

DIOCESE OF RENO

DOMAIN 1: CATHOLIC IDENTITY, MISSION AND WITNESS

The Catholic educator is the professional teacher who lives one's life in conformity with the Gospel message of Jesus and actively supports the mission of the Catholic Church in proclaiming and teaching the Catholic faith. Recognizing that the best form of teaching is by example, it is imperative that a Catholic teacher practice his/her faith on a regular basis and in conformity with the teachings of the Catholic Church as defined by the Magisterium, the teaching authority of the Church.

In the evaluation process, the criteria and rubric of evaluation of Domain 1 – Catholic identity, Mission and Witness includes participation in the sacramental life of the Church to the extent possible, fidelity to the teachings and doctrines of the Catholic Church as defined by the Magisterium, cooperation in the Church's efforts to evangelize and proclaim the Gospel; encouragement of and participation in the spiritual formation programs sponsored by the local school and Diocese and witness, by example, Catholic values in one's behavior and in one's classroom demeanor.

The four components within Domain 1 should be carefully discussed, studied and become a part of an ongoing conversation within a professional learning community.

DIOCESE OF RENO

TEACHER NAME: _____
 SCHOOL YEAR: _____

DOMAIN 1: CATHOLIC IDENTITY, MISSION, AND WITNESS
 Component 1a: Faithfulness to Communicating the Teaching of the Church

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	TARGET FOR GROWTH/LEVEL 1	PROFICIENT/LEVEL 2	AREA OF STRENGTH/LEVEL 3
Church Authority	Teacher appears unclear of Church Teachings.	Teacher attempts to develop a deeper understanding of the Teaching of the Church.	Teacher is aware of the importance of respect and understanding Church Teachings.	Teacher clearly witnesses a deep respect for and understanding of the Teachings of the Church.

Related Goals:

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TEACHER NAME: _____
 SCHOOL YEAR: _____

DOMAIN 1: CATHOLIC IDENTITY, MISSION, AND WITNESS
 Component 1b: Willingness to Lead Students in and through the Spiritual Formation Program of the School

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	TARGET FOR GROWTH/LEVEL 1	PROFICIENT/LEVEL 2	AREA OF STRENGTH/LEVEL 3
Classroom Ambience (Environment)	Teacher has few signs and symbols expected of a Catholic school classroom with no attention given to the same.	Teacher provides what is required in the classroom that presents a Catholic appearance with little understanding of the same by the students.	Teacher displays signs and symbols of the Catholic faith making reference to their importance and value from time to time.	Teacher creates a Catholic-centered environment replete with seasonal signs and symbols of the Catholic faith which students are able to explain and value.
Sacramental Practice	Teacher leaves the instruction of sacramental practice and reception to the Religion class only. No real life connection is made for the students.	Teacher gives periodic reminders to the students of the importance of practicing the faith both in parish and school situations as well as connecting the same to life situations.	Teacher continually stresses the importance of practicing one's faith in the ongoing practice of the sacraments both in the parish and in school situations.	Teacher strongly encourages active participation in the sacramental life of the parish and school as well as continually relating the power of the sacraments to real life situations.
Prayer Posture (Experience)	Teacher occasionally inserts prayer into the school day.	Teacher prays with students at the appointed times throughout the school day.	Teacher provides prayer opportunities for the students with regular participation by all the students.	Teacher provides consistent, varied and meaningful opportunities for all students to participate in prayer experiences throughout the day.
Instruction in the Faith	Teacher needs assistance in preparing lessons that are clear in adhering to the guidelines for the specific grade level.	Teacher follows the Religion guidelines and uses the Religion text to present instruction to the students. Some creativity is used in presenting the instruction.	Teacher prepares instruction in the faith with care, clarity and a sense of challenge to the ongoing practice of the Catholic faith. The guidelines are carefully woven into the daily instruction.	Teacher provides enlivened and pertinent instruction in the faith making the doctrines of the Catholic faith clear, challenging, and livable. The guidelines are well used and implemented with mastery.
Service	Teacher rarely reminds, expects or encourages the students to consider service project within the school community.	Teacher expects – without reminding – the students to support service projects.	Teacher encourages students to actively engage in opportunities to share their time, talents and goods with others in need.	Teacher creates a sense of enthusiasm, joy and willingness to participate in service programs as students learn the lessons of good stewardship and Gospel living.

