Domain 1 - Planning

Element 1 - The Unit Plan includes integration of the Catholic faith.

Teacher Evidence
A. Teacher provides an element of Catholic faith life that connects to the learning objectives.
B. Teacher includes Catholic faith connection in the unit plan.
C. Teacher includes opportunities for writing, reflection, and discussion related to the connection of the students' faith lives to the real world.
D. The unit may include DOSP Safe Environment Education Curriculum for Students benchmarks and Religion standards.
E. Where appropriate, questions and assessments promote depth of knowledge and understanding of the Catholic faith.

Exceeds (4)	Meets (3)	Partially Meets (2)	Does Not Meet (1)	Not Applicable
Unit Plan also includes a reflection component for student input about their Catholic faith.	Unit Plan includes integration of the Catholic faith and is connected to the unit, standards and/or benchmarks.	Unit Plan includes integration of the Catholic faith but is not connected to the unit, standards and/or benchmarks.	Unit Plan includes no evidence of integration of the Catholic faith.	

Domain 1 - Planning

Element 2 - The Unit Plan includes measurable learning goals aligned to standards.

Teacher Evidence
A. Unit plan includes current and relevant subject-area standards from Florida Core, Next Generation Sunshine State Standards, ISTE, American Association of School Librarians (AASL), and DOSP Religion.
B. Power Standards are aligned.
C. Learning goals are specific and can be measured through formative and/or summative assessments.
D. Learning goals build enduring understandings, skills, and knowledge that students will use beyond the unit
E. Teacher establishes measurable learning goals that reflect unit plan outcomes.
F. Learning goals provide multiple experiences in building depth of knowledge. (An inch wide and a mile thick.)
G. Learning goals are measured with a variety of specific assessment tools (i.e., evidence of student learning rather than perception of student learning)
H. Learning goals are written in age appropriate language.

Exceeds (4)	Meets (3)	Partially Meets (2)	Does Not Meet (1)	Not Applicable
Unit Plan includes multiple measurable learning goals aligned to standards which build depth of knowledge.	Unit Plan includes measurable learning goals aligned to standards.	Unit Plan includes measurable learning goals or goals that are aligned to standards but not both.	Unit Plan does not include measurable learning goals.	

Domain 1 - Planning

Element 3 - The Unit Plan includes quality Essential Questions (eq). Quality refers to intellectually engaging, highly cognitive and connected to the standards.

Teacher Evidence
A. (eq) are directive and commit students to the process of critical thinking through inquiry.
B. (eq) are open-ended.
C. (eq) are thought-provoking and intellectually engaging.
D. (eq) are written in student-friendly language.
E. (eq) cause students to think and reflect.
F. (eq) cause students to deepen their understanding.
G. (eq) cause students to test their ideas against those of their classmates.
H. (eq) point toward important, transferable ideas within (and sometimes across) disciplines.
I. (eq) raise additional questions and spark further inquiry.
J. (eq) require support and justification, not just an answer.
K. (eq) merit repeat consideration over time (i.e., can and should be revisited in other units or even other classes)
(Some statements are taken from *Essential Questions* by Tighe and Wiggins)

Exceeds (4)	Meets (3)	Partially Meets (2)	Does Not Meet (1)	Not Applicable
Unit Plan includes quality Essential Questions that make meaningful connections, provoke genuine inquiry and deep thought, and are transferable to real world situations.	Unit Plan includes quality Essential Questions.	Unit Plan includes Essential Questions that are developing the above listed qualities.	Unit Plan does not include Essential Questions.	

Domain 1 - Planning

Element 4 - The Unit Plan includes assignments and activities which prepare for and reinforce learning goals.

Teacher Evidence
A. Teacher plans authentic learning experiences related to identified standards. B. Teacher creates clear assignments where a learning progression is evident. C. Teacher prepares a variety of assignments and activities that engage all students in learning. D. Assignments and activities use a range of modalities, including reading, writing, speaking, listening, and creating. E. Assignments and activities are matched to students' skill level, including some level of challenge. F. Assignments and activities build on opportunities for students to connect what they are learning to prior knowledge, to other subject areas, and to real-world applications. G. Assignments and activities ask students to use what they are learning (e.g., explaining or demonstrating to one another, applying what they are learning in a new context or situation) H. Assignments and activities allow students to exercise some choice. I. Assignments and activities are aligned with the goals of the lesson, which reinforce the learning.

Exceeds (4)	Meets (3)	Partially Meets (2)	Does Not Meet (1)	Not Applicable
Unit Plan includes assignments and activities that align with the learning goals, include authentic experiences, and allow for some student choice.	Unit Plan includes assignments and activities to prepare for and reinforce learning goals.	Unit Plan includes assignments and activities without clear alignment to the learning goals.	Unit Plan does not include assignments or activities.	

