

THE FRAMEWORK FOR CATECHESIS IN THE CATHOLIC SCHOOL

The saving mission of the Church is to “proclaim the good news of salvation to all, generate new creatures in Christ through Baptism, and train (or catechize) them to live knowingly as children of God¹.... The Catholic school forms part of the saving mission of the Church, especially for education in the faith.”² The objective of the “school of faith” or catechesis “is to put people not only in touch, but also in communion and intimacy with Jesus Christ. All evangelizing activity is understood as promoting communion with Jesus Christ.”³

“Christ’s method of formation...is the most fruitful inspiration for effective catechesis today...Faith must be known, celebrated, lived, and expressed in prayer. The Catholic School provides a “favorable setting for catechesis.”⁴ Catholic School administrators and educators should be mindful that “all catechesis comprises six fundamental tasks which relate to faith in Christ.”⁵

“It is the special function of the Catholic school to develop in the school community an atmosphere animated by a spirit of liberty and charity based on the Gospel. It enables young people, while developing their own personality, to grow at the same time in the new life which has been given them in Baptism. Thus the Catholic school, taking into consideration as it should the conditions of an age of progress, prepares its pupils to contribute effectively to the welfare of the world and to work for the extension of the kingdom of God.... Teachers must remember that it depends chiefly on them whether the Catholic school achieves its purpose. They should therefore be prepared for their work with special care. They should be skilled in the art of education in accordance with the discoveries of modern times. Possessed by charity both towards each other and towards their pupils, and inspired by an apostolic spirit, they should bear testimony by their lives and their teaching to the one Teacher, who is Christ.”⁶

¹ Sacred Congregation for Catholic Education, (March, 1977), *The Catholic School*, 7.

² Sacred Congregation for Catholic Education, (March, 1977), *The Catholic School*, 9.

³ Congregation for the Clergy, General Directory for Catechesis (Washington, DC: USCCB Publishing, 1998), 30.

⁴ United States Conference of Catholic Bishops, National Directory for Catechesis (Washington, DC: USCCB Publishing, 2005), 21.

⁵ United States Conference of Catholic Bishops, National Directory for Catechesis (Washington, DC: USCCB Publishing, 2005), 54.

⁶ Second Vatican Council, (October, 1965), *Gravissimum Educationis (Declaration on Christian Education)*, 8.

THE FRAMEWORK FOR CATECHESIS IN THE CATHOLIC SCHOOL

TASK I: “Catechesis promotes knowledge of the faith....”