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Related Goals:

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TEACHER NAME: _____
 SCHOOL YEAR: _____

DOMAIN 1: CATHOLIC IDENTITY, MISSION, AND WITNESS
 Component 1c: Willingness to Witness Clearly to Catholic Values in the Classroom and School-Related Activities

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	TARGET FOR GROWTH/LEVEL 1	PROFICIENT/LEVEL 2	AREA OF STRENGTH/LEVEL 3
Community Building	Teacher contributes little to the sense of community within the classroom and school	Teacher works in conjunction with those who are community builders within the school. Periodically, the teacher initiates the movement toward a stronger community spirit.	Teacher provides some time to build up the spirit of community within the individual classroom linking the same to the overall school and parish community.	Teacher continually works with the students to deepen a sense of community within the individual classroom and contributes to the overall strength of the school and parish community.
Catholic Values	Teacher shows little or no sense of integrating Catholic values within the daily classroom experience.	Teacher accepts the challenge to integrate Catholic values as directed by the school administration. Periodically, the teacher takes the lead role in this implementation.	Teacher integrates Catholic values as the teachable moment arises in the classroom. The students are reminded of their responsibilities to witness the same.	Teacher plans consistent opportunities to witness Catholic values to the students, pointing out the choices that ought to be a part of Gospel-based life.

Related Goals:

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TEACHER NAME: _____
 SCHOOL YEAR: _____

DOMAIN 1: CATHOLIC IDENTITY, MISSION, AND WITNESS
 Component 1d: Ongoing Professional Development Through Religion Certification and Spiritual Development.

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	TARGET FOR GROWTH/LEVEL 1	PROFICIENT/LEVEL 2	AREA OF STRENGTH/LEVEL 3
Religious Certification	Teacher continues to remain behind in acquiring the professional credits for Religious Certification.	Teacher holds Level 1 certification while working on acquiring additional credits towards the Professional Level.	Teacher holds Level II certification while working on gaining the experience and credits toward the Professional Level.	Teacher holds Level III certification and continues to gain spiritual and religious opportunities for nourishment in and of the Catholic faith.
Faculty Retreat Experience	Teacher continually finds reasons to be excused from the retreat experiences	Teacher attends the retreat experience because it is a required opportunity for the faculty each year.	Teacher joyfully participates in the yearly retreat experience and sees the value of taking this time as a priority for personal spiritual development.	Teacher holds the yearly retreat experience in high regard and fully participates in the planning and execution of this important spiritual development opportunity.
Faculty Prayer	Teacher rarely makes the faculty prayer-time a priority and remains separate from the group.	Teacher makes an effort to come to the faculty prayer experience.	Teacher attends the prayer time with the faculty and values the opportunity to come together in this fashion.	Teacher sees the value of gathering for faculty prayer and willingly volunteers to lead the faculty in these experiences.

Related Goals:

DOMAIN 2: PLANNING AND PREPARATION

The elements in Domain 2 define how a teacher organizes the content that the students are to learn – the actual design of the instruction. All aspects of instructional planning are covered, beginning with a deep understanding of content and pedagogy and a understanding and appreciation of the students and what they bring to the educational encounter. The content must be transformed through instructional design into sequences of activities and exercises that make it accessible to students. All elements of the instructional design – learning activities, materials, and strategies – should be appropriate to both the content and the students. In their content and process, assessment techniques must also reflect the instructional goals and should serve to document student progress during and at the end of a teaching episode.

In Domain 2, teachers design instruction that reflects an understanding of content and important concepts and principles within the content. The design is coherent in its approach to topics, includes sound assessment methods, and is appropriate to the range of students in the class.

The six components within Domain 2 should be carefully discussed, studied and become a part of an ongoing conversation within a professional learning community.

DIOCESE OF RENO

TEACHER NAME: _____
 SCHOOL YEAR: _____

DOMAIN 2: PLANNING AND PREPARATION
 Component 2a: Demonstrating Knowledge of Content and Pedagogy

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	TARGET FOR GROWTH/LEVEL 1	PROFICIENT/LEVEL 2	AREA OF STRENGTH/LEVEL 3
Knowledge and Content	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	Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge. There is evidence of continuing pursuit of such knowledge
Knowledge of Prerequisite Relationships	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.
Knowledge of Content-Related Pedagogy	Teacher displays little understanding of best educational practices involved in student learning of the content.	Teacher displays basic best practices but does not anticipate student misconceptions.	Teacher demonstrates best practices, but without anticipating student misconceptions.	Teacher demonstrates best practices and anticipates student misconceptions..

Related Goals:

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TEACHER NAME: _____
 SCHOOL YEAR: _____

DOMAIN 2: PLANNING AND PREPARATION
 Component 2b: Demonstrating Knowledge of Students

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	TARGET FOR GROWTH/LEVEL 1	PROFICIENT/LEVEL 2	AREA OF STRENGTH/ LEVEL 3
Knowledge of Characteristics of Age Group	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.
Knowledge Of Uniqueness of Each Student and Students' Varied Approaches to Learning	Teacher is unfamiliar with the different approaches to learning that students exhibit, such as learning styles, modalities, and different "intelligences."	Teacher displays <u>general</u> understanding of the different approaches to learning that students exhibit, <i>and includes a limited variety in lesson planning.</i>	Teacher displays <u>solid</u> understanding of the different approaches to learning that different students exhibit <i>and occasionally uses those approaches.</i>	Teacher uses, where appropriate, knowledge of students' varied approaches to learning in instructional planning, <i>as an integral part of their instructional planning repertoire.</i>
Knowledge of Students' Skills and Knowledge	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.
Knowledge of Students' Interests and Cultural Heritage	Teacher displays little knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	Teacher recognizes the value of understanding students' interests or cultural heritage but displays this knowledge for the class only as a whole.	Teacher displays knowledge of the interests or cultural heritage of groups of students and recognizes the value of this knowledge.	Teacher displays knowledge of the interests or cultural heritage of each student.

