

# TEACHER EVALUATION RUBRIC

## Area I: Spiritual Leadership

Performance Criteria	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective
<b>Models Catholic Christian Values, respect, dignity, and compassion by personal example towards the entire school community.</b>	<p>Consistently models Catholic Christian values through actions and words.</p> <p>Shows exceptional respect, dignity, and compassion towards all members of the school community.</p> <p>Actively participates in and promotes school and community faith-based activities.</p>	<p>Regularly models Catholic Christian values through actions and words.</p> <p>Shows respect, dignity, and compassion towards most members of the school community.</p> <p>Participates in school and community faith-based activities.</p>	<p>Occasionally models Catholic Christian values through actions and words.</p> <p>Shows respect, dignity, and compassion inconsistently.</p> <p>Participates in some school and community faith-based activities.</p>	<p>Rarely or never models Catholic Christian values through actions and words.</p> <p>Shows little to no respect, dignity, and compassion towards members of the school community.</p> <p>Does not participate in school and community faith-based activities.</p>
<b>Successfully plans for and leads others in prayer and worship beyond those required or assigned.</b>	<p>Consistently plans and leads engaging, meaningful prayer and worship sessions beyond those required or assigned.</p> <p>Demonstrates exceptional creativity and dedication in organizing these activities.</p> <p>Inspires and encourages active participation from the entire school community.</p>	<p>Regularly plans and leads prayer and worship sessions beyond those required or assigned.</p> <p>Shows creativity and dedication in organizing these activities.</p> <p>Encourages participation from the school community.</p>	<p>Occasionally plans and leads prayer and worship sessions beyond those required or assigned.</p> <p>Shows some effort in organizing these activities but lacks consistency.</p> <p>Limited encouragement of participation from the school community.</p>	<p>Rarely or never plans and leads prayer and worship sessions beyond those required or assigned.</p> <p>Shows little to no effort in organizing these activities.</p> <p>Fails to encourage participation from the school community.</p>
<b>Worships regularly as active member of a local Christian Community.</b>	<p>Consistently participates in worship services and activities within the local Christian community.</p> <p>Actively engages in and contributes to the school's parish community events, demonstrating strong commitment.</p>	<p>Regularly participates in worship services and activities within the local Christian community.</p> <p>Engages in and contributes to the school's parish community events.</p>	<p>Occasionally participates in worship services and activities within the local Christian community.</p> <p>Shows some engagement in the school's parish community events but lacks consistency.</p>	<p>Rarely or never participates in worship services and activities within the local Christian community.</p> <p>Shows little to no engagement in community events.</p> <p>Demonstrates minimal or no commitment to faith practices.</p>

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## Area I: Spiritual Leadership

Performance Criteria	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective
<b>Encourages student participation in social justice programs, as well as parish and school ministries.</b>	<p>Consistently motivates and inspires students to actively participate in social justice programs and parish/school ministries.</p> <p>Acts as a strong advocate for social justice and community involvement, fostering a culture of service.</p>	<p>Regularly encourages students to participate in social justice programs and parish/school ministries.</p> <p>Shows commitment by supporting and promoting various initiatives.</p> <p>Provides opportunities for students to engage in service and ministry activities.</p>	<p>Occasionally encourages students to participate in social justice programs and parish/school ministries.</p> <p>Shows some advocacy for social justice and community involvement but with limited impact.</p>	<p>Rarely or never encourages students to participate in social justice programs and parish/school ministries.</p> <p>Shows little to no commitment to supporting or promoting initiatives.</p>
<b>Understands Catholic doctrine, practices, and sacramental life.</b>	<p>Demonstrates a deep and comprehensive understanding of Catholic doctrine.</p> <p>Consistently integrates Catholic practices and sacramental life into lessons.</p> <p>Inspires students to engage with and understand Catholic teachings.</p> <p>Provides clear and accurate explanations of complex theological concepts.</p> <p>Actively participates in and promotes the sacramental life of the school community.</p>	<p>Shows a solid understanding of Catholic doctrine.</p> <p>Regularly incorporates Catholic practices and sacramental life into lessons.</p> <p>Encourages student participation in Catholic traditions and practices.</p> <p>Explains theological concepts accurately and clearly.</p> <p>Participates in the sacramental life of the school community.</p>	<p>Displays a basic understanding of Catholic doctrine.</p> <p>Occasionally includes Catholic practices and sacramental life in lessons.</p> <p>Sometimes encourages students to engage with Catholic teachings.</p> <p>Provides explanations of theological concepts that are sometimes unclear or incomplete.</p> <p>Participates in the sacramental life of the school community to a limited extent.</p>	<p>Lacks understanding of Catholic doctrine.</p> <p>Rarely or never incorporates Catholic practices and sacramental life into teaching.</p> <p>Does not encourage student engagement with Catholic teachings.</p> <p>Provides inaccurate or unclear explanations of theological concepts.</p> <p>Does not participate in the sacramental life of the school community.</p>

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## Area I: Spiritual Leadership

