



# ARCHDIOCESE OF INDIANAPOLIS

*The Church in Central and Southern Indiana*

## **Office of Catholic Education**

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SCHOOL: St. Thomas Aquinas  
PARISH PRIEST: Reverend Steven C. Schwab  
PRINCIPAL: Cara Swinefurst  
DATE OF VISIT: September 10, 2014  
DATE OF REPORT: September 26, 2014

## **INTRODUCTION:**

St. Thomas Aquinas Catholic School hosted a team of ten teachers and administrators from the Archdiocese of Indianapolis and one administrator from the Diocese of Fort Wayne on September 10, 2014. The internal review team interviewed 46 stakeholders, including the parish priest, principal, faculty, staff members, parents, parish stakeholders, and students. The team visited every classroom and reviewed documents provided by the school.

St. Thomas Aquinas Parish was founded in 1939. The Sisters of Providence founded the school in 1941. In 1959 the gymnasium was built, which allowed greater participation in physical education and CYO programs. In 2000 a major renovation occurred, adding a Science Lab and extending kindergarten and differentiated learning spaces, along with new office and teacher work space and connecting the school, parish offices, and church together.

St. Thomas Aquinas School is a close-knit neighborhood school that values racial and ethnic diversity. Parents gravitate to its neighborhood because they want their children to grow up in a school that represents real life population. There are students and parents from 16 different countries at the present time. Enrollment ranges from 210-220 students per year. There is a broad socio-economic range, with the majority of students from middle class America. The racial/ethnic make-up of St. Thomas Aquinas is 27% minority with representation of African American, Hispanic, and Bi-racial. 79% of St. Thomas Aquinas students are Catholic; this percentage is down from 88% in 2010-11. There are 44 students at St. Thomas Aquinas who receive a state voucher, representing 21% of the enrollment. Participation in the state voucher program has jumped from seven students in 2012-13 to 44 students in 2014-15. Only 11% of St. Thomas Aquinas Catholic School students qualify for free or reduced price lunches through the federal program, but this number has increased from 4% in 2012-13.

The school's location is an area of strength from both an enrollment point and an experience angle. Butler University is only three blocks to the west, and St. Thomas Aquinas students participate in arts and outdoor programs there. The Governor's residence is just one block away, giving students an interesting perspective of the government as they see the Governor in the neighborhood, observe him voting at the polling site at St. Thomas Aquinas, and are occasionally invited to events on the lawn at the Governor's residence.

St. Thomas Aquinas School is known for academic excellence and providing a well-rounded Catholic education. In 2005 St. Thomas Aquinas won the Blue Ribbon School of Excellence award by the United States Department of Education. In 2014 St. Thomas Aquinas won the Green Ribbon School Award, also from the United States Department of Education, for environmental education. St. Thomas Aquinas was one of only two schools in Indiana and one of only four Catholic schools in the nation to receive the Green Ribbon award. In addition to strong academics, an emphasis on environmental education, and high quality religious instruction, St. Thomas Aquinas students can participate in a wide range of extracurricular activities, including karate, flamenco dancing, chess club, CYO sports, drama, robotics, and speech competitions.

### **CATHOLIC IDENTITY:**

In many aspects, things are a bit different at St. Thomas Aquinas than at most schools in the Archdiocese. Catholic Identity is one of those areas. There was only one reference to "Catholic Identity" in the notes taken by the chairperson. In that notation, the special area teachers defined Catholic Identity as how teachers treat students and how students treat one another. Those teachers said that Catholic Identity permeates everything at St. Thomas Aquinas and is not viewed as something separate. While this was the only direct statement regarding Catholic Identity, throughout the remainder of the day, there were numerous references to how Catholic Identity manifests at St. Thomas Aquinas. For example, it was stated in multiple interview sessions that social activism is a theme of the parish, and the parish is focused on social action and social justice. It was clear to the internal review team that social activism and social justice are important areas of focus for the St. Thomas Aquinas parish and school, and those are indicators of a very deep Catholic Identity. One of the challenges/recommendations listed at the end of this report is that an emphasis on Catholic Identity or religious instruction was not specifically mentioned very often. While there was considerable evidence of Catholic Identity at work with the emphasis on social activism and social justice, those efforts could be strengthened further by expressly referencing them as manifestations of St. Thomas Aquinas' Catholic Identity. One participant in the parent/stakeholder interview session expressed that St. Thomas Aquinas School should be viewed as a ministry of the parish and not as a private school. This individual stated that he feared St. Thomas Aquinas is viewed as a great private school, but not so much viewed as a Catholic school.

