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***Professional Teacher Evaluation***

**Name: Date of Review:**

**Title: Grade/Subject Area:**

**Supervisor:**

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| **Section** | **Focus** | **Person(s) Responsible** | **Time Frame** | **Actual Date** |
| **Part I:** | Goal Setting | Supervisor/Teacher | *August-October* |  |
| **Part II:** | Teacher Mid-Year Self-Reflection | Teacher | *January & February* |  |
| **Part III:** | Evaluation by Supervisor | Supervisor | *February & March* |  |
| **Part IV:** | Review Meeting | Supervisor/Teacher | *Due by May 15th* |  |

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| **Criteria and Ranking System:** | |
| **Exceeds Expectations:**  Teacher is an expert in this area and actively serves as an example for others.  **This is an area where the teacher may be taking a leadership role with colleagues** | 4 |
| **Meets Expectations:**  Teacher fully aligns with institutional expectations in this area and has shown growth and/or potential for mastery. | 3 |
| **Working Towards/Emerging Expectations:**  Teacher is actively working towards meeting the expectation and/or is receiving support in obtaining these skills. | 2 |
| **Does Not Meet Expectations:**  Teacher does not meet expectations. in this area and growth should be addressed in a professional growth plan. | 1 |

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| **Part 1: Goal Setting**  Completed by the Teacher during the first or second month of the current academic year and reviewed by the supervisor.  (Consider best practices, Catholic Identity, school and/or diocesan goals). What are the teacher’s professional goals for this upcoming school year? These goals should align to school-wide objectives as well as personal (professional) goals. |
| **Goal 1:** |
| **Goal 2:** |

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| **Part 2: Teacher Professional Responsibilities Self-Inventory**  Completed by Teacher  *Submitted 24 hours in advance of the meeting* | |
| **Credential (State Teaching Certificate or License)** | **Date of Completion or Renewal:** |
| **Catechist Certification** | **Current through: N/A Level N/A (expected date of completion):N/A** |
| **Safe Environment** | **Current through:** |
| **Curriculum Maps Location:** | **<Provide digital link here>** |
| **Data Analysis Location:** | **<Provide digital link here>** |
| **Professional Development Goals:** | **<Provide digital link here>** |

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| **Educator Mid-Year Self-Reflection**  (Completed by the Teacher mid-year and prior to the Annual Evaluation Meeting) |
| **Reflection on Annual Goal Statement(s)**  Looking back at your Goals and Observations for the academic year, please comment on the areas of development that you have identified for yourself or that your supervisor has identified. How have you progressed in this area? [Max 300 words or 1 page] |
| **Reflection on Catholic Identity**  Over the course of the academic year, how effectively do you feel you have infused Catholic Identity of the school in your relationship with administrators, colleagues, parents, and students? [Max 300 words or 1 page] |
| **Reflection on Instructional Practices**  Reflecting upon the academic year, please explain aspects of instruction, planning, collaboration, and stewardship. that you consider to be personal highlights or accomplishments. [Max 300 words or 1 page] |
| **Reflection on Professional Development**  Are there professional development topics or instructional resources that you feel would have helped you this year to support your growth in instructional practices? Please explain. [Max 300 words or 1 page] |

