

**Professional Self-Evaluation Form**

**Rubric for Evaluating Self-Effectiveness**

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| --- | --- |
| Educator Being Evaluated  |   |
| Educator NAD ID  |   |
| Teaching Assignment  |   |
| School Year of Evaluation  | 20\_\_\_\_\_ - 20 \_\_\_\_\_\_  |

Effective teachers in South Atlantic Conference have the knowledge, skills, and commitments needed to provide excellent and equitable learning opportunities and growth for all students. They strive to support growth and development, close achievement gaps, and prepare diverse populations for service to others in this life and the life to come.

Effective teachers:

* Facilitate mastery of content and skill development
* Employ and adjust evidence-based strategies and approaches for students who are not achieving mastery and student who need acceleration.
* Develop in students the skills, interests and abilities necessary to be lifelong learners.
* Communicate high expectations to students and their families.
* Utilize various strategies to engage students and families in a mutually supportive teaching and learning environment.

Because effective teachers understand that the work of ensuring meaningful learning opportunities for all students does not happen in isolation, effective teachers:

* Engage in collaboration with the home, the church and the school.
* Reflect continuously on their craft.
* Participate in, assimilate, and apply research-based best practices through on-going professional development.
* Are leaders in their communities.

## Use the following 1-4 rating scale to respond to each of the questions on the next pages.

## **1 Ineffective** – I do not do this in my classroom, or my use of the practice is not having positive effects on student learning.

## **2 Developing** – I do this in my classroom, but only notice positive effects on student learning sometimes.

## **3 Effective** – I do this well and notice consistent positive effects on student learning.

## **4 Innovating** – I see this as a strength of mine: I can adapt it to fit my students’ needs and notice consistent and significant positive results in student achievement.

## **No Response** – This does not apply to my work in school.

## **Standard 1: Instruction**

The teacher plans for, provides, differentiates, and sections appropriate goals and resources for instruction aligned with the Adventist Common Core Standards.

1. **Effective Planning** - All outcomes I plan represent high rigor and relevance; where appropriate outcomes reflect a variety of learning styles incorporating both opportunities for coordinating and integration; outcomes are comprehensive, working from a backward design with end-of-year standards as the goal.

🞎 Ineffective 🞎 Developing 🞎 Effective 🞎 Innovating

1. **Plans for Differentiated Instruction** – Outcomes I plan are based on a comprehensive assessment of student learning using Stars360 data (elementary) or AspireACT and/or PSAT data (high school) and take into account the varying needs of individual learners or groups.

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1. **Selects Appropriate Instructional Goals and Resources** - All materials and resources I use are suitable to students, support instructional outcomes, engage students through rigor and relevance, and use technology to support student learning in a 21st Century environment.

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## **Standard 2: Teaching Strategies**

The teacher prepares for and engages students through a Christ-centered classroom where lessons are clear and motivating, differentiated, well-managed, engaging, have clearly communicated expectations, and are responsive and flexible.

1. **Expectations for Learning, Achievement & Quality of Work** – My instructional outcomes, activities, assignments, and interactions convey high expectations for all students; students demonstrate attention to detail, take obvious pride in the quality of their work; and students know how to initiate improvements.

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1. **Lessons Are Clearly Introduced & Motivating** - My questions focus on higher order meta-cognitive skills, and communicates clearly; teacher models effective communication, providing students the opportunity to practice communication; students apply effective oral and written responses, and use academic language both spoken and written.

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1. **Activities Provided for Varying Abilities** - I modify content to assure students are able to work at their ability level; use assessment to drive instructional content and delivery based on end-of-year standards; use the students’ socio-emotional, intellectual, physical, and spiritual development to build on each child learning objectives while increasing mastery using the Zone of Proximal Development; monitor student engagement; help students take necessary risks to grow; and conference with students to help them take ownership of learning which is positive in nature, and not punitive or demeaning.

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1. **Teacher Demonstrates Flexibility & Responsiveness** - I collect and analyze data to inform instruction; collect multiple data points over time; apply the use of students’ prior knowledge, evaluate personal effectiveness in the classroom; implement performance feedback from supervisors, PAL mentors or colleagues to improve performance; actively engage in professional development and implement in the classroom best practices learned; am up-to-date on current trends and initiatives; adapt my teaching to meet students’ needs; develop a long-term professional growth plan; am actively tracking professional growth activities; implement all Conference-based initiatives and policies.

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## **Standard 3: Assessment and Evaluation**

The teacher keeps his or her grades up-to-date in the Conference online grading system, effectively plans and uses the online lesson plan book, helps students effectively learn through evaluating and improving teaching, and returns student work promptly.