Related Goals:

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TEACHER NAME: _____
 SCHOOL YEAR: _____

DOMAIN 2: PLANNING AND PREPARATION
 Component 2c: Selecting Instructional Goals*

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	TARGET FOR GROWTH/LEVEL 1	PROFICIENT/LEVEL 2	AREA OF STRENGTH/LEVEL 3
Value (<i>Instructional goals that align with diocesan standards and philosophy, and are essential to the discipline being taught.</i>)	Goals are not valuable and represent low expectations or no conceptual understanding for students. Goals do not reflect important learning, and are not grounded in diocesan content standards.	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 also teacher can also clearly articulate how goals establish high expectations and relate to curriculum frameworks and standards.
Clarity (<i>Goals stated as student learning that is assessable.</i>)	Goals are either not clear or are stated as student activities. Goals do not permit viable methods of assessment.	Goals are only moderately clear or include a combination of goals and activities. Some goals do not permit viable methods of assessment.	Most of the goals are clear but may include a few activities. Most permit viable methods of assessment.	All the goals are clear, written in the form of student learning, and permit viable methods of assessment.
Suitability for Diverse Students	Goals are not suitable for the diversity, ages, developmental levels, prior knowledge, or backgrounds of class members.	Most of the goals are suitable for most students in the class.	All the goals are suitable for most students in the class.	Goals take into account the varying learning needs of individual students or groups.
Balance (<i>Goals balance factual knowledge with conceptual understanding, and longer units include reasoning, social & communication skills.</i>)	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 balance many different types of learning, and may include student initiative in establishing learning goals.

Related Goals:

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TEACHER NAME: _____
 SCHOOL YEAR: _____

DOMAIN 2: PLANNING AND PREPARATION
 Component 2d: Demonstrating Knowledge of Resources

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	TARGET FOR GROWTH/LEVEL 1	PROFICIENT/LEVEL 2	AREA OF STRENGTH/LEVEL 3
Resources for Teaching	Teacher is unaware of resources available through the school or diocese.	Teacher displays limited awareness <i>or use</i> of resources available through the school or diocese.	Teacher is fully aware of resources available through the school, diocese or local public school district <i>and makes use of them regularly</i> .	In addition to being aware of school and diocesan resources, teacher actively seeks <i>and uses</i> other materials to enhance instruction, for example, from professional organizations or through the community.
Resources for Students	Teacher is unaware of resources available to assist students who need them.	Teacher displays limited awareness of resources available through the school or diocese.	Teacher is fully aware of resources available through the school, diocese or local public school district and knows how to gain access for students.	In addition to being aware of school and diocese resources, teacher is aware of additional resources available through the community <i>and assists students in gaining access</i> .

Related Goals:

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TEACHER NAME: _____
 SCHOOL YEAR: _____

DOMAIN 2: PLANNING AND PREPARATION
 Component 2e: Designing Coherent Instruction

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	TARGET FOR GROWTH/LEVEL 1	PROFICIENT/LEVEL 2	AREA OF STRENGTH/LEVEL 3
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.
Instructional Materials and Resources	Materials and resources do not support the instructional goals or Catholic doctrine or engage students in meaningful learning.	Some of the materials and resources support the instructional goals and Catholic doctrine, and some engage students in meaningful learning.	All materials and resources support the instructional goals, and Catholic doctrine and most engage students in meaningful learning.	All materials and resources support the instructional goals, and Catholic doctrine and most engage students in meaningful learning. Students <i>may</i> participate in selecting or adapting materials.
Instructional Groups	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. Students <i>may have</i> choices in selecting different patterns of instructional groups.
Lesson and Unit Structure	The lesson or unit has no clearly defined structure, or the structure is chaotic. Time allocations are unrealistic. <i>Plans are not in written form.</i>	The <i>written</i> lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. <i>Some</i> time allocations are unreasonable <i>and teacher occasionally makes effective adjustments.</i>	The <i>written</i> lesson or unit has a clearly defined structure that activities are organized around. <i>Most</i> time allocations are reasonable.	The <i>written</i> lesson's or unit's structure is clear and <i>teacher makes adjustments</i> for different pathways according to student needs. <i>Parts of the unit support the whole; time allocations are reasonable, and congruent to learning outcomes.</i>