Levels of Performance

ELEMENT	DISTINGUISHED	PROFICIENT	BASIC	UNSATISFACTORY
Doctrine	Teacher embraces Catholic education as part of the saving mission of the Church; is well informed about Sacred Scripture and the teachings of the Catholic Church; articulates the truths of the faith with confidence, enthusiasm and in accordance with the Religion guidelines; inspires students to know and practice their faith.	Teacher is aware that Catholic education is part of the saving mission of the Church; has a good knowledge of Sacred Scripture and the teachings of the Catholic Church; articulates the truths of the faith effectively and in accordance with the Religion Guidelines; encourages students to know and practice their faith.	Teacher has a superficial understanding of Catholic education as part of the saving mission of the Church; is somewhat familiar with Sacred Scripture and the teachings of the Catholic Church; articulates the truths of the faith with difficulty; follows Teacher Edition rather than the Religion Guidelines; emphasizes facts to prepare students for assessments.	Teacher sees the Catholic school as an education institution; has limited knowledge or is not familiar with Sacred Scripture and the teachings of the Catholic Church; refuses to study or update; unable to articulate the truths of the faith with competency and/or without supervision.
Critical Attributes	<ul style="list-style-type: none"> • Teacher presentation of faith is intellectually stimulating and engaging; students are convinced of God’s loving plan of salvation • Teacher designs student centered lessons which integrate research, critical thinking skills, and personal testimony according to the Religion Guidelines but in addition to the student textbook • Teacher admits to students that he/she may not know an answer to a question; researches question with students • Teacher corrects misconceptions about the Catholic faith in a positive manner and examples. 	<ul style="list-style-type: none"> • Teacher instruction is effective; students learn about God’s saving plan of salvation • Teacher enhances the lesson with related text book activities and at times, extra research • Teacher admits to not knowing answers to student questions; researches question with students • Teacher corrects misconceptions about the Catholic faith in an effective manner. 	<ul style="list-style-type: none"> • Teacher instruction about the Catholic faith is acceptable • Instruction strictly follows Teacher Edition; is not sensitive to students’ spiritual growth; related activities are used to fill in the time • Teacher may give misinformation about the teachings of the Church in response to student questions if not included in the Teacher’s Edition • Teacher occasionally recognizes and corrects misconceptions about the Catholic faith. 	<ul style="list-style-type: none"> • Teacher displays confusion, or an ignorance about the teachings of the Catholic Church • Teacher instructions are dependent upon Teacher Edition; are sterile and ineffective • Teacher rarely identifies and is unable to correct misconceptions about the Catholic faith; is often dismissive about the teachings of the Church • Teacher often answers student questions with personal opinion which are not reflective of the Church’s teaching.
Possible Examples	<ul style="list-style-type: none"> • Classroom atmosphere allows for student questions about the faith; teacher encourages students to research questions beyond the text by using scripture, liturgy, classic prayers and/or lives of the saints • Teacher and students research Scripture, the <u>Catechism of the Catholic Church</u>, or websites (www.USCCB.org, www.vatican.va) for questions with which he/she is unfamiliar; may consult priest, or administrator • Students come to realization that Sunday liturgy is more than a duty; it is central to their spiritual journey. 	<ul style="list-style-type: none"> • Teacher encourages students to ask questions about the lesson; routinely creates meaningful performance assessments • Teacher searches internet for answers to questions that are not included in text • Teacher convinces students that the Sunday liturgy defines who they are as Catholics and they should take this duty seriously. 	<ul style="list-style-type: none"> • Teacher explains that the Catholic faith is important for their salvation as it relates to curriculum • Teacher gives standard responses to students’ questions about the faith such as, “That’s what the Church teaches.” • Students learn that Sunday Mass must be attended as it is a Church law. 	<ul style="list-style-type: none"> • Teacher makes little or no attempt to convince students of the importance of the Catholic faith for their salvation; is not certain that God is all-loving and merciful. • Teacher discourages students’ questions about the faith • Teacher believes that Sunday worship is a personal choice, rather than an obligation.

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TASK I: “Catechesis promotes knowledge of the faith....”

Levels of Performance

ELEMENT	DISTINGUISHED	PROFICIENT	BASIC	UNSATISFACTORY
Catechetical Certification	Teacher has attained catechetical certification and updates certification consistently.	Teacher is in process of attaining catechetical certification within the first eight years of hire.	Teacher is working towards catechetical certification; will not be certified within the first eight years of hire.	Teacher refuses to work towards catechetical certification.
Critical Attributes	<ul style="list-style-type: none"> Teacher participates in catechetical courses and electives for personal and professional development Teacher adapts information to specific and realistic situations. 	<ul style="list-style-type: none"> Teacher regularly registers for required courses and electives to meet his/her goal Teacher recognizes professional value in certification. 	<ul style="list-style-type: none"> Teacher registers for required courses or electives when instructed by Administrator Teacher makes known his/her objections; views certification as a personal burden. 	Teacher ignores or refuses to register for required courses or elective although he/she agreed to the policy upon hire.
Possible Examples	<ul style="list-style-type: none"> Teacher approaches administrator regarding catechetical courses or workshops <i>“The Keynote’s presentation on the Sacrament of Penance gave me new insights on God’s mercy. I am revising my lesson plan.”</i> 	<ul style="list-style-type: none"> Teacher registers for a course or elective after administrator shares information with faculty <i>“The Catechist Workshops are always quite worthwhile; I got a great make and take idea for the Sacrament of Penance.”</i> 	<ul style="list-style-type: none"> Teacher waits for administrator to post information regarding required courses and electives <i>“I always go to the Catechist Convocation, but why is it a Saturday? Do we need to stay the whole day to get credit?”</i> 	<ul style="list-style-type: none"> <i>“I don’t teach religion so it makes no sense to take these courses.”</i> <i>“Why doesn’t the Archdiocese give Act 48 credit for these courses?”</i> <i>“The Archdiocese has no respect for teachers when they expect us to give up free time for their courses and workshops.”</i>

