2.7 Analyzes sources of factual information for accuracy.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Analyzes sources of factual information.	Teacher does not analyze sources of factual information for accuracy.	Teacher finds limited ways to analyze sources of factual information for accuracy.	Teacher actively analyzes sources of factual information for accuracy.	Teacher initiates the analysis of sources of factual information for accuracy.

Indicators may include but are not limited to: verifies content information; presents a variety of viewpoints; investigates media and internet opportunities.

Documentation may include but is not limited to: observation; lesson plans; written communications; comments on student work; classroom interactions with students.

2.8 Presents content in a manner that reflects sensitivity to a multicultural and global perspective.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Presents sensitivity to a multicultural and global perspective.	Teacher displays little sensitivity to a multicultural and global perspective.	Teacher recognizes the value of sensitivity to a multicultural and global perspective.	Teacher displays sensitivity to a multicultural and global perspective.	Teacher displays sensitivity to the cultural heritage of each student.

Indicators may include but are not limited to: embeds multicultural activities throughout the curriculum; presents different viewpoints/perspectives; utilizes students' cultural histories.

Documentation may include but is not limited to: observation; written communications; lesson plans; comments on student work; classroom interactions with students.

2.9 Collaborates with teachers in other disciplines to analyze and structure cross-disciplinary approaches to instruction.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Collaborates with teachers in other disciplines.	Teacher makes no effort to collaborate with others to analyze/structure cross-disciplinary approaches to instruction.	Teacher finds limited ways to collaborate with others to analyze/structure cross-disciplinary approaches to instruction.	Teacher actively collaborates with others to analyze/structure cross-disciplinary approaches to instruction.	Teacher initiates collaboration with others to analyze/structure cross-disciplinary approaches to instruction.

Indicators may include but are not limited to: involves enrichment teachers (art, music, P.E., library, technology, resource, foreign language, etc.) in lesson/unit planning; collaborates with teachers in other disciplines in planning.

Documentation may include but is not limited to: observation; written communications; lesson plans; newsletters.

Standard 3: DESIGNS/PLANS INSTRUCTION

The teacher designs/plans instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge based on Catholic values and beliefs.

3.1 Focuses instruction on the Archdiocese of Louisville Learner Goals and academic expectations as reflected in long range and daily planning.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Focuses instruction on the Archdiocese of Louisville Learner Goals.	The lesson or unit has no clearly defined structure, or the structure is chaotic. Time allocations are unrealistic.	The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Most time allocations are reasonable.	The lesson or unit has a clearly defined structure around which activities are organized. Time allocations are reasonable.	The lesson's or unit's structure is clear and allows for different pathways according to student needs.

Indicators may include but are not limited to: selects the appropriate individual academic expectations; relates thematic teaching experiences to the academic expectations; documents use of Archdiocese of Louisville Learner Goals in planning; documents use of School Strategy Plans or 504 Plans.

Documentation may include but is not limited to: lesson plans, observation, conversation with teacher; School Strategy Plans; 504 Plans.

3.2 Develops instruction that requires students to apply knowledge, skills, and thinking processes.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Develops instruction to apply knowledge, skills, and thinking processes.	Teacher displays little knowledge of students' skills and knowledge and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' skills and knowledge but displays this knowledge for the class only as a whole.	Teacher displays knowledge of students' skills and knowledge for groups of students and recognizes the value of this knowledge.	Teacher displays knowledge of students' skills and knowledge for each student, including those with special needs.

Indicators may include but are not limited to: has a weekly plan describing activities, schedule, etc.; provides students opportunities to write creatively and critically; provides students opportunities to be problem-solvers; provides students opportunities to think critically and creatively; provides students with choice; inclusive practices are integrated within the general classroom.

Documentation may include but is not limited to: lesson plans; observation; conversation with teacher; School Strategy Plans; 504 Plans.

3.3 Integrates skills, thinking processes, and content across disciplines.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Integrates across disciplines.	Goals reflect only one type of learning and one discipline or strand.	Goals reflect several types of learning but no effort at coordination or integration.	Goals reflect several different types of learning and opportunities for integration.	Goals reflect student initiative in establishing important learning.

Indicators may include but are not limited to: incorporates higher levels of thinking into thematic teaching activities; provides activities that integrate outcomes from across the curriculum; provides activities that show the relationship among academic expectations; demonstrates the use of an integrated curriculum in instructional planning.

Documentation may include but is not limited to: lesson plans; observation; conversation with teacher; student work.

3.4 Creates and utilizes learning experiences that challenge, motivate and actively involve the learner.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Utilizes learning experiences that challenge.	Activities and assignments are inappropriate for students in terms of their age or backgrounds. Students are not engaged mentally.	Some activities and assignments are appropriate to students and engage them mentally, but others do not.	Most activities and assignments are appropriate to students. Almost all students are cognitively engaged in them.	All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance understanding.

Indicators may include but are not limited to: designs and implements themes of interest and relevance to students.

Documentation may include but is not limited to: lesson plans; observation; conversation with students.

3.5 Creates and uses learning experiences that are developmentally appropriate for learners.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Uses learning experiences that are developmentally appropriate.	Teacher displays minimal knowledge of developmental characteristics of age group.	Teacher displays generally accurate knowledge of developmental characteristics of age group.	Teacher displays thorough understanding of typical developmental characteristics of age group as well as exceptions to general patterns.	Teacher displays knowledge of typical developmental characteristics of age group, exceptions to the patterns, and the extent to which each student follows patterns.

Indicators may include but are not limited to: selects appropriate activities/learning experiences; selects teaching techniques to match the readiness of students to learn; documents us of School Strategy Plan or 504 Plans.

Documentation may include but is not limited to: lesson plans; observation; conversation with students; School Strategy Plans; 504 Plans.

3.6 Develops and incorporates strategies that address physical, social, religious, and cultural diversity and that show sensitivity to differences.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Develops and incorporates strategies that show sensitivity to differences.	Teacher displays little knowledge of students' interests, cultural heritage, and approaches to learning and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' interests, cultural heritage, and approaches to learning but displays this knowledge for the class only as a whole.	Teacher displays knowledge of the interests, cultural heritage, and approaches to learning and recognizes the value of this knowledge.	Teacher displays knowledge of the interests, cultural heritage, and approaches to learning of each student.

Indicators may include but are not limited to: makes plans to accommodate the various learning styles and intelligence of children using media; models, displays, activities, etc.; provides for critical differences of students on curriculum and instruction planning and implementation.

Documentation may include but is not limited to: lesson plans; observation; conversations with teacher/students; School Strategy Plans; 504 Plans.

3.7 Arranges the physical classroom to support the types of teaching and learning that are to occur.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Arranges the physical classroom.	Teacher uses physical resources poorly, or learning is not accessible to some students.	Teacher uses physical resources adequately, and at least essential learning is accessible to all students.	Teacher uses physical resources skillfully, and all learning is equally accessible to all students.	Both teacher and students use physical resources optimally, and students ensure that all learning is equally accessible to all students.

