

## Teacher Self-Assessment Rubric—Relatedness

Use this rubric to identify the research-based strategies that you implement in your classroom and those that can help you in your classroom tomorrow.

	4—Exemplary	3—Meets Expectations	2—Developing Skills	1—Emerging Understanding
<b>Positive Teacher-Student Relationships</b>	<ul style="list-style-type: none"> <li>My classroom artifacts convey my empathy, care, and understanding.</li> <li>It is evident that I am involved in students' lives.</li> <li>Students reciprocate with me and work to identify with their classmates in a similar way.</li> </ul>	<ul style="list-style-type: none"> <li>Artifacts convey empathy, care, and understanding.</li> <li>It is evident that I am involved in students' lives.</li> </ul>	<ul style="list-style-type: none"> <li>I try to connect with students about current topics.</li> </ul>	<ul style="list-style-type: none"> <li>I have trouble generating or have stopped trying to generate positive relationships with students.</li> <li>My nonverbal or verbal interactions are neutral or potentially harmful to my relationships with students.</li> </ul>
<b>Positive Student-Student Relationships</b>	<ul style="list-style-type: none"> <li>I consistently use different cooperative learning activities.</li> <li>I make trust, togetherness, and belonging a classroom norm.</li> <li>You can see a team atmosphere reflected in student actions and classroom artifacts.</li> </ul>	<ul style="list-style-type: none"> <li>I sometimes use different cooperative learning activities.</li> <li>Cooperative time and frequency vary, but students understand the activities and their purpose.</li> </ul>	<ul style="list-style-type: none"> <li>I use at least one cooperative activity during the week.</li> <li>Students generally comply with cooperative activities but are not enthusiastic or don't understand their purpose.</li> </ul>	<ul style="list-style-type: none"> <li>I avoid cooperative learning or activities.</li> </ul>
<b>Remediated Bias</b>	<ul style="list-style-type: none"> <li>I engage students in discussions about bias or negative stereotypes when encountered in class material or modern events.</li> <li>I display artifacts that encourage students' personal growth related to their own bias.</li> <li>I regularly create diverse groupings.</li> <li>I display artifacts that value and convey safety for all identities.</li> </ul>	<ul style="list-style-type: none"> <li>I engage students in discussions about bias when it is encountered in the classroom or school.</li> <li>My lessons invite students' personal growth regarding their connection to other people.</li> <li>Students' actions show that they feel safe.</li> </ul>	<ul style="list-style-type: none"> <li>Conversations about bias are topical or brief.</li> <li>The displayed artifacts are mostly homogenous.</li> </ul>	<ul style="list-style-type: none"> <li>I do not watch for bias.</li> <li>Possible bias-creating or stereotyping material or artifacts are unintentionally displayed.</li> <li>I avoid discussions about identity.</li> </ul>