1. **Grades Are Kepts Up-to-Date in the Conference’s Online Grading System -** I provide frequent data entry points which are driven by Conference-wide established rubrics and are standards-based; my data entry points are appropriate to current learning; I respond to concerns with professionalism with the goal to address and mitigate concerns; I am prompt in grading and data entry.

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1. **Student Learning Is Effectively Evaluated to Improve Teaching & Student Learning** – I am using assessment to drive instruction with specific end-of-year standards and key learnings/objectives in mind; realigning instructional delivery and practices to meet my students’ needs with the goal of ensuring students’ mastery of standards; encourage students to take academic risks, helping students to learn to self-monitor and benchmark personal growth.

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1. **Student Work Is Returned Promptly** – I provide frequent feedback to students and parents about the student’s progress in daily work, and engage parents via email, phone calls, notes home; parent portal, and other electronic means of communication.

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## **Standard 4: Learning Environment**

The teacher has developed an organized Christ-centered that is physically, spiritually, and emotionally safe, and uses positive behavior intervention systems.

1. **A Christ-centered Classroom** – My classroom is a place where students are daily encouraged to commit to Jesus; respect for home, church, and school are integrated into learning.

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1. **Classroom Organization** - My classroom is a visual feast, transporting students through a portal of learning; all materials are systematically organized.

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1. **Classroom Is Physical, Spiritually & Emotionally Safe** - My classroom is meticulously organized providing a physically safe environment; the teacher provides a spiritually, and emotional safe harbor where students can participate in Time Alone with God (TAG), speaking with me or other adults freely, and I actively point students to Jesus their Counselor who can heal spirit, solve daily struggles, and help in conflict resolution.

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1. **Positive Behavioral Intervention & Supports** - Standards of conduct are clear, have been posted, and students self-monitor through a visual system; classroom rules were developed with student input; students are clear about classroom routines and procedures; teacher subtly monitors and prevents disruptions; students help self-monitor and peer monitor; teacher responses are effective, sensitive to individual or group needs.

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## **Standard 5: Communication and Relationships**

The teacher understands and respects the line of established authority in the school and the Conference, communicates to stakeholders in a Christ-like manner, and provides effective customer service.

1. **Understands & Respects the Established Line of Authority** - I respect the line of authority, consistently following the policies and directives of the school leadership or Conference; I respectfully question to seek clarification but do not breech the line of professionalism; I seek to help others to understand policies and directives by being a positive role model..

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1. **Communicates to Stakeholders In A Christ-like Manner** - I effectively engage stakeholders, maintain confidentiality of private information including FERPA, model ethical behaviors of honesty, integrity, fair treatment, and respect; show an openness that values individual difference of opinion, even when it may appear to negatively impact me.

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1. **Provides Effective Customer Service** - I engage families frequently and successfully. Parents are highly satisfied. I actively recruit and encourage satisfied parents to recruit students for the following year.

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 **Standard 6: Professional Growth**

The teacher demonstrates implementation of on-going professional development, contributes knowledge and skills to the educational practices of the organization, and maintains current NAD teaching certification.

1. **Demonstrates Implementation of On-going Professional Development** - I engage in professional activities applying new key learnings which likely have a positive impact on student learning and student needs; I implement new and different instructional strategies based on current research and Conference initiatives; I am working to adapt to meet student needs, and am following my long-term professional growth plan.

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1. **Contributes Knowledge & Skills to the Educational Practices of the Organization** - I participate and engage in all school related activities; work collaboratively; support school and Conference initiatives; share expertise; collaborate with colleagues; provide meaningful input to policies and procedures affecting school climate; I participated in leading out in Conference-wide decision making that impacts the local school community and families; I advocate for all teachers and families.

🞎 Ineffective 🞎 Developing 🞎 Effective 🞎 Innovating

1. **Maintains Current NAD Certification**

🞎 Ineffective – No certification/Expired 🞎 Developing - Basic Certification

🞎 Effective – Standard Certification 🞎 Innovating – Professional or Administrative Certification

 **Overall Comprehensive Self-Evaluation Performance Rating:**

 Instructions for completing the comprehensive performance rating**:**

A teacher receives an “Ineffective” for the comprehensive self-evaluation performance rating when:

* When all the categories within a standard are ranked “Ineffective,” or
* A total of five or more criteria across all the standards are rated “Ineffective.”

A teacher receives a “Developing” for the comprehensive self-evaluation performance rating when:

* When all the categories within a standard are ranked “Developing,” or
* A total of five or more criteria across all the standards are rated “Developing.”

A teacher receives a “Innovating” for the comprehensive self-evaluation performance rating when:

* A total of five or more criteria across all the standards are rated “Developing.”

**Overall Self-Evaluation Rank**

🞎 Ineffective 🞎 Developing 🞎 Effective 🞎 Innovating