

Archdiocese of Seattle Catholic Identity Rubric for Teachers

Catholic Identity				
	Unsatisfactory	Basic	Proficient	Distinguished
CI 1	Prayer and Student Faith Formation			
	There is limited classroom prayer or faith formation.	The teacher engages the class in some prayer and faith formation experiences.	The teacher engages the class in a variety of prayer and faith formation experiences throughout the school day.	The teacher engages the entire class in a variety of prayer and faith formation experiences throughout the school day and creates a model classroom faith community.
	Possible teacher observables: <ul style="list-style-type: none"> Prayer is not observed at any point during the teacher's instruction When a student asks a question regarding the faith, the teacher dismisses the question 	Possible teacher observables: <ul style="list-style-type: none"> The teacher engages students in the same type of prayer with little variety Liturgical seasons are not addressed in the prayer life of the classroom 	Possible teacher observables: <ul style="list-style-type: none"> Different prayer modalities are used, including personal prayer and shared prayer with others Students play an active role in class prayer Students occasionally ask questions about their faith in the teacher's classes Liturgical seasons are incorporated into classroom prayer and environment 	Possible teacher observables: <ul style="list-style-type: none"> Different prayer modalities are used regularly, including personal prayer and shared prayer with others Students bring forth their own intentions and petitions and initiate class prayer The teacher actively engages in school liturgies Students regularly ask questions about their faith in the teacher's classes Liturgical seasons are incorporated into classroom prayer and environment The teacher provides resources to extend faith formation at home
CI 2	Catechist Certification and Personal Faith Formation			
	The teacher does not adhere to the Archdiocesan catechist certification and renewal requirements.	The teacher adheres to the Archdiocesan catechist certification and renewal requirements.	The teacher shares his/her personal faith journey and adheres to the Archdiocesan catechist certification and renewal requirements.	The teacher openly shares his/her personal faith journey, actively takes a leadership role in the faith formation of the school community, and adheres to the Archdiocesan catechist certification and renewal requirements.
	Possible teacher observables: <ul style="list-style-type: none"> The teacher skips faculty meetings in which the staff participates in catechetical certification training, or does not complete the required assignments 	Possible teacher observables: <ul style="list-style-type: none"> The teacher attends/completes all required staff catechetical certification training 	Possible teacher observables: <ul style="list-style-type: none"> The teacher completes all required catechetical certification training The teacher shares his/her own faith with other members of the school community The teacher willingly leads staff or parent faith formation when asked to do so 	Possible teacher observables: <ul style="list-style-type: none"> The teacher volunteers to lead staff or parent faith formation The teacher organizes a special prayer or act of ministry in response to a community crisis, tragedy, or celebration The teacher attends significant non-school parish liturgies such as First Communion The teacher completes all required catechetical certification training The teacher actively shares his/her own faith with various members of the school community

