

Instructional Methods and Practices

Feedback

Communicating Clear Learning Goals

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

Using Assessments

4. Informal assessments of the entire class are used
5. Formal assessments of individual students are used

Content

Vital Encounters with New Knowledge

6. Breaks new content into digestible bites (chunking)
7. Helps process new information
8. Provides a framework for students to record and organize developing knowledge and understanding

Practicing and Deepening Knowledge

9. Previous learning is reviewed
10. Activities and exercises are given to apply and practice learning
11. Students are asked to make comparisons (Similarities and Differences)
12. Errors in reasoning are identified and examined

Knowledge Application

13. Engaging students in cognitively complex tasks (focus primarily on higher order thinking)
14. Resources and guidance given to solve problems independently
15. Student generate and defend claims

Strategies Used in All Lessons

16. Previewing strategies
17. Highlighting critical information
18. Reviewing content and previous learning
19. Revising knowledge
20. Reflecting on learning
21. Assigning purposeful homework
22. Elaborating on information
23. Organizing students to interact

Context

Student Engagement

24. Notices and reacts when students are not engaged
25. High response rates
26. Physical movement occurs at regular intervals
27. Maintains a lively pace
28. Demonstrates personal investment in the subject through intensity and enthusiasm
29. Uses friendly controversy and conversation
30. Uses academic games and activities
31. Provides opportunities for students to talk about themselves and make content personal and relevant
32. Provides relevant tangents as well as unusual or intriguing information
33. Motivates and inspires

Implementation of Rules and Routines

34. Rules and routines are established, communicated, and reinforced
35. Physical organization of room is conducive to student learning
36. Demonstrates awareness and "withitness"
37. Timely and effective attention is given to adherence and non-adherence to rules and routines

Positive Teacher/Student Relationships

38. Strives to understand student interests and background
39. Uses positive verbal and nonverbal behavior that students recognize as caring
40. Gives individual students attention at "neutral" times
41. Displays objectivity and self-control

High Expectations of All Students (incl. reluctant or challenging learners)

42. Words and actions communicate value and respect
43. Asks in-depth questions
44. Probes incorrect answers

Curriculum and Instructional Planning

Organization of Units and Lessons Focused on Student Growth

- 45. Units, lessons, and assessments are clearly connected to larger ideas, concepts, and questions of discipline
- 46. Units, lessons, and assessments are built around clearly articulated objectives that identify skills and knowledge that students will demonstrate as an outcome
- 47. Formative and summative assessments are well-designed and document student growth

Lessons Connect with Previous Learning

- 48. Information within lessons is scaffolded

Content Standards and Marist Academic Culture are Used in Planning

- 49. Lessons and units reflect knowledge of established and current content standards and Marist's Academic Culture

Use of Available Resources

- 50. Students are expected to use and encounter school and department resources
- 51. Technology is used intentionally by teacher and students to improve teaching and learning
- 52. Technology is used in the service of higher order thinking and tasks

Accounting for the Needs of Diverse Learners

- 53. 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

- 54. 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

- 55. Able to identify areas of strength and weakness
- 56. Reflects upon and discusses teaching with colleagues

Evaluating the Effectiveness of Individual Units and Lessons

- 57. Solicits and considers student feedback
- 58. Reflects on data from formative and summative assessments to make changes to curriculum

Evaluating the Effectiveness of Specific Pedagogical Practices

- 59. Solicits and considers student feedback
- 60. Reflects on data from formative and summative assessments to make changes to practices

Developing and Monitoring a Written Growth Plan

- 61. Develops a written plan that targets specific areas for improvement
- 62. Revisits, discusses and documents growth and improvement

Expanding and Growing in Content and Practitioner Knowledge

- 63. Seeks opportunities to learn and grow
- 64. Engages in conversation with others regarding teaching and learning
- 65. Stays current on educational and disciplinary standards and research

Professional Responsibilities

Building Relationships and Collaborating with Colleagues

- 66. Contributes to an atmosphere of respect and collegiality
- 67. Solicits help and mentorship in areas for growth or of interest
- 68. Offers mentorship and guidance to others seeking help

Building Relationships with Parents and Students

- 69. Communicates and interacts with parents and students in a manner that is timely, respectful, and appropriate

Following School and Archdiocese Policies, Rules, and Guidelines

- 70. Understands and follows policies, rules and guidelines
- 71. Questions or concerns are expressed in a respectful manner to the appropriate person

Investing in School and Department Initiatives

- 72. Aware and supportive of school and department initiatives
- 73. Participates and contributes in accordance with skills and availability

Presence in Campus Life Beyond Assigned Duties

- 74. Is visible and known in the community beyond the role of classroom teacher
- 75. Provides support to school, programs and students outside of classroom duties

Community of Faith

Mission and Charism

- 76. Familiar with and supportive of school mission and charism
- 77. 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

- 78. 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

- 79. Engages as a participant in school spiritual practices including Mass and prayer
- 80. Volunteers for student religious activities such as retreats and service projects
- 81. Witnesses to a personal life of faith as appropriate to duties and responsibilities

Philosophical Orientation

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