ELEMENT	DISTINGUISHED	PROFICIENT	BASIC	UNSATISFACTORY
Instruction in the Faith <i>(Teachers of Religion)</i>	Teacher follows the Archdiocesan Religion Guidelines. He/she engages students in well-prepared, vibrant and student centered lessons which give in depth knowledge of the Catholic faith while fostering the students’ faith life.	Teacher follows the Archdiocesan Religion Guidelines. He/she provides instructionally demanding and effective lessons. Learning is more teacher directed than student centered.	Teacher is text book dependent and rarely follows the Archdiocesan Religion Guidelines. Learning is achieved but with little or no creativity. Student participation is lacking.	Teacher needs assistance in preparing lessons that follow the teachings of the Church and incorporate the Archdiocesan Religion Guidelines.
Critical Attributes	Teacher demonstrates a high level of understanding of Catholic doctrine; faithfully witnesses to the Gospel of Jesus Christ.	Teacher has a good understanding of Catholic faith as evidenced in lesson plans and instruction.	<ul style="list-style-type: none"> Teacher has a basic knowledge of the Catholic faith; accepts assistance; enrolls in catechetical courses Teacher carefully plans lessons, but is very dependent on the Teacher Edition. 	<ul style="list-style-type: none"> Teacher lacks confidence in teaching the faith Teacher admits little or no faith formation; is confused about many truths of the Catholic faith.
Possible Examples	<ul style="list-style-type: none"> Teacher moves beyond the textbook; directs students to resource materials, activities and technology to enrich the lesson. Teacher uses quality performance assessments for students to apply key concepts which also demonstrate growth in their faith life. Students are encouraged to defend the faith, though it may be socially unpopular such as Respect Life initiatives. 	<ul style="list-style-type: none"> Teacher uses a variety of materials and technology to enhance lessons and discussions Teacher assesses students frequently for mastery of material Teacher challenges students to be involved in the school and/or parish outreach initiatives. 	<ul style="list-style-type: none"> Teacher and students read the text together; questions and discussion are limited to lesson Teacher assessments are very objective; rarely utilizes performance assessments. 	<ul style="list-style-type: none"> Teacher and students read the text together; questions and discussion are not encouraged. Teacher assessments are knowledge driven; do not go beyond factual content Teacher displays confusion when asked questions by students which are not included in Teacher Edition Teacher slowly improves skills and knowledge with help of a mentor.

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TASK II: “Catechesis promotes a knowledge of the meaning of Liturgy and sacraments....”