Domain 1 - Planning

Element 5 - The Unit Plan includes formative assessments that align with the learning goals.

Teacher Evidence
A. All assessments should provide a full range of learning outcomes, which include factual information and reasoning skills.
B. All assessments are aligned to standards and learning goals.
C. All assessments are designed with plans for differentiated instruction.
D. Assessment formats should be varied.
E. Formative assessments are planned for daily instruction.
F. Formative assessments are designed to give specific feedback to students.
G. Formative assessments are designed to tailor instruction and subsequent learning tasks.
H. Formative assessments in the unit plan are designed to measure individual student progress toward the specific learning goals in the unit plan.
I. The unit plan includes multiple formative assessments prior to any summative assessments.

Exceeds (4)	Meets (3)	Partially Meets (2)	Does Not Meet (1)	Not Applicable
Unit Plan includes opportunities for students to track individual progress on formative assessments and reflect on their learning.	Unit Plan includes formative assessments that align with the learning goals.	Unit Plan includes formative assessments without clear alignment to the learning goals.	Unit Plan does not include formative assessments.	

Domain 1 - Planning

Element 6 - The Unit Plan includes summative assessments that align with the learning goals.

Teacher Evidence
A. All assessments should provide a full range of learning outcomes, which include factual information and reasoning skills. B. All assessments are aligned to standards and learning goals. C. All assessments are designed with plans for differentiated instruction. D. Assessment formats should be varied. E. Summative assessments are designed to give measure student achievement. F. Summative assessments are designed to measure individual student progress toward each specific learning goals at various times throughout the unit. Summatives can be broken into several assessments in a unit. Teachers have the latitude to chunk the learning goals and give summative assessments throughout the unit.

Exceeds (4)	Meets (3)	Partially Meets (2)	Does Not Meet (1)	Not Applicable
Unit Plan includes summative assessments that allow students to measure individual progress and reflect on their learning.	Unit Plan include summative assessments that align with the learning goals.	Unit Plan include summative assessments without clear alignment to the learning goals.	Unit Plan does not include summative assessments.	

Domain 1 - Planning

Element 7 - The Unit Plan includes differentiated instruction that aligns to student needs.

Teacher Evidence
A. The unit plan is relevant to individual student needs and instructional goals.
B. The unit plan includes how instruction will be differentiated.
C. The unit plans provide appropriately challenging and motivational activities.
D. Learning tasks in the unit plan may include an element of student choice.
E. Learning objectives incorporate flexible learning groups aligned to learning goals and student needs.

Exceeds (4)	Meets (3)	Partially Meets (2)	Does Not Meet (1)	Not Applicable
Unit Plan includes differentiated assignments and activities that align with the learning goals, include authentic experiences, and allow for some student choice.	Unit Plan includes differentiated instruction that aligns to student needs.	Unit Plan has limited differentiated instruction.	Unit Plan does not differentiate instruction and does not align to students' needs.	

Domain 1 - Planning

Element 8 - The Unit Plan includes available and appropriate technology resources which are consistently infused to improve student achievement.

Teacher Evidence
A. Teacher plans for use of available and appropriate technology to increase student achievement. B. Teacher uses programs that are age appropriate to direct students to use higher DOK skills which demonstrate their learning. C. Integration of technology is used as a means of differentiation of instruction. D. Digital tools are used for student assessments. E. The teacher is using technology to make real world connections beyond the curriculum. (Resource list is posted on dosp.org, http://dosp.org/schools/pd-resource-list/) F. Teacher collaborates with colleagues to vertically align technology skills for continued skill reinforcement and transfer of knowledge. G. Teacher collaborates with colleagues to develop lessons with interdisciplinary and seamless components.

Exceeds (4)	Meets (3)	Partially Meets (2)	Does Not Meet (1)	Not Applicable
Unit plan includes technology to enhance and improve achievement, and choice is given to explore real-world connections beyond the curriculum.	Unit plan includes technology which is consistently infused to improve student achievement.	Unit plan includes technology but it is not age appropriate or aligned to the current standards.	Unit plan does not include the use of any technology.	

Domain 2 - Classroom Culture and Environment

Element 1 - The classroom environment reflects Catholic Identity.