Indicators may include but are not limited to: arranges facility to accommodate special needs students' activities and experiences; displays samples of student work.

Documentation may include but is not limited to: observation; seating chart.

3.8 Includes creative and appropriate use of technologies (e.g., audiovisual equipment, computers, lab equipment, etc.) to improve student learning.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Includes creative and appropriate use of technologies.	Teacher does not utilize technologies to improve student learning.	Teacher makes some attempts to utilize technologies to improve student learning, with uneven results.	Teacher actively utilizes technologies to improve student learning.	Teacher initiates the creative use of technologies to improve student learning.

Indicators may include but are not limited to: prepares and makes available appropriate materials and media in a timely way; uses technology to individualize the instructional program; uses multi-media that is appropriate to the learner outcome and the activity; uses assistive technology when appropriate.

Documentation may include but is not limited to: lesson plans; observation.

3.9 Develops and implements a variety of appropriate assessment processes.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Develops a variety of appropriate assessment processes.	The proposed approach contains no clear assessment criteria or standards.	Assessment criteria and standards have been developed, but they are either not clear or have not been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students. There is evidence that students contributed to the development of the criteria and standards.

Indicators may include but are not limited to: utilizes performance assessments (portfolios, narrative descriptions, anecdotal records, student journals, performance events/tasks); utilizes teacher checklist (observed behaviors/skills, pupil progress report of learning standards, cooperative skills checklist, project appraisal checklist, research skills checklist); utilizes criterion-referenced tests (math/reading inventory, achievement tests, readiness test, end of unit tests, year-end achievement tests), testing modifications and accommodations.

Documentation may include but is not limited to: lesson plans; sample assessments; observation; School Strategy Plans; 504 Plans.

3.10 Secures and uses a variety of appropriate school and community resources to support learning.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Uses a variety of appropriate school and community resources.	Materials and resources do not support the instructional goals or engage students in meaningful learning.	Some of the materials and resources support the instructional goals, and some engage students in meaningful learning.	All materials and resources support the instructional goals, and most engage students in meaningful learning	All materials and resources support the instructional goals, and most engage students in meaningful learning. There is evidence of student participation in selecting or adapting materials

Indicators may include but are not limited to: includes appropriate field trips as part of the educational program; utilizes parents, professionals, business/community representatives as speakers; utilizes criterion-references tests (math/reading inventory, achievement tests, readiness test, end of unit tests, year-end achievement tests); secures grants to implement educational programs.

Documentation may include but is not limited to: lesson plans; observation; newsletter.

3.11 Develops and incorporates learning experiences that encourage students to be ethical, moral, adaptable, flexible, resourceful, and creative.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Incorporates learning experiences that encourage students to be ethical.	Teacher does not develop/incorporate learning experiences that encourage students to be ethical, moral, adaptable, flexible, resourceful, and creative.	Teacher makes some attempts to develop/incorporate learning experiences that encourage students to be ethical, moral, adaptable, flexible, resourceful, and creative.	Teacher actively develops/incorporates learning experiences that encourage students to be ethical, moral, adaptable, flexible, resourceful, and creative.	Teacher initiates the development/incorporation of learning experiences that encourage students to be ethical, moral, adaptable, flexible, resourceful, and creative.

Indicators may include but are not limited to: relates learning experiences to “real life” situations; celebrates uniqueness and differences; recognizes strengths in every student.

Documentation may include but is not limited to: lesson plans; observation; conversations with students/teacher.

3.12 Uses past teaching experiences to anticipate instructional challenges.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Uses past teaching experiences.	Teacher has no understanding of past teaching experiences and does not anticipate instructional challenges.	Teacher has a basic understanding of past teaching experiences but does not anticipate instructional challenges.	Teacher makes an accurate assessment of past teaching experiences but without anticipating instructional challenges.	Teacher makes a thoughtful and accurate assessment of past teaching experiences and anticipates instructional challenges.

Indicators may include but are not limited to: reflects and plans to adjust learning experiences to insure student success; modifies and accommodates more effectively with experience.

Documentation may include but is not limited to: observation; written communications; Reflection Sheet; conversation with teacher; School Strategy Plans, 504 Plans.

Standard 4: CREATES/MAINTAINS LEARNING CLIMATE

The teacher creates a learning climate that supports the development of student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

4.1 Communicates with and challenges students in a supportive manner and provides students with constructive feedback.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Challenges students.	Instructional goals and activities, interactions, and the classroom environment convey only modest expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey inconsistent expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey high expectations for student achievement.	Both students and teacher establish and maintain through planning of learning activities, interactions, and the classroom environment high expectations for the learning of all students.
Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Challenges students.	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established for most situations, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.

Indicators may include but are not limited to: demonstrates high expectations with respect to student ability; maintains a balance of student accountability and high expectations; provides knowledge of results that are meaningful and timely.

Documentation may include but is not limited to: observation; nature of interactions; tone of conversations; lesson plans; conversations with students.

4.2 Maintains positive classroom interaction by establishing appropriate expectations during group activities.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Maintains positive classroom interaction.	Students not working with the teacher are not productively engaged in learning.	Tasks for group work are partially organized, resulting in some off-task behavior when teacher is involved with one group.	Tasks for group work are organized, and groups are managed so most students are engaged at all times.	Groups working independently are productively engaged at all times, with students assuming responsibility for productivity.

Indicators may include but are not limited to: provides for a safe and orderly environment; manages disruptive behavior constructively while maintaining instructional momentum; establishes clear roles for all learners involved in group learning.

Documentation may include but is not limited to: observation; conversation with teacher.

4.3 Shows consistent sensitivity and responds in a manner that respects the Christ-like dignity of the individual.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Shows consistent sensitivity.	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures.	Teacher-student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for teacher.	Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for teacher as an individual, beyond that for the role.

Indicators may include but are not limited to: creates a positive classroom climate; demonstrates a caring attitude; demonstrates fairness and consistency in enforcing behavioral standards.

Documentation may include but is not limited to: observation; conversation with teacher.

4.4 Shows flexibility and creativity in the development of classroom processes and instructional procedures.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Shows flexibility of classroom processes and instructional procedures.	Much time is lost during classroom processes and instructional procedures.	Classroom processes and instructional/procedures are sporadically efficient, resulting in some loss of instructional time.	Classroom processes and instructional procedures occur smoothly, with little loss of instructional time.	Classroom processes and instructional procedures are seamless, with students assuming some responsibility for efficient operation.

Indicators may include but are not limited to: promotes interest through personalizing instruction.

Documentation may include but is not limited to: observation; conversation with teacher.

4.5 Locates and organizes materials and equipment to create an enriched multimedia environment.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Locates and organizes materials.	Materials are handled inefficiently, resulting in loss of instructional time.	Routines for handling materials and supplies function moderately well.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for efficient operation.

Indicators may include but are not limited to: has materials, games, experiments, center activities, etc., easily accessible to students; uses manipulatives and simulations.