Levels of Performance

ELEMENT	DISTINGUISHED	PROFICIENT	BASIC	UNSATISFACTORY
Liturgy and Sacraments	Teacher actively encourages student participation in the sacramental life of the Church; personally witnesses to the power of the sacraments to real life situations.	Teacher stresses student participation in the life of the Church; relates the power of the sacraments to real life situations.	Teacher reminds students that they should participate in the Church’s sacramental life; rarely makes meaningful application to realistic situations.	Teacher does not understand, or rejects the teachings of the Church regarding the liturgy and sacraments; instruction is content driven and dependent on the Teacher Edition.
Critical Attributes	<ul style="list-style-type: none"> • Teacher moves beyond the curriculum; develops lessons that include the experience of the Sacred Liturgy • Teacher gives personal witness to the power of the sacraments, particularly through the frequent reception of the Sacraments of Penance and Holy Eucharist. 	<ul style="list-style-type: none"> • Teacher instructs students about the importance of the Mass and the Sacraments as they relate to the curriculum; plans meaningful activities to enhance the lesson • Students are encouraged to receive the Sacraments of Penance and Holy Eucharist frequently. 	Teacher’s instruction about the Mass and/or the sacraments follows Teacher Edition with little or no enrichment.	Teacher admits that he/she is unfamiliar with the teachings of the faith or does not support the teachings of the Church, especially about Mass and the sacraments.
Possible Examples	<ul style="list-style-type: none"> • Students are spiritually prepared for school Masses and confessions • Teacher prepares School or Class Liturgies, and/or Liturgy of the Word; models and trains students in “Church etiquette” • Teacher and students look forward to visits to the Blessed Sacrament when made available; students are well-prepared for the visit • Teacher arranges for priests, seminarians, or religious to speak to students about their vocation to school community • Teacher reviews the Sunday Mass readings each Friday to prepare students for Sunday liturgy; teacher discusses Mass readings on Monday as a follow up. 	<ul style="list-style-type: none"> • Teacher prepares students for School Mass and School Confessions; demonstrates “Church etiquette” to students • Teacher takes advantage of visits to the Blessed Sacrament with students when made available • Teacher shows DVD about the priesthood during National Vocations Week • Teacher reviews the Sunday Mass readings each Friday to prepare students for Sunday liturgy. 	<ul style="list-style-type: none"> • Teacher does not prepare students for confession as the examination of conscience is not included in Teacher Edition • Teacher brings students to Church only for scheduled school liturgies or prayer services; may be unaware of “Church etiquette” • Teacher may express to students that Church’s teaching on the Sacrament of Marriage is archaic and out of touch with present culturally and social norms. 	<ul style="list-style-type: none"> • Teacher admits that he/she does not follow and/or respect the Church’s teaching, particularly on marriage and worship on Sunday Mass • Teacher lacks understanding regarding the real presence of Jesus Christ in the Sacrament of the Eucharist.

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TASK III: “Catechesis promotes moral formation in Jesus Christ...”

Levels of Performance

ELEMENT	DISTINGUISHED	PROFICIENT	BASIC	UNSATISFACTORY
Works of Mercy	Teacher consistently integrates the Spiritual and Corporal Works of Mercy in his/her instruction; enriches lesson with meaningful prayer, and/or projects and activities; makes intentional connections across the curriculum.	Teacher instruction of the Spiritual and Corporal Works of Mercy is meaningful; supports lessons with varied enrichment activities; makes connections across the curriculum.	Teacher instruction of the Spiritual and Corporal Works of Mercy is meaningful but rarely goes beyond the religion curriculum; supports lesson with enrichment activities.	Teacher instruction of the Spiritual and Corporal Works of Mercy is dependent on the Teacher Edition; enrichment activities are lacking as no application is made to real life or specific situations.
Critical Attributes	<ul style="list-style-type: none"> •Teacher is a role model as he/she is a driving force in the coordination of school programs, activities, and prayer services with themes from the Spiritual and Corporal Works of Mercy •Teacher creates a joyful classroom environment which reflects the Spiritual and Corporal Works of Mercy in posters, student projects/activities, and school information. 	<ul style="list-style-type: none"> •Teacher actively involves students in school programs, events, and prayer services for the Spiritual and Corporal Works of Mercy •Teacher displays posters, student activities and projects and school information about the Spiritual and Corporal Works of Mercy which enhance the Catholic identity of his/her classroom 	<ul style="list-style-type: none"> •Teacher supports student involvement in school programs, events, and prayer services for the Spiritual and Corporal Works of Mercy •Teacher has some display of the Spiritual and Corporal Works of Mercy; posts information on bulletin board when received from Administrator. 	<ul style="list-style-type: none"> •Teacher is unfamiliar with Spiritual and Corporal Works of Mercy; views them as “Catholic volunteerism,” rather than corporal and spiritual acts of charity •Teacher rarely displays student work on the Spiritual and Corporal Works of Mercy; only posts or shares school information when directed by Administrator •Student involvement is lacking in school events and prayer services for the Spiritual and Corporal Works of Mercy.
Possible Examples	<ul style="list-style-type: none"> •Teacher regularly models and provides opportunities for students to live out the Spiritual and Corporal Works of Mercy by writing to shut-ins, participating in clothing and food collections; helping other children with homework •Teacher models and provides prayer experiences which helps students console a classmate who has lost a loved one •Teacher provides a prayer intention box for students’ petitions; regularly incorporates in daily prayer •Teacher arranges and attends class trip to a nursing facility for Christmas prayer service and caroling. •Teacher relates these experiences to performance assessments. 	<ul style="list-style-type: none"> •Teacher regularly highlights the Spiritual and Corporal Works of Mercy in the religion text and across the curriculum; makes practical applications such as being inclusive of students in recess or lunch yard activities •Teacher encourages students to write friendly letters to parish shut-ins •Teacher and students make food bags for a nearby homeless shelter •Teacher bases performance assessments on these activities. 	<ul style="list-style-type: none"> •Teacher assigns a project on a Spiritual or Corporal Work of Mercy as it relates to the religion lesson; students share with the class; may or may not relate to performance assessments •Teacher encourages student participation in school activities which reflect the Spiritual and Corporal Works of Mercy such as the Rice Bowl, Missionary Childhood Association Lenten Appeal, and/or spiritual bouquets for servicemen. 	<ul style="list-style-type: none"> •Teacher and students read text together about the Spiritual and Corporal Works of Mercy •Teacher assigns textbook activity which assesses student understanding of the Spiritual or Corporal Works of Mercy •Teacher is not consistent in supporting school activities which reflect the Spiritual and Corporal Works of Mercy such as the Rice Bowl, Missionary Childhood Association Lenten Appeal, and/or spiritual bouquets for servicemen.