Teacher Evidence	Student Evidence

A. Teacher interaction with students and other adults are infused with Catholic values.
B. There is a sacred space in the classroom that reflects the current liturgical season.
C. Symbols of the Catholic faith are visible.
D. Class includes prayer that allows students to actively participate.
E. Religious literature is accessible for student use.
F. Mission, Vision and/or Belief Statements are posted and known.
   As evidenced by:
    ● Respectful communication and behaviors.
    ● Respect for students' background and life outside the classroom
    ● Body language
    ● Physical proximity
    ● Warmth and caring
    ● Politeness
    ● Encouragement
    ● Active listening
    ● Fairness
	A. Student interaction with students and other adults are infused with Catholic values.
	B. Students actively participate in prayer. As evidenced by:
	    ● Respectful communication and behaviors.
	    ● Respect for students' background and life outside the classroom
	    ● Body language
	    ● Physical proximity
	    ● Warmth and caring
	    ● Politeness
	    ● Encouragement
	    ● Active listening
	    ● Fairness
	
	C. Student work demonstrates connections to their faith life.

Exceeds (4)	Meets (3)	Partially Meets (2)	Does Not Meet (1)	Not Applicable
The students naturally contribute to the Catholic Identity of the classroom environment through interactions that reflect Catholic values.	The physical classroom space and environment reflect Catholic Identity and there are regular teacher and student interactions that reflect Catholic values.	The physical classroom space reflects Catholic Identity but there are few interactions reflecting Catholic values.	The classroom environment does not reflect Catholic Identity.	

Domain 2 - Classroom Culture and Environment

Element 2 - A positive classroom culture is created and sustained through clear expectations of conduct and effective classroom management.

Teacher Evidence	Student Evidence
A. Classroom expectations are posted and referenced. B. The teacher addresses off task behavior according to the classroom policy with a minimal loss of instruction. C. There are different expectation for conduct, depending on the learning activity, such as teacher presentation, collaboration, and individual work time. D. Teacher reinforces positive behavior. E. Teacher uses proximity to control, encourage, and/or monitor student conduct and/or work. F. Teacher defines conduct expectations when there is a transition. G. The teacher uses dignity when disciplining. H. Teacher provides opportunities for students to give feedback on classroom rules and expectations.	A. Students have an opportunity to provide feedback on classroom rules and expectations. B. Students exhibit respect for the teacher and one another. C. Students respond quickly and respectfully to teacher redirection. D. Students can model and explain the classroom expectations for different types of learning activities. E. Students give appropriate and respectful feedback to peers according to classroom expectations. F. Students participate in activities with minimal loss of instruction.

Exceeds (4)	Meets (3)	Partially Meets (2)	Does Not Meet (1)	Not Applicable
Students take an active role in reinforcing classroom management and expectations of conduct contributing to a positive classroom culture.	There are clear classroom management and expectations of conduct that reinforce a positive classroom culture.	There are some classroom management and expectations of conduct, but they are reinforced inconsistently and there is minimal evidence of a positive classroom culture.	There is little classroom management and few expectations of conduct, resulting in minimal evidence of a positive classroom culture.	

Domain 2 - Classroom Culture and Environment

Element 3 -   Classroom routines and procedures for transitions, handling of supplies, including technology, and performance of non-instructional duties are established and occur smoothly with minimal loss of instructional time.

Teacher Evidence	Student Evidence
A. Teacher establishes routines and procedures which allow students to work productively at all times. B. Teacher uses clear verbal and nonverbal cues to signal transitions to various activities. C. Teacher has all necessary materials at hand. D. Non-instructional duties are completed with minimal disruption. E. Teacher has taught students to implement routines for distribution and collection of materials with a minimum of disruption to the flow of instructional time.	A. Students look for cues and/or follow directions during transitional time. B. Students know what to do without asking for clarification. C. Students know where all supplies are located and understand the procedure for getting supplies, bathroom, water, bellwork, HW, changing activities, etc. D. Students transition from one activity to another with minimal loss of instructional time.

Exceeds (4)	Meets (3)	Partially Meets (2)	Does Not Meet (1)	Not Applicable
Students contribute to carrying out established routines and procedures that maximize order and efficiency with little to no loss of instructional time.	Classroom routines and procedures for transitions, handling of supplies including technology, and performance of non-instructional duties are established and occur smoothly with minimal loss of instructional time.	Classroom routines and procedures for transitions, handling of supplies including technology, and performance of non-instructional duties occur with loss of instructional time.	Classroom routines and procedures for transitions, handling of supplies including technology, and performance of non-instructional duties are not evident.	

Domain 2 - Classroom Culture and Environment

Element 4 - The classroom is safe, and the physical environment ensures the learning of all students.

Teacher Evidence	Student Evidence
A. Teacher arranges the physical layout of the room to allow for free movement and space for students to adequately accomplish all learning tasks. B. Classroom space is organized to maximize learning and free of clutter. C. Teacher ensures that the physical arrangement of the class does not impede learning. D. Teacher provides specific accommodations to students with special needs related to the physical layout of classroom. E. Teacher is aware of and follows all safety protocols and emergency procedures. F. Classroom arrangement allows for fluid transitions. G. Teacher allows students to adapt the physical environment when appropriate to ensure learning.	A. Students safely use classroom equipment and materials. B. Students are aware of and follows all safety protocols and emergency procedures. C. Students move about the classroom easily and safely during learning activities and transitions. D. Students adapt the physical environment to ensure learning. E. Students keep the areas around their desk clutter free. F. Students clean and put away supplies with a minimal loss of instruction time.

Exceeds (4)	Meets (3)	Partially Meets (2)	Does Not Meet (1)	Not Applicable
Students contribute to the safety and adapt the physical environment to ensure the learning of all students.	The classroom is safe, and the physical environment ensures the learning of all students.	The classroom arrangement is safe, but the physical environment limits the learning of all students.	There are some safety concerns due to the classroom arrangement, and the physical environment does not ensure the learning of all students.	

Domain 2 - Classroom Culture and Environment

Element 5 - The classroom environment is conducive to learning and perseverance by all students.

Teacher Evidence	Student Evidence
A. Teacher has high expectations for ALL students to persevere and produce their personal best. B. Teacher explains the importance of what they are learning. C. Students with special needs students are comfortable and able to focus on their work without feeling "different" or "singled out." D. Teacher expects high quality work from students. E. Curriculum rich environment evidenced by - • Quality essential questions • Academic word walls • Manipulatives • Literary examples • Data charts and graphs • Student work • Daily learning goals F. Teacher creates a risk-free environment	A. Students have high expectations for themselves to persevere and produce their personal best. B. Students are able to explain the importance of what they are learning. C. Students feel safe to speak up and make mistakes during the learning process. D. Students are accepting of their classmates different learning needs. E. Students are respectful when others speak. F. Students contribute ideas and suggestions for the physical classroom environment.

Exceeds (4)	Meets (3)	Partially Meets (2)	Does Not Meet (1)	NA
The classroom environment produces students that have high expectations for themselves and others to persevere and produce their personal best.	Teacher creates a classroom environment that is conducive to learning and perseverance by all students.	Teacher creates a classroom environment that is conducive to learning and perseverance by some students.	The classroom environment is not conducive to learning and does not encourage students to persevere.	

Domain 3 - Instructional Strategies

Element 1 - Students are able to connect the lesson to their developing faith life.

Teacher Evidence	Student Evidence
A. Teacher references Catholic values infused in the lesson. B. Teacher introduces and or models elements of Catholic moral teaching in various disciplines. C. Teacher provides opportunities to connect lessons to students' developing faith life, real world situations, and daily choices. D. Teacher applies a Catholic lens to various systems of beliefs and morality.	A. Students give specific examples of applying lessons to their faith life. B. Students can describe the Catholic values infused in the lesson. C. Students connect various systems of belief and morality to their own developing faith lives.

Exceeds (4)	Meets (3)	Partially Meets (2)	Does Not Meet (1)	Not Applicable
Students independently connect their developing faith life to real world situations and daily choices.	Students connect the lesson to their developing faith life.	Teacher connects the lesson to the students' developing faith life.	Teacher does not make connections in the lesson to students' developing faith life.	

Domain 3 - Instructional Strategies

Element 2 - Students have a general understanding of the essential questions referenced in the lesson.

Teacher Evidence	Student Evidence
A. The Essential Question(s) is clearly posted and visible to all students. B. The teacher refers to the Essential Question(s) during lessons. C. The teacher includes the Essential Question(s) in formative and/or summative assessments.	A. Students are able to explain/demonstrate understanding of Essential Question(s). B. Students reference Essential Question(s) during the lesson. C. Students connect Essential Question(s) to the lesson. D. Students demonstrate real-world applications related to the Essential Question(s).

Exceeds (4)	Meets (3)	Partially Meets (2)	Does Not Meet (1)	Not Applicable
Students independently explain how their current activities relate to the Essential Question and make real-world applications.	Students explain how their current activities relate to the Essential Question.	Teacher aligns, posts, and references Essential Questions.	The teacher does not align, post, and reference Essential Questions.	

Domain 3 - Instructional Strategies

Element 3 -   Students are able to explain the learning objectives and outcomes.

Teacher Evidence	Student Evidence
A. Teacher communicates the learning objectives and outcomes clearly, concisely, and consistently. B. Learning objectives are posted (SWBAT). C. Teacher references the learning objectives directly to student activities, classwork, formative assessments and real-world applications. D. Teacher models, gives examples, and provides practice of expectations. E. Teacher involves students in summarizing lesson highlights.	A. Students can clearly state what they are expected to know and be able to do. B. Student performance on learning activities and assessments reflects an understanding of learning objectives and application to the real-world.

Exceeds (4)	Meets (3)	Partially Meets (2)	Does Not Meet (1)	Not Applicable
Students independently explain how their current activities relate to the learning objectives and make real-world applications.	Students clearly state what they are expected to know and be able to do as it relates to the learning objective.	Teacher aligns, posts, and references learning objectives.	Teacher does not align, post, and reference learning objectives.	

Domain 3 - Instructional Strategies

Element 4 - Students are able to explain the connection between what they are learning and the real world.

Teacher Evidence	Student Evidence
A. Teacher seamlessly makes real world connections related to the learning objectives. B. Teacher uses real world examples during instruction. C. Instructional tasks and authentic assessments include real world applications.	A. Students are able to explain or demonstrate how real world applications offered during instruction relate to the learning objectives. B. Students make personal real world connections and relate them to the learning objectives. C. Students can explain how knowledge or skills learned in one content area can be transferred to another. D. Students engage in an authentic assessment or performance task related to a real world situation or real world problem.

Exceeds (4)	Meets (3)	Partially Meets (2)	Does Not Meet (1)	Not Applicable
Students independently connect learning objectives to real world application, and extend to include other subjects.	Students connect learning objectives to real world applications.	Teacher connects learning objectives to real world applications.	Teacher does not connect learning objectives to the real world.	

Domain 3 - Instructional Strategies

Element 5 -   Students are intellectually engaged in rigorous content, through well-designed learning tasks.

Teacher Evidence	Student Evidence
A. Learning tasks include discussion, problem-solving, making connections, identifying patterns, and or testing hypotheses. B. The lesson provides opportunities for cooperative learning. C. The lesson is structured with a beginning, middle and end. D. The lesson balances activities and assignments created in a way to maximize student achievement. E. Learning tasks offer student choice. F. Learning tasks include reflection and or self-assessment. G. Teacher presents content through a variety of modalities (kinesthetic, visual, and auditory, etc.)	A. Students use a variety of instructional tools and activities. B. Students ask content related questions that deepen their knowledge or understanding. C. Students assist their classmates with the understanding of the content. D. Students persist even when tasks are challenging. E. Students engage in discussion about complex content. F. Students have the flexibility to generate ideas and make choices to demonstrate their learning.

Exceeds (4)	Meets (3)	Partially Meets (2)	Does Not Meet (1)	Not Applicable
Students are independently engaged in rigorous content, through well-designed learning tasks and make real world connections.	Students are intellectually engaged in rigorous content through well-designed learning tasks.	Teacher provides learning tasks that result in limited student engagement.	Teacher does not intellectually engage students through well-designed learning tasks.	

Domain 3 - Instructional Strategies

Element 6 -   The teacher utilizes a variety of questioning techniques designed to promote depth of knowledge and understanding.

Teacher Evidence	Student Evidence
A. Teacher uses mix of higher/lower questioning. B. Questions are purposeful and aligned with lesson objectives. C. Use of appropriate wait time. D. Asks higher and lower cognitive questions (oral and written) that align with all four levels of DoK (Webb's Depth of Knowledge) E. Teacher builds on and uses student responses. F. Questioning techniques are designed to ensure wide participation of students (e.g., turn and talk, small group discussion, think-pair-share).	A. Students actively respond and participating during the think/wait time. B. Students make connections between new knowledge and what has been taught. C. Students ask meaningful questions that pertain to the lesson being taught. D. Students lead discussion.

Exceeds (4)	Meets (3)	Partially Meets (2)	Does Not Meet (1)	Not Applicable
Students ask meaningful questions and lead discussions that make connections between what is being taught and the real world.	Teacher utilizes a variety of questioning techniques designed to promote depth of knowledge and understanding.	Teacher utilizes questioning techniques that limit depth of knowledge or understanding.	Teacher does not utilize a variety of questioning techniques to promote depth of knowledge and understanding.	

Domain 3 - Instructional Strategies

Element 7 - Students are able to extend the content and explain concepts to their peers.

Teacher Evidence	Student Evidence
A. Teacher serves as the facilitator for small group, large group and peer to peer discussion. B. Teacher varies tasks to create opportunities for students to learn from each other. C. Teacher asks students to explain and apply their knowledge of concepts to new situations. D. Teacher purposefully places students in groups to explain concepts to each other. E. Teacher provides a rubric for students to demonstrate their knowledge of concepts and depth of understanding.	A. Students invite comments from their classmates during discussion and challenge one another's thinking. B. Student groups are actively discussing content by asking and answering questions about the concepts learned. C. Students use prior knowledge and make personal connections to the content. D. Students demonstrate their knowledge of concepts and depth of understanding.

Exceeds (4)	Meets (3)	Partially Meets (2)	Does Not Meet (1)	Not Applicable
Students are able to extend the content and demonstrate real world connections to their peers.	Students are able to extend the content and explain concepts to their peers.	Teacher provides students with opportunities to extend the content but there is little to no interaction among peers.	Teacher does not provide students the opportunity to extend the content or explain it to their peers.	

Domain 3 - Instructional Strategies

Element 8 -   Students use academic vocabulary through opportunities provided by the teacher.

Teacher Evidence	Student Evidence
A. Teacher holds students accountable for using academic vocabulary. B. Academic vocabulary is introduced, utilized and referenced throughout the unit to create a word rich environment. C. Teacher provides opportunities for students to engage in deep understanding of academic vocabulary across the curriculum.	A. Students connect academic vocabulary to prior knowledge. B. Students use academic vocabulary across the curriculum using various strategies. C. In discussions and writing, students use academic vocabulary appropriately.

Exceeds (4)	Meets (3)	Partially Meets (2)	Does Not Meet (1)	Not Applicable
Students use and extend academic vocabulary appropriately in classroom discussions and activities to demonstrate real world connections.	Students use academic vocabulary appropriately in classroom discussions and activities.	Teacher provides students opportunities to use academic vocabulary.	Teacher does not provide students opportunity to use or extend academic vocabulary.	

Domain 3 - Instructional Strategies

D3.E9 The teacher uses differentiated instructional strategies that meet the varied and specific needs of all students, which may include accommodations found in an individual student's support plan (SSP).

Teacher Evidence	Student Evidence
A. Instruction is differentiated using a variety of forms. B. Homework aligns with the specific needs of students. C. Learning activities engage multiple modalities (visual, auditory and kinesthetic, etc). D. Teacher incorporates flexible learning groups aligned to learning goals and student needs. E. Tiered activities support the academic readiness of a full range of learners. F. Different strategies are offered to students to demonstrate their learning.	A. Students engage in a variety of learning tasks. B. Students identify when they need additional support and know how to access this support. C. Students use the classroom environment and resources to meet their learning styles. D. Students complete differentiated assignments that align with their learning style and/or academic readiness. E. When appropriate, students have a choice in how to demonstrate their learning.

Exceeds (4)	Meets (3)	Partially Meets (2)	Does Not Meet (1)	Not Applicable
Students are aware of their varied and specific needs and use classroom resources to demonstrate the learning goals.	Teacher uses differentiated instructional strategies that meet the varied and specific needs of all students.	Teacher uses differentiated instructional strategies but only meets the varied and specific needs of some students.	Teacher does not use differentiated instructional strategies.	

Domain 3 - Instructional Strategies

Element 10 - Students are motivated to think innovatively in their use of available and appropriate technology resources for research, exploring real-world issues, and solving authentic problems.

Teacher Evidence	Student Evidence
A. The teacher exposes students to innovative uses of a variety of appropriate technological tools. B. The teacher encourages appropriate student choice that is aligned to the learning goal. C. The teacher is using technology to make real world connections beyond the curriculum. (Resource list is posted on dosp.org, http://dosp.org/schoolsadmin/resource-list/) D. The teacher collaborates with colleagues to vertically align technology skills for continued skill reinforcement and transfer of knowledge. E. The teacher collaborates with colleagues to develop lessons with interdisciplinary and seamless components. F. The teacher incorporates digital tools as a means to increase student achievement, going beyond the technology for skill practice, word documents, and games.	A. Students are using digital tools and resources to complete a variety of tasks that require a number of cognitive skills to complete. B. Student tasks require students to make multiple strategic and procedural decisions as they are presented with new information throughout the course of the event. C. Students collaborate with various groups. D. Students are seamlessly using digital tools and/or environmental resources for information queries, creative problem-solving, student reflection, and/or product development.

Exceeds (4)	Meets (3)	Partially Meets (2)	Does Not Meet (1)	Not Applicable
Students teach others to use available technology resources innovatively for authentic problem solving to explore real world connections beyond the curriculum.	Students are motivated to think innovatively in their use of available technology resources for research, exploring real world issues, and solving authentic problems.	Teacher's use of available technology resources is inconsistent and/or not used for research, exploring real world issues, and authentic problems.	Teacher does not make technology resources available to students.	

Domain 3 - Instructional Strategies

Element 11 - Formative assessments, aligned to learning goals, are used to guide instruction.

Teacher Evidence	Student Evidence
A. Teacher adjusts the lesson delivery and plans for re-teaching and re-engagement based on the results of the formative assessment(s). B. Teacher pauses to check for student understanding. C. Teacher uses a variety of formative assessments to check students' understanding. D. Teacher monitors student responses during formative assessments (e.g., observational notes, class roster, checklist). E. Teacher guide students through reflective formative assessments. F. Teacher guides students through alternate methods of learning and practice.	A. Students use their formative assessment performance to structure their studies and identify areas of weakness. B. Students self-assess their progress towards the learning goals. C. Students complete various types of formative assessments throughout the lesson.