Documentation may include but is not limited to: observation; conversation with teacher.

4.6 Recognizes and nurtures individual and group inquiry.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Recognizes individual and group inquiry.	Instructional groups do not support the instructional goals and offer no variety.	Instructional groups are inconsistent in suitability to the instructional goals and offer minimal variety.	Instructional groups are varied, as appropriate to the different instructional goals.	Instructional groups are varied, as appropriate to the different instructional goals. There is evidence of student choice in selecting different patterns of instructional groups.

Indicators may include but are not limited to: uses cooperative learning strategies; uses questioning strategies aimed at higher order thinking; provides opportunities for independent learning; is familiar with technologies and resources that support independent learning for special needs students.

Documentation may include but is not limited to: observation; lesson plans; School Strategy Plans; 504 Plans.

4.7 Uses a variety of classroom management techniques that foster individual responsibility and cooperation.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Uses a variety of classroom management techniques.	Student behavior is not monitored, and teacher is unaware of what students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	Teacher is alert to student behavior at all times.	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Uses a variety of classroom management techniques.	Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with uneven results, or no serious disruptive behavior occurs.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.

Indicators may include but are not limited to: promotes student self-direction; establishes and clearly communicates standards for student behaviors; reinforces acceptable student behaviors; uses appropriate consequences for altering unacceptable student behaviors; monitors student behaviors; holds each student accountable for his/her own behaviors; accommodates students with behavioral needs.

Documentation may include but is not limited to: observation; conversation with teacher; conversations with students; School Strategy Plans; 504 Plans.

4.8 Analyzes and changes the classroom to accommodate a variety of instructional strategies.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Analyzes and changes the classroom	The classroom is unsafe, or the furniture arrangement is not suited to the lesson activities, or both.	The classroom is safe, and classroom furniture is adjusted for a lesson, or if necessary, a lesson is adjusted to the furniture, but with limited effectiveness.	The classroom is safe, and the furniture arrangement is a resource for learning activities.	The classroom is safe, and students adjust the furniture to advance their own purposes in learning.

Indicators may include but are not limited to: provides a variety of activities (learning centers, small and large group instruction, cooperative learning activities); incorporates multiple intelligences within the structure of the classroom setting.

Documentation may include but is not limited to: observation; conversation with teacher.

4.9 Works with colleagues to develop an effective learning climate within the school as a Catholic community.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Develops an effective learning climate.	Teacher makes no attempt to work with colleagues to develop an effective learning climate.	Teacher makes modest and inconsistently successful attempts to work with colleagues to develop an effective learning climate.	Teacher's efforts to work with colleagues in the development of an effective learning climate are frequent and successful.	Teacher's efforts to work with colleagues in the development of an effective learning climate are frequent and successful. Students contribute ideas for projects that will be enhanced by the participation of others.

Indicators may include but are not limited to: creates an environment in which students display initiative and assume a personal responsibility for learning; creates an atmosphere that stimulates learning.

Documentation may include but is not limited to: observation; written communications.

Standard 5: IMPLEMENTS/MANAGES INSTRUCTION

The teacher introduces/implements/manages instruction that develops student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

5.1 Communicates specific goals and appropriate expectations for learner.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Communicates goals and expectations for learner.	Goals are not valuable and represent low expectations or no conceptual understanding for students. Goals do not reflect important learning.	Goals are moderately valuable in either their expectations or conceptual understanding for students and in importance of learning.	Goals are valuable in their level of expectations, conceptual understanding, and importance of learning.	Not only are the goals valuable, but teacher can also clearly articulate how goals establish high expectations and relate to curriculum frameworks and learner outcomes.

Indicators may include but are not limited to: implements goal setting process with students; states learner outcomes in lesson plans; designs and uses appropriate rubrics; incorporates School Strategy Plans and 504 Plans in lesson planning.

Documentation may include but is not limited to: observation; lesson plans; School Strategy Plans; 504 Plans.

5.2 Connects learning with students' prior knowledge, experiences and backgrounds, and aspirations for future roles.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Connects learning with students' prior knowledge.	Teacher displays little understanding of students' prior knowledge, experiences and backgrounds, and aspirations for future roles.	Teacher attempts to accommodate students' prior knowledge, experiences and backgrounds, and aspirations for future roles.	Teacher successfully accommodates students' prior knowledge, experiences and backgrounds, and aspirations for future roles.	Teacher seizes a major opportunity to enhance students' prior knowledge, experiences and backgrounds, and aspirations for future roles.

Indicators may include but are not limited to: provides learning experiences on the basis of what student needs to be successful; reviews student's history (educational, medical, psychological, anecdotal records); implements School Strategy Plans, 504 Plans.

Documentation may include but is not limited to: observation; lesson plans; School Strategy Plans; 504 Plans.

5.3 Models/demonstrates the skills, concepts, attributes, values, and/or thinking processes to be learned.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Models/ demonstrates processes	Modeling/demonstrations are inappropriate and unclear or use poor examples and analogies.	Modeling/demonstrations are inconsistent in quality. Some are done skillfully, with good examples; others are difficult to follow.	Modeling/demonstrations are appropriate and link well with students' knowledge and experience.	Modeling/demonstrations are appropriate and link well with students' knowledge and experience. Students contribute to modeling/demonstrations.

Indicators may include but are not limited to: assigns tasks for students to perform that reflect the skills, concepts, attributes, and values being taught using appropriate tools.

Documentation may include but is not limited to: observation.

5.4 Uses and develops multiple teaching/learning strategies that are appropriate to student developmental levels and actively engages students in individual and cooperative learning experiences.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Utilizes a variety of learning activities.	Learning activities are not suitable to students or instructional goals. They do not follow an organized progression and do not reflect recent professional research.	Only some of the learning activities are suitable to students or instructional goals. Progression of activities in the unit is uneven, and only some activities reflect recent professional research.	Most of the learning activities are suitable to students and instructional goals. Progression of activities in the unit is fairly even, and most activities reflect recent professional research.	Learning activities are highly relevant to students and instructional goals. They progress coherently, producing a unified whole and reflecting recent professional research.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Utilizes instructional groups.	Instructional groups are inappropriate to the students or to the instructional goals.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the students or to the instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the instructional goals of a lesson. Students take the initiative to influence instructional groups to advance their understanding.

Indicators may include but are not limited to: provides a system for whole group, small group, and individual student instruction; uses classroom procedures that permits independent and interdependent learning; provides multiple learning experiences; considers the developmental stage of each student; teaches to the various learning styles and intelligences of students.

Documentation may include but is not limited to: observation; lesson plans; School Strategy Plans; 504 Plans.

5.5 Provides opportunities for students to increase their knowledge of cultural/religious similarities and differences.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Provides opportunities of cultural / religious similarities and differences.	Teacher provides few opportunities for students to increase their knowledge of cultural/religious similarities and differences.	Teacher provides adequate opportunities for students to increase their knowledge of cultural/religious similarities and differences.	Teacher provides valuable opportunities for students to increase their knowledge of cultural/religious similarities and differences.	Teacher seeks out opportunities for students to increase their knowledge of cultural/religious similarities and differences.

