

# Diocese of Gaylord

## Teacher Performance Standards

### ***Area I: Spiritual Leadership***

- Worships regularly as active member of a local Christian Community.
- Models Catholic Christian values, respect, and compassion for entire school community.
- Articulates and shares faith experiences.
- Must have an understanding of Catholic doctrine, practices, and sacramental life.
- Behavior and conduct that serve as positive “*Christ-like*” examples for both students and adults.
- Treats students and others with respect and dignity.

### ***Area II: Building Community***

- Establishes a classroom community of Christian faith that nurtures character, commitment, and compassion.
- Demonstrates enthusiasm for the Universal Church, teaching, and working with students.
- Establishes procedures and routines that assure safety, success, and the most effective use of instructional time.
- Develops classroom rules that are rooted in Scripture (Golden Rule, Decalogue, Beatitudes).
- Nurtures a non-threatening atmosphere conducive to learning and self-discipline.
- Establishes a physical environment that is visibly Catholic, promotes efficient learning, and minimizes behavioral problems.

### ***Area III: Designing Learning***

- Displays knowledge of specific content area standards and benchmarks. (“*What do we want kids to know, be able to do and understand?*”)
- Attends to the individual needs of all students and to the development of responsible learners.
- Clearly articulates instructional goals.
- Effectively uses instructional strategies, materials, resources, and interventions for all students.
- Works collaboratively with colleagues using *Understanding by Design* theory to create common units and lesson plans, and by sharing effective strategies and best practices. \*Wiggins & McTighe, *Understanding by Design*
- Works collaboratively with colleagues to advance student learning by developing robust common targets and common assessments, annually reviewing and updating assessment practices. (“*How will we know when they know it?*”)

### ***Area IV: Managing Learning***

- Communicates effectively both verbally and nonverbally.
- Collaboratively determines enduring understandings of each unit and asks high quality questions.
- Facilitates learning experiences and differentiated instruction.
- Gives feedback and developing interventions that are school-wide, systematic, and timely. (“*How will we respond if they don’t know it or already know it?*”)
- Makes adjustments and uses data to drive instruction.

### ***Area V: Communication & Teamwork***

- Keeps accurate records.
- Effectively communicates with families by clearly articulating expectations and responding to parent inquiries in a professional and timely manner.
- Demonstrates effective listening skills with students, parents, and co-workers.
- Serves and advocates for students.

### ***Area VI: Professional & Spiritual Growth***

- Develops spiritually by actively nurturing faith through prayer, study, community, and spiritual direction.
- Seeks frequent reflection of faith life, vocation, and teaching.
- Assumes professional and spiritual leadership.
- Develops professionally.