THE FRAMEWORK FOR CATECHESIS IN THE CATHOLIC SCHOOL

TASK IV: “Catechesis teaches the Christian how to pray with Christ...”

Levels of Performance

ELEMENT	DISTINGUISHED	PROFICIENT	BASIC	UNSATISFACTORY
Faith Centered Classroom Environment	Teacher infuses a prayerful atmosphere within the classroom environment which enhances student learning and personal growth in their faith.	Teacher creates a classroom environment which reflects Scriptural, liturgical and/or religious themes of the religion curriculum.	Teacher has signs and symbols of the Catholic faith in his/her classroom.	Teacher usually displays few signs and symbols of the Catholic faith in the classroom.
Critical Attributes	<ul style="list-style-type: none"> • Teacher prominently displays, and/or creates a prayer/religion center replete with signs and symbols which express the beliefs of the Catholic faith; support and enrich the curriculum; reflect the liturgical year • Teacher incorporates the prayer/religion center in his/her lessons across the curriculum and with meaningful explanation. 	<ul style="list-style-type: none"> • Teacher displays tangible expressions of the Catholic faith around the classroom and in a prayer/religion center which support and enrich the religion curriculum and reflect the liturgical year • Teacher incorporates the prayer/religion center in his/her lessons and with meaningful explanation. 	<ul style="list-style-type: none"> • Teacher displays classroom with religious signs and symbols which generally reflect the curriculum; may have a prayer/religion area, but is not in a dedicated space or placed prominently • Teacher refers to religious signs and symbols if mentioned in Teacher Edition; otherwise remain static. 	<ul style="list-style-type: none"> • Teacher displays religious signs and symbols which are very minimal, not prominently placed; usually serve a decorative purpose • Teacher does not create a dedicated space as a for prayer/religion center.
Possible Examples	<ul style="list-style-type: none"> • Teacher prominently displays the Bible, sacramentals, sacred vessels, statues, lives of the saints, prayer books, relics, Catholic art and other signs and symbols which are expressions of the faith which relate to the religion curriculum and/or liturgical season • Teacher chooses posters that reflect Catholic identity in light of a specific area of secular curriculum; i.e., Our Lady of Guadalupe statue or poster in relation to his/her instruction on Mexico. • Students research the importance of Our Lady of Guadalupe to the Mexican nation. 	<ul style="list-style-type: none"> • Teacher displays the Bible, sacramentals, sacred vessels, liturgical calendar, statues, prayer books and other expressions of the faith which relate to the religion curriculum • Teacher assigns and prominently displays student projects that reflect Catholic identity as related to the religion curriculum. 	<ul style="list-style-type: none"> • Teacher chooses religious posters that reflect Catholic identity and class religion curriculum • Teacher assigns projects which reflect Catholic identity in relation to the religion curriculum; displays student projects, but not always in a place of prominence. 	<ul style="list-style-type: none"> • Teacher chooses religious posters that reflect Catholic identity; he/she does not integrate into instruction • Students point out to teacher that poster with Ten Commandments does not reflect those in student text. Teacher discovers that this is the Protestant version of the Ten Commandments • Classroom at times is devoid of Catholic identity.