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| **Part 3: Identified Areas of Professional Performance Aligned to the NSBECS**  (Completed by the Evaluator) | |
| **Domain 1: Mission and Catholic Identity** | **Rating** |
| NSBECS 2.1 Religious education curriculum and instruction meets the religious education requirements and standards of the (arch)diocese.    NSBECS 2.5 Faculty use the lenses of Scripture and the Catholic intellectual tradition in all subjects to help students think critically and ethically about the world around them.     1. *To what extent do the teacher’s lessons use the lens of Scripture and Catholic intellectual tradition to ensure that students think critically and ethically about the world around them?* | **N/A** |
| NSBECS 3.4 Every student experiences role models of faith and service for social justice among the administrators, faculty and staff.     1. *To what extent is the teacher a role model of faith and service for social justice?* | **N/A** |
| **Domain 2: Governance and Leadership** | **Rating** |
| NSBECS 6.4 The leader/leadership team establishes and supports networks of collaboration at all levels within the school community to advance excellence.     1. *To what extent does the teacher collaborate with other teams within the school community to advance excellence?* | **N/A** |
| NSBECS 6.5 The leader/leadership team directs the development and continuous improvement of curriculum and instruction, and utilizes school-wide data to plan for continued and sustained academic excellence and growth.     1. *To what extent does the teacher collaborate with his/her leadership to ensure their instructional goals use school-wide data to sustain academic excellence and growth?* | **N/A** |
| **Domain 3: Academic Excellence** | **Rating** |
| NSBECS 7.2 Standards are adopted across the curriculum, and include integration of the religious, spiritual, moral, and ethical dimensions of learning in all subjects.     1. *To what extent does the teacher use academic standards to align and integrate religious, spiritual, moral and ethical dimensions of learning?* | **N/A** |
| NSBECS 7.3 Curriculum and instruction for 21st century learning provide students with the knowledge, understanding and skills to become creative, reflective, literate, critical, and moral evaluators, problem solvers, decision makers, and socially responsible global citizens.     1. *To what extent does the teacher integrate the SLEs/ISOs throughout the learning experience/curriculum?* | **N/A** |
| NSBECS 7.4 Curriculum and instruction for 21st century learning prepares students to become expert users of technology, able to create, publish, and critique digital products that reflect their understanding of the content and their technological skills.     1. *To what extent does the teacher embrace 21st century learning standards to help students in technology and critical skills around digital citizenship?* | **N/A** |
| NSBECS 7.5 Classroom instruction is designed to intentionally address the affective dimensions of learning, such as intellectual and social dispositions, relationship building, and habits of mind.     1. *To what extent does the teacher integrate SEL (Social emotional learning) into their curriculum and daily instructional program?* | **N/A** |
| NSBECS 7.6 Classroom instruction is designed to engage and motivate all students, addressing the diverse needs and capabilities of each student, and accommodating students with special needs as fully as possible.     1. *To what extent does the teacher utilize differentiation and instructional methodologies that meet the needs of a wide spectrum of learners?* | **N/A** |
| NSBECS 7.9 Faculty and professional support staff demonstrate and continuously improve knowledge and skills necessary for effective instruction, cultural sensitivity, and modeling of Gospel values.     1. *To what extent does the teacher participate in professional development around equity and cultural competence from a Catholic lens?* | **N/A** |
| NSBECS 8.2 School-wide and aggregated student data are normed to appropriate populations and are shared with all stakeholders.     1. *To what extent does the teacher invite their students and parents to be a part of the conversation about individual students' academic goals and progress?* | **N/A** |
| NSBECS 8.3 Faculty use a variety of curriculum-based assessments aligned with learning outcomes and instructional practices to assess student learning, including formative, summative, authentic performance, and student self-assessment.     1. *To what extent does the teacher use various assessment techniques to assess student growth and needs?* | **N/A** |
| NSBECS 8.5 Faculty collaborate in professional learning communities to monitor individual and class-wide student learning through methods such as common assessments and rubrics.     1. *To what extent does the faculty collaborate in PLCs to create common assessments, rubrics and methods for effective instruction?* | **N/A** |
| **Domain 4: Operational Vitality** | **Rating** |
| NSBECS 12.1 The school’s facilities, equipment, and technology management plan includes objectives to support the delivery of the educational program of the school and accessibility for all students.     1. *To what extent does the teacher ensure that their instructional materials and course content is accessible to all students whether online or in person?* | **N/A** |
| NSBECS 13.1 The communications/marketing plan requires the school leader/leadership team and staff person(s) to ensure the implementation of contemporary, multiple information technologies to reach targeted audiences, and to establish reliable and secure databases and accountability to stakeholders.     1. *To what extent does the teacher support communications and marketing with stakeholders through the use of multiple forms of information technologies (newsletter, website, grading, social media, etc.)?* | **N/A** |

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| **\*Optional\* Domain 5: Justice and Belonging** | **Rating** |
| Catholic School Equity Audit 2022:     1. *To what extent does the teacher seek out professional development in areas of bias and social justice and incorporate learning into self-reflection, pedagogy and classroom environment?* | **N/A** |
| Catholic School Equity Audit 2022:   1. *To what extent does the teacher incorporate/implement the work and/or voices of people from different races, ethnicities, socioeconomic statuses, national origins, languages, sexes, religions or disability statuses as part of his/her curriculum\** | **N/A** |
| Catholic School Equity Audit 2022:   1. *To what extent does the teacher provide access/onramps to students so they are able to fully engage in the class and with the material?* | **N/A** |

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| **Professional Commendations and Recommendations:** |

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| **Part 4: Evaluation Review Meeting**  Evaluator will collect evidence and provide feedback from informal observations/walk-throughs conducted throughout the school year. *Any benchmark that receives a high ranking of 4, or a low ranking of 1 must note specific evidence to support that ranking.* |

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| **Notes:** |

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| **Part 5: Teacher Response to the Evaluation** |
| **Response:** |

Teacher Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Principal Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_



Teacher Evaluation Rubric

**Domain 1: Mission and Catholic Identity**

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|  | **Does Not Meet Expectations**  **1** | **Working Towards Expectations**  **2** | **Meets Expectations**  **3** | **Exceeds Expectations**  **4** |
| *2.1 & 2.5 To what extent do the teacher’s lessons use the lens of Scripture and Catholic intellectual tradition to ensure that students think critically and ethically about the world around them?* | The teacher does not use the lens of Scripture and or Catholic intellectual traditions to ensure that students think critically and ethically about the world around them. The religion curriculum and instruction do not meet the requirements and standards of the (arch)diocese. | The lens of Scripture and Catholic intellectual traditions is used in only a few subjects to help students think critically and ethically. The religion curriculum and instruction meets some of the requirements and standards of the (arch)diocese. | The teacher uses the lens of Scripture and Catholic intellectual traditions across all subjects to help students think critically and ethically. The religion curriculum and instruction meets the requirements and standards of the (arch)diocese. | Religion classes are innovative and engaging for students. Highly qualified religion teachers create meaningful ways to meet the (arch)diocese religion requirements and standards with vertical alignment and rigor to meet the needs of all learners. All students are taught using the lens of Scripture and Catholic intellectual traditions across all subjects to develop their ability critically and ethically about the world around them. |
| *3.4 To what extent is the teacher a role model of faith and service for social justice?* | The teacher is not a role model of his/her faith or service for social justice. | Sometimes the teacher is a role model of his/her faith and service for social justice. | The teacher’s faith and commitment to service for social justice is evidenced and he/she serves as a role model to his/her students. | The teacher’s faith and service for social justice is a role model to all of his/her students both inside and outside the classroom at all times. |

**Domain 2: Governance and Leadership**

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|  | **Does Not Meet Expectations**  **1** | **Working Towards Expectations**  **2** | **Meets Expectations**  **3** | **Exceeds Expectations**  **4** |
| NSBECS  *6.4 To what extent does the teacher collaborate with other teams within the school community to advance excellence?​​​​​​​​​​*  *CEL5D+ PCC2: The teacher collaborates with peers and administration to improve student learning?* | The teacher does not participate in small group networks for collaboration in the school community. | The teacher  participates in some small group networks for collaboration in the school community. | The teacher  participates in small group networks and fosters collaboration in the school community. | The teacher  Is instrumental in creating small group networks for collaboration in the school community. He/She is instrumental in developing and scheduling meetings as well as participating in networks across the (arch)diocese and with other (arch)dioceses. |
| *6.5 To what extent does the teacher collaborate with his/her leadership to ensure their instructional goals use school-wide data to sustain academic excellence and growth?*  *CEL5D+ PCC4: The teacher supports school initiatives and policies.* | The teacher does not follow the guidance established by the leadership  /leadership team. The school-wide assessment procedures are not followed, and the teacher does not follow the protocols put in place for continued growth and academic excellence. | The teacher follows some the guidance established by the leadership  /leadership team. Some of the school-wide assessment procedures are followed, and the teacher follows some of the protocols put in place for continued growth and academic excellence. | The teacher follows the guidance established by the leadership  /leadership team. The school-wide assessment procedures are followed, and the teacher follows the protocols put in place for continued growth and academic excellence. | Under the direction of the leadership/  leadership team, the teacher continuously strives for academic excellence. He/She is a role model for his/her colleagues and works diligently to support his/her growth as well as the growth and understanding of his/her colleagues. |

