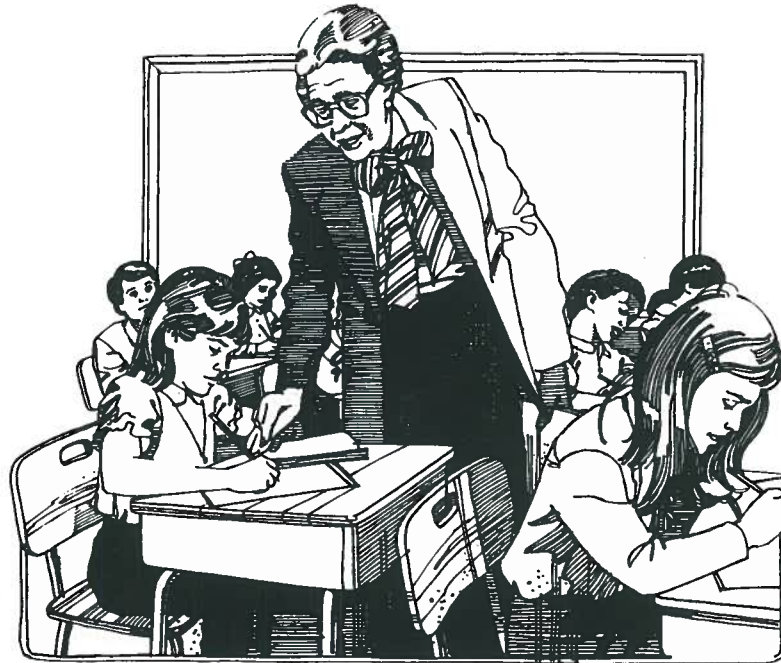


*Carly A. Johnson*

# **TEACHER'S SELF-ASSESSMENT RUBRIC**

**Carolina Conference Teacher Evaluation Tool**



**Developed by**

**Pamela C. Forbes**

**Associate Superintendent of Education**

# TEACHER'S SELF-ASSESSMENT RUBRIC

Target Area	Average	Very Good	Excellent	Exceptional
<b>Organization</b>	<ol style="list-style-type: none"> <li>1. Some things have a specific place.</li> <li>2. Some things are put away at the end of the week.</li> <li>3. Mail and notes are checked and answered once a week.</li> <li>4. All papers are graded before the next week of school.</li> <li>5. Filing is done at least once a month.</li> <li>6. Teacher's desk top is put in order every day.</li> <li>7. Room is in order at the beginning of each week.</li> <li>8. Phone calls are returned that week.</li> </ol>	<ol style="list-style-type: none"> <li>1. Most things have a specific place.</li> <li>2. Most things are put away at the end of the week.</li> <li>3. Mail and notes are answered more than once a week.</li> <li>4. Most papers are graded at the end of the day.</li> <li>5. Filing is usually done once a week.</li> <li>6. Teacher's desk top is put in order every day and cleaned inside once a month.</li> <li>7. Room is put in order more than once each week.</li> <li>8. Phone calls returned within 48 hrs.</li> </ol>	<ol style="list-style-type: none"> <li>1. Everything has a specific place.</li> <li>2. Everything is put away at the end of each day.</li> <li>3. Mail and notes are answered more than once a week.</li> <li>4. Papers are almost always graded at the end of the day.</li> <li>5. Filing is done more than once a week.</li> <li>6. Teacher's desk top is put in order every day and cleaned inside once a week.</li> <li>7. Room is put in order more than once a week.</li> <li>8. Phone calls returned within 24 hrs.</li> </ol>	<ol style="list-style-type: none"> <li>1. Everything has a place.</li> <li>2. Things are put away immediately after use.</li> <li>3. Mail and notes are answered on a timely basis.</li> <li>4. Papers graded daily.</li> <li>5. Filing done daily.</li> <li>6. Teacher's desk is left in order inside and out every day.</li> <li>7. Room is left in order when you leave the classroom for the day.</li> <li>8. Phone calls are returned that day.</li> </ol>

