Teacher Self-Assessment Checklist – TEAM Rubric

Teacher	Date			
Administrator School Year			Year	
	1	2	3	4
DOMAIN 1: PLANNING AND PREPARATION				
Component 1a: Demonstrating Knowledge of Content and Pedagogy				
Knowledge of content and the structure of the discipline				
Knowledge of prerequisite relationships				
Knowledge of content-related pedagogy				
Component 1b: Demonstrating Knowledge of Students				
Knowledge of child and adolescent development				
Knowledge of the learning process				
Knowledge of students' skills, knowledge, and language proficiency				
Knowledge of students' interests and cultural heritage				
Knowledge of students' special needs				
Component 1c: Setting Instructional Outcomes/Goals				
Value, sequence, and alignment				
Clarity				
Balance				
Suitability for diverse learners				
Component 1d: Demonstrating Knowledge of Resources				
Resources for teaching				
Resources for students				
Component 1e: Designing Coherent Instruction				
Learning activities				
Instructional materials and resources				
Instructional groups				
Lesson and unit structure				
Component 1f: Designing Student Assessments				
Congruence with instructional outcomes				
Criteria and standards				
Design of formative assessments				
Use for planning				
DOMAIN 2: THE CLASSROOM ENVIRONMENT				
Component 2a: Creating an Environment of Respect and Rapport				
Teacher interaction with students				
Student interactions with other students				
Component 2b: Establishing a Culture for Learning				
Importance of the content				
Expectations for learning and achievement				
Component 2c: Managing Classroom Procedures				
Management of instructional groups				
Management of transitions				
Management of materials and supplies				
Performance of non-instructional duties				
Supervision of volunteers and paraprofessionals (only evaluated if applicable)				
Component 2d: Managing Student Behavior				
Expectations				
Monitoring of student behavior				
Response to student misbehavior				
Component 2e: Organizing Physical Space	1	1		
Safety and accessibility				
Arrangement of furniture and use of physical resources				
Aesthetically conducive and invites learning				

DOMAIN 3: INSTRUCTION Component 3:: Communicating with Students Expectations for iteraming Directions and procedures Explanations of content Use of oral and written language Outport 3:: Engaging Students in Learning Cataly of questions Discussion techniques Student participation Component 3:: Engaging Students in Learning Catalyt of questions Extractional metricles Student participation Component 3:: Engaging Students in Learning Component 3:: Grupping of students Instructional metricles Structure and pacing Component 3:: Component 4:: Compone		1	2	3	4
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	Collaborates with colleagues to enhance student growth				
Service to the profession	Service to the profession				