

Why to Use this Tool

Thank you for committing to growing your knowledge of how to teach kindness, which, like any other instructional content, takes time and practice to master. Using language and acting in a way that inspires kindness may be intuitive but is also a skill that can be developed. To support teachers in their personal reflection and growth as they use the RAK instructional materials, RAK has created a High School Teacher Self-Assessment Tool. This strength-based tool honors the work that teachers are doing to create kindness in the classroom and identifies ways that teachers can grow, care for themselves and increase a sense of self-efficacy around their teaching; taking the time to use this tool shows a dedication to improving your classroom climate. The tool can be used in conjunction with the High School Student Self-Assessment Tool and the Collaborative Learning Guide.

This tool uses the Teacher Self-Assessment Rubric (see p. 2) as a guide for evaluating a teacher's and student's current level of growth. By using this rubric, a teacher can assess how well they are incorporating the RAK Kindness Concepts and instructional materials into their classroom and what steps they can take to further develop their own and their students' kindness skills. These Kindness Concepts were created from the Collaborative for Academic, Social and Emotional Learning's Core Competencies (Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making) and the Colorado Comprehensive Health Standards.

The tool includes the high school definition for the Kindness Concepts and identifies three levels of growth: emerging, practicing and generalizing with statements listed under each level. These can either be observed by watching teacher and student behavior or assessed through the teacher reflecting on how well they are teaching the Kindness Concept. If you are emerging, that is an excellent place to start! The other two levels show how you can grow in your understanding of how to incorporate the Kindness Concepts into your teaching. The goal would be to move toward generalizing in as many areas as possible. Gathering information for

How to Use this Tool

1. Schedule two times a year to assess yourself using this tool. We suggest doing the self-assessment in October or November (first semester) and at the end of the school year. Refer to the initial self-assessment when you complete the self-assessment at the end of the year to see how you have progressed in your goals and set goals for the next school year.
2. Collect notes, photographs, comments on the lesson plans, and other documentation to help as you work through the self-assessment so that you have examples of how you are meeting the suggested outcomes under each Kindness Concept. This evidence can be useful as part of your annual evaluation.
3. Read through the rubric on p. 2 to understand the various levels.
4. Read the levels under each Kindness Concept, circle which statements under each level best describe you and then write your reflections and goals for this Kindness Concept, referencing the evidence of your teaching around this concept.
5. Do this self-assessment independently, with a colleague or with an administrator. If an administrator uses the tool, RAK recommends that they work collaboratively with the teacher to select the appropriate level and decide how to proceed before crafting the "Reflections and Goal Setting" next steps. If you are doing this on your own, it might be useful to consult with a colleague for some independent feedback.
6. Determine how long you want to spend on the self-assessment. It may vary depending on how much time you want to reflect on and discuss your responses.

Teacher Self-Assessment Rubric



	Emerging	Practicing	Generalizing
Teacher Behavior	The teacher is learning the concepts, skills and strategies that are being taught in the RAK instructional materials. This can be done through teaching the lessons, demonstrating the Kindness Concepts posting the materials, integrating project ideas into their instruction, etc.	<p>The teacher demonstrates the use of the RAK concepts, skills and strategies in concrete ways while instructing the lessons.</p> <p>The teacher regularly uses the concepts, skills and strategies during unplanned moments in the classroom. (i.e. recognizing and acknowledging when a student is showing compassion on the playground).</p>	<p>The teacher models the RAK concepts, skills and strategies in concrete ways in the school and the community.</p> <p>The teacher provides leadership within the school and helps others learn how to incorporate the RAK concepts, skills and strategies into their teaching.</p>
Student Behavior	Students are curious about RAK and show interest in the materials.	<p>Students are inspired by the RAK lessons and point out random acts of kindness during the school day.</p> <p>With prompting, students are able to practice the RAK concepts, skills and strategies throughout the day.</p>	<p>Students inspire others in the school community to promote random acts of kindness through their words and actions.</p> <p>Students practice RAK concepts, skills and strategies throughout the day.</p>

Note: Adapt this rubric to reflect your district's evaluation system or contact us for assistance: teacherhelp@randomactsofkindness.org.

Part I: Self-Assessment on using the RAK Pedagogy

Check one:

First Semester: _____ End-of-year: _____

How well do you use the RAK Pedagogy to create kindness in the classroom and your school?

Emerging	Practicing	Generalizing	Reflections and Goals
I am beginning to use the RAK lessons to inspire and empower students with kindness skills that prompt them to act kindly toward others and share kindness in the classroom.	I apply the RAK pedagogy (inspire, empower, act and share kindness) to other situations outside of the RAK curriculum and also acknowledge when students apply the pedagogy.	I model the RAK Pedagogy (inspire, empower, act and share kindness) through school and community activities (food drive, coat drive, trash clean up, etc.)	

Part II: Self-Assessment on the RAK Kindness Concepts

Circle the statements that best apply to you under emerging, practicing or generalizing and then list your reflections and goals for that Kindness Concept.

Assertiveness: Expressing yourself effectively and standing up for your point of view, while also respecting the rights and beliefs of others.

Emerging	Practicing	Generalizing	Reflections and Goals
I sometimes use effective listening and speaking skills.	I regularly use effective listening and speaking skills.	I model effective listening and speaking skills.	
I recognize the need for healthy relationships while advocating for myself.	I work to build healthy relationships while advocating for myself.	I effectively build healthy relationships while advocating for myself.	
I try to maintain emotional regulation while communicating.	I regularly maintain emotional regulation while communicating.	I model how to maintain emotional regulation while communicating.	

Caring: *Feeling and showing concern for others.*

Emerging	Practicing	Generalizing	Reflections and Goals
<p>I reflect on and try to use pro-social language with others.</p> <p>I am aware of how my words and actions impact others.</p>	<p>I regularly use pro-social language with others.</p> <p>I select words carefully and think about how my actions impact others.</p>	<p>I model using pro-social language with others.</p> <p>I actively promote school wide use of kind words and actions.</p>	

Compassion: *Feeling empathy for and/or a desire to help another.*

Emerging	Practicing	Generalizing	Reflections and Goals
<p>I reflect on and try to use pro-social language with others.</p> <p>I try to increase my social awareness and my ability to act kindly.</p> <p>I pay attention to other's needs and think of ways to help in ways they want to be helped.</p>	<p>I regularly use pro-social language with others.</p> <p>I engage in activities to increase my social awareness and my ability to act kindly.</p> <p>I am aware of other's needs and regularly help them in ways they want to be helped.</p>	<p>I model using pro-social language with others.</p> <p>I show social awareness and a desire and an ability to act kindly.</p> <p>I inspire people to help others in a way they want to be helped.</p>	

Fairness: *Treating people in a way that does not favor some over others, acting justly with kindness.*

Emerging	Practicing	Generalizing	Reflections and Goals
<p>I am aware of personal bias in how I deal with students.</p> <p>I recognize the need to act reasonably and justly toward others.</p> <p>I recognize that students can help create a fair classroom.</p>	<p>I help eliminate bias between myself and students and between students.</p> <p>I regularly act reasonably and justly toward others.</p> <p>I encourage students to participate in creating a fair classroom.</p>	<p>I model ways to eliminate bias in dealing with students.</p> <p>I model ways to act reasonably and justly toward others.</p> <p>I actively promote ways to create fairness at school.</p>	

Gratitude: *Being thankful when someone has shown you kindness or caring; not taking anything for granted.*

Emerging	Practicing	Generalizing	Reflections and Goals
<p>I recognize the importance of using pro-social language that expresses thankfulness to people at school.</p> <p>I recognize that showing I am grateful through my actions impacts the social fabric of the classroom.</p>	<p>I regularly use pro-social language that expresses thankfulness to people at school.</p> <p>I regularly show that I am grateful through my actions, which impacts the social fabric of the classroom.</p>	<p>I recognize the importance of using pro-social language that expresses thankfulness to people at school.</p> <p>I model gratitude through my actions, which impacts the social fabric of the classroom and school community.</p>	

Helpfulness: *Giving aid or support to those in need.*

Emerging	Practicing	Generalizing	Reflections and Goals
<p>I sometimes use helpful actions and words.</p> <p>I recognize that students need support and try to provide that help in a compassionate way.</p> <p>I recognize the need for students to help each other.</p>	<p>I am regularly helpful through my actions and words in the classroom.</p> <p>I regularly support students and provide help in a compassionate way.</p> <p>I regularly suggest ways that students can help each other.</p>	<p>I model ways to be helpful through actions and words in the school.</p> <p>I model ways to provide help in a compassionate way in the school.</p> <p>I model ways that students and the school community can help each other.</p>	

Integrity: *Acting in a truthful way, behaving properly when no one is watching.*

Emerging	Practicing	Generalizing	Reflections and Goals
<p>I sometimes align my words and actions.</p> <p>I try to make responsible decisions in the classroom.</p>	<p>I regularly align words and actions in the classroom.</p> <p>I regularly make responsible decisions in the classroom.</p>	<p>I model ways to align words and actions in the school community.</p> <p>I model how to make responsible decisions in the school community.</p>	

Perseverance: *Keep going in spite of difficulties or obstacles, not giving up.*

Emerging	Practicing	Generalizing	Reflections and Goals
<p>I recognize the need to keep trying even when I want to give up.</p> <p>I recognize that words and actions can encourage students and colleagues to persevere.</p>	<p>I regularly keep trying even when I want to give up.</p> <p>I regularly use words and act in a way that encourages students and colleagues to persevere.</p>	<p>I model ways to keep trying even when I want to give up.</p> <p>I model words and actions that encourage students and colleagues to persevere.</p>	

Respect: *Acknowledging the value of other people, animals or spaces; honoring the rights, feelings and wishes of others.*

Emerging	Practicing	Generalizing	Reflections and Goals
<p>I recognize the need to show respect toward others.</p> <p>I recognize the need to actively develop a respectful climate in the classroom and school community.</p>	<p>I regularly act respectfully toward others.</p> <p>I actively develop a respectful climate in the classroom and school community.</p>	<p>I model ways to show respect to others.</p> <p>I model ways to develop a respectful climate in the classroom and school community.</p>	

Responsibility: *Recognizing the right thing to do and then doing it. Being trustworthy and dependable.*

Emerging	Practicing	Generalizing	Reflections and Goals
<p>I try to follow through on responsibilities.</p> <p>I try to encourage and support students in their personal and social responsibilities.</p>	<p>I regularly follow through on responsibilities.</p> <p>I regularly encourage and support students in their personal and social responsibilities.</p>	<p>I model ways to follow through on responsibilities.</p> <p>I model ways to encourage and support students in their personal and social responsibilities.</p>	

Self-Care: *Caring for yourself mentally, physically, emotionally and socially through your words and actions.*

Emerging	Practicing	Generalizing	Reflections and Goals
<p>I recognize the need to take care of myself.</p> <p>I try to use strategies like mindfulness, compassion, communication and a healthy lifestyle to promote self-care for myself and the school community.</p>	<p>I regularly spend time caring for myself.</p> <p>I regularly use strategies like mindfulness, compassion, communication and a healthy lifestyle to promote self-care for myself and the school community.</p>	<p>I model ways to show self-care.</p> <p>I model using strategies like mindfulness, compassion, communication and a healthy lifestyle to promote self-care for myself and the school community.</p>	

Self-Discipline: *Controlling one's words or actions to reach a plan or goal, even when tempted to do something else.*

Emerging	Practicing	Generalizing	Reflections and Goals
<p>I recognize the need to regulate my emotions and manage my classroom effectively.</p>	<p>I often regulate my emotions and manage my classroom effectively.</p>	<p>I model ways to regulate my emotions and manage a classroom effectively to others in the school community.</p>	

Summary Self-Reflection: _____

Action Items: _____

Teacher Signature: _____ Date: _____ Administrator Signature: _____ Date: _____