

Teacher: _____ **Date:** _____

1. Knowledge of Content and Pedagogy

<p>The teacher demonstrates extensive knowledge of the content and pedagogy through the planning and instruction processes. The aims, goals, and outcomes are specifically reflected in the lessons and units. The teacher participates in professional development to further understanding.</p> <p>Sample questions: What are your goals for your students? What do you intend for them to learn? What are the essential questions that your students will be able to understand and answer as a result of this unit? Has the opportunity to permeate faith been considered in the planning process?</p>	<p>Evidence</p>
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2. Demonstrating Knowledge of Students

<p>The teacher actively seeks knowledge of students' background, skills, knowledge, and interests from a variety of sources. Special needs considerations are also explored. Knowledge of individual students is attained.</p> <p>Sample questions: What prerequisite knowledge or skill must students have in order to be successful in this unit? What evidence is there that your students have prerequisite skills? How do you ensure those on PPP's are being considered? How about students at the other end of spectrum? (Range of learner needs are being considered).</p>	<p>Evidence</p>
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3. Setting Instructional Outcomes

<p>Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent desired results (goals, understandings and essential goals of what students need to know and what they will be able to do), assessment evidence, and a learning plan. The setting of instructional outcomes is well suited for all students in the class.</p> <p>Sample questions: How will students demonstrate their learning? What will they do as a result of engaging in this unit? How does this unit support the curriculum outcomes?</p>	<p>Evidence</p>
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4. Demonstrates Knowledge of Resources

<p>The teacher is fully aware of and uses the resources approved through the school division and the Ministry of Education. The teacher demonstrates appropriate use of the resources and can seek additional resources to enhance the program to meet student needs.</p> <p>Sample questions: What are the accepted resources you are using for the unit? What are resources available to your students for classroom use?</p>	<p>Evidence</p>
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5. Designing coherent instruction

<p>The teacher masterfully coordinates knowledge of content, students and resources to design a series of well developed learning experiences. These are aligned to meet the instructional goals, aims and outcomes of the curriculum. Curriculum indicators are clearly used to develop factual, conceptual, procedural and metacognitive knowledge. Differentiation of instruction occurs where appropriate instruction engages all students in significant learning. The lesson/unit is cohesively structured and allows for different pathways according to the needs of students.</p> <p>Sample questions: How does your plan for this unit help students develop understanding of the unit's important concepts? How does it help correct or avoid common student misconceptions about this topic? How do you know this unit is appropriate for the students in your class?</p>	<p>Evidence</p>
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6. Designing Student Assessments

<p>The teacher's plan for student assessment is fully aligned with the instructional outcomes. The assessment plan consists of clear criteria and standards that show evidence of student contributions to their development. Assessment methodologies may have been adapted for individual students; the teacher intends to use assessment results to plan future instruction for individual students.</p> <p>Sample questions: How do you know your students have met the learning goals? How do you know they have learned what you have intended for them to learn? Are your students able to answer the essential questions that you set out for this unit?</p>	<p>Evidence</p>
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Goal Setting (Time Frame __ Minutes)

How clearly was the lesson goal communicated?

Did students demonstrate understanding of the purpose of the lesson?

Was knowledge or skill based on curriculum outcomes?

How were learning goals adapted for students with learning needs?

New Knowledge or Skill Acquired

Target ____ Knowledge

Are processes to gather facts and organize information clearly evident?

Do students provide input and engage?

Is the learning scaffolded to address all learners?

Target ____ Skills

Are processes to develop skills clearly evident?

Are the steps or processes comprehended by the students?

Are the models to achieve success explicit?

Is the learning scaffolded?

Is descriptive feedback provided through the guided practice?

Accessing Prior Knowledge

Time Frame ____ Minutes

How was students' prior knowledge accessed?

How was the prompt directly related to the goal?

How did the prompt cue learners and call upon prior knowledge?

Did the prompt engage students in the lesson?

Applying Knowledge and Skills

Are students applying knowledge to develop deep understanding of the outcome?

Level of Thinking: __ Knowledge __ Comprehension __ Application
__ Analysis __ Evaluation __ Creation

Skill: __ Practice Skill Taught __ Apply to Similar Situation __ Apply to New Situation

Are students getting feedback to track learning?

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Assessing for Learning:

Are students involved in setting assessment criteria?

Is the assessment based on identified learning goals?

Is the assessment being done the most appropriate?

Observation / conversation / product?

Are students given descriptive feedback?

Is it clear to the students at the end of the session – what they know/can do?

Classroom Environment

Are interactions mutually respectful?

Is the class culture conducive to learning?

Are classroom routines and procedures fluent and unobtrusive?

Do the standards of conduct result in industrious self-regulation of behavior?

Is the physical space organized to focus on student learning?

Generalizing:

Was the lesson planned to allow time to generalize or summarize?

Are all students engaged in generalizing or summarizing?

Does summarization point to the next logical step for the teacher and student?

General:

Are instructional groupings productive?

Are instructional materials and resources suitable?

Is the pacing of the lesson appropriate?

Permeation of Catholicity:

Professional Responsibility Collection Tool | Domain 4

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<i>Component</i>	<i>Evidence</i>	<i>Comments</i>
<i>Maintaining Accurate Records</i>		
<i>Communicating with Families</i>		
<i>Participating in a Professional Community</i>		
<i>Growing and Developing Professionally</i>		
<i>Showing Professionalism</i>		
<i>Reflecting on Enhancing Professional Practice</i>		

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Teacher Self-Assessment

Commitment to Strengthening One's Knowledge of the Catholic Faith

Record of participation in Faith Formation Activities

Date	Location	Sponsor	Activity

Record of Catholic/Faith related materials read

Timeframe	Title

Participation in Parish/Church Life

My contribution and participation in the parish life and in the life of the broader Catholic community includes ...

My contribution and participation in the greater community in social justice opportunities which reflect Catholic values includes (i.e., volunteering with Habitat for Humanity, Food Bank) ...