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TASK IV: “Catechesis teaches the Christian how to pray with Christ...”

Levels of Performance

ELEMENT	DISTINGUISHED	PROFICIENT	BASIC	UNSATISFACTORY
Prayer Experience	Teacher always responds to scheduled prayer times; provides consistent, varied and meaningful prayer experiences for students throughout the school day.	Teacher provides regular opportunities for prayer with students beyond the appointed times of the school day; provides varied prayer experiences to support the lesson.	Teacher prays with students at the appointed times throughout the school day.	Teacher is not always respectful of scheduled prayer times.
Critical Attributes	<ul style="list-style-type: none"> •Teacher is a model of prayer •Teacher uses traditional Catholic prayers and literature which enhance the religion lesson on prayer •Teacher incorporates grade level prayers from the curriculum throughout the day •Teacher stops class to pray for special intentions, for example, a prayer for the safety of people is offered when the sound of emergency vehicle siren is heard •Teacher encourages students to be leaders of classroom and school prayer; to participate fully in liturgical prayer. 	<ul style="list-style-type: none"> •Teacher prays with students often •Teacher uses varied prayer experiences as defined by the religion curriculum; leads the students in various experiences and expressions of prayer according to the religion curriculum •Teacher stops class to pray for special intentions, for example, a prayer for the safety of people is offered when the sound of emergency vehicle siren is heard •Teacher supports student participation in liturgical, school, class prayer. 	<ul style="list-style-type: none"> •Teacher prays with students at scheduled times •Teacher uses various experiences of prayer that are suggested by the Teacher Edition •Teacher selects students to lead classroom and school prayer. 	<ul style="list-style-type: none"> • Teacher is not comfortable, lukewarm or unfamiliar with prayer experiences with students • Teacher is unable or unwilling to provide varied prayer experiences of the Catholic tradition • Teacher rarely permits students to lead classroom prayer.
Possible Examples	<ul style="list-style-type: none"> •Teacher guides students through the Miraculous Medal Enrollment process •Teacher provides a “special intention box” at prayer center •<i>“Boys and Girls, let’s stop what we are doing now and offer a prayer for those who may be helping in an emergency and for those whom they are helping.”</i> •Students independently visit prayer center for personal prayer and reading during recess or free time. • Teacher prepares students who have volunteered for liturgical ministries at School liturgies. 	<ul style="list-style-type: none"> •Teacher researches and instructs students about the “Living Rosary” during the month of October •Teacher and students often use prayer center for instruction •<i>“Boys and Girls, let’s stop what we are doing now and offer a prayer for those who may be helping in an emergency and for those whom they are helping.”</i> •Students are encouraged to use prayer center for personal prayer •Teacher volunteers to train his/her students as lectors for School liturgies and prayer services. 	<ul style="list-style-type: none"> • Teacher stops and prays during class for a special intention or in response to a crisis • Teacher employs varied prayer experiences as suggested by Teacher Edition • Teacher encourages student participation in School liturgies but is dependent on other faculty member to prepare students. 	<ul style="list-style-type: none"> • Teacher rarely begins or ends class with prayer • Teacher views prayer as an interruption to class time • Teacher does not encourage student participation in School liturgies or prayer services

THE FRAMEWORK FOR CATECHESIS IN THE CATHOLIC SCHOOL

TASK V: “Catechesis prepares Christians to live in community and to participate actively in the life and mission of the Church...”

Levels of Performance

ELEMENT	DISTINGUISHED	PROFICIENT	BASIC	UNSATISFACTORY
Community Building	Teacher understands “Community Building” as fundamental to the Christian life; integral to the mission of Catholic education; an important aspect of his/her vocation as a Catholic school teacher.	Teacher acknowledges “Community Building” as part of the Christian life and mission: demonstrates a willingness to build community among students, faculty, and school and/or parish communities.	Teacher views “Community Building” as “school spirit” and necessary for the success of the Catholic school; has superficial knowledge of concept in relationship to the life and mission of the Church.	Teacher views “Community Building” only as it pertains his/her class; sees extracurricular activities as optional and beyond the scope of employment; has little or no understanding of concept in relationship to the life and mission of the Church.
Critical Attributes	<ul style="list-style-type: none"> • Teacher assists Administrator in creating and/ or coordinating prayer services, outreach, projects, or events which foster a communal spirit among the students, faculty or parish • Teacher incorporates Catholic Social Teaching beyond the curriculum in instruction and prayer services • Teacher assumes leadership role with enthusiasm. 	<ul style="list-style-type: none"> • Teacher willingly participates in planning committees, events, activities and prayer experiences which strengthen the communal spirit of the school and/or parish; always includes instruction on Catholic Social Teaching in accordance with Religion Guidelines • Teacher accepts leadership roles with hesitation. 	<ul style="list-style-type: none"> • Teacher supports but needs constant reminders about school activities, events and prayer services which strengthen the communal spirit of the school • Teacher is unaware of Catholic Social Teaching • Teacher is unwilling to accept a leadership role; serves on committee when requested by Administrator. 	<ul style="list-style-type: none"> • Teacher uses textbook activities to build relationships among students • Teacher needs coaxing from Administrator for support of school events, activities and prayer experiences which strengthen school community • Teacher refuses to attend extracurricular events, activities, prayer services, or liturgies.
Possible Examples	<ul style="list-style-type: none"> • Teacher embraces role as Sacramental grade teacher with great fervor; understands the nature of sacrament as a parish event • Teacher offers his/her time and talent to work with pastor and parish staff to plan parent meetings, retreat days, prayer services and liturgy for the sacrament • Teacher offers to present a workshop to parents on retreat day. 	<ul style="list-style-type: none"> • Teacher is excited to prepare his/her students for the reception of the sacrament; accepts the responsibility to assist with the extracurricular activities associated with the sacramental preparation • Teacher supports parish staff; volunteers when he/she is able • Teacher offers to be read at the prayer service on retreat day. 	<ul style="list-style-type: none"> • Teacher accepts the a sacramental grade position; students are well prepared • Teacher is supportive of the extracurricular events and activities related to sacrament, but is upset that most happen on nights and weekends • Teacher is present on retreat day; helps if needed. 	<ul style="list-style-type: none"> • Teacher prepares his/her students for the reception of the sacrament according to Teacher Edition and without enthusiasm • Teacher views extracurricular events and activities related to the sacrament as beyond the scope of his/her job; attendance is inconsistent • Teacher lobbies for school celebrations of the sacrament rather than parish

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Levels of Performance

ELEMENT	DISTINGUISHED	PROFICIENT	BASIC	UNSATISFACTORY
Faculty Retreat Experience	Teacher holds the annual faculty retreat in high esteem; extremely important to his/her spiritual growth and development as a Catholic educator.	Teacher understands the importance of the annual faculty retreat; recognizes the need for his/her spiritual growth.	Teacher attends the annual faculty retreat because it is a requirement.	Teacher has poor opinion of the faculty retreat; sees little or no value in the day.
Critical Attributes	<ul style="list-style-type: none"> •Teacher expresses a positive attitude; welcomes an opportunity to grow closer to Christ •Teacher participates fully in the times of quiet prayer, presentation and directed activities. 	<ul style="list-style-type: none"> •Teacher expresses a positive attitude toward the retreat •Teacher participates in times of quiet prayer, presentation and directed activities. 	<ul style="list-style-type: none"> •Teacher views attendance at the faculty retreat as part of his/her job description •Teacher participates in some times of quiet prayer, presentation and/or directed activities. 	<ul style="list-style-type: none"> •Teacher reluctantly attends faculty retreat •Teacher does not fully participate in times of quiet prayer, presentation and/or directed activities
Possible Examples	<i>“I look forward to the retreat each year. It is an oasis for me and helps me understand my role as a Catholic school teacher.”</i>	<i>“The retreat is a great way for me to be renewed in my faith life. I am glad that it is part of our school schedule.”</i>	<i>“I am grateful to those who plan the retreat as it is a good break and a nice benefit of the job. Sometimes I find the exercises hard as I am not that religious.”</i>	<i>“The retreat is a waste of my time as my faith life is my business. It’s beyond me how anyone could get into it. Why not just give us the day off? We make so little money and a perk now and then would help. I might call in sick.”</i>

