

CATHOLIC IDENTITY RUBRIC

Level of Performance

Elements	Particular Strength	Proficient	Needs Improvement	Does not meet Standard
Philosophy of Catholic Education	Teacher displays extensive knowledge actively pursues additional knowledge, connects to other disciplines and guides personal behavior.	Teacher display solid content knowledge makes connections to other disciplines as well as guides personal behavior.	Teacher displays basic knowledge but does not connect it to other disciplines.	Teacher does not integrate or accept philosophy of Catholic education. Teacher minimally connects philosophy to behavior
Sacrament, Prayer and Liturgy (Conscious awareness of God's presence through sacramental ritual and symbol)	Teacher leads knowledge of sacraments, prayer forms and liturgical expressions and involves students in creation and formation. Classroom environment reflects a conscious awareness of God's presence.	Teacher demonstrates knowledge of sacraments, prayer forms and liturgical expressions and involves students in creation and formation.	Teacher demonstrates knowledge of sacraments prayer and liturgy and demonstrates this in his/her personal life and the lives of his/her students	Teacher acknowledges sacraments, prayer and liturgy as an expression of Catholic Identity when directed but with minimal planning
Curriculum Articulation	Teacher infuses curriculum with knowledge of faith. Assessment across the curriculum includes application to faith. Expectations are set for students beyond transmission of facts to the practice of faith.	Teacher infuses all curriculums with faith. Assessment across the curriculum includes application to tenets of faith.	Teacher demonstrates knowledge of faith, curriculum expectations & catechetical methods during religion instruction.	Teacher articulates minimal knowledge of faith, curriculum expectations or catechetical methods
Scripture	Teacher consistently integrates Scripture across disciplines. Teacher actively pursues opportunities to study Scripture in personal life.	Teacher consistently integrates Scripture across disciplines.	Teacher inconsistently integrates Scripture across disciplines.	Teacher uses minimal application of Scripture in personal life or the classroom
Theology/Integration Of religious spirituality, morals, and ethical dimensions	Teacher plans, practices and models behavior, which reflects extensive content knowledge of the teachings of the church. Evidence exists of continuous pursuit of such knowledge.	Teacher plans, practices and models behavior, which reflects an understanding and knowledge of Catholic teaching. Evidence exists of continuing growth in this area.	Teacher indicates basic knowledge. Teacher indicates an interest in improving knowledge.	Teacher displays minimal or no understanding of basic Catholic teaching.
Catechetical Methods and Formation	Pedagogical practices reflect current research on best catechetical practice. Teacher displays continuing search for best practices.	Pedagogical practices reflect current research on best catechetical practice.	Teacher displays basic pedagogical knowledge in catechetical formation and methods.	Teacher display little understanding of catechetical pedagogical methods and formation. No evidence of improvement.
Social Teachings of the Church	Teacher displays extensive content knowledge in Catholic social teaching and integrates this into instruction. Current evidence of ongoing education and action exists.	Teacher has read/research major documents of social teaching & consistently applied to classroom instruction. Current evidence of ongoing education exists.	Teacher can express basic knowledge on the social teachings of the church. Current evidence of continuing education exists.	Teacher exhibits minimal knowledge of the social teachings of the church. No evidence of pursuing continuing education on this topic.
Organizing physical and sacred space	Evidence of religious artifacts visually. Classroom arrangement allows for planned and spontaneous student religious activity	Evidence of religious artifacts visually. Classroom arrangement allows for planned student's religious activity	Evidence of religious artifacts used only visually	Little evidence of religious artifacts in the classroom.
Prayer	Consistent use of prayer and prayer ritual. Prayer is integrated into instruction across the curriculum. Conscious planning on the use of a variety of prayer forms.	Consistent use of prayer in the classroom. Evidence exists of the use of a variety of prayer forms.	Sporadic use of prayer in the classroom; over reliance of one prayer form	Prayer in classroom is observed when directed by supervisors, over reliance on one prayer form.

Catholic Identity Evaluation Summary

Teacher's name: _____ School year: _____

School: _____ Subject Area/ Grade level: _____

Evaluator: _____ Position: _____

Catechist Certification Date: _____ **Next Renewal Date** _____

Ratings on Individual Rubrics:

Please mark the overall rating for each section based on the teachers performance rankings in each category.

A. Philosophy of Catholic Education:

Particular Strength () Proficient () Needs Improvement () Does Not Meet Standards ()

B. Prayer and Liturgy (Conscious awareness of God's presence through sacramental ritual and symbol):

Particular Strength () Proficient () Needs Improvement () Does Not Meet Standards ()

C. Curriculum Articulation:

Particular Strength () Proficient () Needs Improvement () Does Not Meet Standards ()

D. Scripture:

Particular Strength () Proficient () Needs Improvement () Does Not Meet Standards ()

E. Theology:

Particular Strength () Proficient () Needs Improvement () Does Not Meet Standards ()

F. Catechetical Methods and Formation:

Particular Strength () Proficient () Needs Improvement () Does Not Meet Standards ()

G. Social Teachings of the Church:

Particular Strength () Proficient () Needs Improvement () Does Not Meet Standards ()

H. Organizing physical and sacred space:

Particular Strength () Proficient () Needs Improvement () Does Not Meet Standards ()

I. Prayer

Particular Strength () Proficient () Needs Improvement () Does Not Meet Standards ()

Overall Rating: (Circle One)

Particular Strength

Proficient

Needs Improvement

Does Not Meet Standards

Overall Comments by Principal:

Overall Comments by Teacher:

Principal's signature: _____

Date: _____

Teacher's signature: _____

Date: _____

(The teacher's signature indicates that he or she has been seen and discussed the evaluation; it does not necessarily denote agreement with the report).