

EXPECTATION 1

CATHOLIC CHARACTER OF THE SCHOOL

The effective teacher contributes to the Catholic character of the school.

A. Supports the in-school community relationship:

- Promotes Catholic values in appropriate curriculum areas.
- Upholds Catholic values in interaction with students and staff.
- Demonstrates personal integrity and professional collegial relationships.
- Supports the local traditions and culture.

B. Values liturgical involvement and the spiritual life.

- The Catholic teacher demonstrates involvement with the worshipping community.
- The non-Catholic teacher demonstrates respect for the worshipping community.

C. Encourages the involvement of the parish, the home, and the school:

- Participates in school/parish activities.
- Maintains effective contact with the home.

D. Assumes responsibility for personal and spiritual development:

- Takes opportunities for the development of personal growth in faith.

EXPECTATION 2

CLASSROOM ENVIRONMENT

The effective teacher maintains a classroom environment that enhances student learning.

- A. Conveys enjoyment and enthusiasm for teaching and for students.
- B. Creates an environment of respect, fairness, and consistency that fosters positive teacher-to-student interaction and student-to-student interaction.
- C. Establishes an effective classroom climate that is sensitive to students' needs.
The teacher:
 - Responds to the individual differences of each student.
 - Helps students develop character and self-esteem.
- D. Creates and encourages high expectations for all students:
 - Shares with students the expectations for quality and quantity of work.
 - Supports students' efforts in attempting to reach their potential.
- E. Establishes a trusting environment that promotes creativity and discovery:
 - Encourages students to work co-operatively.
 - Dignifies students' responses.
 - Fosters divergent thinking.
- F. Establishes appropriate classroom rules and expectations consistent with school policies:
 - Communicates expectations of conduct to all students.
 - Reinforces positive student behaviour in a consistent manner.
 - Demonstrates fairness, consistency, respect, empathy, and firmness in the handling of student problems.
 - Responds to student discipline appropriately and respectfully.
- G. Demonstrates a commitment to diversity and equity:
 - Encourages and promotes acceptance of racial, ethnic, religious, gender, and cultural difference.
 - Allows for a variety of individual viewpoints.
 - Encourages local, national, and global perspectives.
- H. Organizes classroom space to support a safe and orderly environment.

EXPECTATION 3

PREPARATION AND PLANNING

The effective teacher plans for student learning.

A. Shows depth of content knowledge.

- Connects content knowledge to authentic settings.
- Integrates content with other disciplines.

B. Demonstrates knowledge of students:

- Understands characteristics fo the age group.
- Shows an awareness of students' interests.
- Knows students' skills and abilities.

C. Plans for cognitive levels of learning based on Bloom's taxonomy:

- knowledge
- comprehension
- application
- analysis
- synthesis
- evaluation

D. Demonstrates knowledge of resources:

- Uses a variety of effective resources that assist student learning.
- Selects appropriate visual, auditory, and hands-on activities.
- Accesses available teacher resources.
- Accesses technology to enhance student achievement.

E. Develops lessons in a clear and logical manner:

- Plans a variety of approaches to teaching and learning.
- Plans lessons and unit structure.
- Follows clearly defined objectives based on school curriculum expectations and student needs.
- Implements techniques to relate new information to previous teaching/learning experiences.

EXPECTATION 4

INSTRUCTION

The effective teacher provides instruction that enhances student achievement.

- A. Presents content-driven lessons in a clear and logical manner:
 - Demonstrates clearly defined objectives based on school curriculum expectations and on student needs.
 - Implements a variety of teaching techniques to relate new information to previous teaching/learning experiences.

- B. Maintains high student engagement throughout the instructional period:
 - Monitors students by using a variety of teaching strategies.
 - Adapts instruction based on student response.
 - Encourages creative thinking.

- C. Creates expectations for *all* students to participate and to demonstrate understanding:
 - Elicits responses equitably from all students.
 - Asks clearly stated questions and allows appropriate response time.
 - Uses a variety of questioning techniques.

- D. Uses instructional methods that promote the desired learning:
 - Uses resources and technology that effectively support the lesson.
 - Provides relevant examples.
 - Teaches to a variety of cognitive levels as outlined in Bloom's taxonomy.

- E. Promotes self-directed learning:
 - Promotes student-initiated learning.
 - Encourages students to establish and to achieve goals.
 - Teaches students to establish organizational systems.

EXPECTATION 5

ASSESSMENT

The effective teacher uses assessment to provide feedback to students, to design future instruction, and to monitor progress toward curriculum goals.

A. Uses a variety of assessments to evaluate both individual and collective student progress on a continuous basis:

- utilizes alternative assessments to differentiate cognitive levels of learning:
 - knowledge
 - comprehension
 - application
 - analysis
 - synthesis
 - evaluation
- utilizes teacher-developed, student-generated, and standardized assessments to monitor learning.
- uses performance and product assessment.

B. Interprets both formal and informal assessment to modify instructional decisions:

- checks for understanding in the class at the group and the individual level.
- uses assessment data to effectively plan learning activities.
- interprets standardized test scores to direct teaching strategy.

C. Interprets assessments and communicates criteria and expectations to students and to parents.

EXPECTATION 6

COMMUNICATION AND PROFESSIONAL RESPONSIBILITIES

The effective teacher demonstrates positive communication skills and maintains professional and personal responsibilities.

A. Communicates and develops positive relationships:

- Strives to develop respect with students, parents, staff, and administrators.
- Listens to various points of view.
- Shows courtesy, integrity, and follow-through.
- Communicates effectively with families, colleagues, and students.
- Demonstrates good listening skills and uses clear/concise language in written and in verbal communication.
- Possesses a sense of humour.

B. Contributes positively to the school community:

- Participates actively in the implementation of school projects.
- Meets all contractual obligations.
- Works collaboratively with colleagues.
- Demonstrates an understanding of the community and of the role of parents in the education of a child.

D. Maintains accurate and timely instructional and non-instructional records.

E. Grows and develops professionally:

- Remains current in content knowledge and teaching skills.
- Assists other teachers
- Seeks professional development opportunities.
- Improves teaching through reflection.

F. Displays a professional manner:

- Meets professional obligations in a timely manner.
- Advocates for students.
- Acts in a confidential, ethical, and legal manner.
- Dresses appropriately for the workplace.
- Participates as an effective team member.