Related Goals:

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TEACHER NAME: _____
 SCHOOL YEAR: _____

DOMAIN 2: PLANNING AND PREPARATION
 Component 2f: Assessing Student Learning

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	TARGET FOR GROWTH/LEVEL 1	PROFICIENT/LEVEL 2	AREA OF STRENGTH/LEVEL 3
Congruence with Instructional Goals	Content and methods of assessment lack congruence with instructional goals.	Some of the instructional goals are assessed through <i>congruent assessment methods</i> , but many are not.	All the instructional goals are nominally assessed through a <i>variety of assessments</i> , but the approach is more suitable to some goals than to others.	The <i>teacher's formal and informal assessments</i> are completely congruent with the instructional goals, both in content and process.
Criteria and Standards	The <i>teacher's</i> proposed <i>assessment</i> approaches contain no clear criteria or standards.	Assessment criteria and standards have been developed, but they are either not clear or have not been communicated to students.	Assessment criteria and standards are clear and have been communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students. Students <i>may have</i> contributed to the development of the criteria and standards.
Use for Planning	The assessment results affect planning for these students only minimally.	Teacher uses assessment results to plan for the class as a whole.	Teacher uses assessment results to plan for individuals and groups of students.	<i>Teacher uses assessment results to plan for individuals and groups of students.</i> Students are aware of how they are meeting the established standards and participate in planning the next steps.

Related Goals:

DOMAIN 3: CLASSROOM ENVIRONMENT

Domain 3 consists of the interactions that occur in a classroom. The interactions are themselves non-instructional even though they are necessary for effective instruction. Such activities and tasks establish a comfortable and respectful classroom environment, which cultivates a culture for learning and creates a safe place for risk-taking. The atmosphere is businesslike, with non-instructional routines and procedures handled efficiently; student behavior is cooperative and non-disruptive; and the physical environment is supportive of the stated instructional purposes.

In Domain 3, teachers consider their students as real people with interests, concerns, and intellectual potential. In return, the students regard their teachers as concerned and caring adults and entrust them with their future. Such teachers never forget their proper role as adults, so they don't try to be pals. They also know that their natural authority with students is grounded in their knowledge and expertise rather than their role alone.

The four components within Domain 3 should be carefully discussed, studied and become a part of an on-going conversation within a professional learning community.

DIOCESE OF RENO

TEACHER NAME: _____
 SCHOOL YEAR: _____

DOMAIN 3: THE CLASSROOM ENVIRONMENT
 Component 3a: Creating an Environment of Respect and Rapport

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	TARGET FOR GROWTH/LEVEL 1	PROFICIENT/LEVEL 2	AREA OF STRENGTH/LEVEL 3
Teacher Interaction with Students Models Christian Values	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. Students exhibit only minimal respect for teacher.	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.
Student Interaction Models Christian Values	Student interactions are characterized by conflict, sarcasm, or put-downs.	<i>Teacher has established a climate in which students do not demonstrate negative behavior toward one another.</i>	<i>Teacher has established a climate in which students do not demonstrate negative behavior toward one another. Student interactions are generally polite and respectful.</i>	<i>Teacher has fostered an environment in which students demonstrate genuine caring for one another as individuals and as students.</i>

Related Goals:

DIOCESE OF RENO

TEACHER NAME: _____
 SCHOOL YEAR: _____

DOMAIN 3: THE CLASSROOM ENVIRONMENT
 Component 3b: Establishing a Culture for Learning

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	TARGET FOR GROWTH/LEVEL 1	PROFICIENT/LEVEL 2	AREA OF STRENGTH/LEVEL 3
Importance of the Content	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 apparent buy-in by the students.	Teacher conveys genuine enthusiasm for the subject, and students demonstrate <i>apparent buy-in</i> .	<i>Because teacher conveys genuine enthusiasm for the subject, students demonstrate through their active participation, curiosity, and attention to detail that they value the content's importance.</i>
Student Pride in Work	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than do high-quality work.	Students minimally accept the responsibility to "do good work" but invest little of their energy in the quality of the work.	Students accept teacher insistence of work of high quality and demonstrate pride in their work.	Students take obvious pride in their work and initiate improvements in it, for example, by revising drafts on their own initiative, helping peers, and ensuring that high-quality work is displayed.
Expectations for Learning and Achievement	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 student and teacher establish and maintain through planning of learning activities, interactions, and the classroom environment high expectations for the learning of all students.