Indicators may include but are not limited to: addresses multicultural themes in all content areas.

Documentation may include but is not limited to: observation; lesson plans.

5.6 Stimulates students to reflect on their own ideas/values and those of others.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Stimulates students to reflect.	Teacher stimulates only a few students to reflect on their own ideas/values and those of others.	Teacher attempts to stimulate all students to reflect on their own ideas/values and those of others, but with only limited success.	Teacher successfully stimulates all students to reflect on their own ideas/values and those of others.	Students themselves ensure that they reflect on their own ideas/values and those of others.

Indicators may include but are not limited to: teaches students to analyze their own thinking (meta-cognition); provides atmosphere where all opinions are respected.

Documentation may include but is not limited to: observation; conversations with students.

5.7 Uses appropriate questioning strategies to help students solve problems and think critically and ethically.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Uses appropriate questioning strategies.	Teacher's questions are virtually all of poor quality.	Teacher's questions are a combination of low and high quality. Only some invite a response.	Most of teacher's questions are of high quality. Adequate time is available for students to respond.	Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions.

Indicators may include but are not limited to: asks questions at all levels of Bloom's Taxonomy; incorporates higher levels of thinking into thematic teaching activities; uses questioning strategies that include guiding, probing, amplification.

Documentation may include but is not limited to: observation.

5.8 Manages student examination of social issues relative to course content, possible responses, and associated consequences within the framework of Catholic teachings.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Manages student examination of social issues.	Teacher provides few opportunities for student examination of social issues.	Teacher provides adequate opportunities for student examination of social issues.	Teacher provides valuable opportunities for student examination of social issues.	Teacher seeks out opportunities for student examination of social issues.

Indicators may include but are not limited to: examines societal structures in the light of Catholic social justice principles with their applications to social and personal situations.

Documentation may include but is not limited to: observation; lesson plans.

5.9 Demonstrates interpersonal/team membership skills and supportive behavior with students in facilitating instruction.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Demonstrates interpersonal / team membership skills.	Teacher makes no effort to demonstrate interpersonal/team membership skills and supportive behavior with students in facilitating instruction.	Teacher finds limited ways to demonstrate interpersonal/team membership skills and supportive behavior with students in facilitating instruction.	Teacher actively demonstrates interpersonal/team membership skills and supportive behavior with students in facilitating instruction.	Teacher seizes the opportunity to demonstrate interpersonal/team membership skills and supportive behavior with students in facilitating instruction.

Indicators may include but are not limited to: demonstrates appreciation for student responses; recognizes and acknowledges each student.

Documentation may include but is not limited to: observation.

5.10 Presents differing viewpoints when integrating knowledge and experiences across disciplines.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Presents differing viewpoints.	Teacher does not present differing viewpoints when integrating knowledge and experiences across disciplines.	Teacher finds limited ways to present differing viewpoints when integrating knowledge and experiences across disciplines.	Teacher actively presents differing viewpoints when integrating knowledge and experiences across disciplines.	Teacher seizes the opportunity to present differing viewpoints when integrating knowledge and experiences across disciplines.

Indicators may include but are not limited to: provides opportunities for students to investigate different viewpoints of an issue.

Documentation may include but is not limited to: observation; lesson plans.

5.11 Makes effective use of media and technologies.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Makes use of media and technologies.	Teacher does not make effective use of media and technologies.	Teacher finds limited ways to make effective use of media and technologies.	Teacher actively makes effective use of media and technologies.	Teacher seizes the opportunity to make effective use of media and technologies.

Indicators may include but are not limited to: demonstrates knowledge about technology in the classroom; incorporates use of media and technology, and assisted technology into instructional plan.

Documentation may include but is not limited to: observation; lesson plans; School Strategy Plans; 504 Plans.

5.12 Makes efficient use of physical and human resources and time.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Makes efficient use of physical and human resources.	Teacher is unaware of resources available through the school or district.	Teacher displays limited awareness of resources available through the school or district.	Teacher is fully aware of all resources available through the school or district.	In addition to being aware of school and district resources, teacher actively seeks other materials to enhance instruction, for example, from professional organizations or through the community.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Makes efficient use of time.	Time management systems result in considerable loss of instructional time.	Time management systems are fairly efficient, resulting in little loss of instructional time.	Efficient time management systems are in place, resulting in minimal loss of instructional time.	Time management systems are well established with students assuming considerable responsibility for efficient operation.

Indicators may include but are not limited to: uses time effectively; shows smooth transition between activities; uses classroom procedures that are clear and easily managed; maintains a schedule that supports multi-activities and helps assure that all students will experience success.

Documentation may include but is not limited to: observation; lesson plans.

5.13 Provides opportunities for students to use and practice what is learned.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Provides opportunities to practice what is learned.	Teacher does not provide opportunities for students to use and practice what is learned.	Teacher finds limited ways to provide opportunities for students to use and practice what is learned.	Teacher actively provides opportunities for students to use and practice what is learned.	Teacher initiates opportunities for students to use and practice what is learned.

Indicators may include but are not limited to: uses projects, manipulatives, appropriate software, and simulations to provide “real life” experiences; provides opportunities for peer tutoring.

Documentation may include but is not limited to: observation; lesson plans.

5.14 Provides guidance and offers students continuous feedback on progress toward expectations.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Provides continuous feedback.	Feedback is either not provided or is of uniformly poor quality and not provided in a timely manner.	Feedback is inconsistent in quality and timeliness. Some elements of high quality are present; others are not.	Feedback is consistently high quality and provided in a timely manner.	Feedback is consistently high quality and provided in a timely manner. Provision is made for students to make prompt use of the feedback in their learning.

Indicators may include but are not limited to: assists students to make sound decisions about the use of their time; provides for continuous progress of individual students; gives written/oral feedback in addition to letter grades.

Documentation may include but is not limited to: observation; comments on student work.

Standard 6: ASSESSES AND COMMUNICATES LEARNING RESULTS

The teacher assesses learning and communicates results to students and others with respect to student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

6.1 Selects appropriate assessments providing variety and maintaining a balance.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Selects appropriate assessments.	Teacher is unfamiliar with appropriate assessments.	Teacher recognizes the value of appropriate assessments.	Teacher displays knowledge of appropriate assessments and recognizes the value of this knowledge.	Teacher uses, where appropriate, assessments providing variety and maintaining a balance.

Indicators may include but are not limited to: uses performance assessment techniques; maintains a portfolio on each student; uses NAEP-like assessment procedures for written assessments; uses norm-referenced and criterion-referenced assessments; modifies and accommodates assessments for special needs students.

Documentation may include but is not limited to: lesson plans; sample assessments; observation; School Strategy Plans; 504 Plans.

