Instructional Methods and Practices

Lesson Segments Involving Routine Events

Communicating Learning Goals and Providing Feedback

1. Objectives, goals, rubrics, evaluation criteria, and grade standards are communicated to students in advance
2. Student progress is tracked and communicated regularly
3. Success is acknowledged and celebrated

Establishing Effective Classroom Rules and Procedures

4. Routines are established, communicated, and reinforced
5. Physical organization of room is conducive to student learning

Lesson Segments Addressing Content

Vital Encounters with New Knowledge

6. Identifies crucial and foundational information
7. Provides previews of "new" content
8. Breaks new content into digestible bites
9. Helps process new information
10. Elaborates upon new information
11. Provides a framework for students to record and organize developing knowledge and understanding
12. Creates opportunities for students to reflect on learning

Opportunities for Practicing and Deepening Knowledge

13. Previous learning is reviewed
14. Activities and exercises are given to apply and practice learning
15. Students are asked to make comparisons (Similarities and Differences)
16. Errors in reasoning are identified and examined
17. Students are expected to and given opportunities to revise knowledge

Cognitively Complex Tasks

18. Tasks are organized to focus primarily on higher order thinking
19. Students are asked to generate hypotheses and to test them for validity
20. Resources and guidance are give to students to help them solve problems independently

Lesson Segments Enacted On the Spot

Student Engagement

21. Notices when students are not engaged
22. Uses academic games and activities that keep students active
23. Manages response rates
24. Has students move regularly
25. Maintains a lively pace
26. Demonstrates personal investment in the subject through intensity and enthusiasm
27. Uses friendly controversy and conversation
28. Provides opportunities for students to talk about themselves
29. Provides relevant tangents as well as unusual or intriguing information

Fair and Consistent Application of Rules and Procedures

30. Demonstrates awareness and "withitness"
31. Consequences are fair and consistent for lack of adherence to rules and procedures
32. Adherence to rules and procedures is acknowledged

Positive Teacher/Student Relationships

33. Strives to understand student interests and background
34. Uses verbal and nonverbal behavior that communicates affection and fondness
35. Gives individual students attention at "neutral" times
36. Displays objectivity and self-control

High Expectations of All Students

37. Demonstrates value and respect for low expectancy students (cognitive and behavioral)
38. Asks questions of low expectancy students
39. Probes incorrect answers with low expectancy students

Curriculum and Instructional Planning

Organization of Units and Lessons Focused on Student Growth
40. Units, lessons, and assessments are clearly connected to larger ideas, concepts, and questions of discipline
41. Units, lessons, and assessments are built around clearly articulated objectives that identify skills and knowledge that students will demonstrate as an outcome
42. Formative and summative assessments are well-designed and document student growth

Lessons Connect with Previous Learning
43. Information within lessons is scaffolded

Content Standards and Marist Academic Culture are Used in Planning
44. Lessons and units reflect knowledge of established and current content standards and Marist's Academic Culture

Use of Available Resources
45. Students are expected to use and encounter school and department resources
46. Technology is used intentionally by teacher and students to improve teaching and learning
47. Technology is used in the service of higher order thinking and tasks

Accounting for the Needs of Diverse Learners
48. English language learners, international students, and students with accommodations are able to access content and learn as a result of thoughtful planning

Accounting for the Developmental Needs of Adolescents
49. Content and activities reflect an understanding of the cognitive, emotional, and psychological needs and development of adolescents

Growth and Improvement

Identifying Areas of Pedagogical Strength and Weakness
50. Able to identify ares of strength and weakness
51. Reflects upon and discusses teaching with colleagues

Evaluating the Effectiveness of Individual Units and Lessons
52. Solicits and considers student feedback
53. Reflects on data from formative and summative assessments to make changes to curriculum

Evaluating the Effectiveness of Specific Pedagogical Practices
54. Solicits and considers student feedback
55. Reflects on data from formative and summative assessments to make changes to practices

Developing and Monitoring a Written Growth Plan
56. Develops a written plan that targets specific areas for improvement
57. Revisits, discusses and documents growth and improvement

Expanding and Growing in Content and Practitioner Knowledge
58. Seeks opportunities to learn and grow
59. Engages in conversation with others regarding teaching and learning
60. Stays current on educational and disciplinary standards and research

Professional Responsibilities

Building Relationships and Collaborating with Colleagues
61. Contributes to an atmosphere of respect and collegiality
62. Solicits help and mentorship in areas for growth or of interest
63. Offers mentorship and guidance to others seeking help

Building Relationships with Parents and Students
64. Communicates and interacts with parents and students in a manner that is timely, respectful, and appropriate

Following School and Archdiocese Policies, Rules, and Guidelines
65. Understands and follows policies, rules and guidelines
66. Questions or concerns are expressed in a respectful manner to the appropriate person

Investing in School and Department Initiatives
67. Aware and supportive of school and department initiatives
68. Participates and contributes in accordance with skills and availability

Presence in Campus Life Beyond Assigned Duties
69. Is visible and known in the community beyond the role of classroom teacher
70. Provides support to school, programs and students outside of classroom duties

Community of Faith

Mission and Charism
71. Familiar with and supportive of school mission and charism
72. All professional activities (in accordance with duties) reflect one or more elements of both the Marist mission and the Marist charism

Gospel Values and Actions
73. All interactions and practices, on campus and off, reflect the Gospel values of faith, service, courage, justice, hope, love, reconciliation, and community

Participation and Witness
74. Engages as a participant in school spiritual practices including Mass and prayer
75. Volunteers for student religious activities such as retreats and service projects
76. Witnesses to a personal life of faith as appropriate to duties and responsibilities

Philosophical Orientation
77. Interacts respectfully with students, parents, and colleagues based on a recognition of God's image in each person
78. Demonstrates consistent and unique care for each student
79. Understands how Christian faith is the foundation for education in the Catholic school context
80. Promotes service, charity, and leadership among students as appropriate for academic discipline