



Teacher Self-Assessment Rubric

Teacher's name: _____ Date: _____

School: _____ Town: _____

Years of teaching: _____ Number of years in current school: _____ Grade(s) taught: _____

Subject(s) taught: _____

Standards of Teacher Performance

I. School Mission & Faith Community:

Teachers understand and apply essential skills, central concepts and integrate Catholic social teachings and Gospel values in their subject matter and interactions with students and school community.

II. Classroom Environment and Student Engagement:

Teachers promote student engagement, independence and interdependence in learning by facilitating a positive learning community.

III. Planning and Preparation for Active Learning:

Teachers plan instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large.

IV. Instruction for Active Learning:

Teachers implement instruction in order to engage students in rigorous and relevant learning and to promote their curiosity about the world at large.

V. Assessment for Learning:

Teachers use multiple measures to analyze student performance and to inform subsequent planning and instruction.

VI. Professional Responsibilities and Teacher Leadership:

Teachers actively support all established goals, maximize support for student learning by developing professional skills, demonstrating professionalism, collaborating with others, and exhibiting leadership.

Reflect on your goals for this past year. In the chart below, restate your goals and evaluate the progress that you have made in attaining them.

GOAL

Performance Indicators

Archdiocesan:

School Mission & Faith Community:

Instruction for Active Learning:

Professional Responsibilities and Teacher Leadership:

In the rubrics that follow, assess the effectiveness of your teaching during the course of this past year in terms of School Mission & Faith Community, Classroom Environment and Student Engagement, Planning and Preparation for Active learning, Instruction for Active Learning, Assessment for Learning, and Professional Responsibilities and Teacher Leadership.



Teacher Self-Assessment Rubric

A. School Mission & Faith Community

	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Culture	Consistently shows great sensitivity and respect for diverse family and community culture, and values; practices inclusion.	Communicates respectfully with parents and is sensitive to different families' culture and values.	Tries to be sensitive to the culture and beliefs of students' families but sometimes has difficulty.	Is insensitive to the culture and beliefs of students' families.
b. Belief	Continually demonstrates to parents an in-depth knowledge of their child and a strong belief he or she will meet or exceed standards.	Conveys to parents a genuine interest and belief in each child's ability to reach standards.	Tells parents that he or she cares about their children and wants the best for them.	Does not communicate to parents knowledge of individual children or concern about their future.
c. Gospel Values	Consistently models Gospel values in the classroom, school community, and in communication with parents/guardians.	Strives to actualize Gospel values in the classroom, school community, and in communication with parents/guardians.	Strives to live Gospel values in the classroom; little evidence in communication	Actions and deeds do not provide evidence of lived Gospel values.
d. Oral & Written Communication	Consistently ensures parents hear positive news about their children, and immediately communicates concerns in a respectful manner; makes parents feel welcome any time.	Promptly informs parents of behavior and learning problems in a respectful manner, and also updates parents on good news; makes parents feel welcome.	Lets parents know about problems their children are having but rarely mentions positive news; slow to welcome parents.	Seldom and ineffectively communicates to parents concerns or positive news about their children; parents feel unwelcome in the classroom.
e. Interpersonal Relationships	Consistently maintains open lines of communication with school community; shows respect and appreciation for gifts and talents of each staff member.	Frequently maintains open lines of communication with school community; shows respect and appreciation for gifts and talents of most staff members.	Inconsistently communicates with school community; seldom respects and appreciates gifts and talents of staff members.	Rarely communicates with school community; seldom respects and appreciates gifts and talents of staff members.
f. Moral Virtues Development	Ensures students understand truths, justice, and temperance; leads by example in teaching moral virtues that encourage respect and responsibility for living Christian values.	Directs students to understand truths, justice, and temperance; teaches moral virtues that encourage respect and responsibility for living Christian values.	Urges students to reflect on their actions and try to live a moral life with Christian values.	Students are not given the opportunity to reflect on their actions, nor are they directed to make moral choices and live a virtuous life.
g. Mission & Faith Community	Consistently works to accomplish the school's mission of Catholic education in all aspects of school life; daily promotes & fosters a faith community.	Frequently works to accomplish the school's mission of Catholic education in some aspects of school life; promotes & fosters a faith community.	Rarely works to accomplish the school's mission of Catholic education in aspects of school life; occasionally promotes & fosters a faith community.	Never works to accomplish the school's mission of Catholic education in aspects of school life; makes no effort to promote or foster a faith community.
h. Catholic Social Teachings	Successfully fosters a commitment to acts of service and integrates Catholic social teachings into the culture of the classroom.	Often attempts to foster a commitment to acts of service and occasionally integrates Catholic social teachings into the classroom.	Coordinates service projects with students; rarely engages personally in service activities.	Does not reach out to community; no evidence of principles of Catholic social teachings in the classroom.