**Domain 3: Academic Excellence**

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|  | **Does Not Meet Expectations**  **1** | **Working Towards Expectations**  **2** | **Meets Expectations**  **3** | **Exceeds Expectations**  **4** |
| *7.2 To what extent does the teacher use academic standards?*  *To what extent does the teacher align and integrate religious, spiritual, moral and ethical dimensions of learning?*  *CEL5D+ P1: Lessons are based on grade level standards.* | The teacher does not identify standards throughout the curriculum.  The teacher may occasionally integrate religious, spiritual, moral and ethical dimensions of learning but without any systematic organization. | The teacher adopts standards in some areas of the curriculum and *occasionally* includes the integration of the religious, spiritual, moral and ethical dimensions of learning in subject(s). | The teacher uses adopted standards across the curriculum.  Standards include the integration of religious, spiritual, moral and ethical dimensions of learning in subject(s). | Rigorous standards are adopted across the curriculum.  The integration of religious, spiritual, ethical and moral dimensions are integrated in learning in every unit of learning. |
| *7.3 To what extent does the teacher integrate the SLEs/ISOs throughout the learning experience/curriculum?*  *CEL5D+ SE2: The teacher provides opportunities and strategies for students to take ownership of their learning.* | The teacher has little or no known expectations for students to be moral evaluators, problem solvers, decision makers and/or socially responsible global citizens - or these expectations are not articulated in the curriculum nor evident or implemented with any regularity. | Some areas of the teacher’s priorities align with SLEs and or skills for students to become creative, reflective, literate, critical and morla evaluators and/or problem solvers and/or decision makers and/or socially responsible citizens. The alignment of curriculum to these expectations is not explicitly stated or outlined. | The teacher provides opportunities for students to demonstrate their roles as creative, reflective, literate, critical, moral evaluators, problem solvers, decision makers, and socially responsible citizens. Student work indicates that they are able to create work products that align with school SLEs/ISOs. | Teachers fully implement curriculum and instruction that supports creative, reflective, literate, critical and moral evaluators, problem solvers, decision makers, and socially responsible global citizens. Evidence of student knowledge, understanding and skills is manifested in innovative projects that are infused with Gospel values and recognized by the school leadership and professional entities (national organizations, academic groups, research scholars) as exemplary. Students’ performance and work products consistently demonstrate critical, creative, literate, and moral thinking related to solving real world problems and making moral decisions. |
| *7.4 To what extent does the teacher embrace 21st-century learning standards to help students in technology and critical skills around digital citizenship?*  *CEL 5D+: P2 The teacher’s lessons are clearly linked to a broader purpose or a transferable skill.* | Few if any students are provided the opportunity to participate in the use and critique of either sophisticated products or technological processes to create sophisticated digital products as the curriculum and/or teacher expectations does not demand such. | The teacher somewhat embraces curriculum and instruction for the 21st century as daily lessons prepare some students to become users of technology, able to create, publish and/or critique digital products that reflect their understanding of the content and/or their technological skills. | The teacher provides curriculum and instruction for the 21st century that prepares students to become expert users of technology, able to create, publish, and critique digital products that reflect their understanding of the content and the opportunities provided by the teacher in the classroom to showcase their abilities. Students are expected to be expert users of technology for their grade level. | The teacher prepares all students for 21st century skills by holding them accountable in being expert users of technology, able to create, publish, and critique digital products that reflect their technological skills and understanding of content.  Exemplary digital products created and/or published by students serve the common good of the school, parish or broader community. |
| *7.5 To what extent does the teacher integrate SEL (Social emotional learning) into their curriculum and daily instructional program?*  *CEL 5D+: CEC5 The norms of learning in the classroom encourage risk taking, collaboration, respect for divergent thinking and students’ cultures?* | The teacher has no expectations or intention of integrating the affective dimensions of learning in classroom instruction. | The teacher designs the curriculum with some consideration of affective dimensions of learning, such as relationship building, and habits of mind, however this occurs ad hoc and is dependent on the teacher’s interest. | The teacher creates instructional materials that intentionally addresses affective dimensions of learning, such as relationship building, intellectual and social dispositions, and habits of mind.  Unit and lesson plans show deliberate attention to such things as perseverance, risk taking, collaboration, initiative, etc. and incorporate Gospel values. | The teacher creates instructional materials that intentionally address affective dimensions of learning such as relationship building, intellectual and social dispositions, and habits of mind.  Affective dimensions of learning are sequenced and articulated for all units and subject areas and align and incorporate Gospel values. |
| *7.6 To what extent does* *the teacher utilize differentiation and instructional methodologies that meet the needs of a wide spectrum of learners?*  *CEL5D+: CP4 The teacher implements differentiated instruction for students rooted in individual learning strengths and needs.* | The teacher prefers whole-group (direct instruction) as the default instructional strategy. For the most part students are given the same assignments and expected to complete them within a similar time frame. Accommodations for students with special needs are not available or not implemented regularly. | The teacher’s classroom instruction engages and motivates some students and sometimes addresses the diverse needs and capabilities of students.  There is some variation in classroom instruction and attempts are made on the part of the teacher to differentiate instruction at times. | The teacher has designed classroom instruction that is engaging, motivating to all students and addresses the diverse needs and capabilities of each student.  Students with special needs are given accommodations to the full extent possible.  Differentiated learning and teaching can be identified in lesson plans. | The teacher has designed classroom instruction that is engaging and motivating for all students, addressing the diverse needs and capabilities of each student and fully accommodating students with special needs.  The teacher works with intervention specialists to create lessons that address the spectrum of learners, from gifted students to those with neuro-diversities. |
| *7.9\* To what extent does the teacher participate in professional development around* ***justice, belonging,*** *and cultural competence from a Catholic lens?*  *\*From the Justice & Belonging Catholic Educator Audit* | The teacher has minimum or basic knowledge and skill for effective and equitable instructional strategies, cultural sensitivity, and/or modeling of Gospel values. | The teacher demonstrates some emerging knowledge and skills necessary for equitable and effective instruction, cultural sensitivity, and modeling of Gospel values.  Some professional development in this area is planned for this school year. | The teacher demonstrates and continuously improves skills necessary for equitable and effective instruction, cultural awareness, allyship, and modeling of Gospel values.  Annual goal setting includes plans for continuous improvement in effective and equitable instruction, cultural competency and modeling of Gospel values. | The teacher consistently demonstrates and continuously improves knowledge and skills necessary for effective and equitable instructional practices, cultural competence and allyship, and modeling of Gospel values.  The teacher aligns their professional goals with school goals that intentionally review their equitable practices, cultural competency and Gospel values. Evidence of these goals are visible in school culture. |
| *8.2 To what extent does the teacher invite their students and parents to be a part of the conversation about individual students' academic goals and progress?*  *CEL5D+: PCC2 The teacher is in regular communication and collaboration with students’ parents/guardians.* | The teacher does not engage with the parents/families in a clear, effective manner regarding students’ academic goals and progress.  Student data is not transparent. | The teacher sporadically engages with the parents/families in a clear, effective manner regarding students’ academic goals and progress.  Student data is somewhat visible to the student and their families. | The teacher engages with the stakeholders in a clear, effective manner regarding students’ academic goals and progress.  Student data is visible to the student and their families. | The teacher engages with the stakeholders in a clear, effective manner.  Student data is transparent and easily accessible to the student and their families. |
| *8.3 To what extent does the teacher use various assessment techniques to assess student growth and needs?*  *CEL5D+ A3: The teacher implements high quality formative assessments that provides comprehensive information about student thinking and needs* | The teacher does not use various assessment techniques to assess student growth and needs.  The teacher does not adjust instructional practices based on data from assessments. | The teacher uses some variety of assessments, although traditional (selected & constructed response) are most prevalent.  The teacher occasionally adjusts instructional practices based on data from assessments. | The teacher uses a variety of assessments, aligned with learning outcomes and instructional practices.  The teacher adjusts instructional practices based on data from assessments. | The teacher uses a variety of assessments, aligned with learning outcomes, instructional practices, and individual student needs.  The teacher adjusts instructional practices based on data from assessments. |
| *8.5 To what extent does the faculty collaborate in PLCs to create common assessments, rubrics and methods for effective instruction?*  *CEL5D+ PCC1: The teacher collaborates with peers and administrators to improve student learning.* | The teacher does not participate and or contribute to professional learning communities to monitor student learning. | The teacher collaborates in professional learning communities to monitor student learning. | The teacher collaborates in professional learning communities to monitor individual and class-wide student learning through common assessments and rubrics.  The teacher meets regularly at scheduled meetings to share student learning data and revisions, adjustments are made to curriculum and instruction. | The teacher collaborates in professional learning communities to monitor individual and class-wide student learning through common assessments and rubrics.  The teacher meets regularly at scheduled meetings to share student learning data and revisions, adjustments are made to curriculum and instruction.  PLC goals are set and shared by the teacher with the faculty/staff. |