Related Goals:

DIOCESE OF RENO

TEACHER NAME: _____
 SCHOOL YEAR: _____

DOMAIN 3: THE CLASSROOM ENVIRONMENT
 Component 3c: Managing Classroom Procedures

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	TARGET FOR GROWTH/LEVEL 1	PROFICIENT/LEVEL 2	AREA OF STRENGTH/LEVEL 3
Management of Instructional Groups	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 <i>most of the times</i> .	Groups working independently are productively engaged with <i>all</i> students assuming responsibility for productivity, <i>and maintaining momentum without need for continuous monitoring</i> .
Management of Transitions	Much time is lost during transitions.	Transitions are sporadically efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming some responsibility for efficient operation.
Management of Materials and Supplies	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.
Performance of Non-instructional Duties	Considerable instructional time is lost in performing non-instructional duties.	Systems for performing noninstructional duties are fairly efficient, resulting in little loss of instructional time.	Efficient systems for performing noninstructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing noninstructional duties are well established, with students assuming considerable responsibility for efficient operation.
Supervision of Volunteers and Paraprofessionals*	Volunteers and para-professionals have no clearly defined duties or do nothing most of the time.	Volunteers and para-professionals are productively engaged during portions of class time but require frequent supervision.	Volunteers and para-professionals are productively and independently engaged during the entire class.	Volunteers and para-professionals make a substantive contribution to the classroom environment.

Related Goals:

**This element does not apply to teachers who do not have volunteers and/or paraprofessionals.*

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TEACHER NAME: _____
 SCHOOL YEAR: _____

DOMAIN 23: THE CLASSROOM ENVIRONMENT
 Component 3d: Managing Student Behavior

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	TARGET FOR GROWTH/LEVEL 1	PROFICIENT/LEVEL 2	AREA OF STRENGTH/LEVEL 3
Expectations	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 and reflect Gospel values.	Standards of conduct are clear to all students, reflect Gospel values and <i>have</i> been developed with student participation.
Monitoring of Student Behavior	Student behavior is not monitored, and the 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 <i>and employs strategies that maintain student attention or momentum.</i>	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
Response to Student Misbehavior	Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or inconsistent with Christian values.	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 consistent with Christian values, or student behavior is generally appropriate.	Teacher response to misbehavior reflects Christian values to a high degree and is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.

Related Goals:

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TEACHER NAME: _____
 SCHOOL YEAR: _____

DOMAIN 3: THE CLASSROOM ENVIRONMENT
 Component 3e: Organizing Physical Space

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	TARGET FOR GROWTH/LEVEL 1	PROFICIENT/LEVEL 2	AREA OF STRENGTH/LEVEL 3
Safety and Arrangement of Furniture	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 success.	The classroom is safe, and the furniture arrangement is a resource for learning activities.	The classroom is safe, and <i>both teacher and</i> students <i>may</i> adjust the furniture to advance their purposes in learning.
Accessibility to Learning and Use of Physical Resources	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.
Physical Environment Reflects Catholic Identity	There is no evidence of Catholic culture/heritage in the classroom.	Catholic identity is minimally evident in the classroom.	The physical environment supports Catholic Identity	Catholic Identity is highly evident throughout the classroom and reflects the liturgical calendar

Related Goals:

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DOMAIN 4: INSTRUCTION

Domain 4 contains the elements that are at the fundamental **heart of teaching** – the actual engagement of students in learning, understanding and being able to use the content. The elements in Domain 4 are unified through the model of students constructing meaning and participating in a community of learners.

In Domain 4, teachers use their knowledge of content and pedagogy, and their instructional plans, to engage students in learning. In Domain 4, through their methods of providing feedback to students, teachers implement the plans they created in Domain 2.

The five components of Domain 4 should be carefully discussed, studied and become a part of a on-going conversation within a professional learning community.

DIOCESE OF RENO

TEACHER NAME: _____
 SCHOOL YEAR: _____

DOMAIN 4: INSTRUCTION
 Component 4a: Communicating Clearly and Accurately

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	TARGET FOR GROWTH/LEVEL 1	PROFICIENT/LEVEL 2	AREA OF STRENGTH/LEVEL 3
Directions and Procedures	Teacher directions and procedures are confusing to students.	Teacher directions and procedures are clarified after initial student confusion or are excessively detailed.	Teacher directions and procedures are clear to students and contain an appropriate level of detail.	Teacher directions and procedures are clear to students and anticipate possible student misunderstanding.
Oral and Written Language	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 language does not reflect the school's mission and philosophy.	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 is sometimes aware of how their language reflects the school's mission and philosophy.	Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to students' age and interests. Teacher is aware of how their language reflects the school's mission and philosophy.	Teacher's spoken and written language is correct and expressive, with well-chosen vocabulary that enriches the lesson. Teacher's language reflects the school's mission and philosophy.