# TEACHER'S SELF-ASSESSMENT RUBRIC

Target Area	Average	Very Good	Excellent	Exceptional
<p><b>Bulletin Boards</b></p>	<p>1. Bulletin boards / posters are changed occasionally.</p> <p>2. Displays one or more of the following: spirituality, academics, character development, daily schedule, rules, seasons, and student work.</p>	<p>1. Bulletin boards / posters are changed when there is time.</p> <p>2. Displays some of the following: spirituality, academics, character development, daily schedule, rules, seasons, and student work.</p> <p>3. Neat.</p>	<p>1. Bulletin boards / posters are changed once a month.</p> <p>2. Displays most of the following: spirituality, academics, character development, daily schedule, rules, seasons, and student work.</p> <p>3. Neat and attractive.</p>	<p>1. Bulletin boards / posters match instruction at all times.</p> <p>2. Displays all of the following: spirituality, academics, character development, daily schedule, rules, seasons, and student work.</p> <p>3. Colors are coordinated with the room.</p> <p>4. Displays are very attractive and eye catching.</p>

# TEACHER'S SELF-ASSESSMENT RUBRIC

Target Area	Average	Very Good	Excellent	<u>Exceptional</u>
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Class Management:				
<b>Schedule</b>	1. Established daily schedule some of the time. 2. Schedule is posted.	1. Established daily schedule most of the time. 2. Schedule is posted.	1. Established daily schedule almost all of the time. 2. Schedule is posted. 3. Schedule is flexible as needed.	1. Established daily schedule almost all of the time. 2. Schedule is posted. 3. Schedule is flexible as needed. 4. Schedule is re-evaluated and changed as needed for progress.
<b>Rapport</b>	1. Teacher and students get along ok.	1. Teacher and students enjoy each other's company. 2. There is respect between teacher and students.	1. Teacher and students enjoy each other's company. 2. Teacher and students show respect for one another.	1. Teacher and students enjoy each other's company. 2. Teacher and students show respect for one another. 3. Student's exhibit respect for each other in the absence of the teacher.

# TEACHER'S SELF-ASSESSMENT RUBRIC

Target Area	Average	Very Good	Excellent	Exceptional
<p style="text-align: center;"><b>Procedures</b></p>	<p>1. Students follow an established procedure for beginning and ending school.</p>	<p>1. Students follow an established procedure for beginning and ending school. 2. Students follow an established procedure for lunch and recess.</p>	<p>1. Students follow an established procedure for beginning and ending school. 2. Students follow an established procedure for lunch and recess. 3. Students follow an established procedure for classes and seat work. 4. Students follow an established procedure with phone calls and visitors.</p>	<p>1. Students follow an established procedure for beginning and ending school. 2. Students follow an established procedure for lunch and recess. 3. Students follow an established procedure for classes and seat work. 4. Students follow an established procedure with phone calls and visitors. 5. Students follow an established procedure when the teacher is out of the classroom.</p>

# TEACHER'S SELF-ASSESSMENT RUBRIC

Target Area	Average	Very Good	Excellent	Exceptional
<p style="text-align: center;"><b>Discipline</b></p>	<ol style="list-style-type: none"> <li>1. Students understand what the rules are.</li> <li>2. Students understand what the consequences and rewards are.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students understand what the rules are.</li> <li>2. Students understand what the consequences and rewards are.</li> <li>3. Parents have a written copy of your classroom management plan.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students understand what the rules are.</li> <li>2. Students understand what the consequences and rewards are.</li> <li>3. Parents have a written copy of your classroom management plan.</li> <li>4. Students understand that they are responsible for following the rules.</li> </ol>	<ol style="list-style-type: none"> <li>1. Students understand what the rules are.</li> <li>2. Students understand what the consequences and rewards are.</li> <li>3. Parents have a written copy of your classroom management plan.</li> <li>4. Students understand that they are responsible for following the rules.</li> <li>5. Students take responsibility for own behavior by stating a plan for self-improvement when needed.</li> <li>6. Students understand their responsibility of influencing group behavior and demonstrate it in a positive way.</li> </ol>