**Domain 4: Operational Vitality**

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|  | **Does Not Meet Expectations**  **1** | **Working Towards Expectations**  **2** | **Meets Expectations**  **3** | **Exceeds Expectations**  **4** |
| *12.1 To what extent does the teacher ensure that their instructional materials and course content is accessible to all students whether online or in-person?* | The teacher does not have a classroom plan that ensures instructional materials, equipment to support the delivery of the educational program.  The teacher does not have a classroom plan to ensure the delivery of instruction whether in-person or at home. | The teacher has a partial classroom plan that ensures instructional materials, equipment to support the delivery of the educational program.  The teacher has a partial classroom plan to ensure the delivery of instruction whether in-person or at home. | The teacher has a classroom plan that ensures instructional materials, equipment to support the delivery of the educational program.  The teacher has a classroom plan to ensure the delivery of instruction whether in-person or at home. | The teacher has a classroom plan that ensures instructional materials, equipment to support the delivery of the educational program and guides colleagues in creating their plan.  The teacher has a classroom plan to ensure the delivery of instruction whether in-person or at home and guides colleagues in creating their plan. |
| *13.1 To what extent does the teacher support communications and marketing with stakeholders through the use of multiple forms of information technologies (newsletter, website, grading, social media, etc.)?* | The teacher does not contribute to the school communication/marketing plan.  The teacher does not contribute to the marketing of the school through classroom opportunities (parent-teacher conferences, newsletters, positive family relationships). | The teacher somewhat contributes to the school communication/marketing plan.    The teacher somewhat contributes to the marketing of the school through classroom opportunities (parent-teacher conferences, newsletters, positive family relationships). | The teacher contributes to the school communication/marketing plan.    The teacher contributes to the marketing of the school through classroom opportunities (parent-teacher conferences, newsletters, positive family relationships). | The teacher contributes to the school's communication/marketing plan by sharing their plans and guiding colleagues in faculty meetings.    The teacher contributes to the marketing of the school through classroom opportunities (parent-teacher conferences, newsletters, positive family relationships) and shares all resources with colleagues at faculty meetings. |