Related Goals:

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TEACHER NAME: _____
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DOMAIN 4: INSTRUCTION
 Component 4b: Using Questioning and Discussion Techniques

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	TARGET FOR GROWTH/LEVEL 1	PROFICIENT/LEVEL 2	AREA OF STRENGTH/LEVEL 3
Quality of Questions	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 <i>may</i> formulate many questions..
Discussion Techniques	Interaction between teacher and students is predominately recitation style, with teacher mediating all questions and answers.	Teacher makes some attempt to engage students in a true discussion, with uneven results.	Classroom interaction represents true discussion, with teacher stepping, when appropriate, to the side..	<i>Teacher guides</i> students <i>in</i> assuming considerable responsibility for the success of the discussion, initiating topics and <i>making</i> unsolicited contributions.
Student Participation	Only a few students participate in the discussion.	Teacher attempts to engage all students in the discussion, but with only limited success	Teacher successfully engages <i>most students</i> in the discussion.	Teacher successfully engages all students in the discussion <i>and</i> students <i>may encourage and honor the participation of others..</i>

Related Goals:

DIOCESE OF RENO

TEACHER NAME: _____
 SCHOOL YEAR: _____

DOMAIN 4: INSTRUCTION
 Component 4c: Engaging Students in Learning

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	TARGET FOR GROWTH/LEVEL 1	PROFICIENT/LEVEL 2	AREA OF STRENGTH/LEVEL 3
Representation of Content	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 <i>may</i> contribute to representation of content.
Activities and Assignments	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 <i>may</i> initiate or adapt activities and projects to enhance understanding.
Grouping of Students	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.
Instructional Materials and Resources	Instructional materials and resources are unsuitable to the instructional goals or the school's mission or do not engage students mentally.	Instructional materials and resources are partially suitable to the instructional goals or the school's mission, or students' level of mental engagement is moderate.	Instructional materials and resources are suitable to the instructional goals or the school's mission and engage students mentally.	Instructional materials and resources are suitable to the instructional goals or the school's mission and engage students mentally. Students initiate the choice, adaptation, or creation of materials to their own purposes.

Continued on next page

DIOCESE OF RENO

TEACHER NAME: _____
 SCHOOL YEAR: _____

DOMAIN 4: INSTRUCTION
 Component 4c: Engaging Students in Learning

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	TARGET FOR GROWTH/LEVEL 1	PROFICIENT/LEVEL 2	AREA OF STRENGTH/LEVEL 3
Structure and Pacing	The lesson has no clearly defined structure, or the pacing of the lesson is too slow or rushed, or both.	The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.	The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is consistent.	The lesson's structure is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson is <i>consistent and adapted if needed to be</i> appropriate for all students.

Related Goals:

DIOCESE OF RENO

TEACHER NAME: _____
 SCHOOL YEAR: _____

DOMAIN 4: INSTRUCTION
 Component 4d: Providing Feedback to Students

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	TARGET FOR GROWTH/LEVEL 1	PROFICIENT/LEVEL 2	AREA OF STRENGTH/LEVEL 3
Quality: Accurate, Substantive, Constructive, and Specific	Feedback is either not provided or is of uniformly poor quality.	Feedback is inconsistent in quality: Some elements of high quality are present; others are not.	Feedback is consistently high quality.	Feedback is consistently high quality. Provision is made for students to learn to use feedback in their learning of the course content and faith development.
Timeliness	Feedback is not provided in a timely manner.	Timeliness of feedback is inconsistent.	Feedback is consistently provided in a timely manner.	Feedback is consistently provided in a timely manner. Students make prompt use of the feedback in their learning of the course content and faith development.

Related Goals:

DIOCESE OF RENO

TEACHER NAME: _____
 SCHOOL YEAR: _____

DOMAIN 4: INSTRUCTION
 Component 4e: Demonstrating Flexibility and Responsiveness

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	TARGET FOR GROWTH/LEVEL 1	PROFICIENT/LEVEL 2	AREA OF STRENGTH/LEVEL 3
Lesson Adjustment	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
Response to Students	Teacher ignores or brushes aside students' questions or interests.	Teacher attempts to accommodate students' questions or interests. The effects on the coherence of a lesson are uneven.	Teacher successfully accommodates students' questions or interests.	Teacher seizes a major opportunity to enhance learning, building on a spontaneous event and students' questions.
Persistence	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.

Related Goals:

DIOCESE OF RENO

TEACHER NAME: _____
 SCHOOL YEAR: _____

DOMAIN 4: INSTRUCTION
 Component 4f: Using Student Assessment Data

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	TARGET FOR GROWTH/LEVEL 1	PROFICIENT/LEVEL 2	AREA OF STRENGTH/LEVEL 3
Criteria and Standards as Expectations for Student Performance	The <i>teacher's</i> proposed <i>assessment</i> approaches contain no clear criteria or relationship to diocesan and school standards and philosophy.	Assessment criteria and standards have been developed, but they are either not clear or have not been communicated to students.	Assessment criteria and standards are clear and students are aware of the criteria.	Assessment criteria and standards are clear and have been clearly communicated to students. Teacher uses assessments that are directly correlated to the diocesan and school's adopted academic content standards and philosophy.
Connecting Assessment Data to Instructional Decisions	Lessons and activities are not based on needs revealed through either informal or formal assessments.	Lessons and activities are inconsistently based on informal or formal assessment.	Instructional planning and implementation are often based on data the teacher has analyzed from informal and/or formal assessments.	Instructional planning and implementation are directly correlated to needs of students revealed through analysis of formal and/or informal assessment data.

Related Goals:

DIOCESE OF RENO

DOMAIN 5: PROFESSIONAL RESPONSIBILITIES

The elements in Domain 5 are associated with being a true professional educator. They encompass the roles assumed outside of and in addition to those in the classroom with students. Students rarely observe these activities; parents and the larger community observe them intermittently. These activities are critical to preserving and enhancing the profession. Educators practice them primarily after their first few years of teaching, after they have mastered to some degree, the details of classroom management and instruction.

Domain 5 consists of a wide range of professional responsibilities, from self-reflection and professional growth, to contributions made to the school and Diocese, to contributions made to the profession as a whole. The elements also include interactions with the families of students, contacts with the larger community, the maintenance of records and other paperwork, and advocacy for students. In order to excel in Domain 5, teachers can be depended on to serve the student's interests and the larger community, and they are active in professional organizations, in the school and in the Diocese.

The six components of Domain 5 should be carefully discussed, studied and become a part of an on-going conversation within a professional learning community.

DIOCESE OF RENO

TEACHER NAME: _____
 SCHOOL YEAR: _____

DOMAIN 5: PROFESSIONAL RESPONSIBILITIES
 Component 5a: Reflecting on Teaching

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	TARGET FOR GROWTH/LEVEL 1	PROFICIENT/LEVEL 2	AREA OF STRENGTH/LEVEL 3
Accuracy	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.
Use in Future Teaching	Teacher has no suggestions for how a lesson may be improved another time.	Teacher makes general suggestions about how a lesson may be improved.	Teacher makes a few specific suggestions of what he may try another time.	Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with probable successes of different approaches.

Related Goals:

DIOCESE OF RENO

TEACHER NAME: _____
 SCHOOL YEAR: _____

DOMAIN 5: PROFESSIONAL RESPONSIBILITIES
 Component 5b: Maintaining Accurate Records

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	TARGET FOR GROWTH/LEVEL 1	PROFICIENT/LEVEL 2	AREA OF STRENGTH/LEVEL 3
Student Completion of Assignments	Teacher's system for maintaining information on student completion of assignments is in disarray.	Teacher's system for maintaining information on student completion of assignments is rudimentary and only partially effective.	Teacher's system for maintaining information on student completion of assignments is fully effective.	Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in the maintenance of records.
Student Progress in Learning	Teacher has no system for maintaining information on student progress in learning, or the system is in disarray, <i>or is inaccurate.</i>	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, <i>and can be easily and accurately reported to students and parents.</i>	Teacher's system for maintaining information on student progress in learning is fully effective. Students <i>may</i> contribute information and interpretation of the records.
Non-instructional Records (<i>ex. permission slips, collection of money, inventory of supplies.</i>)	Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.	Teacher's records for non-instructional activities are adequate, but they require frequent monitoring to avoid error.	Teacher's system for maintaining information on non-instructional activities is fully effective.	Teacher's system for maintaining information on non-instructional activities is highly effective, and students <i>may</i> contribute to its maintenance.

Related Goals:

DIOCESE OF RENO

TEACHER NAME: _____
 SCHOOL YEAR: _____

DOMAIN 5: PROFESSIONAL RESPONSIBILITIES
 Component 5c: Communicating with Families*

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	TARGET FOR GROWTH/LEVEL 1	PROFICIENT/LEVEL 2	AREA OF STRENGTH/LEVEL 3
Information about the Instructional Program	Teacher provides little information about the academic program to families.	Teacher participates in the school's activities for parent communication but offers little additional information.	Teacher provides frequent information to parents, as appropriate, about the academic program.	Teacher provides frequent information to parents, as appropriate, about the instructional program. Students participate in preparing materials for their families.
Information about Individual Students	Teacher provides minimal information to parents and does not respond or responds insensitively to parent concerns about students.	Teacher adheres to the school's required procedures for communicating to parents. Responses to parent concerns are minimal.	Teacher communicates with parents about students' progress on a regular basis and is available as needed to respond to parent concerns.	Teacher provides information to parents frequently on both positive and negative aspects of student progress. Response to parent concerns is handled with great sensitivity.
Engagement of Families in the Instructional Program	Teacher makes no attempt to engage families in the instructional program, or such attempts are inappropriate.	Teacher makes modest and inconsistently successful attempts to engage families in the instructional program.	Teacher's efforts to engage families in the instructional program are frequent and successful.	Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that will be enhanced by family participation.