6.2 Selects assessments that are sensitive to social, cultural, and physical diversity.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Selects assessments that are sensitive to diversity.	Teacher displays little knowledge of assessments that are sensitive to social, cultural, and physical diversity.	Teacher displays general knowledge of assessments that are sensitive to social, cultural, and physical diversity.	Teachers displays solid understanding of assessments that are sensitive to social, cultural, and physical diversity.	Teacher uses, where appropriate, assessments that are sensitive to social, cultural, and physical diversity.

Indicators may include but are not limited to: matches performance assessment with developmental stage of each student; provides for individual differences when developing assessments.

Documentation may include but is not limited to: lesson plans; sample assessment; observation; School Strategy Plans; 504 Plans.

6.3 Assesses student progress using established Archdiocese of Louisville academic expectations and performance criteria.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Assesses using performance criteria.	Content and methods of assessment lack congruence with instructional goals.	Some of the instructional goals are assessed through the proposed approach, but many are not.	All the instructional goals are nominally assessed through the proposed plan, but the approach is more suitable to some goals than to others.	The proposed approach to assessment is completely congruent with the instructional goals, both in content and process.

Indicators may include but are not limited to: uses student performance assessment techniques to measure academic expectations; assesses all students ability to think creatively and critically and to problem-solve.

Documentation may include but is not limited to: lesson plans; sample assessments; observation.

6.4 Provides opportunities for students to assess and improve their performance based on prior assessment results (Goal setting, specific feedback...)

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Utilizes prior assessment results.	Prior assessment results affect planning for students only minimally.	Teacher uses prior assessment results to plan for the class as a whole.	Teacher uses prior assessment results to plan for individuals and groups of students.	Students are aware of how they are meeting the established standards and participate in planning the next steps.

Indicators may include but are not limited to: reports continuous progress of individual students; conferences with individual students and involves them in the goal setting process; participates in writing of School Strategy Plans, 504 Plans.

Documentation may include but is not limited to: lesson plans; P-T-S Conference forms; comments on student work; observation; School Strategy Plans; 504 Plans.

6.5 Collects and analyzes assessment data and maintains up-to-date records of student progress, using technologies as appropriate.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Maintains up-to-date records of student progress.	Teacher has no system for maintaining information on student progress in learning, or the system is in disarray.	Teacher’s system for maintaining information on student progress in learning is rudimentary and partially effective.	Teacher’s system for maintaining information on student progress in learning is effective.	Teacher’s system for maintaining information on student progress in learning is fully effective. Students contribute information and interpretation of the records.

Indicators may include but are not limited to: uses technology to diagnose, drill, practice, monitor, and report student progress; uses cumulative, anecdotal, narrative, and conference records to monitor and report student progress.

Documentation may include but is not limited to: grade books; student portfolios; P-T-S Conference forms; student records; School Strategy Plans; 504 Plans.

6.6 Communicates expectations, criteria for assessment, student progress, and student strengths and weaknesses to parents and students.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Communicates to parents and students.	Teacher provides minimal information to parents/students and does not respond or responds insensitively to parent concerns about students.	Teacher adheres to the school’s required procedures for communicating to parents/students. Responses to parent/student concerns are minimal.	Teacher communicates with parents about students’ progress on a regular basis and is available as needed to respond to parent/student concerns.	Teacher provides information to parents frequently on both positive and negative aspects of student progress. Response to parent/student concerns is handled with great sensitivity.

Indicators may include but are not limited to: provides specific feedback; reports the progress of students from performance assessment results rather than pass-fail results; conducts conferences with parents; conducts conferences with students.

Documentation may include but is not limited to: progress reports; P-T-S Conference forms; notes to parents; newsletters; comments on student work; School Strategy Plans; 504 Plans.

Standard 7: REFLECTS/EVALUATES TEACHING/LEARNING

The teacher reflects on and evaluates teaching/learning.

7.1 Assesses and analyzes the effectiveness of instruction.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Analyzes the effectiveness of instruction.	Teacher does not know if a lesson was effective or achieved its goals, or profoundly misjudges the success of a lesson.	Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional goals were met.	Teacher 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.	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals, citing many specific examples from the lesson and weighing the relative strength of each.

Indicators may include but are not limited to: uses self-evaluation of instruction as reflected by assessment results, student progress, observation, Professional Growth Plan, etc.; seeks student, peer, administrator feedback of effectiveness of instruction.

Documentation may include but is not limited to: professional conversation with administrator/colleagues; Reflection Sheet; School Strategy Plans; 504 Plans.

7.2 Makes appropriate changes to instruction based upon feedback, reflection, and assessment results.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Makes appropriate changes to instruction.	Teacher adheres rigidly to an instructional plan, even when a change will clearly improve a lesson.	Teacher attempts to adjust a lesson, with mixed results.	Teacher makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Teacher successfully makes a major adjustment to a lesson.

Indicators may include but are not limited to: makes mid-lesson adjustments as needed; demonstrates a willingness to try methodologies suggested by peers, administrator, students; utilize data such as standardized test results to improve instructional program.

Documentation may include but is not limited to: observation; School Strategy Plans; 504 Plans.

7.3 Assesses programs and curricula; proposes appropriate recommendations and needed adjustments.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Assesses programs and curricula.	Teacher has no suggestions for how programs and curricula may be improved another time.	Teacher makes general suggestions about how programs and curricula may be improved.	Teacher makes a few specific suggestions of what changes to programs and curricula he/she may try another time.	Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with probable successes of different approaches.

Indicators may include but are not limited to: selects/adapts curriculum based upon national standards, academic expectations, instructional goals, and student needs.

Documentation may include but is not limited to: professional conversation with administrator/colleagues; Reflection Sheet; observation.

Standard 8: COLLABORATES WITH COLLEAGUES/PARENTS/OTHERS

The teacher collaborates with colleagues, parents, and other agencies to design, implement, and support learning programs that develop student abilities to use communication skills, apply core concepts, become self-sufficient individuals, become responsible team members, think and solve problems, and integrate knowledge.

8.1 Initiates collaboration with others and creates situations where collaboration with others will enhance student learning.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Initiates collaboration with others.	Teacher makes no attempt to engage others in the instructional program, or such attempts are inappropriate.	Teacher makes modest and inconsistently successful attempts to engage others in the instructional program.	Teacher’s efforts to engage others in the instructional program are frequent and successful.	Teacher’s efforts to engage others in the instructional program are frequent and successful. Students contribute ideas for projects that will be enhanced by the participation of others.

Indicators may include but are not limited to: plans cooperatively with other teachers; shares instructional materials and media; develops learning centers and projects to be shared with other teachers; teaches cooperatively with other teachers.

Documentation may include but is not limited to: written communication; observation; School Strategy Plans; 504 Plans.

8.2 Discusses with parents, students, and others the purpose and scope of the collaborative effort.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Discusses the purpose and scope of the collaborative effort.	Teacher provides little information about the instructional program to parents, students, and others.	Teacher participates in the school’s activities for communication but offers little additional information.	Teacher provides frequent information to parents, students, and others as appropriate, about the instructional program.	Teacher provides frequent information to parents, students, and others, as appropriate, about the instructional program. Students participate in preparing materials for their families.

Indicators may include but are not limited to: participates in Parent-Teacher-Student (P.T.S.) Conferences; communicates with parents and students; participates in Archdiocesan Intervention Protocol Process.

Documentation may include but is not limited to: family; contact log; P-T-S Conference records; written communication; observation; newsletters; School Strategy Plans; 504 Plans.

8.3 Articulates expectations for each collaborative event, e.g., time lines and responsibilities.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Articulates expectations for collaborative events.	Teacher does not articulate expectations for each collaborative event.	Teacher finds limited ways to articulate expectations for each collaborative event.	Teacher actively articulates expectations for each collaborative event.	Teacher initiates the articulation of expectations for each collaborative event.

Indicators may include but are not limited to: writes and distributes timelines, responsibilities, etc. for projects and events.

Documentation may include but is not limited to: written communications; newsletters; observation.

8.4 Demonstrates productive leadership and team membership skills that facilitate the development of mutually beneficial goals, e.g., issue and conflict resolution.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Demonstrates productive leadership and team membership skills.	Teacher's leadership and team membership skills do not facilitate the development of mutually beneficial goals.	Teacher's leadership and team membership skills facilitate the development of mutually beneficial goals in a limited way.	Teacher's leadership and team membership skills actively facilitate the development of mutually beneficial goals.	Teacher's leadership and team membership skills initiate the development of mutually beneficial goals.

Indicators may include but are not limited to: makes a significant contribution to the efforts of the team.

Documentation may include but is not limited to: observation; written communications; School Strategy Plans; 504 Plans.

8.5 Secures and makes use of school and community resources that present differing viewpoints.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Makes use of school and community resources.	Teacher is unfamiliar with school/community resources that present differing viewpoints.	Teacher displays general understanding of school/community resources that present differing viewpoints.	Teacher displays solid understanding of school/community resources that present differing viewpoints.	Teacher uses, where appropriate, school/community resources that present differing viewpoints.

Indicators may include but are not limited to: invites appropriate guest speakers into the classroom; includes appropriate field trips as part of educational program.

Documentation may include but is not limited to: observation; written communications; newsletters.

8.6 Recognizes and responds appropriately to differences in abilities, contributions, and social and cultural backgrounds.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Serving students.	Teacher is not alert to students' needs.	Teacher's attempts to serve students are inconsistent.	Teacher is moderately active in serving students.	Teacher is highly proactive in serving students, seeking out resources when necessary.

Indicators may include but are not limited to: works collaboratively to meet specific needs of individual students.

Documentation may include but is not limited to: observation; written communications; School Strategy Plans; behavior contract; 504 Plans.

8.7 Invites colleagues, parents, community representatives, and others to help design and implement collaborative instructional projects.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Invites others to help design and implement collaborative instructional projects.	Teacher makes no effort to invite others to help design/implement collaborative instructional projects.	Teacher finds limited ways to invite others to help design/implement collaborative instructional projects.	Teacher actively invites others to help design/implement collaborative instructional projects.	Teacher seizes the opportunity to invite others to help design/implement collaborative instructional projects.

Indicators may include but are not limited to: assists other teachers to plan thematic instruction.

Documentation may include but is not limited to: written communications; newsletters; observation.

8.8 Analyzes previous collaborative experiences to improve future experiences.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Analyzes previous collaborative experiences.	Teacher has no suggestions on how to improve future collaborative experiences.	Teacher makes general suggestions on how to improve future collaborative experiences.	Teacher makes a few specific suggestions on how to improve future collaborative experiences.	Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with probable successes, to improve future collaborative experiences.

Indicators may include but are not limited to: provides verbal and/or written feedback to team members.

Documentation may include but is not limited to: written communications; observation; Reflection Sheet.

8.9 Assesses students' special needs and collaborates with school services and community agencies to meet those needs.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Collaborates with school services and community agencies.	When a student has difficulty learning, the teacher either gives up or blames the student or the environment for the student's lack of success.	Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to use.	Teacher persists in seeking approaches for students who have difficulty learning, possessing a moderate repertoire of strategies.	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school/community.

Indicators may include but are not limited to: assists with program evaluation and student assessment; implements recommendations suggested as a result of student observation and assessment; participates in Archdiocesan Intervention Protocol Process.

Documentation may include but is not limited to: observation; written communications; School Strategy plans; behavior contract; student assessments; 504 Plans.

Standard 9: ENGAGES IN PROFESSIONAL DEVELOPMENT

The teacher evaluates own overall performance in relation to the Archdiocese of Louisville's Professional Growth Plan and implements a Professional Development Plan.

9.1 Establishes priorities for professional growth.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Establishes priorities for professional growth.	Teacher establishes no priorities for professional growth and engages in no professional development activities to enhance knowledge or skill.	Teacher establishes priorities for professional growth and participates in professional activities to a limited extent when they are convenient.	Teacher establishes priorities for professional growth and seeks out opportunities for professional development to enhance content knowledge and pedagogical skills.	Teacher establishes priorities for professional growth and seeks out opportunities for professional development and makes a systematic attempt to conduct action research in his/her classroom.

Indicators may include but are not limited to: identifies areas for professional growth; writes goals to include identified areas for professional growth; participates in professional growth activities that reflect areas of identified needs.

Documentation may include but is not limited to: Professional Development Log, Professional Contribution Log.

9.2 Analyzes student performance to help identify professional development needs.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Analyzes student performance.	Teacher does not analyze student performance to identify professional development needs.	Teacher analyzes student performance to a limited extent to identify professional development needs.	Teacher actively analyzes student performance to identify professional development needs.	Teacher initiates analysis of student performance to identify professional development needs.

Indicators may include but are not limited to: utilizes student assessment information (observation, performance, etc.) to determine professional development needs.

Documentation may include but is not limited to: lesson plans; assessment data; written communications; observation.

9.3 Solicits input from others in the creation of individual professional development plans.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Solicits input from others.	Teacher does not solicit input from others in the creation of an individual professional development plan.	Teacher seeks limited input from others in the creation of an individual professional development plan.	Teacher actively solicits input from others in the creation of an individual professional development plan.	Teacher seeks out opportunities to solicit input from others in the creation of an individual professional development plan.

Indicators may include but are not limited to: consults with administrator, peers, and others to develop professional development plan; shares professional development information with colleagues.

Documentation may include but is not limited to: observation; written communications; conversations with peers.

9.4 Applies to instruction the knowledge, skills, and processes acquired through professional development.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Applies processes acquired through professional development.	Teacher does not apply to instruction the knowledge, skills, and processes acquired through professional development.	Teacher attempts to apply to instruction the knowledge, skills, and processes acquired through professional development with mixed results.	Teacher makes minor changes to instruction based on the knowledge, skills, and processes acquired through professional development and the changes occur smoothly.	Teacher successfully applies to instruction the knowledge, skills, and processes acquired through professional development.

Indicators may include but are not limited to: incorporates new methodologies in lesson plans; implements new teaching strategies.

Documentation may include but is not limited to: observation; lesson plans; written communication.

9.5 Modifies own professional development plan to improve instructional performance and to promote student learning.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Modifies professional development plan to improve instructional performance.	Teacher adheres rigidly to a professional development plan even when a change would improve instructional performance.	Teacher attempts to modify the professional development plan with mixed results.	Teacher makes a few specific modifications to the professional development plan.	Drawing on an extensive repertoire of skills, the teacher makes specific modifications to the professional development plan complete with probable successes of different approaches.

Indicators may include but are not limited to: documents (through goal setting, journal, portfolio, lesson plans, etc.) growth realized through professional development activities.

Documentation may include but is not limited to: observation; Professional Growth Plan.

Standard 10: DEMONSTRATES IMPLEMENTATION OF TECHNOLOGY

The teacher uses technology to support instruction; access and manipulate data; enhance professional growth and productivity; communicate and collaborate with colleagues, parents, and the community; and conducts research/solve problems.

10.1 Operates a multimedia computer and peripherals to install and use a variety of software.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Operates a multimedia computer and peripherals to install and use a variety of software.	Teacher demonstrates little knowledge of operating a multimedia computer and peripherals.	Teacher demonstrates limited knowledge of operating a multimedia computer and peripherals.	Teacher uses a multimedia computer and peripherals as needed to create, present and evaluate lessons.	Teacher uses a multimedia computer and peripherals to communicate & collaborate with students, peers, experts, parents and community.

Indicators may include but are not limited to: uses presentation tool; uses integrated package; uses drill and practice; uses web browsing; shops online; uses internet tools; uses appropriate software for instruction.

Documentation may include but is not limited to: lesson plan; observations; student projects; Professional Growth Plan.

10.2 Uses terminology related to computers and technology appropriately in written and verbal communication.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Uses terminology related to computers and technology appropriately in written and verbal communication.	Teacher displays little knowledge of the correct terminology related to computer technology.	Teacher displays limited knowledge of terminology related to computer technology.	Teacher regularly uses correct terminology related to computer technology.	Teacher uses regularly and keeps current with terminology relating to new and emerging computer technologies.

Indicators may include but are not limited to: conversation, written communications; responds to current research efforts; shares web sites with colleagues; reports problems with equipment using appropriate terminology.

Documentation may include but is not limited to: conversation; written communications; Professional Growth Plan.

10.3 Demonstrates knowledge of the use of technology in business, industry and society.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Demonstrates knowledge of the use of technology in business, industry and society.	Teacher makes no reference to the use of technology in business, industry and society.	Teacher makes limited reference to the use of technology in business, industry and society.	Teacher correlates use of technology in classroom with its use in business, industry and society.	Teacher actively uses resources available through business, industry and society, such as school-to-work opportunities.....

Indicators may include but are not limited to: virtual field trips; field trips; guest speakers from business; participation in school-to-work activities; simulations of business/industry application; making connections to real world; reading assignments about the use of technology in the work place, career development.

Documentation may include but is not limited to: observation; lesson plans; student projects/presentations; speaker logs; field trip logs; virtual field trip logs.

10.4 Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.	Teacher demonstrates little knowledge of connecting computer/ peripherals or their installations.	Teacher demonstrates limited knowledge of connecting computer/ peripherals or their installations.	Teacher is able to connect computers with assorted peripherals and install software for their use.	Teacher engages students in learning basic troubleshooting and installations to resource the school.

Indicators may include but are not limited to: setting up a system; troubleshooting connections; being familiar with the basic use and maintenance of the printer (ink cartridge, paper).

Documentation may include but is not limited to: observation; Professional Growth Plan; anecdotal data (working systems).

10.5 Creates multimedia presentations using scanners, digital cameras, and video cameras.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Creates multimedia presentations using scanners, digital cameras, and video cameras.	Teacher demonstrates no understanding of how to create a multimedia presentation or how to use scanners or digital or video cameras	Teacher create multimedia presentations and how to use scanners, digital cameras and video cameras.	Teacher designs multimedia lessons incorporating graphics from scanners and digital cameras.	Teacher engages students in developing multimedia presentations using scanners, digital and video cameras.

Indicators may include but are not limited to: creates and uses presentations with multimedia input from scanners, digital cameras, internet, CD ROM, video cameras and presentation tools; web authoring, web publication.

Documentation may include but is not limited to: project plans; lesson plans; conversations with teacher; documentation in Professional Growth Plan; classroom observations; presentations; requests for equipment.

10.6 Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Uses the computer to enhance professional productivity and support instruction	Teacher uses no technology to improve professional productivity and support instruction.	Teacher uses limited technology to improve professional productivity and support instruction.	Teacher has mastered the use of current and emerging technologies and uses it to accomplish a variety of instructional and management goals.	Teacher has mastered the use of current and emerging technologies and uses it to collaborate with colleagues and experts, to research current educational practices, and to communicate with students and parents

Indicators may include but are not limited to: uses the computer to do word processing; creates databases and spreadsheets; uses e-mail to communicate with parents and other publics; uses the internet; designs presentations for use in lessons; uses multimedia projector for presentations in class; uses electronic grade book; sends home periodic communiqués.

Documentation may include but is not limited to: project plans; lesson plans; grade book; conversations; classroom observations.

10.7 Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Uses interactive instruction, audio/visual conferencing, and other distance learning applications to enhance professional productivity and support instruction.	Teacher makes no effort to use interactive instruction, audio/visual conferencing, and other distance learning applications to enhance professional productivity and support instruction.	Teacher finds limited ways to use interactive instruction, audio/visual conferencing, and other distance learning applications to enhance professional productivity and support instruction.	Teacher actively uses interactive instruction, audio/visual conferencing, and other distance learning applications to enhance professional productivity and support instruction.	Teacher initiates the use of interactive instruction, audio/visual conferencing, and other distance learning applications to enhance professional productivity and support instruction.

Indicators may include but are not limited to: creates or uses WebQuests; participates in online classes as a participant or as an instructor; communicates with parents via email; conference calls with parents; conference calls with other professionals; threaded discussions (online asynchronous chats); participation in listservs; creates class-based web pages.

Documentation may include but is not limited to: student work online; phone log; online verification of online class participation; electronic documentation of email; journal; observation; view web page.

10.8 Requests and uses appropriate assistive and adaptive devices for students with special needs.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Requests and uses appropriate assistive and adaptive devices for students with special needs.	Teacher uses no assistive & adaptive devices for students with special needs.	Teacher uses available equipment to supplement regular classroom activities for students with special needs. (computer, headphones, cassette player, overhead)	Teacher assesses special needs of his/her students and acquires the recommended assistive and adaptive devices to meet their needs.	Teacher reviews current research and collaborates with experts and other teachers of students with special needs to develop the best use of the a/a devices to meet the needs of his/her students.

Indicators may include but are not limited to: accommodations with appropriate assistive and adaptive devices for the various special needs of students; headphones, computer, software programs, microphone, software that reads or speaks, touch screens, low end technologies, Dreamwriters or Alphasmarts, computer aided instruction (Successmaker) that addresses individual needs; teacher seeks outside resourcing, books on tapes, large print books; uses multimedia presentations.

Documentation may include but is not limited to: project plan; lesson plans; classroom observations; School Strategy Plans; 504 Plans; conversations with teacher, parent, resource teacher; multimedia presentations.

10.9 Designs lessons that use technology to address diverse student needs and learning styles.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Designs lessons that use technology to address diverse student needs and learning styles.	Teacher makes no effort to design lessons that include technology.	Teacher finds limited ways to design lessons that include technology.	Teacher actively designs lessons that include technology.	Teacher initiates the design of lessons that include technology.

Indicators may include but are not limited to: incorporates the technologies from demonstrator 10.8; structures lessons and assessment to honor multiple intelligences; multimedia presentations.

Documentation may include but is not limited to: multimedia presentations; lesson plans; School Strategy Plans; 504 Plans; observations; tests; rubrics; alternate assessments; scoring guides; student activities.

10.10 Practices equitable and legal use of computers and technology in both professional and personal activities.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Practices equitable and legal use of computers and technology in both professional and personal activities.	Teacher does not model, in words or actions, knowledge of equitable and legal use of computers, software or on-line information sources.	Teacher models in words and actions some knowledge of equitable and legal use of computers, software and on-line information sources.	Teacher consciously models and requires students to follow guidelines for equitable and legal use of computers, software, and on-line information sources.	Teacher keeps current with changing Fair Use and copyright policies for on-line information sources in order to model and develop an intrinsic understanding of the reasons for equitable, ethical and legal use of technology in his students.

Indicators may include but are not limited to: makes available to all students needed access to equipment to complete assignments; practices and teaches Fair Use Guidelines of software and print materials; teaches and models the use of citing information resources in bibliographies; knowledge of Copyright Laws, and safe use of internet resources.

Documentation may include but is not limited to: resource citing in bibliographies; inventory of licensed software; correct citing of a resources observed in multimedia presentations and websites; Acceptable Use Policy; observation.

10.11 Facilitates the lifelong learning of self and others through the use of technology.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Facilitates the lifelong learning of self and others through the use of technology.	Teacher demonstrates no positive attitude toward technology uses that support lifelong learning.	Teacher reluctantly attends required training sessions on how to use existing equipment in his own school.	Teacher chooses to update his own technology skills for personal pursuits and productivity.	Teacher shares his own skills with others through a mentoring process.

Indicators may include but are not limited to: shows an awareness and an attitude of concern for technology skills of students; models by updating his own computer skills; teaches technology-related continuing education classes for the school or parish community; facilitates students teaching technology-related continuing education classes for the school or parish community; takes online courses; participates in workshops and classes related to technology; attends technology conferences.

Documentation may include but is not limited to: Professional Growth Plan; observation; certificates of participation; school grades; agendas; brochures.

10.12 Explores, uses, and evaluates technology resources: software, applications, and related documentation.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Explores, uses, and evaluates technology resources: software, applications, and related documentation.	Teacher does not explore, use, and evaluate technology resources: software, applications, and related documentation.	Teacher finds limited ways to explore, use, and evaluate technology resources: software, applications, and related documentation	Teacher actively explores, uses, and evaluates technology resources: software, applications, and related documentation.	Teacher initiates the exploration, use, and evaluation of technology resources: software, applications, and related documentation.

Indicators may include but are not limited to: orders and evaluates software; incorporates appropriate use of software in lesson plans; seeks appropriate internet resources to incorporate into lesson plans; seeks appropriate internet resources for professional development.

Documentation may include but is not limited to: lesson plans; Professional Growth Plan; observation; log of internet use.

10.13 Applies research-based instructional practices that use computers and other technology.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Applies research-based instructional practices that use computers and other technology.	Teacher displays no use of research-based instructional practices that include technology.	Teacher displays knowledge of research-based instructional practices that include technology but does use them consistently.	Teacher displays regular use of research-based instructional practices that include technology.	Teacher develops new learning environments that utilize technology as a flexible tool. Learning becomes more collaborative, interactive and customized.

Indicators may include but are not limited to: authentic project-based learning; projects that improve higher-order thinking skills and research skills; collaborative learning; individual and group use of technology on an “as needed” basis; Internet research; students and teachers communicate with parents regularly.

Documentation may include but is not limited to: project plans; lesson plans; classroom observations; conversations with teacher; student and teacher presentations.

10.14 Uses computers and other technology for individual, small group, and large group learning activities.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Uses computers and other technology for individual, small group, and large group learning activities.	Teacher does not design lessons that integrate computers and other technology to create effective groupings to meet the needs of diverse learners.	Teacher finds limited ways to design lessons that integrate computers and other technology to create effective groupings to meet the needs of diverse learners.	Teacher actively designs lessons that integrate computers and other technology to create effective groupings to meet the needs of diverse learners.	Teacher initiates the design of lessons that integrate computers and other technology to create effective groupings to meet the needs of diverse learners.

Indicators may include but are not limited to: information available in a variety of formats (i.e. audio tape, video tape, CDs, etc.); individual & group use of technology on an as-needed basis; skill reinforcement using technologies; use of calculators, PDAs, and other technologies.

Documentation may include but is not limited to: lesson plans; scoring guides; rubrics; observations; use log of technologies; projects; presentations.

10.15 Uses technology to support multiple assessments of student learning.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Uses technology to support multiple assessments of student learning.	Teacher does not use technology to support multiple assessments of student learning.	Teacher finds limited ways to use technology to support multiple assessments of student learning.	Teacher actively uses technology to support multiple assessments of student learning.	Teacher initiates the use of technology to support multiple assessments of student learning.

Indicators may include but are not limited to: a variety of multiple assessments used (audio assessments, video assessments, computer assessments, performance event utilizing technology); teacher customizes tests using appropriate software.

Documentation may include but is not limited to: observations; samples of multiple assessments; lesson plans; School Strategy Plans; 504 Plans; customized tests.

10.16 Instructs and supervises students in the ethical and legal use of technology.

Demonstrator	Unsatisfactory	Improvement Needed	Proficient	Exemplary
Instructs and supervises students in the ethical and legal use of technology.	The lesson contains no student activity suitable for practicing equitable, ethical or legal use of technology.	The lesson contains a teacher-directed activity that requires students to practice equitable, ethical and legal use of technology.	The lesson contains activities that develop students' abilities to recognize and practice equitable, ethical and legal use of technology.	The lesson contains activities that allow students to develop an intrinsic understanding of the reasons for equitable, ethical and legal use of technology.

Indicators may include but are not limited to: proper citation; lessons on ethical use; proxy logs; student generated project; survey of ethical use; equal access to equipment for all students; laws governing copyrights; fair use of online resources; web pages.

Documentation may include but is not limited to: signed acceptable use policies; lesson plans; scoring guide; rubrics.