

SUMMATIVE SELF-EVALUATION TOOL

TEACHER:

EVALUATOR:

SCHOOL YEAR:

	Exemplary	Proficient	Developing	Unsatisfactory
<p>BIBLICAL INTEGRATION Always explore what God might think about the content</p>	<ul style="list-style-type: none"> Biblical integration meets <i>Proficient Practice</i>. Students are actually assessed on biblical perspectives on their subject area The teacher is familiar with each student's faith journey. Students are genuinely commissioned to explore God's diverse world (ESO). 	<ul style="list-style-type: none"> Integrates biblical Truth into course content, exploring with students what a Christian scientist/historian/etc. might respond to issues at hand. Biblical perspective is intentionally integrated into planning. The depth of real-world implications presented in the course prompt students to think biblical or to ask worldview questions. 	<ul style="list-style-type: none"> Actively ministers to kids through programs or private conversations but does not explore a biblical perspective on the subject area. Method of teaching does not prompt students to think deeply to the point of worldview implications. 	<ul style="list-style-type: none"> Entirely separates the "secular from the sacred" in instruction. Students are not challenged to think about the subject or/and life itself in a biblical way. Students may be pushed away from Christ as a result of participation in the course.
<p>INSTRUCTIONAL STRATEGIES Move beyond memorization & busy work: question, collaborate, evaluate, & create</p>	<ul style="list-style-type: none"> The teacher functions as a coach, regularly guiding students through not only foundational knowledge but also the application of that knowledge in discussion, creation, and in teaching the content to others. Students must collaborate in order to succeed in the course. Demonstrates extensive knowledge of research-based instructional strategies and uses them appropriately. The teacher serves as a lifelong exemplar of how to think creatively, critically, and collaboratively (ESO). 	<ul style="list-style-type: none"> Collaboration, creation, discussion, and meaningful evaluation are a foundational part of the course. Course work is a combination of teacher-driven and student-driven; students leave the course more aware of how to independently work in that area of study. Uses a variety of research-based instructional strategies and assessments. 	<ul style="list-style-type: none"> Students occasionally discuss class content, collaborate, create a product, or evaluate course concepts. Generally, however, these activities are not foundational. If students do complete projects or group work, it is not sufficiently framed to guide collaborative learning. Uses some variety of research-based instructional strategies. 	<ul style="list-style-type: none"> Course work is teacher-centered, generally guided by lecture, notes, and worksheets. Student questions do not guide instruction, and students rarely create a complex product. Alternatively, course work is product-based with no teacher guidance or evaluation. Has a limited range of research-based instructional strategies that rarely address student needs.
<p>OBJECTIVES Don't let students lose sight of the point of what they are doing</p>	<ul style="list-style-type: none"> Meets <i>Proficient Practice</i>. Students can communicate the importance of the course material, and their work in the course is already having an impact on their world. Work in this teacher's courses helps students internalize learning a means better to seek and speak the Truth (ESO). 	<ul style="list-style-type: none"> The teacher regularly communicates the big ideas and objectives of the subject matter, and students work through the material of the course with a sense of genuine purpose. Students can all answer the question of why they are learning what they are learning in the course. Some projects in the course ask students to apply course concepts to 'real life.' Students can complete homework with a sense of purpose. 	<ul style="list-style-type: none"> The teacher has created units for the course and knows why the content is important; however, students are not aware of this importance and generally work for the grade alone. The purpose of learning course material is largely reserved for the first day of class. Some assessment questions apply learning, but this is rarely incorporated into course projects. 	<ul style="list-style-type: none"> The teacher does not effectively use/apply big picture course concepts, whether through Essential Questions and Enduring Understandings or other means. Students are not guided to see the real-life value of the subject matter; homework is largely rote. Students are not permitted to ask why they are being asked to complete learning tasks.
<p>CLASSROOM MANAGEMENT Teach and model Christlike love and respect</p>	<ul style="list-style-type: none"> Routinely spends time mentoring students outside the classroom and in co-curricular activities. Consistently models respect and responsibility. Students feel safe to take risks because of the classroom environment. Students view the teacher as a role model of walking with Jesus. Scripture and prayer are at the root of classroom practice. Actively encourages or inspires students to walk in God's ways (ESO). 	<ul style="list-style-type: none"> Consistently treats each student with dignity and respect. Builds trusting relationships with students. Inspires students in academic, social, emotional, and spiritual growth. The classroom environment is one of safety, trust, and order. Interactions with students are friendly and demonstrate genuine care for students. The teacher is a "living curriculum" teacher. The Bible and prayer are regular classroom topics. 	<ul style="list-style-type: none"> Sometimes fails to treat a challenging student with dignity, fairness, or respect. Generally expresses interest in the students and is beginning to engage students in more than just academic growth. Classroom environment is not entirely respectful. The Truth of God is present but is not handled with grace. Classroom management is largely reactive. 	<ul style="list-style-type: none"> Repeatedly fails to treat students with dignity, fairness, or respect. Has little interest and/or shows no awareness of students outside of academics. Classroom environment is either out of control or driven by fear. Response to student misbehavior is inconsistent or inappropriate. Teacher does not demonstrate a life walked with Christ. Classroom management is either reactive or non-existent.
<p>EXPECTATIONS Set high expectations for students</p>	<p>The class is a hallmark CHA academic experience.</p> <ul style="list-style-type: none"> Students are motivated and find class activities both difficult and highly rewarding. Student academic growth is demonstrably excellent. Knowledge of subject area is outstanding. Classroom environment is inspiring and clearly demonstrates we are at a Christ-centered school. Classroom activities and projects are clear in their expectations, and students are motivated to achieve or go beyond those high expectations – to excel in their gifts (ESO). 	<ul style="list-style-type: none"> Classroom activities and projects are not only clear in their expectations, but those expectations challenge students to achieve more than they thought they could. Expectations are a "match" with CHA learning culture. Learning tasks are dynamic and appropriately complex. Assessment results demonstrate student growth. Demonstrates solid knowledge of subject matter. Classroom environment is organized and clean, reflecting a culture of high expectations and Christ-centeredness. 	<ul style="list-style-type: none"> A substantial number of classroom activities or projects are too far below or too far above student abilities. Students are learning, but they are not being inspired to achieve more than they had planned to. Rubrics establish only a vague understanding of what is expected. Demonstrates basic working knowledge of the subject matter. Classroom is clean but plain and uninspiring. 	<ul style="list-style-type: none"> Classroom activities are consistently below student ability levels or do not otherwise challenge or inspire students to do their best. Alternatively, expectations are not "high" but "too high," and students feel hopeless regarding learning goals. Students are unaware of expectations. Demonstrates only basic knowledge of subject matter. Assessment results demonstrate decline in learning. Classroom is disorganized and uninspiring.
<p>AUDIENCE Provide an authentic audience for student work</p>	<ul style="list-style-type: none"> Students produce work in the course that is for a significant, outside audience; their work is having real-world impact. For example: a public performance, solving and assisting a local problem, or being evaluated by a real expert. This teacher's students begin to see learning as a means to serve and to love courageously (ESO). 	<ul style="list-style-type: none"> The teacher provides students with an audience, but that audience is generally artificial; for example, mock trials or a fake foundation. Students feel a sense of purpose as something is at stake, but reasons are entirely "academic." 	<ul style="list-style-type: none"> Student work is displayed in the halls or sent to parents, but its creation is largely uninspired by a larger audience. 	<ul style="list-style-type: none"> The audience for student work is almost entirely the classroom teacher.
<p>TECHNOLOGY Use technology to inspire learning</p>	<ul style="list-style-type: none"> Students are inspired to learn about the subject because of the technology being used. Technology is foundational to success in the course, and students could transfer the tech skills they learn to other course work. Technology is managed effectively. 	<ul style="list-style-type: none"> Use of technology is foundational to student learning in the class. However, its use is not inspiring; rather, it primarily makes learning more efficient. The teacher manages each class while they are using technology, maintaining a student focus on real learning. 	<ul style="list-style-type: none"> Students use technology in their learning, but its use is mostly substitutive, meaning it could have been done without technology. Students use technology in the class because it's fun or cool, not because they need it., Technology is often an unmonitored distraction. 	<ul style="list-style-type: none"> The teacher and students do not significantly use technology in the classroom.

<p>PLANNING Plan Effectively</p>	<ul style="list-style-type: none"> ● Meets <i>Proficient Practice</i>. ● Plans are creative, dynamic, and continually refined through collaboration. ● Assessments flow naturally, building one off the other, so that the process of learning feels seamless. ● Plans include examples of poor and exemplary work for major projects or assignments. ● Planning and assessment is continually refined by data. ● The teacher consistently reflects on and shares lesson plans. ● Project instructions are publishable and incredibly user-friendly. ● Week plans are consistent and exemplary. 	<ul style="list-style-type: none"> ● Yearlong mapping, units, and lessons align with the curriculum and are detailed, well-written, and organized. ● Assessment plans are communicated to students, parents, and administration at the beginning of the year. ● Plans align with curricular expectations in the grades above and below. ● Assessment and reporting is aligned to course learning objectives. ● Projects and assessments have a logical flow. ● Adjusts instruction based on assessment results but not so drastically that learning is compromised. ● Daily lessons are well-structured and include (a) preparing the learner, (b) research-based instructional strategies, (c) practice &/or application, and (d) closure and assessment. ● Designs assessments <i>before</i> the start of a unit. ● Plans would greatly benefit an incoming teacher. ● Project instructions are thorough and clear. ● Week plans are submitted consistently. 	<ul style="list-style-type: none"> ● Yearlong mapping, units, and lessons align with curriculum, but plans lack detail, coherence, clarity, and/or alignment with curricular expectations in the grades above and below. ● Assessment plans are communicated to some of the stakeholders (students, parents, and administration) at the beginning of the year. ● Assessments and reporting are intermittently aligned with learning objectives and somewhat strategic. ● Instruction deviates drastically from stated plans for no strategic reason. ● Demonstrates some ability to adjust instruction based on assessment results. ● One or two of (a) preparing the learner, (b) research-based instructional strategies, (c) practice &/or application, and (d) closure and assessment are missing and/or ineffective. ● Sometimes designs assessments that inform instruction. ● Week plans are submitted somewhat regularly. ● Project instructions are present but unclear or cursory. 	<ul style="list-style-type: none"> ● Inadequate evidence of a coherent planning process aligned with the school curriculum and/or units. ● Plan of assessment is not communicated to students. ● Assessments are rarely aligned with learning objectives and appear to be obtained without a great deal of forethought or strategic planning. ● Has a limited repertoire of assessments, and student assessment results don't affect instruction. ● Lesson plans have very little structure and/or are not organized. They do not (a) prepare the learner, (b) use research-based instructional strategies, (c) allow practice &/or application, and (d) provide closure and assessment. ● Week plans are rarely submitted. ● Project/assignment instructions are largely verbal and seem to be made up as the project progresses.
<p>ASSESSMENT & FEEDBACK Give timely, constructive, specific, and manageable feedback</p>	<ul style="list-style-type: none"> ● Meets <i>Proficient Practice</i>. ● Students are given multiple chances to improve on course skills and are given feedback in each stage for improvement. ● Students can easily explain their strengths and weaknesses in the course. ● Teacher reflects on assessment activities and modifies assessment plans. ● The teacher allows for student reflection on assessments. 	<ul style="list-style-type: none"> ● Consistently engages students in their learning through feedback that is timely, specific, and understandable so they can work through any learning difficulties. ● Students are consistently aware of the learning outcomes being covered and assessed. ● Uses a balance of informal, formal, summative, and formative assessments. ● Provides opportunities for self-assessment and peer-assessment. ● Rubrics are aligned with curricular learning outcomes. ● Keeps consistent, accurate, and meaningful records. 	<ul style="list-style-type: none"> ● Feedback is given within a timely fashion but, while it might be specific, it does not fully align with learning outcomes. ● Rubrics are vague or confusing, and students have trouble understanding next steps. ● Designs assessments with some variety of informal, formal, summative, and formative assessments. ● Occasionally plans for self-assessment and peer-assessment. ● Records/grades are mostly consistent. 	<ul style="list-style-type: none"> ● Does not provide feedback on curricular learning objectives; rather, assessed tasks are extra-curricular. ● Feedback is not timely and is either too much or too little. ● Only plans summative and formal assessments. ● Does not plan for opportunities for students to self- or peer-assess. ● Does not assess frequently, so little information is known about student progress. ● Does not keep accurate or consistent records/grades.