# TEACHER'S SELF-ASSESSMENT RUBRIC

Target Area	Average	Very Good	Excellent	Exceptional
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Instruction:				
<p style="text-align: center;"><b>Yearly Plans</b></p> <p style="color: red; font-style: italic;">Have not done written yearly plans.</p>	<ol style="list-style-type: none"> <li>1. There are general yearly plans for each subject.</li> <li>2. These plans are on file in the principal's and/or conference office.</li> </ol>	<ol style="list-style-type: none"> <li>1. There are written general yearly plans for each subject.</li> <li>2. These plans are on file in the principal's and/or conference office.</li> <li>3. The pacing is laid out for each subject.</li> <li>4. Distinctive SDA objectives and Biblical principles are included in yearly plans / course outlines.</li> </ol>	<ol style="list-style-type: none"> <li>1. There are written general yearly plans for each subject.</li> <li>2. These plans are on file in the principal's and/or conference office.</li> <li>3. The pacing is laid out for each subject.</li> <li>4. Distinctive SDA objectives and Biblical principles are included in yearly plans / course outlines.</li> <li>5. Pacing is monitored on a regular basis.</li> <li>6. These plans are available to parents, etc. upon request.</li> </ol>	<ol style="list-style-type: none"> <li>1. There are written general yearly plans for each subject.</li> <li>2. These plans are on file in the principal's and/or conference office.</li> <li>3. The pacing is laid out for each subject.</li> <li>4. Distinctive SDA objectives and Biblical principles are included in yearly plans / course outlines.</li> <li>5. Pacing is monitored on a regular basis.</li> <li>6. These plans are available to parents, etc. upon request.</li> <li>7. Students cover the concepts that are required for their grade level.</li> </ol>

# TEACHER'S SELF-ASSESSMENT RUBRIC

Target Area	Average	Very Good	Excellent	Exceptional
<b>Daily Plans</b>	1. Has written daily lesson plans for each subject.	1. Has written daily lesson plans for each subject. 2. Have objectives for each lesson. 3. Daily lesson plans correspond to the pacing of yearly plans.	1. Has written daily lesson plans for each subject. 2. Have objectives for each lesson. 3. Daily lesson plans correspond to the pacing of yearly plans. 4. Lessons begin with stated purposes. 5. Lessons end in synthesizing.	1. Has written daily lesson plans for each subject. 2. Have objectives for each lesson. 3. Daily lesson plans correspond to the pacing of yearly plans. 4. Lessons begin with stated purposes. 5. Lessons end in synthesizing. 6. Lessons have a practical application to real-life situations.
<b>Individual Needs</b>	1. Tries to meet individual needs by giving them extra attention.	1. Includes consideration for individual differences in daily lesson plans.	1. Includes consideration for individual differences in daily lesson plans. 2. Helps the student find and understand how he or she learns best.	1. Includes consideration for individual differences in daily lesson plans. 2. Helps the student find and understand how he or she learns best. 3. Uses IEP, etc. as needed.