Performance Criteria	4 - Highly Effective	3 - Effective	2 - Minimally Effective	1 - Ineffective
<b>Displays high level of ethics, professionalism, and “Christ-like” behavior in and outside the classroom.</b>	<p>Exemplifies “Christ-like” behavior, showing compassion, humility, and integrity both in and outside the classroom.</p> <p>Serves as a role model for students and colleagues, inspiring others to uphold similar standards.</p> <p>Handles all situations with grace and fairness, promoting a positive and respectful environment.</p>	<p>Exhibits “Christ-like” behavior, showing compassion, humility, and integrity in the classroom and school community.</p> <p>Acts as a positive example for students and colleagues.</p> <p>Handles most situations with fairness and promotes a respectful environment</p>	<p>Shows “Christ-like” behavior sporadically, with some lapses in compassion, humility, or integrity.</p> <p>Sometimes serves as a positive example but needs improvement.</p> <p>Handles some situations fairly but may struggle with maintaining a consistently respectful environment.</p>	<p>Fails to exhibit “Christ-like” behavior, showing little to no compassion, humility, or integrity.</p> <p>Does not serve as a positive example for students and colleagues.</p> <p>Struggles to handle situations fairly and fails to promote a respectful environment.</p>



# TEACHER EVALUATION RUBRIC

## Area II: Classroom Culture/Environment

Performance Criteria	1 - Highly Effective	2 - Effective	3 - Minimally Effective	4 - Ineffective
<b>Develops a classroom community of Catholic faith through respectful interactions that nurture character, commitment, and compassion.</b>	<p>Consistently fosters a classroom environment rooted in Catholic faith through respectful and nurturing interactions.</p> <p>Demonstrates exceptional ability to nurture character, commitment, and compassion among students.</p> <p>Creates a strong sense of community and belonging, encouraging students to support and respect one another.</p> <p>Integrates faith-based principles seamlessly into daily classroom activities and interactions.</p>	<p>Regularly promotes a classroom environment rooted in Catholic faith through respectful interactions.</p> <p>Effectively nurtures character, commitment, and compassion among students.</p> <p>Builds a sense of community and belonging, encouraging mutual support and respect.</p> <p>Integrates faith-based principles into classroom activities and interactions.</p>	<p>Occasionally promotes a classroom environment rooted in Catholic faith through respectful interactions.</p> <p>Shows some ability to nurture character, commitment, and compassion among students but lacks consistency.</p> <p>Builds a limited sense of community and belonging, with occasional encouragement of mutual support and respect.</p> <p>Integrates faith-based principles sporadically into classroom activities and interactions.</p>	<p>Rarely or never promotes a classroom environment rooted in Catholic faith through respectful interactions.</p> <p>Struggles to nurture character, commitment, and compassion among students.</p> <p>Fails to build a sense of community and belonging, with little to no encouragement of mutual support and respect.</p> <p>Does not integrate faith-based principles into classroom activities and interactions.</p>
<b>Conveys importance of the content and learning with clear expectations for learning and achievement; students have pride in their work.</b>	<p>Consistently communicates the significance of the content and learning objectives with clarity and enthusiasm.</p> <p>Sets and maintains high, clear expectations for learning and achievement.</p> <p>Inspires students to take pride in their work, resulting in consistently high-quality student output.</p> <p>Uses a variety of diverse strategies to ensure all students understand and meet expectations.</p>	<p>Regularly communicates the importance of the content and learning objectives.</p> <p>Sets clear expectations for learning and achievement.</p> <p>Encourages students to take pride in their work, resulting in generally high-quality student output.</p> <p>Uses effective strategies to help most students understand and meet expectations.</p>	<p>Occasionally communicates the importance of the content and learning objectives.</p> <p>Sets expectations for learning and achievement but may lack consistency or clarity.</p> <p>Encourages some students to take pride in their work, resulting in variable student output.</p> <p>Uses limited strategies to help students understand and meet expectations.</p>	<p>Rarely, if ever, communicates the importance of the content, leaving students unaware of why they are learning the material.</p> <p>Expectations for learning and achievement are either unclear or not communicated at all, resulting in student confusion and lack of direction.</p> <p>Few, if any, students show pride in their work, indicating a significant lack of engagement and motivation.</p>



# TEACHER EVALUATION RUBRIC

## Area II: Classroom Culture/Environment

Performance Criteria	1 - Highly Effective	2 - Effective	3 - Minimally Effective	4 - Ineffective
<b>Implements procedures and routines that effectively and consistently assures success, the most effective use of instructional time, and student engagement.</b>	<p>Consistently implements well-organized procedures and routines that maximize instructional time and ensure student success.</p> <p>Demonstrates exceptional ability to engage students actively and maintain their focus throughout lessons.</p> <p>Adapts procedures and routines to meet the diverse needs of all students, ensuring inclusivity and participation.</p> <p>Regularly reviews and refines procedures to enhance effectiveness and efficiency.</p>	<p>Regularly implements organized procedures and routines that effectively use instructional time and promote student success.</p> <p>Engages students actively and maintains their focus during most lessons.</p> <p>Adapts procedures and routines to meet the needs of most students, ensuring participation.</p> <p>Occasionally reviews and refines procedures to improve effectiveness.</p>	<p>Occasionally implements procedures and routines that use instructional time but lacks consistency.</p> <p>Engages students sporadically, with some loss of focus during lessons.</p> <p>Adapts procedures and routines to meet the needs of some students but with limited success.</p> <p>Rarely reviews and refines procedures, leading to inconsistent effectiveness.</p>	<p>Rarely or never implements procedures and routines, resulting in ineffective use of instructional time.</p> <p>Struggles to engage students, leading to frequent loss of focus and low participation.</p> <p>Fails to adapt procedures and routines to meet the needs of students.</p> <p>Does not review or refine procedures, resulting in poor effectiveness and efficiency.</p>
<b>Nurtures a non-threatening atmosphere conducive to safety, learning, and self-discipline.</b>	<p>Consistently creates a safe, welcoming, and non-threatening classroom environment.</p> <p>Demonstrates exceptional ability to foster a positive atmosphere that encourages learning and self-discipline.</p> <p>Actively addresses and resolves conflicts, ensuring all students feel respected and valued.</p> <p>Implements strategies that promote emotional and physical safety, contributing to a supportive learning environment.</p>	<p>Regularly creates a safe and non-threatening classroom environment.</p> <p>Effectively fosters a positive atmosphere that supports learning and self-discipline.</p> <p>Addresses and resolves conflicts, ensuring most students feel respected and valued.</p> <p>Implements strategies that promote emotional and physical safety, contributing to a generally supportive learning environment.</p>	<p>Occasionally creates a safe and non-threatening classroom environment but lacks consistency.</p> <p>Shows some ability to foster a positive atmosphere, with occasional lapses in supporting learning and self-discipline.</p> <p>Addresses conflicts sporadically, with some students feeling respected and valued.</p> <p>Implements limited strategies to promote emotional and physical safety, leading to an inconsistent learning environment.</p>	<p>Rarely or never creates a safe and non-threatening classroom environment.</p> <p>Struggles to foster a positive atmosphere, leading to a lack of support for learning and self-discipline.</p> <p>Fails to address conflicts, resulting in students feeling disrespected or undervalued.</p> <p>Does not implement strategies to promote emotional and physical safety.</p>

# TEACHER EVALUATION RUBRIC

## Area II: Classroom Culture/Environment

Performance Criteria	1 - Highly Effective	2 - Effective	3 - Minimally Effective	4 - Ineffective
<b>Establishes a physical environment that promotes efficient learning and minimizes behavioral problems.</b>	<p>Consistently creates a well-organized, inviting, and engaging physical environment.</p> <p>Demonstrates exceptional ability to use the physical space to support diverse learning styles and needs.</p> <p>Proactively addresses and prevents behavioral problems and maximizes learning through strategic classroom setup.</p>	<p>Regularly creates an organized and inviting physical environment.</p> <p>Effectively uses the physical space to support most learning styles and needs.</p> <p>Addresses and prevents most behavioral problems through thoughtful classroom setup.</p>	<p>Occasionally creates an organized physical environment but lacks consistency.</p> <p>Uses the physical space to support some learning styles and needs but with limited success.</p> <p>Addresses behavioral problems reactively rather than proactively through classroom setup.</p>	<p>Rarely or never creates an organized or inviting physical environment.</p> <p>Struggles to use the physical space to support diverse learning styles and needs.</p> <p>Does not address or prevent behavioral problems through classroom setup.</p>
<b>Creates a physical environment that is visibly Catholic.</b>	<p>Consistently maintains a classroom environment that prominently displays Catholic symbols, artwork, and resources.</p> <p>Integrates religious artifacts and decorations that reflect the liturgical calendar and Catholic traditions.</p> <p>Creates a sacred space for prayer and reflection that is regularly used and respected by students.</p>	<p>Regularly maintains a classroom environment that displays Catholic symbols, artwork, and resources.</p> <p>Includes religious artifacts and decorations that reflect Catholic traditions.</p> <p>Provides a space for prayer and reflection that is used by students.</p>	<p>Occasionally maintains a classroom environment that displays some Catholic symbols and resources.</p> <p>Includes a few religious artifacts and decorations but lacks consistency.</p> <p>Provides a space for prayer and reflection but it is infrequently used.</p>	<p>Rarely or never maintains a classroom environment that displays Catholic symbols or resources.</p> <p>Lacks religious artifacts and decorations that reflect Catholic traditions.</p> <p>Does not provide a space for prayer and reflection.</p>





# TEACHER EVALUATION RUBRIC

## Area III: Designing and Planning Instruction

Performance Criteria	1 - Highly Effective	2 - Effective	3 - Minimally Effective	4 - Ineffective
<b>Displays knowledge of specific content area standards and benchmarks.</b>	<p>Consistently demonstrates comprehensive knowledge of content area standards and benchmarks.</p> <p>Integrates standards and benchmarks seamlessly into lesson planning and instruction.</p> <p>Regularly updates and aligns curriculum with current standards and best practices.</p> <p>Provides clear and accurate explanations of standards and benchmarks to students, ensuring they understand learning goals.</p>	<p>Regularly demonstrates solid knowledge of content area standards and benchmarks.</p> <p>Integrates standards and benchmarks into lesson planning and instruction.</p> <p>Updates and aligns curriculum with current standards and best practices.</p> <p>Provides explanations of standards and benchmarks to students, helping them understand learning goals.</p>	<p>Occasionally demonstrates knowledge of content area standards and benchmarks but lacks consistency.</p> <p>Integrates standards and benchmarks into lesson planning and instruction sporadically.</p> <p>Updates curriculum with standards and best practices infrequently.</p> <p>Provides limited explanations of standards and benchmarks to students, leading to some confusion about learning goals.</p>	<p>Rarely or never demonstrates knowledge of content area standards and benchmarks.</p> <p>Fails to integrate standards and benchmarks into lesson planning and instruction.</p> <p>Does not update curriculum with current standards and best practices.</p> <p>Provides little to no explanation of standards and benchmarks to students, resulting in confusion about learning goals.</p>
<b>Clearly articulates learning targets within instructional planning.</b>	<p>Consistently articulates clear, specific, and measurable learning targets in all instructional plans.</p> <p>Ensures that learning targets are aligned with standards and benchmarks.</p> <p>Communicates learning targets effectively to students, helping them understand the purpose and goals of each lesson.</p> <p>Regularly reviews and adjusts learning targets based on student progress and feedback.</p>	<p>Regularly articulates clear and specific learning targets in instructional plans.</p> <p>Aligns learning targets with standards and benchmarks.</p> <p>Communicates learning targets to students, helping them understand the goals of each lesson.</p> <p>Reviews and adjusts learning targets based on student progress.</p>	<p>Occasionally articulates learning targets in instructional plans but lacks consistency.</p> <p>Learning targets may not always be specific or measurable.</p> <p>Communicates learning targets to students sporadically, leading to some confusion about lesson goals.</p> <p>Reviews and adjusts learning targets infrequently.</p>	<p>Rarely or never articulates learning targets in instructional plans.</p> <p>Learning targets are often unclear, unspecific, or not measurable.</p> <p>Fails to communicate learning targets to students, resulting in confusion about lesson goals.</p> <p>Does not review or adjust learning targets based on student progress.</p>

# TEACHER EVALUATION RUBRIC

## Area III: Designing and Planning Instruction

Performance Criteria	1 - Highly Effective	2 - Effective	3 - Minimally Effective	4 - Ineffective
<b>Effectively incorporates instructional strategies, materials, resources and interventions for all students.</b>	<p>Consistently uses a wide range of instructional strategies that cater to diverse learning styles and needs.</p> <p>Selects and utilizes high-quality materials and resources that enhance learning and engagement.</p> <p>Implements targeted interventions that effectively support all students, including those with special needs.</p> <p>Regularly assesses and adjusts strategies, materials, and interventions based on student feedback and performance.</p>	<p>Regularly uses a variety of instructional strategies to address different learning styles and needs.</p> <p>Selects and utilizes appropriate materials and resources that support learning.</p> <p>Implements interventions that support most students, including those with special needs.</p> <p>Assesses and adjusts strategies, materials, and interventions based on student performance.</p>	<p>Occasionally uses different instructional strategies but lacks consistency.</p> <p>Selects and utilizes materials and resources that support learning but may not always be the most effective.</p> <p>Implements interventions sporadically, with limited success in supporting all students.</p> <p>Infrequently assesses and adjusts strategies, materials, and interventions based on student performance.</p>	<p>Rarely or never uses varied instructional strategies, relying on a limited approach.</p> <p>Fails to select or utilize materials and resources that effectively support learning.</p> <p>Does not implement interventions, or they are ineffective in supporting students.</p> <p>Does not assess or adjust strategies, materials, and interventions based on student performance.</p>
<b>Work collaboratively with colleagues to advance student learning by developing robust common targets and common assessments, reviewing and updating assessment practices frequently.</b>	<p>Consistently collaborates with colleagues to develop and refine robust common targets and assessments.</p> <p>Actively participates in regular meetings and discussions to review and update assessment practices.</p> <p>Demonstrates leadership in fostering a collaborative culture focused on continuous improvement and student learning.</p> <p>Shares best practices and resources, contributing to the professional growth of the team.</p>	<p>Regularly collaborates with colleagues to develop common targets and assessments.</p> <p>Participates in meetings and discussions to review and update assessment practices.</p> <p>Contributes to a collaborative culture focused on student learning and improvement.</p> <p>Shares practices and resources with colleagues, supporting team development.</p>	<p>Occasionally collaborates with colleagues to develop common targets and assessments but lacks consistency.</p> <p>Participates in some meetings and discussions to review and update assessment practices but not regularly.</p> <p>Shows limited contribution to a collaborative culture, with occasional input on student learning and improvement.</p> <p>Shares practices and resources sporadically, with limited impact on team development.</p>	<p>Rarely or never collaborates with colleagues to develop common targets and assessments.</p> <p>Fails to participate in meetings and discussions to review and update assessment practices.</p> <p>Does not contribute to a collaborative culture, showing little to no focus on student learning and improvement.</p> <p>Does not share practices or resources, hindering team development.</p>

# TEACHER EVALUATION RUBRIC

## Area III: Designing and Planning Instruction

Performance Criteria	1 - Highly Effective	2 - Effective	3 - Minimally Effective	4 - Ineffective
<b>Formal lesson plans are timely, consistent, and contribute to student learning.</b>	<p>Consistently submits formal lesson plans on time, demonstrating exceptional organization and preparation.</p> <p>Lesson plans are thorough, well-structured, and aligned with curriculum standards.</p> <p>Plans effectively contribute to student learning by incorporating diverse instructional strategies and clear learning objectives.</p> <p>Regularly reflects on and updates lesson plans based on student feedback and assessment data.</p>	<p>Regularly submits formal lesson plans on time, showing good organization and preparation.</p> <p>Lesson plans are well-structured and aligned with curriculum standards.</p> <p>Plans contribute to student learning by incorporating various instructional strategies and clear learning objectives.</p> <p>Reflects on and updates lesson plans based on student feedback and assessment data.</p>	<p>Occasionally submits formal lesson plans on time but lacks consistency.</p> <p>Lesson plans are somewhat structured and aligned with curriculum standards but may lack detail.</p> <p>Plans contribute to student learning but may not consistently incorporate diverse instructional strategies or clear objectives.</p> <p>Infrequently reflects on and updates lesson plans based on student feedback and assessment data.</p>	<p>Rarely or never submits formal lesson plans on time, showing poor organization and preparation.</p> <p>Lesson plans are poorly structured or not aligned with curriculum standards.</p> <p>Plans do not effectively contribute to student learning, lacking instructional strategies and clear objectives.</p> <p>Does not reflect on or update lesson plans based on student feedback and assessment data.</p>
<b>Instructional plans and strategies infuse Catholic philosophy in all areas of the curriculum.</b>	<p>Consistently integrates Catholic philosophy seamlessly into all instructional plans and strategies across the curriculum.</p> <p>Demonstrates a deep understanding of Catholic teachings and effectively connects them to various subject areas.</p> <p>Encourages students to reflect on and apply Catholic values in their learning and daily lives.</p> <p>Regularly reviews and updates instructional plans to ensure alignment with Catholic philosophy.</p>	<p>Regularly integrates Catholic philosophy into instructional plans and strategies across the curriculum.</p> <p>Shows a solid understanding of Catholic teachings and connects them to various subject areas.</p> <p>Encourages students to consider Catholic values in their learning and daily lives.</p> <p>Reviews and updates instructional plans to maintain alignment with Catholic philosophy.</p>	<p>Occasionally integrates Catholic philosophy into instructional plans and strategies but lacks consistency.</p> <p>Shows some understanding of Catholic teachings but may struggle to connect them to various subject areas.</p> <p>Encourages students to consider Catholic values sporadically.</p> <p>Infrequently reviews and updates instructional plans for alignment with Catholic philosophy.</p>	<p>Rarely or never integrates Catholic philosophy into instructional plans and strategies.</p> <p>Lacks understanding of Catholic teachings and fails to connect them to various subject areas.</p> <p>Does not encourage students to consider Catholic values in their learning and daily lives.</p> <p>Does not review or update instructional plans for alignment with Catholic philosophy.</p>



# TEACHER EVALUATION RUBRIC

## Area IV: Instructional Implementation

Performance Criteria	1 - Highly Effective	2 - Effective	3 - Minimally Effective	4 - Ineffective
<b>Communicates expectations for learning and directions for activities; explanations of content are presented utilizing a variety of modalities.</b>	<p>Consistently communicates clear and high expectations for learning and provides precise directions for activities.</p> <p>Explanations of content are presented using a variety of modalities (e.g., visual, auditory, kinesthetic) to ensure all students understand.</p>	<p>Regularly communicates expectations for learning and provides clear directions for activities.</p> <p>Explanations of content are presented using multiple modalities, though not always consistently.</p>	<p>Occasionally communicates expectations for learning and provides directions for activities, but they may lack clarity or consistency.</p> <p>Explanations of content are presented using limited modalities, which may not address all students' needs.</p>	<p>Rarely or never communicate clear expectations for learning and provides unclear or incomplete directions for activities.</p> <p>Explanations of content are presented using a single modality, which does not address the diverse needs of students.</p>
<b>Instruction provides for maximum use of time to increase student learning.</b>	<p>Consistently maximizes instructional time, ensuring that transitions are seamless, and all activities are purposeful.</p> <p>Students are highly engaged and on-task throughout the lesson, leading to significant learning gains.</p>	<p>Effectively uses instructional time, with smooth transitions and purposeful activities.</p> <p>Most students are engaged and on-task, resulting in steady learning progress.</p>	<p>Occasionally uses instructional time adequately, but there are occasional disruptions or inefficient transitions.</p> <p>Some activities may lack clear purpose, and student engagement varies, leading to moderate learning gains.</p>	<p>Rarely or never use instructional time effectively, with frequent disruptions and inefficient transitions.</p> <p>Many activities lack clear purpose, and student engagement is low, resulting in minimal learning gains.</p>
<b>Facilitates authentic and engaging learning experiences infused with differentiated instruction.</b>	<p>Consistently facilitates authentic and highly engaging learning experiences that are tailored to meet the diverse needs of all students.</p> <p>Differentiated instruction is seamlessly integrated, ensuring that all students are challenged and supported appropriately.</p>	<p>Regularly facilitates engaging learning experiences that are generally authentic and include differentiated instruction to address the needs of most students.</p> <p>There is evidence of varied instructional strategies to support student learning.</p>	<p>Occasionally facilitates learning experiences that are somewhat engaging and occasionally authentic.</p> <p>Differentiated instruction is present but may not fully address the diverse needs of all students.</p> <p>Instructional strategies are somewhat varied but not consistently effective.</p>	<p>Rarely or never facilitate engaging or authentic learning experiences.</p> <p>Differentiated instruction is lacking or ineffective, and instructional strategies are limited, resulting in minimal student engagement and learning.</p>

# TEACHER EVALUATION RUBRIC

## Area IV: Instructional Implementation

Performance Criteria	1 - Highly Effective	2 - Effective	3 - Minimally Effective	4 - Ineffective
<b>Student assessment is fully aligned with instructional outcomes.</b>	<p>Consistently designs and implements assessments that are fully aligned with instructional outcomes.</p> <p>Assessments are varied, authentic, and provide comprehensive data on student learning.</p> <p>The teacher uses assessment data to inform instruction.</p>	<p>Regularly designs and implements assessments that are aligned with instructional outcomes.</p> <p>Assessments are generally varied and provide useful data on student learning.</p> <p>The teacher uses assessment data to inform instruction.</p>	<p>Occasionally designs and implements assessments that are somewhat aligned with instructional outcomes.</p> <p>Assessments may lack variety and provide limited data on student learning.</p> <p>The teacher occasionally uses assessment data to inform instruction.</p>	<p>Rarely or never design and implement assessments that are aligned with instructional outcomes.</p> <p>Assessments are not varied and provide insufficient data on student learning.</p> <p>The teacher rarely uses assessment data to inform instruction.</p>
<b>Student feedback is timely and has clear criteria and standards that show evidence of student growth.</b>	<p>Provides student feedback consistently and includes specific, detailed comments that clearly outline strengths and areas for improvement.</p> <p>Feedback is aligned with clear criteria and standards, making it easy for students to understand expectations.</p>	<p>Regularly provides student feedback that is generally timely and includes clear comments that identify strengths and areas and areas for improvement, though lack some detail.</p> <p>Feedback is aligned with criteria and standards but may not always be explicitly stated.</p>	<p>Occasionally provides student feedback that is sometimes timely and sometimes delayed and is somewhat clear but may be vague or lack specific examples.</p> <p>Feedback occasionally aligns with criteria and standards, but this is not consistent.</p>	<p>Rarely or never provides student feedback and is unclear, generic, or lacks meaningful comments.</p> <p>Feedback does not align with criteria and standards, leaving students unsure of expectations.</p>

# TEACHER EVALUATION RUBRIC

## Area IV: Instructional Implementation

Performance Criteria	1 - Highly Effective	2 - Effective	3 - Minimally Effective	4 - Ineffective
<b>Data is utilized to assess the quality of the lesson, make adjustments, and promote the successful learning of all students.</b>	<p>Consistently uses data to assess the quality of lessons and make real-time adjustments.</p> <p>Data analysis is thorough and informs instructional practices, leading to significant improvements in student learning.</p> <p>The teacher actively involves students in the data analysis process to promote self-assessment and goal setting.</p>	<p>Regularly uses data to assess lesson quality and make necessary adjustments.</p> <p>Data analysis informs instructional practices, resulting in steady improvements in student learning.</p> <p>The teacher occasionally involves students in the data analysis process to promote self-assessment and goal setting.</p>	<p>Occasionally uses data to assess lesson quality and make adjustments, but the process may be inconsistent or superficial.</p> <p>Data analysis has limited impact on instructional practices, leading to moderate improvements in student learning.</p> <p>The teacher rarely involves students in the data analysis process.</p>	<p>Rarely or never uses data to assess lesson quality or make adjustments.</p> <p>Data analysis is minimal or absent, resulting in little to no impact on instructional practices and student learning.</p> <p>The teacher does not involve students in the data analysis process.</p>





# TEACHER EVALUATION RUBRIC

## Area V: Communication & Collaboration

Performance Criteria	1 - Highly Effective	2 - Effective	3 - Minimally Effective	4 - Ineffective
<b>Actively participates and contributes to all PLC's as assigned. Works collaboratively to plan grade level instruction, assessment and determines pacing.</b>	Consistently and actively participates in all PLCs, contributing valuable insights and ideas.  They work collaboratively with colleagues to plan grade-level instruction, assessments, and pacing. Their contributions significantly enhance the quality of instruction and student learning outcomes.	Regularly participates in PLCs, contributing useful insights and ideas. They collaborate with colleagues to plan grade-level instruction, assessments, and pacing.  Their contributions positively impact the quality of instruction and student learning outcomes.	Occasionally participates in PLCs, but their contributions may be limited or inconsistent.  They collaborate with colleagues to plan grade-level instruction, assessments, and pacing, but their input has a moderate impact on the quality of instruction and student learning outcomes.	Rarely or never participates in PLCs and contributes little to collaborative planning.  They do not effectively work with colleagues to plan grade-level instruction, assessments, or pacing, resulting in minimal impact on the quality of instruction and student learning outcomes.
<b>Participates actively in the professional community, in school and parish events and projects, and maintains positive and productive relationships with colleagues.</b>	Consistently participates in professional community activities, school, and parish events. Takes a leadership role in organizing and promoting events and projects.  Maintains exceptionally positive and productive relationships with all colleagues, often mentoring others.	Regularly participates in professional community activities, school, and parish events.  Occasionally takes the lead in organizing events and projects.  Maintains positive and productive relationships with colleagues.	Occasionally participates in some professional community activities, school, and parish events.  Rarely takes the lead in organizing events and projects. Maintains generally positive relationships with colleagues, with occasional conflicts.	Rarely or never participates in professional community activities, school, and parish events.  Does not take the lead in organizing events and projects.  Struggles to maintain positive relationships with colleagues, often involved in conflicts.
<b>Instructional and non-instructional records are accurate, efficient, and effective.</b>	Consistently maintains instructional and non-instructional records that are accurate, efficient, and highly effective.  Records are meticulously organized, up-to-date, and easily accessible, contributing significantly to instructional planning and student support.	Regularly maintains instructional and non-instructional records that are accurate, efficient, and effective.  Records are well-organized, up-to-date, and accessible, supporting instructional planning and student support.	Occasionally maintains instructional and non-instructional records that are somewhat accurate and efficient but may lack consistency.  Records are organized but may not always be up-to-date or easily accessible, limiting their effectiveness in supporting instructional planning and student support.	Rarely or never maintains instructional and non-instructional records that are accurate, efficient, or effective.  Records are disorganized, outdated, or inaccessible, significantly hindering instructional planning and student support.

# TEACHER EVALUATION RUBRIC

## Area V: Communication & Collaboration

Performance Criteria	1 - Highly Effective	2 - Effective	3 - Minimally Effective	4 - Ineffective
<b>Develops positive and productive partnerships with students, parents, and co-workers while maintaining confidentiality and professionalism.</b>	Consistently develops and maintains exceptionally positive and productive partnerships with students, parents, and co-workers. They actively engage in open communication, collaboration, and mutual support, significantly enhancing the educational environment.	Regularly develops and maintains positive and productive partnerships with students, parents, and co-workers. They engage in open communication and collaboration, contributing to a supportive educational environment.	Occasionally develops and maintains positive partnerships with students, parents, and co-workers. Communication and collaboration are present but may be inconsistent, limiting their overall effectiveness.	Rarely or never develops or maintains positive partnerships with students, parents, and co-workers. Communication and collaboration are minimal or ineffective, negatively impacting the educational environment.
<b>Effectively communicates with families by clearly articulating school/district expectations and by responding to parent inquiries in a professional and timely manner.</b>	Consistently communicates with families in a clear, professional, and timely manner. They articulate school/district expectations effectively and respond to parent inquiries promptly. The teacher fosters strong, positive relationships with families, encouraging active involvement in the educational process.	Regularly communicates with families in a clear and professional manner. They articulate school/district expectations and respond to parent inquiries in a timely manner. The teacher maintains positive relationships with families, supporting their involvement in the educational process.	Occasionally communicates with families, but the communication may lack clarity or timeliness. They articulate school/district expectations inconsistently and may delay responses to parent inquiries. The teacher maintains generally positive relationships with families but does not actively encourage their involvement.	Rarely or never communicates with families, and when they do, the communication is unclear or unprofessional. They fail to articulate school/district expectations and do not respond to parent inquiries in a timely manner. The teacher struggles to maintain positive relationships with families, hindering their involvement in the educational process.
<b>Provides necessary support for student to successfully complete the program.</b>	Consistently provides comprehensive support to meet all student's needs, ensuring all they have the resources and guidance necessary to successfully complete the program. They proactively identify areas of growth to support student success.	Regularly provides support that meets the needs of most students, ensuring they have the resources and guidance necessary to complete the program. They identify and address barriers to student success as they arise.	Occasionally provides support that meets the needs of some students but may not consistently address individual needs. They occasionally identify and address barriers to student success, but some students may still struggle to complete the program.	Rarely or never provides adequate support for students, resulting in many students lacking the resources and guidance necessary to complete the program. They rarely identify or address barriers to student success.