## **LEADERSHIP AND GOVERNANCE:**

*Standard: The school provides governance and leadership that promote student performance and school effectiveness.*

The parish priest is in his ninth year at St. Thomas Aquinas, while the school principal is in her third year at the school. The principal and parish priest work well together. There is a very active and involved School Commission. The principal attends all meetings of the School Commission. The School Commission functions well and professionally. There is a comprehensive long-range strategic plan in place, and the School Commission updates that plan annually. The School Commission is currently finishing up the current plan. The comprehensive and detailed manner of the long-range strategic plan is an area of great strength. The School Commission is commended for its attentiveness to the planning process.

The school improvement process at St. Thomas Aquinas Catholic School is very process oriented. The principal meets with the leadership team (representatives from primary, middle school, special areas, and resource) to focus on goals. Weekly cluster meetings are utilized to distribute and discuss information and initiatives.

## **VISION AND MISSION:**

*Standard: The school establishes and communicates a shared mission and direction for improving the performance of students and the effectiveness of the school.*

St. Thomas Aquinas School has established both mission and vision statements. The mission statement reads:

“The mission of St. Thomas Aquinas School is to provide an excellent educational environment where students will grow spiritually, academically, socially, and physically.”

This is not a strong mission statement. Indicator 1.1 under the Vision and Mission standard says, “...at its foundation church teaching and doctrine.” St. Thomas Aquinas’ mission statement does not include the word Catholic; nor does it make any commitment to teaching our Catholic faith to the students. The word “spiritually” does not go far enough in committing to a foundation based on Church teaching and doctrine. This mission statement would be improved by simply adding the word Catholic to the name of the school. Additionally, this mission statement makes a commitment to provide an excellent educational environment; that is not the same as committing to provide an excellent education. This point is heightened in the next phrase when it says, “...where students will grow...” There needs to be a commitment to more than just “grow”. One would hope, at the barest of minimums, that when students are under your care for 180 school days, there will be growth. There are much stronger ways to commit to growth than to say, “...will grow...”

During the internal review process, the team looks and listens for references to the mission statement. Is the mission statement a living document in the school? Are the words of the mission statement on the tip of everyone's tongue as they talk about the school? Is the mission statement viewed as the foundation for everything that is done at the school? Throughout the day spent at St. Thomas Aquinas Catholic School, the internal review team did not hear any references to the mission statement or to fulfilling the school's mission. The internal review team sees this as a lost opportunity. A mission statement that is properly implemented will result in "yes" responses to each of the above questions. The internal review team recommends that St. Thomas Aquinas Catholic School revisit their mission statement to beef it up with Catholic Identity and commit to some degree of excellence beyond saying that "...students will grow..."

The vision statement reads:

St. Thomas Aquinas students will become responsible, faith-filled, caring citizens and independent learners through the combined support of the Church, families, and faculty."

A vision statement is sometimes described as a picture of your institution in the future. One way to think about a vision statement is to ask this question: If St. Thomas Aquinas Catholic School is successful in fulfilling its mission statement, what would the end result look like? The picture of that end result then becomes the school's vision statement. This way of looking at a vision statement dictates there is a connection or linkage between the mission statement and the vision statement. Since St. Thomas Aquinas Catholic School needs to revise its mission statement, when that revision is completed, the school should then build a linkage or connection between the mission statement and the vision statement. This may require revision of the school's vision statement also.

As St. Thomas Aquinas Catholic School works to revise these documents, you have the opportunity to create mission and vision statements that provide a foundation for everything you do and are on the tip of everyone's tongue because the documents truly express and proclaim who you are and why you exist. The creation of documents that accomplish those goals will be a tremendous asset to your already-excellent Catholic school.

### **GOALS:**

*Standard: The school establishes goals to guide its progress and to assure that students will be able to grow in their academic endeavors and in their relationship with God.*

St. Thomas Aquinas Catholic School has identified two goals: 1.) All students will improve in writing skills specific to the writing process; and 2.) Monitor the execution of the St. Thomas Aquinas School strategic plan that will grow and sustain its diverse and welcoming student body over the next three years. St. Thomas Aquinas Catholic School did not include a mathematics goal in their School Improvement Plan, though the principal stated that they do indeed have a

math goal which deals with data/probability/statistics. The institutional goal (goal #2 above) is from the old long-range strategic plan.

For Goal #1, St. Thomas Aquinas Catholic School analyzed ISTEP+ results and the Value Added analysis of ISTEP+. The writing process was found to be the lowest achievement area at two grades and was nearly the lowest at the other tested grade levels. The benchmark for this goal is that the writing process will no longer be the lowest scores for grades four and seven on ISTEP+. All students will increase their proficiency in written communication. Teachers will also analyze formative and summative assessments used in English/Language Arts classrooms to show progress. Teachers will use research-based instructional strategies from the 6+1 Writing Model to strengthen writing skills. The common vocabulary, practices, and evaluation process of 6+1 will be implemented through weekly instruction. Writing opportunities will be integrated across the curriculum. Students will be instructed in the self-evaluation process of revising and editing.

What is written for goal #2 comes from the School Commission's current three-year strategic plan, which is in its third year. This goal has been in place, and the school has been progressing toward its completion, for two and one-half years. The School Commission is in process of developing a new three-year strategic plan. Parent surveys will be conducted in December 2014, and the results analyzed in January. The time period January through April will be devoted to creation of the new three-year strategic plan. The School Commission's long-range strategic plan includes four major areas: Academic Excellence, Advancement (Development), Technology, and Catholic Identity. Parent survey and faculty/staff input are the primary data sources used to construct the strategic plan. Benchmarks to look for include increased performance on standardized tests, increased relationships and support through communication, and increased opportunities for effective technology used by students and teachers.

The school improvement process is important to the faculty and staff at St. Thomas Aquinas Catholic School. The previous accreditation visit, in April 2012, included the following recommendations, and the school has made progress as noted.

Investigate ways to provide more IT support. The school now has two part-time employees to provide infrastructure, maintenance, and professional development for teachers. There is also a service contract with a company for items outside the expertise of these staff.

Provide quarterly reviews on progress made on the six areas of the school strategic plan to all stakeholders. Progress is reported quarterly as part of the School Commission meeting. That information is provided to the community in the meeting minutes, which can be accessed through the school website.

Develop an annual report at the end of each school year. Incomplete at this time.

Develop a professional development plan specific to the St. Thomas Aquinas School Improvement Plan. A concerted effort has been made to align professional development with student test data. Research-based strategies have been employed to address the challenge areas efficiently and cohesively across all grade levels. Participation in Archdiocesan professional development opportunities has allowed for growth in teachers. In summer of

2014, St. Thomas Aquinas teachers partnered with Little Flower teachers in professional development focused on revamping how school works for the contemporary learner and incorporating the vision Pope Francis is communicating.

Determine how to provide structured time on a weekly basis for primary, intermediate, and middle school teachers to collaborate on the analysis of assessment data, instructional practices, and the needs of all students. St. Thomas Aquinas teachers meet in cluster groups each week to participate in professional development aligned with the school improvement plan, changes to the State's academic standards, needs of students, and needs of teachers. Following the cluster meetings, teachers implement these best practices, bring back student data, and receive feedback for improving practice.

For each academic goal, set a benchmark of numerical progress to be reached. Incomplete. While an increase is the expected goal overall, a specific numerical value has not been assigned.

Continue to revise and update the school website in order to maintain a vibrant presence on the web. The website is updated weekly with current information for families. New to the site overall is a donation section and an alumni form. A plan to overhaul the website is being formalized by the Technology Committee.

### **TEACHING AND LEARNING:**

*Standard: The school provides research-based curriculum and instructional methods that facilitate achievement for all students, which is based on the teaching of Christ and His Church.*

Understanding that the classroom observations within the internal review process represent only a brief snapshot of all that is taking place in those classrooms, here are the findings from the classroom observations at St. Thomas Aquinas Catholic School. Members of the internal review team conducted twenty classroom observations, and the results of those observations are summarized in this section. The profile of teaching and learning at one point in time is provided using the Archdiocese of Indianapolis Walk-Through Rubric. The faculty should have a discussion of this profile as a part of ongoing efforts to improve instruction.

The learning objective was deemed to be evident to the learner in 83.3% of the classroom observations. The learning was objective was judged to be on target for grade level standards in 88% of the observations.

Focusing on instruction, the most frequently observed instructional practices were: providing directions/instructions, coaching, discussion, incorporating technology, and modeling. Grouping formats for instruction were very well balanced with 41.7% of the observations indicating whole group instruction. Small group instruction accounted for 16.7%, while paired instruction accounted for 8.3%, and individual instruction was observed in 33.3% of the classroom observations. This is excellent balance in instructional grouping formats. To provide a benchmark, when whole group instruction accounts for fewer than 50% of the classroom observations, it is indicative of balanced instructional format. Obviously, St. Thomas Aquinas

Catholic School is excellent in this regard. St. Thomas Aquinas' emphasis on differentiated instruction and providing additional help and support to all students is the basis for this balanced grouping, and the school is highly commended for its efforts and results. The most frequently research-based instructional strategies were homework/practice, reinforcing effort/recognition, and setting objectives/feedback.

Focusing on the learner, students were most frequently observed listening and speaking. The most frequently observed instructional materials were oral work, computer software, and Smartboards.

In terms of Bloom's Taxonomy of Learning, 53.6% of the classroom observations identified work at the knowledge or comprehension levels of Bloom. The upper three levels of Bloom (analysis, synthesis, and evaluation) combined to account for 32.1% of the classroom observations. When classroom instruction is such that less than 50% of the work is at the knowledge and comprehension levels, and 33% of the work is in the upper three levels of Bloom, that is one indication of solid instruction. St. Thomas Aquinas Catholic School is very near those benchmark goals and is commended. The teachers could consider charting their lessons in accordance with Bloom's Taxonomy to find how they make the small gains necessary to meet this benchmark. Students were deemed to be either highly engaged or well managed in 100% of the classroom observations. Highly engaged was recorded at slightly better than a 2:1 rate in comparison to well-managed. St. Thomas Aquinas Catholic School is commended for this.

When focusing on the classroom environment, the observations showed the evidence of Catholic symbols/art, routines and procedures, and students interacting with the classroom environment were the most frequently observed. Scoring rubrics were not observed in any classrooms. This is a reference to the writing goal, whereby the presence and use of rubrics would be beneficial in helping the school reach its goal. Focusing on the teacher as a community builder and role model, creating opportunities for students to serve others and supporting the mission/vision of the school in visible/tangible ways were the two most frequently observed traits in this section? Some degree of differentiation was evident in 71.4% of the classroom observations. This is a relatively low percentage and does not correlate with the data from the grouping format section.

Student achievement at St. Thomas Aquinas Catholic School is impressive. ISTEP+ results from Spring 2014 show that 100% of third grade and sixth grade students passed both English/Language Arts and mathematics. In most categories, St. Thomas Aquinas scored above Archdiocesan averages; the exceptions were; fourth grade E/LA, fifth grade E/LA, fifth grade social studies, seventh grade math, seventh grade social studies, and eighth grade math. Of particular note, the excellent science instruction at St. Thomas Aquinas Catholic School was confirmed by 95% of students in grades four and six passing the ISTEP+ science test; in comparison, the Archdiocesan average pass rate for science was 81.8%. St. Thomas Aquinas is highly commended for the commitment you have made to excellent science laboratory instruction. Pass+ rates are also impressive at St. Thomas Aquinas Catholic School. At third grade, 76% of the students were Pass+ in mathematics, and 44% were Pass+ in

English/Language Arts. At fourth grade, 63% were Pass+ in mathematics, and 44% in English/Language Arts. At fifth grade, 44% achieved Pass+ in mathematics, while only 12% achieved Pass+ status in English/Language Arts. In sixth grade, 29% were Pass+ in mathematics and 58% were Pass+ in English/Language Arts. At seventh grade, 33% were Pass+ in mathematics while 28% were Pass+ in English/Language Arts. In eighth grade 35% of the students achieved Pass+ status in mathematics while 30% reached the Pass+ level in English/Language Arts. All third graders passed the IREAD test, and all twelve students who took the Algebra 1 ECA achieved a proficiency rating. Growth charts indicate some concern. The most recent growth charts provided were from Spring 2013 administration of ISTEP+. The eighth grade class that year showed 47.6% of the students exhibited low growth in English/Language Arts and 60.9% exhibited low growth in mathematics. Other low growth areas of concern from 2013 testing were sixth grade English/Language Arts with 50.0% of those students exhibiting low growth and 37% of fifth graders in mathematics.

Bullying is not a problem at St. Thomas Aquinas. There is a Student Task Force, and that group addresses and gives peer assistance for most situations. At St. Thomas Aquinas, this is a very process-oriented approach and response to student relationships. Parents were effusive in their praise for this program, expressing that issues are handled very appropriately. One parent said, "Our school has a good rein on this term. They don't just throw it around. Our kids know what bullying is (and what is not bullying) and how to deal with it."

#### **UTILIZATION OF DATA:**

*Standard: The school enacts a comprehensive assessment system that monitors and documents performance and uses results to improve student performance and school effectiveness.*

Utilization of data is an area of strength at St. Thomas Aquinas Catholic School. As noted previously in this report, the school has an excellent resource program and utilizes differentiated learning with all levels of learners. A particular focus is to meet every child's needs through the Differentiated Learning Program (DLP). There are three full-time teachers as well as two part-time teachers on staff whose primary role is to coordinate with classroom teachers and work with students who have special learning needs, either above the grade level or below the grade level. Over 30% of St. Thomas Aquinas students participate in this program. 13% have a diagnosed learning problem that resulted in public school IEP that has been converted to a service plan at St. Thomas Aquinas. Another 17% of the student population is on a "watch list" due to specific reading, math, or behavior concerns. There are also children who are achieving above grade level. These differentiated learning groups are flexible, allowing for children to accelerate or receive support at various points during the year. No child is "stuck" on a particular track for the school year. St. Thomas Aquinas Catholic School won the National SPICE award in 1991 for this DLP program, and the program has continued to grow and innovate since. Perhaps the greatest compliment for this program came in the parent/stakeholder interview session when a parent said, "Receiving extra help is not a stigma

here because extra help occurs at all points of the (achievement) spectrum.” Another parent said, “Here at St. Thomas Aquinas learning is not a race. We all learn at our own pace.”

### **STAKEHOLDER COMMUNICATION:**

*Standard: The school fosters effective communication and relationships with and among its stakeholders.*

Stakeholder communication is an area of strength at St. Thomas Aquinas Catholic School. Parents and stakeholders praised a comprehensive communication effort by the school that included a weekly bulletin sent via e-mail, along with weekly e-mail notices from classroom teachers. Parents affirmed that St. Thomas Aquinas teachers are approachable. The School Scoop, the weekly newsletter, was particularly lauded.

During the parent/stakeholder interview session, it was evident that the parents in that session were well informed about the school. Parents spoke with knowledge and understanding of the rationale for some pretty complex issues and school matters, such as the anti-bullying program and the differentiated learning program. Parents spoke not only in support of these programs, but also expressed a solid understanding for the background and rationale of these programs. This degree of knowledge on the part of parents is evidence that the school has excellent communication efforts and tools with its stakeholders.

### **CONCLUSION:**

The internal review team very much enjoyed the day at St. Thomas Aquinas Catholic School. The team was very impressed with the science lab program and the fact that two scientists work part-time to give their expertise so that St. Thomas Aquinas students can have high quality science lab experiments. That is truly a blessing. The internal review team believes that St. Thomas Aquinas students are receiving a first-class Catholic education in a faith-filled environment. The internal review team thanks the St. Thomas Aquinas community for being a part of this process that leads to continuous improvement for the school. It is hoped that this report will be shared appropriately with the School Commission and faculty, with appropriate summaries to other stakeholders of the school.

### **COMMENDATIONS:**

The internal review team commends St. Thomas Aquinas Catholic School for the following strengths:

1. The way the students treat one another.

2. You are commended for having a safe environment for learning, safe for making mistakes, safe for children to be themselves.
3. There is a strong sense of community at St. Thomas Aquinas that manifests itself in a commitment to social justice and social action.
4. You are highly commended for the excellent science lab you have, and for the blessing of the skilled scientists who give their time to help your students.
5. One of your strengths is your class size ratio, particularly with respect to the array of resources you have to support classroom teachers.
6. Your Differentiated Learning Program is terrific and offers excellent learning opportunities for the full spectrum of learners.
7. You are commended for your inclusive manner of including all children.
8. Your School Commission deserves commendation for its forward thinking and history of a comprehensive strategic plan.
9. Community Outreach is an area of strength, for example your partnership efforts with Butler University and your service opportunities.
10. Yours is a very process-oriented/driven school, and you are commended for that. In particular, your anti-bullying program is excellent
11. Your school community has achieved the self-actualization stage. As one of our team members said, "You are self-empowered, without an ego!"
12. A noted educator once said, "Good teachers are intuitive – they know what to do – while great teachers are intentional – they have taken intuitive practices and made them every-day occurrences." Your school moves people from good to great.

### **CHALLENGES/RECOMMENDATIONS:**

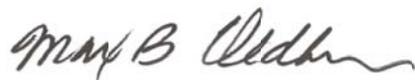
The internal review team identifies the following challenges and suggests that St. Thomas Aquinas Catholic School consider the attached recommendations:

1. Challenge: Enrollment/availability for children from poverty (with no school lunch program available), coupled with an under-emphasis on Catholic Identity.  
Recommendation: Consider a marketing program that focuses on your Catholic (not private) status, one that publicizes your commitment to social justice as a pure Catholic identity. Target age 2-3 with activities and mailings. Tap into your connection with local pre-schools.
2. Challenge: Learning objectives and standards were not posted in classrooms  
Recommendation: Make a concerted effort to have teachers post the learning objective and the State standard in their classroom for each subject area for the day. Students will have a better understanding of what and why they are being taught that day. This recommendation goes along with solid lesson/unit planning and will help teachers stay on track toward covering all the necessary standards.

Respectively Submitted,



Gina Fleming, Superintendent of Schools, Office of Catholic Education



Max B. Oldham, Office of Catholic Education Consultant, Team Chair

The Internal Review Team, School  
September 10, 2014

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Erin Bohn, Teacher, Roncalli High School

Amy Moran, Teacher, Holy Spirit Catholic School

Denise Lewis, Teacher, St. Anthony of Padua Catholic School

Jeffrey Kieffer, Representative from Fort Wayne/South Bend Diocese

## Archdiocese of Indianapolis

<b>Date:</b> September 10, 2014	<b>Course/Content:</b> St. Thomas Aquinas
<b>Time:</b>	<b>Subject:</b>
<b>Grade:</b>	<b>Focus:</b>

### 1. FOCUS ON CURRICULUM

#### 1a. What is the learning objective(s) for the lesson?

Objective(s):

#### 1b. Learning objective(s) is evident to the students

**15** Evident      **01** Not Evident      **02** Unable to Determine

#### 1c. Learning objective(s) on target for grade level standards

15 Yes              00 No              02 Unable to Determine

### 2. FOCUS ON INSTRUCTION

#### 2a. Identifying instructional practices

<b>09</b> Coaching	<b>02</b> Integrating Catholic values into curriculum/instruction	<b>07</b> Promoting learning beyond recall and comprehension
<b>09</b> Discussion	<b>02</b> Involving students in instructional decision making	<b>11</b> Providing directions/instructions
<b>03</b> Employing strategies to address all learners	<b>02</b> Learning Centers	<b>07</b> Providing opportunities for practice
<b>03</b> Encouraging student creativity	<b>05</b> Lecture	<b>00</b> Socratic method
<b>04</b> Games	<b>06</b> Maintaining high (realistic) expectations for students	<b>00</b> Testing
<b>09</b> Hands-on experience	<b>09</b> Modeling	<b>07</b> Using skills/strategies that create a sense of community
<b>09</b> Incorporating technology in teaching/learning	<b>08</b> Presentation	<b>03</b> Varying assessments

#### 2b. Identifying grouping format

10 Whole Group              04 Small Group              02 Paired              08 Individual

#### 2c. Identifying research-based instructional strategies

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<p>Identifying similarities and differences</p> <p>Summarizing/note-taking</p> <p>Reinforcing effort/recognition</p> <p>Homework/practice</p> <p>Nonlinguistic representations</p>	<p>Cooperative learning</p> <p>Setting objectives/feedback</p> <p>Generating /testing hypothesis</p> <p>Cues/questions/advance organizers</p> <p>Employs higher level questioning</p>																								

### 3. FOCUS ON THE LEARNER

#### 3a. Identifying student actions

<b>07</b> Cooperative learning groups	<b>04</b> Reading	<b>06</b> Using manipulatives
<b>16</b> Listening	<b>11</b> Speaking	<b>05</b> Writing
<b>00</b> Praying		

#### 3B. Identifying instructional materials

<b>06</b> Computer software	<b>04</b> Overhead/board/flip chart	<b>02</b> Video
<b>04</b> Content-specific manipulatives	<b>03</b> Published print materials	<b>03</b> Web sites
<b>03</b> Hand-held technology	<b>04</b> Real-world objects	<b>03</b> White boards
<b>02</b> Lab/activity sheet	<b>03</b> Student-created materials	<b>07</b> Worksheets
<b>09</b> Oral	<b>03</b> Textbook	<b>06</b> Smartboards

**3c. Determine level(s) of student work**

- |                                                        |                                                                  |
|--------------------------------------------------------|------------------------------------------------------------------|
| <b>06</b> Recalling information (Knowledge)            | <b>03</b> Breaking down the information into parts (Analysis)    |
| <b>09</b> Understanding information (comprehension)    | <b>03</b> Putting information together in new ways (Synthesis)   |
| <b>04</b> Using information in a new way (Application) | <b>03</b> Making judgments and justifying positions (Evaluation) |

**3d. Determine level(s) of class engagement**

- 13** Highly engages – most students are authentically engaged  
**06** Well managed – students are willingly compliant, ritually engaged  
**00** Dysfunctional – many students actively reject the assigned task or substitute another activity

**4. FOCUS ON CLASSROOM ENVIRONMENT**

- |                                                               |                                                          |
|---------------------------------------------------------------|----------------------------------------------------------|
| <b>07</b> Materials are available in the classroom            | <b>00</b> Scoring rubrics are displayed/provided         |
| <b>03</b> Models/exemplars of quality student work are posted | <b>10</b> Students interact with classroom environment   |
| <b>10</b> Routines and procedures are evident                 | <b>05</b> Student work displayed                         |
|                                                               | <b>10</b> Catholic symbols/art/bulletin board is evident |

**5. FOCUS ON TEACHER AS COMMUNITY BUILDER AND ROLE MODEL**

- |                                                                                 |                                                                              |
|---------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| <b>05</b> Appreciates the diversity of students and instills this in them       | <b>03</b> Models Catholic values                                             |
| <b>06</b> Creates opportunities for students to serve others                    | <b>00</b> Participates with students in prayer, liturgies, prayer services   |
| <b>04</b> Engages in meaningful conversation (beyond instruction) with students | <b>02</b> Promotes the moral development of students                         |
| <b>03</b> Models psychological well-being                                       | <b>06</b> Supports the mission/vision of the school in visible/tangible ways |

**6. DO YOU SEE EVIDENCE THAT THE TEACHER IS RESPONDING TO THE DIFFERENT LEARNING NEEDS IN THE CLASSROOM?**

- |                 |                |                |                               |
|-----------------|----------------|----------------|-------------------------------|
| <b>07</b> A lot | <b>03</b> Some | <b>01</b> None | <b>03</b> Unable to determine |
|-----------------|----------------|----------------|-------------------------------|