# TEACHER'S SELF-ASSESSMENT RUBRIC

Target Area	Average	Very Good	Excellent	Exceptional
<b>Strategies</b>	<ol style="list-style-type: none"> <li>1. Uses a new strategy once or twice a week.</li> <li>2. Introduces and explains the purpose of the strategy.</li> <li>3. Demonstrates and models its use.</li> </ol>	<ol style="list-style-type: none"> <li>1. Uses Dimensions I - Class &amp; team building activities.</li> <li>2. Uses at least three strategies per day.</li> <li>3. Uses some Cooperative Group activities.</li> <li>4. Introduces and explains the purpose of the strategy.</li> <li>5. Demonstrates and models its use.</li> <li>6. Guided practice for students to apply strategy with feedback.</li> </ol>	<ol style="list-style-type: none"> <li>1. Dimensions I -Class &amp; team building activities &amp; Dimensions II.</li> <li>2. Several strategies in every class.</li> <li>3. Room set up for Cooperative Groups.</li> <li>4. Takes advantage of the "teachable moment"</li> <li>5. Introduces and explains the purpose of the strategy.</li> <li>6. Demonstrates and models its use.</li> <li>7. Guided practice for students to apply strategy with feedback.</li> <li>8. Students apply strategies independently and in teams.</li> </ol>	<ol style="list-style-type: none"> <li>1. Dimensions I - V</li> <li>2. Use one or more of the following: LSI / MI / ECRI / etc.</li> <li>3. Use strategies with every lesson.</li> <li>4. Takes advantage of the "teachable moment"</li> <li>5. Uses "peer tutoring".</li> <li>6. Introduces and explains the purpose of the strategy.</li> <li>7. Demonstrates and models its use.</li> <li>8. Guided practice for students to apply strategy with feedback.</li> <li>9. Students apply strategies independently and in teams.</li> <li>10. Regularly process and reflects on the appropriate uses of strategies and their effectiveness.</li> <li>11. Process with students on social behavior and the content of the lesson. (Skills and Knowledge)</li> </ol>

# TEACHER'S SELF-ASSESSMENT RUBRIC

Target Area	Average	Very Good	Excellent	Exceptional
<p style="text-align: center;"><b>Assessment</b></p>	<ol style="list-style-type: none"> <li>1. Uses ITBS &amp; report cards.</li> <li>2. Uses a variety of ongoing assessments for feedback and adjustment to improve the learning process.</li> <li>3. Regularly celebrates, or recognizes progress of each student.</li> </ol>	<ol style="list-style-type: none"> <li>1. Uses ITBS only for group comparison in the nation (if used at all).</li> <li>2. Knows the difference between curriculum based assessment and standardized testing.</li> <li>3. Uses a variety of ongoing assessments for feedback and adjustment to improve the learning process.</li> <li>4. Regularly celebrates, or recognizes progress of each student.</li> <li>5. Uses portfolios as part of the assessment norms.</li> </ol>	<ol style="list-style-type: none"> <li>1. Uses ITBS only for group comparison in the nation (if used at all).</li> <li>2. Knows the difference between curriculum based assessment and standardized testing.</li> <li>3. Uses a variety of ongoing assessments for feedback and adjustment to improve the learning process.</li> <li>4. Regularly celebrates, or recognizes progress of each student.</li> <li>5. Uses portfolios as part of the assessment norms to help bridge the gap between report cards and portfolios.</li> <li>6. Students lead conferences.</li> <li>7. Uses mastery for assessment when appropriate.</li> </ol>	<ol style="list-style-type: none"> <li>1. Uses ITBS only for group comparison in the nation.</li> <li>2. Knows the difference between curriculum based assessment and standardized testing.</li> <li>3. Uses a variety of ongoing assessments for feedback and adjustment to improve the learning process.</li> <li>4. Regularly celebrates, or recognizes each progress of each student.</li> <li>5. Uses portfolios as part of the assessment norms to help bridge the gap between report cards and portfolios.</li> <li>6. Students lead conferences.</li> <li>7. Uses mastery for assessment when appropriate.</li> <li>8. Students take responsibility for their learning. (Ownership)</li> <li>9. Evaluation is assessment driven or derived from data gathered.</li> <li>10. Assessment is derived from curriculum, strategies, and activities in class.</li> </ol>