Exceeds (4)	Meets (3)	Partially Meets (2)	Does Not Meet (1)	Not Applicable
Students have an opportunity to engage in self-assessment aligned to learning goals to guide instruction.	Formative assessments, aligned to learning goals, are used to guide instruction.	Teacher does not use formative assessments aligned to learning goals to guide instruction.	Teacher does not use formative assessments aligned to learning goals.	

Domain 3 - Instructional Strategies

Element 12 - Students consistently receive specific academic feedback that aligns to learning goals and impacts student achievement.

Teacher Evidence	Student Evidence
A. Students receive constructive feedback in time to help them grow from formative to summative. B. When students respond to questions, the teacher addresses the academic content of the student response, not just the student effort (i.e., avoiding vague praise such as "Good job" or "Nice try" without more detailed feedback). C. Immediate feedback directed to student during all learning activities. D. Feedback should be tied to student achievement and areas for improvement. E. Rubrics are provided prior to the learning task.	A. Students collaborate with teacher and/or peers to share an understanding of their current learning status and what is needed to move forward in learning. B. Students revise or elaborate on their answers based on specific academic feedback from teachers. C. Students self-correct based on prior feedback from the teacher in a lesson. D. After receiving teacher feedback, students give one another accurate academic feedback during learning tasks. E. Students read and interpret a rubric before and after the assignment is completed.

Exceeds (4)	Meets (3)	Partially Meets (2)	Does Not Meet (1)	Not Applicable
Students demonstrate their understanding of specific academic feedback given to them and are able to provide that feedback to other students.	Students consistently receive specific academic feedback that aligns to learning goals and impacts student achievement.	Teacher provides some feedback but it doesn't necessarily align with specific learning goals.	Teacher does not provide specific academic feedback and the feedback does not align to learning goals.	

Domain 4 – Professional Practices and Responsibilities

Element 1 - The teacher consistently supports and contributes to the mission of the school.

Teacher Evidence
A. The mission statement is posted and used as a reference. B. The teacher models Christ-like behaviors. C. The teacher speaks and acts in a manner that promotes trust, acceptance, and cooperation. D. The teacher engages in service projects with students. E. The teacher begins all classes with prayer. F. The teacher/student relationship reflects the school's mission statement and expectations. G. The teacher actively sets examples about social justice awareness. H. The teacher attends and participates in faith activities: such as Mass, prayer services, rosary, faculty prayer, adoration, retreats, etc. I. The teacher initiates, creates and/or leads opportunities for the school community to support the mission.

Exemplary (4)	Proficient (3)	Developing (2)	Requires Action (1)
The teacher initiates, creates and/or leads opportunities for the school community to support the mission.	The teacher consistently supports and contributes to the mission of the school.	The teacher occasionally supports and/or contributes to the mission of the school.	The teacher neither supports nor contributes to the mission of the school.

Domain 4 – Professional Practices and Responsibilities

Element 2 - The teacher consistently supports and implements all diocesan and school policies.

Teacher Evidence
A. The teacher exercises good stewardship of school resources and property. B. The teacher promotes good stewardship of school resources and property within the school community. C. The teacher enforces discipline fairly and consistently in accordance with diocesan and school policies. D. The teacher implements all diocesan policies in a supportive manner. E. The teacher implements all school policies in a supportive manner. F. The teacher assists others in supporting and implementing diocesan and school policies.

Exemplary (4)	Proficient (3)	Developing (2)	Requires Action (1)
The teacher initiates, creates and/or leads ideas for improving school and/or diocesan policies.	The teacher consistently supports and implements all diocesan and school policies and practices.	The teacher occasionally supports the diocesan and school policies and practices.	The teacher does not support and does not implement diocesan and school policies and practices.

Domain 4 – Professional Practices and Responsibilities

Element 3 - The teacher consistently engages in opportunities to grow professionally that are aligned with individual, school, and diocesan professional development plans.

Teacher Evidence
A. The teacher is engaged during faculty meetings and school-based professional development activities.
B. The teacher completes formal continuing education to obtain and maintain appropriate diocesan/state/county certifications that align with the school's and individual's professional development plans.
C. The teacher engages in a variety of formal and informal professional development activities that include and extend beyond professional reading and/or attending courses/workshops.
D. The teacher seeks feedback about performance regularly from evaluators, colleagues, peers, and/or students/parents, adjusting one's practice as necessary.
E. The teacher engages in continuous reflections and adjusts one's practice as a result of self-evaluation.
F. The teacher collaborates with colleagues and administration to help meet the school's professional development goals.
G. The teacher collaborates with colleagues to achieve both vertical and horizontal alignment of curriculum and standards.
H. The teacher uses student data to create, monitor, and update individual professional development plan.

Exemplary (4)	Proficient (3)	Developing (2)	Requires Action (1)
The teacher initiates, creates and/or leads opportunities aligned with individual, school, and diocesan professional development plans.	The teacher consistently engages in opportunities aligned with individual, school, and diocesan professional development plans.	The teacher occasionally participates in opportunities aligned with individual, school, and diocesan professional development plans.	The teacher does not participate in opportunities aligned with individual, school, and diocesan professional development plans.

Domain 4 – Professional Practices and Responsibilities

Element 4 - The teacher maintains positive, productive, and professional relationships with all faculty and staff members.

Teacher Evidence
A. The teacher speaks and acts in a manner that promotes trust, acceptance, and cooperation in accordance with Gospel values (i.e. avoid participating in gossip or negative conversations about students, parents, or faculty and staff members).
B. The teacher collaborates professionally with colleagues to build and maintain high academic and spiritual standards for the school community.
C. The teacher promotes good will towards all.
D. The teacher has a positive attitude towards all.
E. The teacher contributes to and participates in a learning community that supports and respects fellow educators to improve practice.
F. The teacher provides productive support to new teachers and others needing additional assistance.
G. The teacher attends fellowship opportunities organized both within and outside the school community.
H. The teacher communicates with all faculty and staff members in a professional manner.
I. The teacher uses discretion in handling difficult or problematic situations.

Exemplary (4)	Proficient (3)	Developing (2)	Requires Action (1)
The teacher initiates and/or creates opportunities to both maintain and enhance positive, productive, and professional relationships with all faculty and staff members.	The teacher consistently maintains positive, productive, and professional relationships with all faculty and staff members.	The teacher occasionally maintains positive, productive, and professional relationships with all faculty and staff members.	The teacher does not maintain positive, productive, and professional relationships with all faculty and staff members.

Domain 4 – Professional Practices and Responsibilities

Element 5 - The teacher maintains positive, productive, and professional relationships with all parents/legal guardians.

Teacher Evidence
A. The teacher speaks and acts in a manner that promotes trust, acceptance, and cooperation in accordance with Gospel values (i.e. avoid participating in gossip or negative conversations about parents, students, or faculty and staff members).
B. The teacher involves parents in the educational process, respecting their role as primary educators.
C. The teacher responds in a professional and sensitive way to parent communication according to school policy.
D. The teacher always acts in a professional manner in situations where one will be identified with the school (i.e. social media, public venues).
E. The teacher communicates class/course information using a syllabus, website, student information system, or newsletter according to school policy.
F. The teacher communicates both positive reports and areas of concern to parents according to school policy.
G. The teacher maintains and updates the gradebook according to school policy.
H. The teacher actively participates during required school-sponsored activities.
I. The teacher attends voluntary school/parish activities.
J. The teacher communicates with parents/legal guardians in a professional manner.
K. The teacher uses discretion in handling difficult or problematic situations.

Exemplary (4)	Proficient (3)	Developing (2)	Requires Action (1)
The teacher initiates and/or creates positive, productive, and professional relationships with all parents/legal guardians.	The teacher consistently maintains positive, productive, and professional relationships with all parents/legal guardians.	The teacher occasionally maintains positive, productive, and professional, relationships with all parents/legal guardians.	The teacher does not maintain positive, productive, and professional relationships with all parents/legal guardians.

Domain 4 – Professional Practices and Responsibilities

Element 6 - The teacher maintains positive, productive, and professional relationships with all students.

Teacher Evidence
A. The teacher speaks and acts in a manner that promotes trust, acceptance, and cooperation in accordance with Gospel values (i.e. avoid participating in gossip or negative conversations about students, parents, or faculty and staff members).
B. The teacher interacts with students in a professional manner that maintains appropriate boundaries.
C. The teacher makes an effort to know students as individuals (i.e. recognition, knowing names, interests, etc).
D. The teacher addresses student concerns in a professional and sensitive way.
E. The teacher responds to student communication according to school policy.
F. The teacher maintains and updates the gradebook according to school policy.
G. The teacher communicates class/course information using a syllabus, website, student information system, or newsletter according to school policy.
H. The teacher always acts in a professional manner in situations where one will be identified with the school (i.e. social media, public venues).
I. The teacher is visible and appropriately engaged with students during the school day and/or at school/parish activities.
J. The teacher communicates with students in a professional manner.
K. The teacher uses discretion in handling difficult or problematic situations.

Exemplary (4)	Proficient (3)	Developing (2)	Requires Action (1)
The teacher initiates and/or creates positive, productive, and professional relationships with all students.	The teacher consistently maintains positive, productive, and professional relationships with all students.	The teacher occasionally maintains positive, productive, and professional, relationships with all students.	The teacher does not maintain positive, productive, and professional relationships with all students.