CI 3	Service and Missionary Discipleship			
	The teacher does not participate in school service/ missionary discipleship opportunities.	The teacher participates in school service/ missionary discipleship opportunities.	The teacher participates in school service/ missionary discipleship opportunities and integrates Catholic Social Teaching into classroom reflections on service opportunities.	The teacher actively participates in school service/ missionary discipleship opportunities, fully integrates Catholic Social Teaching into classroom reflections on service opportunities, and provides additional service learning for his/her students beyond school-organized service.
	<p>Possible teacher observables:</p> <ul style="list-style-type: none"> The teacher skips school service events or is visibly disengaged during a service event (ie checking email, reading something else, grading papers). 	<p>Possible teacher observables:</p> <ul style="list-style-type: none"> The teacher attends school service opportunities The teacher participates in service with the students 	<p>Possible teacher observables:</p> <ul style="list-style-type: none"> The teacher attends service events and actively participates in service with students The teacher prepares students for a service event through classroom instruction and leads students through a guided reflection after the event The teacher often references Catholic Social Teaching in classroom instruction 	<p>Possible teacher observables:</p> <ul style="list-style-type: none"> The teacher attends service events and actively participates in service with students The teacher prepares students for a service event through classroom instruction and leads students through a guided reflection after the event The teacher regularly and intentionally references Catholic Social Teaching in classroom instruction The teacher organizes a service project for his/her classroom and links the project to a classroom topic or unit of study
CI 4	Signs and Sacramentals			
	Religious signs, sacramentals, traditions, and rituals of the Roman Catholic Church are not evident in the teacher's classroom/instruction.	Religious signs, sacramentals, traditions, and rituals of the Roman Catholic Church are evident in the teacher's classroom and sometimes incorporated into classroom instruction.	The teacher often integrates religious signs, sacramentals, traditions, and rituals of the Roman Catholic Church into classroom life.	The teacher regularly integrates religious signs, sacramentals, traditions, and rituals of the Roman Catholic Church into classroom life and uses them to appropriately reflect changes in classroom life and the liturgical seasons.
	<p>Possible teacher observables:</p> <ul style="list-style-type: none"> There are no religious signs, sacramentals, traditions, or rituals present in the teacher's classroom. 	<p>Possible teacher observables:</p> <ul style="list-style-type: none"> Simple sacramentals such as a crucifix are present in the teacher's classroom, but the teacher does not reference the sacramentals during prayer or as opportunities arise The teacher does not decorate the classroom with signs and sacramentals beyond those already provided 	<p>Possible teacher observables:</p> <ul style="list-style-type: none"> A prayer table is present and students use the prayer table as a sacred space The teacher references signs and sacramentals as part of classroom instruction and prayer The teacher updates signs and sacramentals regularly to correspond to the liturgical seasons The teacher appropriately uses religious signs, sacramentals, traditions, and rituals to address classroom hardships and celebrations 	<p>Possible teacher observables:</p> <ul style="list-style-type: none"> A prayer table is present and students use the prayer table as a sacred space The teacher references signs and sacramentals as part of classroom instruction and prayer The teacher updates signs and sacramentals regularly to correspond to the liturgical seasons The teacher appropriately uses religious signs, sacramentals, traditions, and rituals to address classroom hardships and celebrations

CI 5 Evangelization, Mission, and Philosophy			
It is not evident that the teacher is actively engaged in bringing the school's mission and philosophy and the Good News of Jesus into the total educational experience.	The teacher brings the school's mission and philosophy and the Good News of Jesus into the educational experience.	The teacher is committed to the mission and philosophy of the school and actively engaged in bringing the Good News of Jesus into the total educational experience and there is a vibrant classroom faith environment.	The teacher is strongly committed to the mission and philosophy of the school and actively engaged in bringing the Good News of Jesus into the total educational experience, which includes a vibrant classroom faith environment, parent partnership, and the greater community.
<p>Possible teacher observables:</p> <ul style="list-style-type: none"> • The teacher does not talk about our Catholic faith with students when opportunities arise • Catholic integration opportunities are never present in the teacher's lesson plans • The school's mission and philosophy are not posted in the teacher's classroom. • The teacher does not integrate discussion of the school's mission and philosophy into classroom discussion 	<p>Possible teacher observables:</p> <ul style="list-style-type: none"> • The teacher's lesson plans sometimes include opportunities to link other content areas to the Catholic faith • The teacher only facilitates conversations around faith when children pose faith-related questions • The school's mission and philosophy are posted in the teacher's classroom • The teacher rarely incorporates discussion of the school's mission and philosophy into classroom discussion 	<p>Possible teacher observables:</p> <ul style="list-style-type: none"> • The teacher's lesson plans often include opportunities to link other content areas to the Catholic faith • The teacher often facilitates classroom conversations around faith, linking our Catholic faith to several content areas • The school's mission and philosophy are posted in the teacher's classroom • The teacher often integrates discussion of the school's mission and philosophy into classroom discussion in several content areas 	<p>Possible teacher observables:</p> <ul style="list-style-type: none"> • The teacher's lesson plans regularly include opportunities to link other content areas to the Catholic faith • The teacher regularly facilitates classroom conversations around faith, linking our Catholic faith to several content areas • The teacher provides resources for families to develop their faith life at home via class newsletters, email suggestions, etc. • The school's mission and philosophy are posted in the teacher's classroom • The teacher regularly integrates discussion of the school's mission and philosophy into classroom discussion in several content areas