# TEACHER'S SELF-ASSESSMENT RUBRIC

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Communication & Problem Solving Skills:				
<p><b>Relates to:</b></p> <p><b>Students</b> <b>Parents</b> <b>Principal</b> <b>Conference</b> <b>Board</b> <b>Church</b> <b>Community</b></p>	<ol style="list-style-type: none"> <li>1. Listens and seeks first to understand.</li> <li>2. Then seeks to be understood.</li> <li>3. Takes a "customer service" approach.</li> </ol>	<ol style="list-style-type: none"> <li>1. Listens and seeks first to understand.</li> <li>2. Then seeks to be understood.</li> <li>3. Seeks a Win / Win solution.</li> <li>4. Takes a "customer service" approach.</li> </ol>	<ol style="list-style-type: none"> <li>1. Listens and seeks first to understand.</li> <li>2. Then seeks to be understood.</li> <li>3. Seeks a win / win solution.</li> <li>4. If a disagreement persists, asks the party to discuss the issue until a Win / Win solution is found.</li> <li>5. Takes a "customer service" approach.</li> </ol>	<ol style="list-style-type: none"> <li>1. Listens and seek firsts to understand.</li> <li>2. Then seeks to be understood.</li> <li>3. Seeks a win / win solution.</li> <li>4. If a disagreement persists, asks the party to discuss the issue until a Win / Win solution is found.</li> <li>5. Can facilitate a No Deal solution when necessary.</li> <li>6. Takes a "customer service" approach.</li> </ol>

# TEACHER'S SELF-ASSESSMENT RUBRIC

Target Area	Average	Very Good	Excellent	Exceptional
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Professional Growth and Development:				
<b>Reading</b>	1. Reads the current issue of "The Journal of Adventist Education". 2. Reads at least one of the recommended professional growth books each year.	1. Reads the current issue of "The Journal of Adventist Education". 2. Reads at least two of the recommended professional growth books each year. 3. Reads educational materials that coincides with teaching methods or philosophies you are using.	1. Reads the current issue of "The Journal of Adventist Education". 2. Reads at least three of the recommended professional growth books each year. 3. Reads educational materials that coincides with teaching methods or philosophies you are using. 4. Reads educational material for the specific purpose of improving instruction communication.	1. Reads the current issue of "The Journal of Adventist Education". 2. Reads most or all of the recommended professional growth books each year. 3. Reads educational materials that coincides with teaching methods or philosophies you are using. 4. Reads educational material for the specific purpose of improving instruction communication.

# TEACHER'S SELF-ASSESSMENT RUBRIC

Target Area	Average	Very Good	Excellent	Exceptional
<b>Teacher Meetings</b>	1. Attends all conference sponsored teachers' meetings.	1. Attends all conference sponsored teachers' meetings. 2. Attends a seminar and / or sees a video for professional growth.	1. Attends all conference sponsored teachers' meetings. 2. Attends ASCD meetings / seminars or the equivalent. 3. Attends ASCD meetings / seminars or the equivalent..	1. Attends all conference sponsored teachers' meetings. 2. Attends ASCD meetings / seminars or the equivalent. 3. Attends ASCD meetings / seminars or the equivalent. 4. Attends a class / workshop to add to the professional repertoire, i.e., ECRI, Small Schools Workshop, Summer Institute.
<b>Mission Statement / Vision / Goal</b>	1. Has thought about developing a professional mission statement / vision / goal.	1. Has developed and written a professional mission statement / vision / goal.	1. Has developed and written a professional mission statement / vision / goal. 2. Has developed a teacher and student mission statement / vision / goal.	1. Has developed and written a professional mission statement / vision / goal. 2. Has developed a teacher and student mission statement / vision / goal. 3. Assessment is mission statement / vision / goal driven.

# TEACHER'S SELF-ASSESSMENT RUBRIC

Target Area	Average	Very Good	Excellent	Exceptional
<p><b>Study Groups</b></p>	<p>1. Attends</p>	<p>1. Attends and actively participates in the activities in a positive manner. 2. Implements the learned strategies into the classroom instruction.</p>	<p>1. Attends and actively contributes to the group by demonstrating lessons containing strategies that you have learned. 2. Implements the learned strategies into classroom lesson plans for instruction. 3. Uses strategies in materials developed by others.</p>	<p>1. Attends and actively contributes to the group by demonstrating strategies that you have learned. 2. Implements the learned strategies into the classroom instruction. 2. Implements the learned strategies into the classroom instruction. 4. Develops materials with strategies such as Concept Attainment, TABA lessons, levels of questions. 5. Is able to apply the principles of the different strategies to lessons that are appropriate.</p>