Related Goals:

DIOCESE OF RENO

TEACHER NAME: _____
 SCHOOL YEAR: _____

DOMAIN 5: PROFESSIONAL RESPONSIBILITIES
 Component 5d: Contributing to the School, the Community, and the Diocese

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	TARGET FOR GROWTH/LEVEL 1	PROFICIENT/LEVEL 2	AREA OF STRENGTH/LEVEL 3
Relationships with Colleagues	Teacher's relationships with colleagues are negative or self-serving.	Teacher maintains cordial relationship with colleagues to fulfill the duties that the school or diocese requires.	Support and cooperation characterize relationships with colleagues.	Support and cooperation characterize relationships with colleagues. Teacher takes initiative in assuming leadership among the faculty.
Service to the School	Teacher avoids becoming involved in school events.	Teacher participates in school events when specifically asked.	Teacher volunteers to participate in school and diocesan events, making a substantial contribution.	Teacher volunteers to participate in school events, making a substantial contribution, and assumes a leadership role in at least some aspect of school life.
Participation in School, Community, and Diocesan Projects	Teacher avoids becoming involved in school, community and diocesan projects.	Teacher participates in school, community, and diocesan projects when specifically asked.	Teacher volunteers to participate in school, community and diocesan projects, making a substantial contribution.	Teacher volunteers to participate in school, community and diocesan projects, making a substantial contribution, and assumes a leadership role in a major school, community or diocesan project.

Related Goals:

DIOCESE OF RENO

TEACHER NAME: _____
 SCHOOL YEAR: _____

DOMAIN 5: PROFESSIONAL RESPONSIBILITIES
 Component 5e: Growing and Developing Professionally and Spiritually

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	TARGET FOR GROWTH/LEVEL 1	PROFICIENT/LEVEL 2	AREA OF STRENGTH/LEVEL 3
Enhancing of Content Knowledge and Pedagogical Skill	Teacher engages in no professional development activities to enhance knowledge or skill.	Teacher participates in professional activities to a limited extent when they are convenient.	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Teacher seeks out opportunities for professional development and makes a systematic attempt to conduct action research in his classroom.
Service to the Profession and Fulfilling Professional Responsibilities In a Catholic Elementary School	Teacher makes no effort to share knowledge with others or to assume professional responsibilities. <i>Teacher is not aware of or disregards the rules, policies and procedures established by the school and the diocese.</i>	Teacher finds limited ways to contribute to the profession. <i>Teacher minimally adheres to the rules, policies and procedures established by the school and the diocese.</i>	Teacher participates actively in assisting other educators. <i>Teacher fulfills the rules, policies and procedures established by the school and the diocese; Is working toward Catechist Certification</i>	Teacher initiates important activities to contribute to the profession, such as mentoring new teachers, writing articles for publication, and making presentations. Possesses Catechist Certification. <i>Teacher fulfills the rules, policies and procedures established by the school and the diocese, in an exemplary way.</i>
Service to the Profession and Fulfilling Professional Responsibilities In a Catholic Secondary School	Teacher makes no effort to share knowledge with others or to assume professional responsibilities. <i>Teacher is not aware of or disregards the rules, policies and procedures established by the school and the diocese.</i>	Teacher finds limited ways to contribute to the profession. <i>Teacher minimally adheres to the rules, policies and procedures established by the school and the diocese.</i>	Teacher participates actively in assisting other educators. <i>Teacher fulfills the rules, policies and procedures established by the school and the diocese; actively supports and participates in campus ministry program.</i>	Teacher initiates important activities to contribute to the profession, such as mentoring new teachers, writing articles for publication, and making presentations. Participates in school retreat program for all grade levels. <i>Teacher fulfills the rules, policies and procedures established by the school and the diocese, in an exemplary way.</i>

Related Goals:

DIOCESE OF RENO

TEACHER NAME: _____
 SCHOOL YEAR: _____

DOMAIN 5: PROFESSIONAL RESPONSIBILITIES
 Component 5f: Showing Professionalism

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	TARGET FOR GROWTH/LEVEL 1	PROFICIENT/LEVEL 2	AREA OF STRENGTH/LEVEL 3
Service to Students	Teacher is not alert to student's 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.
Advocacy	Teacher contributes to school practices that result in some students being ill served by the school.	Teacher does not knowingly contribute to some students being ill served by the school.	Teacher works within the context of a particular team or department to ensure that all students receive a fair opportunity to succeed and are treated based upon Christian values.	Teacher makes a particular effort to challenge negative attitudes and social injustice and helps ensure that all students, particularly those traditionally underserved, are honored in the school and in the community.
Decision Making	Teacher makes decisions based on self-serving interests.	Teacher's decisions are based on limited though genuinely professional consideration and Christian values.	Teacher maintains an open mind and participates in team or departmental decision making.	Teacher takes a leadership role in team or department decision making and helps ensure that such decisions are based on the highest professional standards and Christian values.

Related Goals: