

Christian Academy in Japan
Professional Growth Rubric

As we follow CAJ's mission, "equipping students to serve Japan and the world for Christ," CAJ teachers are expected to pursue professional growth on an ongoing basis. To enhance the implementation of this, CAJ provides growth and evaluation opportunities, both initiated by the teacher through multiple feedback methods (recorded at "me@caj") and initiated by supervisors in formal evaluations.

Guiding principles for teaching include an understanding that: God is the author of all truth and scripture is the lens through which we view our curriculum (John 14:6); God created humans in His image (Gen. 1:27) and God created humans for community (Acts 2:42 - 47).

This tool is to inspire individual professional growth of all teachers to improve student learning. This tool may be useful for individual reflection and formal evaluation. There are four areas assessed: Planning and Preparation, Classroom Environment, Instruction, and Professional Responsibilities. The four evaluation categories are: distinguished, proficient, basic, and unsatisfactory.

1. Planning and Preparation

A. Knowledge of Content and Pedagogy

	Distinguished		Proficient		Basic		Unsatisfactory
	<p>The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines.</p> <p>The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands developmentally appropriate pedagogy.</p> <p>The teacher's plans and practice reflect familiarity of a wide range of effective pedagogical approaches in</p>		<p>The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another.</p> <p>The teacher demonstrates accurate understanding of prerequisite relationships among topics.</p> <p>The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.</p>		<p>The teacher is familiar with the important concepts in the discipline, but displays a lack of awareness of how these concepts relate to one another.</p> <p>The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</p>		<p>In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content.</p> <p>The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.</p>

the discipline and the ability to anticipate student misconceptions.			
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Comments:

B. Demonstrating knowledge of students

	Distinguished	Proficient	Basic	Unsatisfactory
	<p>The teacher understands the active nature of student learning and acquires information about levels of development for individual students.</p> <p>The teacher also systematically and purposefully acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and culture.</p>	<p>The teacher understands the active nature of student learning and attains information about levels of development for groups of students.</p> <p>The teacher acquires and uses knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and culture.</p>	<p>The teacher displays generally accurate knowledge of how students learn and of their varied approaches to learning, knowledge and skills, special needs, and interests and culture, yet may apply this knowledge not to individual students but to the class as a whole.</p>	<p>The teacher displays minimal understand of how students learn -- and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and culture -- and does not indicate that such knowledge is valuable.</p>

Comments:

C. Setting instructional outcomes (Instructional outcomes do not describe what students will do but what they will learn. The instructional outcomes must reflect important learning and must lend themselves to various forms of assessment so that all students are able to demonstrate their understanding of the content.) Teachers set instructional outcomes at both a lesson plan and a unit plan level.

	Distinguished		Proficient		Basic		Unsatisfactory
	All outcomes represent high-level learning in the discipline. They are clear, target student learning and provide viable methods of assessment. Outcomes reflect several types of learning, where appropriate, represent both effective sequencing and Biblical/cross-discipline integration. Outcomes are differentiated in whatever ways are needed for individual students.		Most outcomes represent important learning in the discipline. They are clear, target student learning and provide viable methods of assessment. Outcomes reflect several different types of learning, sequencing and Biblical/cross-discipline integration. Outcomes are differentiated in whatever ways are needed for groups of students.		Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes in activities. Outcomes reflect several types of learning but the teacher has made little effort in sequencing or Biblical/cross-discipline integration. Outcomes, based on "one-size-fits-all" assessments of student learning are suitable for most students in the class.		The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. Outcomes are activity focused rather than learning focused. Outcomes reflect only one type of learning and one discipline or strand with little Biblical integration, and are suitable for only some students.

Comments:

D. Demonstrating knowledge of resources

	Distinguished		Proficient		Basic		Unsatisfactory
	The teachers knowledge of resources for classroom use and for extending one's professional skill is extensive and ongoing,		The teacher displays awareness of resources beyond those provided by CAJ, for classroom use and for extending one's		The teacher displays some awareness of resources beyond those provided by CAJ for classroom use and for extending one's		The teacher is unaware of resources for student learning beyond the materials provided by CAJ, nor is the teacher aware of resources for expanding one's own professional skill.

including those available through CAJ or the wider educational learning community, through professional organizations and universities (among many sources).	professional skill and seeks out such resources.	professional skill, but does not seek to expand this knowledge.	
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Comments:

E. Designing coherent instruction

	Distinguished		Proficient		Basic		Unsatisfactory
	<p>The sequence of learning activities follows a coherent sequence, is aligned to standards, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with opportunity for student choice.</p> <p>Biblical perspective is seamlessly integrated into lessons and units.</p>		<p>Most of the learning activities are aligned with the standards and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with differentiation for different groups of students and varied use of instructional groups.</p> <p>Biblical perspective is intentionally integrated into lessons and units</p>		<p>Some of the learning activities and materials are aligned with the standards and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations. Teachers attempt to integrate a biblical perspective, but the effect is forced.</p>		<p>Learning activities are poorly aligned with the standards, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety. Teacher makes no attempt to integrate a biblical perspective.</p>

Comments:

F. Designing student assessments

	Distinguished		Proficient		Basic		Unsatisfactory
	<p>All the standards are assessed by both formative and summative assessments, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development, when appropriate.</p> <p>Assessment types are suitable to the content or skill being assessed and are varied with attention to real world application.</p> <p>The teacher has a well developed strategy for using effective formative assessment.</p> <p>Formative assessments direct instruction and give clear indications of performance on summative assessments.</p>		<p>All the standards are assessed by both formative and summative assessments, with clear criteria for assessing student work.</p> <p>Assessment types are suitable to the content or skill being assessed and are varied, with some real world application..</p> <p>The teacher has a well-developed strategy for using effective formative assessment.</p> <p>Formative assessments direct instruction and give clear indications of performance on summative assessments.</p>		<p>Assessment procedures are partially congruent with standards.</p> <p>Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.</p>		<p>Assessment procedures are not congruent with standards and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.</p>

Comments:

2. Classroom Environment

A. Creating an environment of respect, rapport and learning

	Distinguished		Proficient		Basic		Unsatisfactory
	<p>Classroom interactions between the teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals, even beyond the classroom. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The teacher conveys high expectations for learning for all students, and insists on hard work. The students assume responsibility for their learning. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.</p>		<p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. High expectations for both learning and hard work are the norm for most students. Students understand their role as learners, and consistently expend effort to learn. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful,</p>		<p>Patterns of classroom interactions, both between teachers and student and among students, are generally appropriate, but may reflect occasional inconsistencies, favoritism, and disregard for students ages, cultures, and developmental levels. The teacher appears to be only “going through the motions” and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.</p>		<p>Patterns of classroom interactions, both between teachers and students and among students, are mostly negative, inappropriate, or insensitive to students ages, cultural backgrounds, or developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. Medium to low expectations for student achievement are the norm. The teacher does not deal with disrespectful behavior.</p>

	though students may be somewhat cautious about taking intellectual risks.		
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Comments:

B. Managing classroom procedures

	Distinguished		Proficient		Basic		Unsatisfactory
	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative, when appropriate, in the management of instructional groups and transitions, and/or the use of materials and supplies. Routines are well understood and may be initiated by students.		There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of the instructional groups and transitions, and use of materials and supplies, are consistently successful. Students follow established routines with minimal guidance and prompting.		Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or use of materials and supplies, or both, are inconsistent, leading to some disruption of learning. Students follow established routines with regular guidance and prompting.		Much instructional time is lost due inefficient classroom routines and procedures. There is little or no evidence of the teacher's management of instructional groups and transitions and/or use of materials and supplies effectively. There is little evidence that students know for follow established routines.

Comments:

C. Managing student behavior

	Distinguished		Proficient		Basic		Unsatisfactory
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<p>Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of behavior. Teacher monitoring of student behavior is subtle and preventative. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.</p>	<p>Student behavior is generally appropriate. The teacher monitors student behavior against established standards of behavior. Teacher response to student misbehavior is effective, consistent, proportionate, and respectful to students.</p>	<p>Standards of behavior appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p>	<p>There appear to be no established standards of behavior, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.</p>
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Comments:

3. Instruction

A. Communication with students

	Distinguished		Proficient		Basic		Unsatisfactory
	<p>The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding</p>		<p>The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions; procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate, and</p>		<p>The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The</p>		<p>The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of</p>

and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.	connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites students' intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend students' understanding.	teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct, but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary.	grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.
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Comments:

B. Using questioning and discussion techniques

	Distinguished		Proficient		Basic		Unsatisfactory
	The teacher uses a variety or series of questions or prompts to challenge students cognitively, advanced high-level thinking and discourse, and promote metacognition. Students formulate many questions,		The teacher poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond,		The teacher's questions lead students through a single path of enquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in		The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession, Interaction between the teacher and students is predominantly recitation style, with the teacher

initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.	and stepping aside as appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.	mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion
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Comments:

C. Engaging students in learning

	Distinguished		Proficient		Basic		Unsatisfactory
	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of		Students are invited to make their thinking visible and challenged to learn through learning tasks and activities that are fully aligned with the instructional goals. This results in active intellectual engagement with important and challenging content by most students, and with teacher's scaffolding to support that engagement. The grouping of students is suitable to the		The learning tasks and activities are partially aligned with the instructional goals, but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of		The learning tasks/activities, materials, and resources are poorly aligned with the instructional goals, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.

important content. Students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning.	activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	the lesson may not provide students the time needed to be intellectually engaged or be so slow that many students have a considerable amount of “down time.”	
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Comments:

D. Using assessment in instruction

	Distinguished		Proficient		Basic		Unsatisfactory
	Assessment is fully integrated into instruction through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to identify and track evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is		Assessment is integrated into instruction through use of formative assessment. Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to identify and track evidence of learning. Teacher feedback to groups of students is accurate and specific; some students		Assessment is partially integrated into instruction through some use of formative assessment. Students appear to be only partially aware of assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to identify evidence of learning. Feedback to students is general, and few students assess their own work.		Students do not appear to be aware of assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer-assessment.

accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students' misunderstandings.	engage in self-assessment. The teacher attempts to differentiate instruction based on formative assessment.		
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Comments:

E. Demonstrating flexibility and responsiveness

	Distinguished		Proficient		Basic		Unsatisfactory
	The teachers seizes an opportunity to enhance learning, building on a spontaneous event or students' interest, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from school or community, the teacher persists in seeking effective approaches for students who need help.		The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.		The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.		The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.

Comments:

4. Professional Responsibilities

A. Reflecting on teaching

	Distinguished		Proficient		Basic		Unsatisfactory
	The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.		The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.		The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.		The teacher does not know whether or not a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson can be improved.

Comments:

B. Maintaining accurate records

	Distinguished		Proficient		Basic		Unsatisfactory
	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective and used		The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective and used		The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional activities is rudimentary, only		The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is nonexistent or in disarray,

for instruction and communication. Students contribute information and participate in maintaining the records.	for instruction and communication.	partially effective, and not well used for instruction, or may contain errors.	the results being errors and confusion.
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Comments:

C. Communicating with families

	Distinguished		Proficient		Basic		Unsatisfactory
	The teacher demonstrates gracious, respectful professional attitude and behavior when interacting and communicating with parents, and involves students in the process; addresses areas of concern in a timely and positive manner. The teacher provides feedback and follow-up to parents and invites parental involvement in student learning.		The teacher demonstrates respectful, professional attitude and behavior when interacting and communicating with parents; addresses areas of concern in a timely and positive manner. The teacher provides feedback and follow-up to parents and invites parental involvement in student learning.		The teacher demonstrates a polite attitude and behavior when interacting and communicating with parents; inconsistently addresses areas of concern in a timely and positive manner. The teacher provides inconsistent feedback and follow-up to parents and rarely invites parental involvement in student learning.		The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.

Comments:

D. Growing professionally and participating in the professional community

	Distinguished		Proficient		Basic		Unsatisfactory
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The teacher applies personal professional development and solicits feedback on practice from both supervisors and colleagues. The teacher initiates activities to contribute to the profession. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher makes a substantial contribution and assumes a leadership role in at least one aspect of school life or in the educational community.	The teacher applies personal professional development to serve others and improve student learning. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession. The teacher actively participates in a culture of professional inquiry. The teacher makes a positive contribution to school life or in the educational community.	The teacher participates in some independent professional activities. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice. The teacher implements basic transfer from professional conversation to student learning.	The teacher engages in no independent professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or colleagues. The teacher makes no effort to share knowledge with others.
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Comments:

E. Showing professionalism

	Distinguished		Proficient		Basic		Unsatisfactory
	The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality, and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out		The teacher displays high standards of honesty, integrity and confidentiality in interactions with colleagues, students and the public. The teacher is active in serving students, working to		The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent and unknowingly contribute to some students being ill-served		The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students being ill-served by the school. The

<p>resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students are honored in the school. The teacher takes a leadership role in team or department decision-making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school policies and procedures, taking a leadership role with colleagues.</p>	<p>ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or department decision making. The teacher complies fully with school policies and procedures.</p>	<p>by the school. The teacher's decisions and recommendations are based on limited, though generally professional, considerations. The teacher must be reminded by supervisors about complying with school policies and procedures.</p>	<p>teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school policies and procedures.</p>
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Comments: