



Full-Circle Learning Schoolwide Evaluation Rubric

How to Use this Self-Assessment:

Anonymously fill out the rubric, with staff members basing scores on *their own* participation. The leader totals the results. After reading them, discuss your school's overall scores in a staff meeting. Determine the obstacles to success and the best way to reposition them as "opportunities for growth." Set goals and steps for mastery in the areas the staff most wants/needs to enhance. Create a timeline for growth. Conduct best practices sessions in staff meetings. Reintroduce the schoolwide evaluation rubric and celebrate schoolwide successes at the end of each semester or year.

Indicators	4 Points – Mastery Level (An evolved Full-Circle Learning practice)	3 Points - Practitioner	2 Points - Apprentice
1.The students help transform the broader community Score Yourself: <hr/>	<p>Class projects create positive change (or improved wellbeing) in my community. Guest presenters, field trips and basic academics help advance this process.</p> <p>Projects encourage creativity while supporting the self-mastery and altruistic goals within the curriculum. The projects also address authentic need for transformation in arenas such as socio-economic issues, peace, gender equity, eldercare, public health, hunger, transportation, energy, environment, agriculture, corruption, land use, or other areas of community need. The curriculum and support strategies also reinforce humanitarian identities in students. Every unit is marked by at least one such project.</p>	<p>Projects initiated by teachers and leaders create positive change at some point for people or groups outside the school. These motivate student learning to some extent.</p>	<p>Teachers participate in projects but do not always carry out the full vision.</p>
2. A planning process is in place Score Yourself: <hr/>	<p>My teaching team embraces the vision and plans ways to encourage peer-to-peer mentorship.</p> <p>The steps of each unit plan are scheduled to fit within a year-long pacing plan. Our short-term and long-term plans support the school's humanitarian vision as well as its educational vision. The education standards</p>	<p>I use FCL unit plans personally, but my team hasn't had time to link FCL to our academic pacing plan.</p>	<p>I am just starting to create Full-Circle units.</p>

	reinforce – rather than interfere with – the plan for community involvement. The annual mastery ceremony shows evidence of transformational community impact as well as personal growth among students, parents and teachers.		
3.Assessment linked to each Habit-of-Heart Score Yourself: _____	My students understand the relationship between community needs, academics, social skills, projects and purpose. (They can talk about and write about what and why they are learning what they are learning.) This is because I link habits-of-heart to assessments of my subject area/s (e.g. Literacy, Numeracy, Science, Social Science, etc.).	I incorporate the habit-of-heart into my lesson plan and check for understanding but am still trying to fit it into written assessments.	I assume my students see a link between learning and life skills. I don't need to create this link.
4. Global wisdom exchange informs learning Score Yourself: _____	The wisdom exchange projects I design with my students encourage them to see from a broader perspective. Creative connections are made using email or postal exchanges. Learners work together to solve problems and address meaningful local and global issues.	I prepare students for future wisdom exchanges by discussing social studies, literature or other topics from a broader culture context than just their own.	My students discuss only local problem solving topics and are not aware of shared concerns within the human family.
5. Positive classroom management affects classroom culture Score Yourself: _____	My classroom management approaches support students' socio-emotional needs and encourage transformation. I try to model the habits-of-heart. As a result, they perform out of respect and motivation rather than fear. Their behavior has improved over time, and they know I care about them.	Some of my classroom management strategies create a positive peer culture. My students usually show respect.	I am working on building better classroom management skills.
6. All Five spokes of the wheel move together Score Yourself: _____	I continuously offer opportunities for learners to develop new strengths in character, academics, the arts, conflict resolution and service to others. All learners have opportunities to bond with the habit through various learning styles, developing added strengths as they learn new life skills.	At some point in the learning unit, I include an activity from each of the five spokes of the wheel.	When convenient, I vary the activities, but usually I just write information on the board.

7. Art and music reinforce habits-of-heart Score Yourself: <hr/>	<p>I see music and visual arts as opportunities to give gifts of hope, inspiration, healing or advocacy or as honoring gifts – e.g., to give voice to a cause, to uplift someone, or to inspire them to practice the habit-of-heart. They can also expand knowledge of diverse new and traditional cultures and art forms and teach appreciation of diversity. I integrate various academic concepts into this theory as I add creative elements to my unit plan. Thus, the arts have become a gift of service in the eyes of students, useful in every FCL project.</p>	<p>I incorporate art and music as a means to enhance service but only when it happens to occur naturally, as in a performance-based project.</p>	<p>I got into the habit of using classroom competition to motivate my students, so they now see performance in a competitive way. The arts sometimes interfere with their relationships.</p>
8. Collaboration skills are evident Score Yourself: <hr/>	<p>Taking initiative at our school never means devaluing the efforts of others; co-workers appreciate the struggles and sacrifices of others; all enthusiastically practice cooperation. Everyone shares and acts on the same vision of success, pooling their diverse strengths for the sake of the students.</p> <p>I also reach out to parents to include them in adding their strengths to act on the school vision.</p>	<p>My co-workers and I usually practice cooperation. Everyone has ups and downs but in the end acts on the same vision, pooling their diverse strengths for the sake of the students.</p>	<p>I sometimes struggle and compete with co-workers. I think a lot about life's stresses. I hope to find new ways to work together for the sake of the students. I complain about my pay to others.</p>
9. Altruism and achievement become normative Score Yourself: <hr/>	<p>My students' learning is linked to community transformation and personal self-mastery goals. They write or tell about their high self-expectations. I have a strong sense of purpose and so do they. This has resulted in a relatively high level of rigor and high achievement, by my standards and the school's standards. They have improved their grade equivalency. The learners value personal and group mastery in academics as well as character and service.</p>	<p>Many of the indicators in Column 1 are true for my highest performing students. I am searching for ways to make these values the classroom norm for many.</p>	<p>I keep my expectations realistic. My students will probably never be high achievers nor feel a sense of purpose based on their past record. It would take too much work on my part to change that.</p>
My Total Score <hr/>			