<p>DIFFERENTIATION Personalize learning; cater to diverse learning needs</p>	<ul style="list-style-type: none"> ● Meets <i>Proficient Practice</i>. ● Excels in implementing appropriate differentiation and modifications for all students, including special needs and gifted learners. ● Stays current in the literature and acts as a role model and/or coach for others. 	<ul style="list-style-type: none"> ● Differentiates and scaffolds instruction to accommodate all students' diverse learning needs. ● Demonstrates interest in understanding the needs of all students. ● Cooperates with documented modifications and accommodations (SSPs) for learning needs students. 	<ul style="list-style-type: none"> ● Inconsistently attempts to differentiate and scaffold instruction to accommodate students' diverse learning needs. Demonstrates some interest in understanding the needs of all students. ● Minimally adheres to documented modification and accommodations (SSPs). 	<ul style="list-style-type: none"> ● Uses a "one size fits all" instructional model and/or lacks background or interest in understanding students' diverse learning needs. ● Reluctantly or ineffectively addresses documented accommodations (SSPs)
<p>PROFESSIONAL DEVELOPMENT Collaborate and grow professionally</p>	<ul style="list-style-type: none"> ● Plays a leadership role in Professional Learning, regularly implementing and advocating for new strategies. ● Is an agent of positive change. ● Seeks out assistance and offers help to peers, acting as a mentor or coach. ● Regularly self-reflects and improves practice. ● Goal-setting is excellently appropriate, and goal achievement is demonstrably above and beyond. ● Is an exemplary student of his/her discipline. 	<ul style="list-style-type: none"> ● Actively participates in all Professional Learning opportunities and implements new strategies. ● Attends and positively contributes to departmental/team meetings. ● Seeks out assistance from resources and peers. ● Self-reflects and changes practice. ● Collaborates effectively with educational coaches. ● Takes responsibility for goal-setting process and follow-through. ● Accurately perceives areas of weakness and sets appropriate and achievable goals. ● Achieves goals sufficiently and provides evidence. ● Expands knowledge in his/her field. 	<ul style="list-style-type: none"> ● Participates passively in all Professional Learning opportunities. ● Usually maintains a professional and positive demeanor. ● Implements new strategies but only partially. ● Self-reflects but not completely or does not take significant action. ● Occasionally collaborates with educational coaches. ● Somewhat open to curriculum design efforts. ● Goal setting is adequate but in need of some guidance. ● Partially meets annual goals. ● Shows some growth in his/her discipline. 	<ul style="list-style-type: none"> ● Does not consistently participate in Professional Learning opportunities or does so unwillingly. ● Generally maintains a negative outlook and conveys this to others in the school community. ● Reluctant to implement new strategies, to set goals, or to collaborate with peers. ● Does not adequately self-reflect. ● Generally resistant to curriculum design efforts and collaboration with educational coaches. ● Personal goals are not focused on areas of greatest need or weakness; requires assigned goals. ● Does not meet professional goals. ● Is not current in his/her discipline.
<p>PROFESSIONALISM Be a professional member of our Christian community</p>	<ul style="list-style-type: none"> ● Not only is kind and friendly but also is willing to lovingly and confidentially speak the truth when it will improve our community or our school. ● Plays a leadership role in his/her sphere of influence. ● Frequently volunteers to take on extra responsibilities. ● Dresses professionally and attends all responsibilities punctually. ● Models transparency with accountability partners. ● Models generosity and love and is respected by others. ● Inspiringly partners with parents. ● Actively encourages others to follow Christ. ● Shows respect for school leadership and encourages others to do the same, loyally promoting CHA's mission and vision. ● Relishes feedback and promotes a culture of critical support ● Works to improve CHA's performance and policies 	<ul style="list-style-type: none"> ● Consistently maintains a positive, friendly, and loving demeanor. ● Plays an active role in school meetings and events. ● Exhibits discretion and sensitivity regarding potentially offensive or divisive behavior; reports when necessary. ● Consistently completes extra responsibilities on time. ● Generally has a positive, go get 'em attitude. ● Dresses appropriately; attends all responsibilities punctually. ● Demonstrates accountability to God and school community. ● Partners positively with parents. ● Deals with conflict privately and constructively. ● Shows respect to and support for school leadership and advocates for CHA's mission and vision. ● Asks for feedback and graciously accepts responsibility for actions. 	<ul style="list-style-type: none"> ● Attends meetings and events but is not involved. ● Often lacks discretion and sensitivity toward others. ● Communicates with families, peers, and students, but can exhibit subtle negative behavior such as passive aggressive comments or backhanded compliments. ● Mostly completes extra tasks or responsibilities on time. ● Is working on appropriate dress, cleanliness, and or punctuality. ● Is friendly but generally does not contribute to the school community with openness, confession, and humility. ● Is developing systems to partner with parents. ● Shows respect and support for school leaders when they agree, but publically voices complaints of leaders, decisions, policies, or procedures. Does not show great dedication to CHA's vision and mission. ● Accepts feedback, but only begrudgingly. 	<ul style="list-style-type: none"> ● Does not attend required meetings; generally inflexible and non-participatory or negative. ● Has a judgmental attitude and often offends people. ● Does not communicate well with parents, peers, supervisors, and/or students. ● Unwilling to take on assigned responsibilities ● Is not timely, is not respectful of shared spaces, and does not appropriately dress for work. ● Does not demonstrate accountability to God. ● Often remains isolated from the school community. ● Repeatedly displays disregard for parents. ● Repeatedly displays a negative and critical spirit by overtly spreading descent by voicing complaints, criticizing leaders, decisions, policies, and procedures. ● Refuses to accept feedback. ● Violates portions of the faculty handbook.