

**A Note Regarding Use of the Teachers’ School-wide Evaluation Rubric**

Mastery, a lifelong process, presents ideas about the power of education to transform lives and still meet the goals of education systems around the world. This rubric gives schools a sense of their own map to mastery. They may chart detours to emphasize the elements most important to them, with this as a starting blueprint.

Each teacher studies their own practices to come up with a score in each category of the rubric. Anonymously, the teachers turn in their total score and their score in each category. The school director or lead teacher counts all the scores in each category.

Next, in the staff meeting, the teachers think about which categories received the highest and lowest scores, based on the totals of their self-evaluations. If they feel the need for greater community impact, the master teachers mentor new teachers in customizing their academic curriculum to plan effective field trips. If they see that their habits-of-heart are not creating greater motivation to learn, they can present new strategies that reinforce writing, math or other needed subjects into the habits-of-heart and service projects, to strengthen and give purpose to the academic program.

The teachers discuss the needs and ask for help in those areas most challenging to them. Mentors with strengths in these areas can be called upon for ideas and encouragement. This brings value to the School-wide Evaluation Rubric.

**Regarding the Submission of Results:** **The value of the rubric lies in its use as a measurement tool for reflection and growth. At the end of the year, each school should poll its teachers to find what percentage of teachers found this self-evaluation and mentorship process effective in supporting their own professional growth and sense of purpose. That statistic will become helpful to Full-Circle Learning as we continually enhance our efforts to serve schools and teachers.**