Teacher reflections & comments:



Teacher Self-Assessment Rubric

B. Classroom Environment and Student Engagement

	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Expectations	Is direct, specific, & consistent in communicating and enforcing high behavior expectations to maximize learning.	Clearly communicates and consistently enforces high standards for student behavior.	Announces and posts classroom rules and punishments.	Comes up with <i>ad hoc</i> rules and punishments as events unfold during the year.
b. Relationships	Shows warmth, caring, respect, and fairness for all students; builds strong relationships.	Is fair and respectful toward students and builds positive relationships.	Is fair and respectful toward most students and builds positive relationships with some.	Is sometimes unfair and disrespectful to the class; plays favorites.
c. Respect	Earns all students' respect and creates a climate in which disruption of learning is unthinkable.	Commands respect and refuses to tolerate disruption.	Earns respect of some students but there are regular disruptions in the classroom.	Is not respected by students; the classroom is frequently chaotic and sometimes dangerous.
d. Social-Emotional	Implements a program that successfully develops positive interactions and promotes self-discipline and pride in students.	Fosters positive interactions among students and teaches useful social skills.	Often lectures students on the need for good behavior, and/or makes an example of "bad" students.	Publicly berates "bad" students, blaming them for their poor behavior.
e. Responsibility	Successfully develops students' self-initiative, self-efficacy, and sense of responsibility.	Develops students' self-efficacy and teaches them to take responsibility for their own actions.	Tries to get students to be responsible for their actions, but many students lack self-discipline.	Is unsuccessful in fostering self-discipline in students; they are dependent on the teacher to behave.
f. Proactive Discipline	Highly effective discipline repertoire; holds students' attention and addresses misbehavior in a manner that preserves the dignity of the child.	Has a repertoire of discipline strategies; can capture and maintain students' attention.	Has a limited disciplinary repertoire and students are frequently not paying attention; sometimes little things escalate into big problems.	Has few discipline strategies and constantly struggles to get students' attention; unsuccessful at spotting and preventing discipline problems; problems frequently escalate.
g. Routines	Maximizes academic learning through routines, lesson momentum, and smooth transitions with no loss of instructional time.	Maximizes academic learning time through routines, lesson momentum, and smooth transitions.	Sometimes loses teaching time due to lack of clarity, interruptions, and inefficient transitions & routines.	Loses a great deal of instructional time due to confusion, interruptions, lack of established routines.
h. Motivation	Motivates students using a highly effective system of incentives linked to intrinsic rewards.	Uses incentives wisely to encourage, motivate, and reinforce student cooperation.	Uses extrinsic rewards in an attempt to motivate, get students to cooperate and comply.	Gives away "goodies" (e.g., free time) without using it as a leverage.

Teacher reflections & comments:



Teacher Self-Assessment Rubric

C. Planning and Preparation for Active Learning

	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Knowledge	Is expert in subject area(s) and has a grasp of best practices and how students learn.	Knows subject matter well and has a good grasp of best practices and how students learn.	Is somewhat familiar with subject(s) and has a few ideas of ways students develop and learn.	Lacks familiarity with subject matter and few ideas on how to teach it and how students learn.
b. Standards	Has a well-honed plan for the year that is tightly aligned with ADH standards, planned assessments and objectives.	Plans the year so students will meet ADH standards and be ready for planned assessments.	Has done some thinking about how to cover high standards and plan for assessments.	Plans lesson by lesson and has little familiarity with ADH standards and use of tests.
c. Assessments	Prepares diagnostic, formative, and summative assessments to monitor and measure student learning.	Plans formative and unit assessments to measure student learning.	Drafts unit tests as instruction proceeds.	Writes final tests shortly before they are given.
d. Anticipation	Anticipates students' misconceptions and confusions and develops multiple strategies to overcome them.	Anticipates misconceptions that students might have and plans to address them.	Identifies one or two ways that students might become confused with the content.	Proceeds without considering misconceptions students might have about the material.
e. Lessons	Designs each unit/lesson with clear, measurable goals closely aligned with standards and unit objectives and outcomes.	Designs units/lessons focused on measurable outcomes aligned with unit goals and objectives.	Plans units/lessons with some consideration of long-term goals.	Plans units/lessons aimed primarily at entertaining students or covering textbook chapters.
f. Engagement	Designs highly relevant lessons that will motivate all students and engage them in active learning.	Designs lessons that are relevant, motivating, and likely to engage students in active learning.	Plans lessons that will catch some students' interest and perhaps get a discussion going.	Plans lessons with very little likelihood of motivating or involving students.
g. Differentiation	Designs lessons that break down complex tasks and address all learning needs, styles, and interests.	Designs lessons that target several learning needs, styles, and interests.	Plans lessons with some thought as to how to accommodate special needs students.	Plans lessons with no differentiation.
h. Physical Space	Artfully uses room arrangement, multicultural materials, and displays to maximize student learning of all material.	Organizes classroom furniture, multicultural materials, and displays to support unit and lesson goals.	Organizes furniture and materials to support the lesson, with only a few decorative displays.	Holds to a conventional furniture arrangement, hard-to-access materials, and/or few wall displays.