***\*In Progress\* - Domain 5: Justice and Belonging***

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|  | **Does Not Meet Expectations**  **1** | **Working Towards Expectations**  **2** | **Meets Expectations**  **3** | **Exceeds Expectations**  **4** |
| *15.1 To what extent does the teacher seek out professional development in areas of bias and social justice and incorporate learning into self-reflection, pedagogy and classroom environment?* | The teacher does not seek out professional development in areas of bias and social justice.  The teacher does not use the justice and belonging self-reflection, nor does s/he incorporate bias training into pedagogy and the classroom environment. | The teacher seeks out limited professional development in areas of bias and social justice.  The teacher uses the justice and belonging self-reflection and uses it to create measurable goals to incorporate this learning into pedagogy and classroom environment but lacks evidence to indicate progress. | The teacher seeks out professional development in areas of bias and social justice.    The teacher uses the justice and belonging self-reflection and uses it to create measurable goals to incorporate this learning into pedagogy and classroom environment and has evidence to indicate progress. | The teacher actively seeks out professional development in areas of bias and social justice and shares learning with colleagues informally and during faculty meetings.    The teacher uses the justice and belonging self-reflection and uses it to create measurable goals to incorporate this learning into pedagogy and classroom environment and has evidence to indicate progress. The teacher shares this progress with colleagues. |
| *15.2 To what extent does the teacher incorporate/implement the work and/or voices of people from different races, ethnicities, socioeconomic statuses, national origins, languages, sexes, religions or disability statuses as part of his/her curriculum\** | The teacher does not incorporate works from diverse voices in his/her curriculum. | The teacher incorporates limited work from diverse voices, but these voices are not centered within the unit goals or assessments. | The teacher authentically centers stories and/or work from diverse voices in curriculum and assessments. | The teacher collaborates with colleagues in designing essential questions, assessments, and content that incorporates work and stories from diverse voices. |
| *15.3 To what extent does the teacher provide access/onramps to students so they are able to fully engage in the class and with the material?* | The teacher demonstrates little or no understanding of how students learn and little knowledge of students’ backgrounds, cultures, and special needs and does not seek such understanding. | The teacher demonstrates attempts at understanding how students learn and about the students’ backgrounds, cultures, and special needs and gathers this knowledge about the class as a whole. | The teacher understands the active nature of students' learning and provides multiple ways for students to access learning.  The teacher also purposefully seeks knowledge from several sources of students’ backgrounds, cultures, skills, language proficiency, interests, and special needs. | The teacher actively seeks knowledge of students’ levels of development and provides a variety of ways for students to access learning in a way that meets their needs and honors their backgrounds, cultures, skills, language proficiency, interests, and special needs. |

\**This work can feel particularly challenging to content teachers outside the humanities. Potential examples of this work include:*

* *Science:* 
  + *Who are the folks who contributed to science from diverse backgrounds?*
  + *Connect content with students’ lives. Is there a disease or and environmental issue that disproportionately impacts a specific group of people? Why is that? How does that impact the students, the class, the community?*
* *Math:* 
  + *Use students’ interest in contextualized tasks (beginning of the year survey - use their faves (K-Pop, Bollywood, sport teams, neighborhoods) in the examples. What is being measured? Masa or flour? Who is doing the measuring?*
  + *Expose students to a diverse group of mathematicians*
  + *Design assessments and assignments with a variety of response types*
* *PE:* 
  + *Access and Justice: Why is soccer the world’s game? Why is it so accessible?*
  + *Ensure the class is accessible to students with physical disabilities*
  + *Play non US-centric sports and games - have students teach their peers*