THE FRAMEWORK FOR CATECHESIS IN THE CATHOLIC SCHOOL

TASK VI: “Catechesis promotes a missionary spirit that prepares the faithful to be present as Christians in society....”

Levels of Performance

ELEMENT	DISTINGUISHED	PROFICIENT	BASIC	UNSATISFACTORY
Integrating Catholic Identity Across the Curriculum	Teacher infuses Catholic identity into secular curriculum; is skilled in making spontaneous faith connections to secular subjects.	Teacher consistently interjects Catholic identity into secular curriculum; is able to make spontaneous faith connections to secular subjects.	Teacher often depends on Administrator for direction in integrating Catholic identity into secular curriculum.	Teacher is unable or refuses to integrate Catholic identity across the curriculum.
Critical Attributes	<ul style="list-style-type: none"> •Teacher is very knowledgeable and proud of his/her Catholic faith •Teacher continually takes courses and workshops to increase his/her knowledge of the faith •Teacher weekly plan reflects examples of the Catholic faith linked to secular curriculum •Students experience activities and/or projects which help them make faith connections to the secular curriculum. 	<ul style="list-style-type: none"> •Teacher knows a great deal about the Catholic faith •Teacher takes courses and workshops to improve his/her knowledge of the faith •Teacher weekly plan often includes reference to Catholic identity across the curriculum •Teacher provides activities to connect faith to secular curriculum. 	<ul style="list-style-type: none"> •Teacher understands the importance of Catholic identity across the curriculum, but often is unable to make connections independently •Teacher is willing to deepen his/her knowledge of the faith through study. 	<ul style="list-style-type: none"> •Teacher’s knowledge of the Catholic faith is limited; not able and unwilling to make faith connections to secular subjects; ignores direction from Administrator •Teacher believes that Catholic identity should be relegated to religion curriculum; is a burden on other subject areas.
Possible Examples	<ul style="list-style-type: none"> • Teachers participates in parish Lenten or Bible Study Series; attends the annual Theological Update •Teacher invites a missionary from the Southwest Region of the United States to show photos of area; speak about culture and his/her school for needy Native Americans; students adopt school and have fundraisers to send school supplies •Teacher highlights the devout faith of the great scientist, Louis Pasteur, when teaching the method of “pasteurization” •Students research religious men and women who were instrumental in developing Catholic education in the United States. 	<ul style="list-style-type: none"> • Teachers regularly enrolls in Catechetical courses and workshops; may participate in parish Lenten or Bible Study Series in addition to catechetical courses and workshops • Math teacher connects the concept of infinity to God • Students research Catholics who made great contributions to the field of science and math • Students visit local shrines in conjunction with the study of Pennsylvania. 	<p>Teacher at the direction of the Administrator:</p> <ul style="list-style-type: none"> • displays Catholic art and Church architecture to enhance Art or Social Studies lesson • adds a visit to the St. John Neumann Shrine to class trip to Philadelphia; • assigns research projects which reflect the influence of Catholics during the Colonial America. 	<p>Teacher states to Administrator:</p> <p><i>“There is not enough time to cover the entire curriculum as it is. Now I have to insert and discuss connections to religion. This is nonsense as it is not included in the Archdiocesan guidelines.”</i></p>