Teacher reflections & comments:



Teacher Self-Assessment Rubric

D. Instruction for Active Learning

	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Mindset	Exudes high expectations and determination and convinces all students that they will master the material.	Conveys to students: This is important, you can do it, and I'm not going to give up on you.	Tells students that the subject matter is important and they need to work hard.	Gives up on some students as hopeless.
b. Goals	Shows students exactly what's expected by posting essential questions, goals, rubrics, and exemplars of proficient work.	Gives students a clear sense of purpose by posting the unit's essential questions and the lesson's goals.	Tells students the main learning objectives of each lesson.	Begins lessons without giving students a sense of where instruction is headed.
c. Connections	Always grabs students' prior interest and makes connections to prior knowledge, experience, and readings.	Activates students' prior knowledge and hooks their interest in each unit and lesson.	Is sometimes successful in making the subject interesting and relating it to things students already know.	Rarely hooks students' interest or makes connections to their lives.
d. Clarity	Always presents material clearly and explicitly, with well-chosen examples and vivid and appropriate language.	Uses clear explanations, appropriate language, and good examples to present material.	Sometimes uses language and explanations that are fuzzy, confusing, or inappropriate.	Often presents material in a confusing way, and/or uses language that is inappropriate.
e. Knowledge & Application of Effective Strategies	Orchestrates highly effective strategies, materials, and groupings to involve and motivate students; students consistently summarize what they learned and apply to real-life situations.	Orchestrates effective strategies, materials, and classroom groupings to foster student learning; students sum up what they learned and apply it in a different context.	Uses a limited range of classroom strategies, materials, and groupings with mixed success; sometimes bring closure to lesson and asks students to think about applications.	Uses only one or two teaching strategies and types of materials and fails to reach most students; moves on at the end of each lesson without closure of application.
f. Engagement	All students are highly involved in focused work in which they are active learners and problem-solvers.	Engages students actively to think about, discuss, and use the ideas and skills being taught.	Attempts to get students actively involved but some students are disengaged.	Mostly lectures to passive students or has them plod through textbooks and worksheets.
g. Differentiation	Successfully reaches all students by skillfully differentiating and scaffolding.	Differentiates and scaffolds instruction to accommodate most students' learning needs.	Attempts to accommodate students with learning deficits and/or acceleration, but with mixed success.	Fails to differentiate instruction for students with learning deficits and/or need for acceleration.
h. Flexibility	Deftly adapts lessons and units to utilize teachable moments and correct misunderstandings.	Is flexible about modifying lessons to take advantage of teachable moments.	Sometimes doesn't take advantage of teachable moments.	Is rigid and inflexible with lesson plans and rarely takes advantage of teachable moments.

Teacher reflections & comments:



Teacher Self-Assessment Rubric

E. Assessment for Learning

	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Criteria	Posts and reviews the criteria for proficient work, including rubrics and exemplars; student work is reflective of set criteria.	Posts clear criteria for proficiency, including rubrics and exemplars of student work.	Tells students some of the qualities that their finished work should exhibit.	Expects students to know (or figure out) what it takes to get good grades.
b. Pre-assessment & Diagnosis	Gives students a well-constructed diagnostic or pre-assessment up front, and uses the information to fine-tune instruction.	Diagnoses students' knowledge and skills up front and makes small adjustments based on the data.	Does a pre-learning strategy/exercise before beginning a unit.	Begins instruction without assessing or diagnosing students' skills and knowledge.
c. Formative Assessment	Uses a variety of effective methods to check for understanding; immediately unscrambles confusion and clarifies.	Frequently checks for understanding and gives students helpful information if they seem confused.	Limits methods to check for understanding during instruction.	Uses ineffective methods ("Is everyone with me?") to check for understanding.
d. Homework	Assigns highly engaging homework, gets close to a 100% return, and provides rich feedback.	Assigns appropriate homework, holds students accountable for turning it in, and gives feedback.	Assigns homework, keeps track of compliance, but rarely follows up.	Assigns homework but is resigned to the fact that many students won't turn it in, and doesn't follow up.
e. Recognition	Frequently posts students' work with rubrics and commentary and uses it to motivate and direct effort.	Regularly posts students' work to make visible and celebrate their progress with respect to standards.	Posts some 'A' student work as an example to others.	Posts only a few samples of student work or none at all.
f. Interims	Works with colleagues to use interim assessment data, fine tune teaching, re-teach, and help struggling students.	Uses data from interim assessments to adjust teaching, re-teach, and follow up with failing students.	Looks over students' tests to see if there is anything that needs to be re-taught.	Gives tests and moves on without analyzing them and following up with students.
g. Support	Relentlessly follows up with struggling students with personal attention to reach proficiency; ensures that students who need specialized diagnosis and help receive appropriate services immediately.	Takes responsibility for students who are not succeeding and gives them extra help; when necessary, refers students for specialized diagnosis and extra help.	Offers students who fail tests some additional time to study and do re-takes; sometimes doesn't refer students promptly for special help, and/or refers students who don't need it.	Tells students that if they fail a test, that's it; the class has to move on to cover the curriculum; often fails to refer students for special services and/or refers students who do not need them.
h. Reflection	Works with colleagues to reflect on what worked and what didn't and continuously improves instruction.	Reflects on the effectiveness of lessons and units and continuously works to improve them.	At the end of a teaching unit or semester, thinks about what might have been done better.	Does not draw lessons for the future when teaching is unsuccessful.

Teacher reflections & comments:



Teacher Self-Assessment Rubric

F. Professional Responsibilities and Teacher Leadership

	4 Highly Effective	3 Effective	2 Improvement Necessary	1 Does Not Meet Standards
a. Language	In professional contexts, speaks and writes correctly and eloquently.	Uses correct grammar, syntax, usage, and spelling in professional contexts.	Periodically makes errors in grammar, syntax, usage and/or spelling in professional contexts.	Frequently makes errors in grammar, syntax, usage, and/or spelling in professional contexts.
b. Time Management	Carries out assignments conscientiously and punctually, keeps meticulous records, and is never late.	Is punctual and reliable with paperwork, duties, and assignments; keeps accurate records.	Occasionally skips assignments, is late, makes errors in records, and/or misses paperwork deadlines.	Frequently skips assignments, is late, makes errors in records, and/or misses paperwork deadlines.
c. Professionalism	Presents as a consummate professional and always observes appropriate boundaries.	Demonstrates professional demeanor and maintains appropriate boundaries.	Occasionally acts and/or dresses in an unprofessional manner and violates boundaries.	Frequently acts and/or dresses in an unprofessional manner and violates boundaries.
d. Judgment	Is invariably ethical, honest, and above-board, uses impeccable judgment, and respects confidentiality.	Is ethical and above-board, uses good judgment, and maintains confidentiality with student records.	Sometimes uses questionable judgment, is less than completely honest, and/or discloses student information.	Acts in an ethically questionable manner, uses poor judgment, and/or discloses student information.
e. Active Engagement	Is an important member of teacher teams and committees and frequently volunteers for after-school activities.	Shares responsibility for grade-level and school-wide activities and takes part in after-school activities.	When asked, will serve on a committee and attend an afterschool activity.	Declines invitations to serve on committees and attend afterschool activities.
f. Leadership	Frequently contributes valuable ideas and expertise and instills in others a desire to improve student achievement.	Is a positive team player and contributes ideas, expertise, and time to the overall mission of the school.	Occasionally suggests an idea aimed at improving the school.	Rarely if ever contributes ideas that might help improve the school.
g. Collaboration/Learning Communities	Meets at least weekly with colleagues to plan units, share best practices, and analyze interim assessments.	Collaborates with colleagues to plan units, share teaching practices, and look at student work.	Meets occasionally with colleagues to share practices about teaching and students.	Meets infrequently with colleagues, and conversations lack educational substance.
h. Growth	Actively reaches out for new ideas and engages in reflective practice to figure out what works best; actively seeks out and is receptive to viewpoints of others.	Seeks out effective teaching ideas from colleagues, workshops, and other sources and implements them well; responds constructively to suggestions and criticism.	Can occasionally be persuaded to try out new classroom practices; can be somewhat defensive but does listen to feedback and suggestions.	Is not open to ideas for improving teaching and learning; Is very defensive about criticism and resistant to changing classroom practice.
i. Progress Toward Goals	Successfully reached and/or surpassed all 4 stated goals.	Completed 3 of the 4 stated goals; will continue to work toward remaining goal.	Completed 2 of the 4 stated goals; will carry over remaining goals.	Completed 1 or none of the stated goals; conference required to discuss causes and plan.

Teacher reflections & comments:

Teacher Signature: _____ Date: _____ Principal Signature: _____ Date: _____