# TEACHER EVALUATION RUBRIC

## Area VI: Professional & Spiritual Growth

Performance Criteria	1 - Highly Effective	2 - Effective	3 - Minimally Effective	4 - Ineffective
<b>Seeks feedback from supervisors and colleagues.</b>	Consistently seeks feedback from supervisors and colleagues, demonstrating a strong commitment to professional and spiritual growth.  They actively implement feedback to improve their practice and contribute to a culture of continuous improvement.	Regularly seeks feedback from supervisors and colleagues.  They use the feedback to make improvements in their practice and show a commitment to professional and spiritual growth.	Occasionally seeks feedback from supervisors and colleagues but may not consistently act on it.  Their commitment to professional and spiritual growth is evident but not fully realized.	Rarely or never seeks feedback from supervisors and colleagues.  They show little commitment to professional and spiritual growth, and do not effectively use feedback to improve their practice.
<b>Reflects and understands that teaching in a Catholic school is a ministry of the Church.</b>	Consistently reflects on and demonstrates a deep understanding that teaching in a Catholic school is a ministry of the Church.  They integrate this understanding into their daily practice, fostering a strong sense of faith and community among students and colleagues.	Regularly reflects on and understands that teaching in a Catholic school is a ministry of the Church.  They incorporate this understanding into their practice, promoting faith and community within the school.	Occasionally reflects on and understands that teaching in a Catholic school is a ministry of the Church.  However, this understanding is not consistently integrated into their practice, resulting in a moderate impact on the school's faith and community environment.	Rarely or never reflects on or understands that teaching in a Catholic school is a ministry of the Church.  This lack of understanding is evident in their practice, leading to minimal promotion of faith and community within the school.
<b>Actively participates in professional development opportunities, enhancement of content knowledge and pedagogical skill.</b>	Consistently seeks out and actively participates in professional development opportunities.  They demonstrate a strong commitment to enhancing their content knowledge and pedagogical skills, applying and sharing new learning to improve their and colleagues teaching practice.	Regularly participates in professional development opportunities.  They show a commitment to enhancing their content knowledge and pedagogical skills and apply new learning to their teaching practice.	Occasionally participates in professional development opportunities.  Their commitment to enhancing content knowledge and pedagogical skills is evident but inconsistent, and they may not always apply new learning to their teaching practice.	Rarely or never participates in professional development opportunities.  They show little commitment to enhancing their content knowledge and pedagogical skills, and do not effectively apply new learning to their teaching practice.

# TEACHER EVALUATION RUBRIC

## Area VI: Professional & Spiritual Growth

Performance Criteria	1 - Highly Effective	2 - Effective	3 - Minimally Effective	4 - Ineffective
<b>Initiates activities to contribute to the profession.</b>	Consistently initiates and leads activities and actively engage in professional organizations, mentor colleagues, and share best practices, significantly enhancing the professional community.	Regularly initiates activities and participate in professional organizations, collaborate with colleagues, and share best practices, positively impacting the professional community.	Occasionally initiates activities and participation in professional organizations and collaboration with colleagues is limited, resulting in a moderate impact on the professional community.	Rarely or never initiates activities and does not actively participate in professional organizations or collaborate with colleagues, resulting in minimal impact on the professional community.
<b>Actively participates in religious development; enhancement of spiritual growth.</b>	Consistently seeks out and actively engages in opportunities for religious development and spiritual growth.  They integrate their spiritual insights into their teaching practice, fostering a strong faith-based environment for students and colleagues.	Regularly participates in opportunities for religious development and spiritual growth.  They incorporate their spiritual insights into their teaching practice, contributing to a faith-based environment for students and colleagues.	Occasionally participates in opportunities for religious development and spiritual growth.  Their integration of spiritual insights into their teaching practice is inconsistent, resulting in a moderate impact on the faith-based environment.	Rarely or never participates in opportunities for religious development and spiritual growth.  They do not effectively integrate spiritual insights into their teaching practice, leading to minimal promotion of a faith-based environment.
<b>Initiates activities to contribute to spiritual growth.</b>	Consistently initiates and leads activities that contribute to spiritual growth.  They actively engage in and organize spiritual events, retreats, and discussions, fostering a strong spiritual community among students and colleagues.	Regularly initiates activities that contribute to spiritual growth.  They participate in and support spiritual events, retreats, and discussions, promoting a positive spiritual environment within the school.	Occasionally initiates activities that contribute to spiritual growth.  Their participation in spiritual events and discussions is limited, resulting in a moderate impact on the spiritual community.	Rarely or never initiates activities that contribute to spiritual growth.  They do not actively participate in or support spiritual events and discussions, leading to minimal promotion of a spiritual community.