

# TEACHER EVALUATION RUBRIC

## Area I: Spiritual Leadership

| Performance Criteria                                                                                                               | 4 - Highly Effective                                                                                                                                                                                                                                                                                    | 3 - Effective                                                                                                                                                                                                                                | 2 - Minimally Effective                                                                                                                                                                                                                                    | 1 - Ineffective                                                                                                                                                                                                                                                    |
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| <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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| Performance Criteria                                                                                         | 4 - Highly Effective                                                                                                                                                                                                                                                                                                                                                                                                         | 3 - Effective                                                                                                                                                                                                                                                                                                                                                | 2 - Minimally Effective                                                                                                                                                                                                                                                                                                                                                                                      | 1 - Ineffective                                                                                                                                                                                                                                                                                                                                                            |
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| <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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| Performance Criteria                                                                                            | 4 - Highly Effective                                                                                                                                                                                                                                                                                                                       | 3 - Effective                                                                                                                                                                                                                                                                | 2 - Minimally Effective                                                                                                                                                                                                                                                                       | 1 - Ineffective                                                                                                                                                                                                                                                               |
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| <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                                                                                                                           | 4 - Highly Effective                                                                                                                                                                                                                                                                                                                                                                                                                                          | 3 - Effective                                                                                                                                                                                                                                                                                                                                                                | 2 - Minimally Effective                                                                                                                                                                                                                                                                                                                                                                                                                                  | 1 - Ineffective                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <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>              |



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## Area II: Classroom Culture/Environment

| Performance Criteria                                                                                                                                               | 4 - Highly Effective                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 3 - Effective                                                                                                                                                                                                                                                                                                                                                                                            | 2 - Minimally Effective                                                                                                                                                                                                                                                                                                                                                                                                                                     | 1 - Ineffective                                                                                                                                                                                                                                                                                                                                                                        |
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| <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>         |

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## Area II: Classroom Culture/Environment

| Performance Criteria                                                                                          | 4 - Highly Effective                                                                                                                                                                                                                                                                                                                                    | 3 - Effective                                                                                                                                                                                                                                                                | 2 - Minimally Effective                                                                                                                                                                                                                                                                  | 1 - Ineffective                                                                                                                                                                                                                                        |
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| <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                                                         | 4 - Highly Effective                                                                                                                                                                                                                                                                                                                                                                                                       | 3 - Effective                                                                                                                                                                                                                                                                                                                                                          | 2 - Minimally Effective                                                                                                                                                                                                                                                                                                                                                                                          | 1 - Ineffective                                                                                                                                                                                                                                                                                                                                                                              |
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| <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                                                                                                                                                                        | 4 - Highly Effective                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 3 - Effective                                                                                                                                                                                                                                                                                                                                                                                         | 2 - Minimally Effective                                                                                                                                                                                                                                                                                                                                                                                                                                   | 1 - Ineffective                                                                                                                                                                                                                                                                                                                                                                                    |
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| <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> |

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## Area III: Designing and Planning Instruction

| Performance Criteria                                                                                 | 4 - Highly Effective                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 3 - Effective                                                                                                                                                                                                                                                                                                                                                                                                | 2 - Minimally Effective                                                                                                                                                                                                                                                                                                                                                                                                              | 1 - Ineffective                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <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                                                                                                                                  | 4 - Highly Effective                                                                                                                                                                                                                                                               | 3 - Effective                                                                                                                                                                                                                                                  | 2 - Minimally Effective                                                                                                                                                                                                                                                                                   | 1 - Ineffective                                                                                                                                                                                                                                              |
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| <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>                   |

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## Area IV: Instructional Implementation

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

# TEACHER EVALUATION RUBRIC

## Area V: Communication & Collaboration

| Performance Criteria                                                                                                                                                          | 4 - Highly Effective                                                                                                                                                                                                                                                                                                       | 3 - Effective                                                                                                                                                                                                                                                                                        | 2 - Minimally Effective                                                                                                                                                                                                                                                                                                               | 1 - 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.<br>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.<br>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.<br>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.<br>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.<br>They articulate school/district expectations effectively and respond to parent inquiries promptly.<br>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.<br>They articulate school/district expectations and respond to parent inquiries in a timely manner.<br>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.<br>They articulate school/district expectations inconsistently and may delay responses to parent inquiries.<br>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.<br>They fail to articulate school/district expectations and do not respond to parent inquiries in a timely manner.<br>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.<br>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.<br>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.<br>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.<br>They rarely identify or address barriers to student success.                                                                                                                                            |

# TEACHER EVALUATION RUBRIC

## Area VI: Professional & Spiritual Growth

| Performance Criteria                                                                                                            | 4 - Highly Effective                                                                                                                                                                                                                                                                      | 3 - Effective                                                                                                                                                                                                          | 2 - Minimally Effective                                                                                                                                                                                                                                                         | 1 - 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.<br><br>They actively implement feedback to improve their practice and contribute to a culture of continuous improvement.                             | Regularly seeks feedback from supervisors and colleagues.<br><br>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.<br><br>Their commitment to professional and spiritual growth is evident but not fully realized.                                                                                 | Rarely or never seeks feedback from supervisors and colleagues.<br><br>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.<br><br>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.<br><br>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.<br><br>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.<br><br>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.<br><br>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.<br><br>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.<br><br>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.<br><br>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                                                                    | 4 - Highly Effective                                                                                                                                                                                                                                              | 3 - Effective                                                                                                                                                                                                                                 | 2 - Minimally Effective                                                                                                                                                                                                                                | 1 - 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.<br><br>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.<br><br>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.<br><br>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.<br><br>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.<br><br>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.<br><br>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.<br><br>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.<br><br>They do not actively participate in or support spiritual events and discussions, leading to minimal promotion of a spiritual community.                           |