Oxnard School District Evaluation Rubrics for CSTP 4

Permanent Teachers

Evaluator:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Standard 4: Planning Instruction and Designing Learning Experiences For All Students

Element 1: Draws on and values students’ backgrounds, interests, and developmental learning needs

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| **Does Not**  **Meet Standards** | | Meets or Exceeds Standards | |
| Unsatisfactory | Developing | Meeting Standards | Exemplary |
| Instructional plans rarely match or re­flect students’ back­grounds, experi­ences, interests, and developmental needs, and do not support students’ learning.   |  | | --- | |  | | Instructional plans are partially drawn from information about students’ backgrounds, ex­periences, interests, and developmental needs to support students’ learning.   |  | | --- | |  | | Instructional plans frequently reflect students’ back­grounds, ex­peri­ences, interests, and developmental needs to support students’ learning.   |  | | --- | |  | | Instructional plans consistently build on students’ back­grounds, ex­peri­ences, interests, and developmental needs to support all students’ learning.   |  | | --- | |  | |

Standard 4: Planning Instruction and Designing Learning Experiences For All Students

Element 2: Establishes and articulates goals for student learning

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| **Does Not**  **Meet Standards** | | Meets or Exceeds Standards | |
| Unsatisfactory | Developing | Meeting Standards | Exemplary |
| Instructional goals are not established or rarely address students’ language, experience, or home and school expecta­tions. Expectations for students are low.   |  | | --- | |  | | Occasionally some instructional goals address stu­dents’ language, experi­ence, and/or home and school expecta­tions. Ex­pectations for stu­dents are inconsis­tent.   |  | | --- | |  | | Short-term and long-term instructional goals are based on students’ language, experience, or home and school expecta­tions. Goals are appropriately chal­lenging for most stu­dents and repre­sent valuable learn­ing. Expectations for stu­dents are frequently high.   |  | | --- | |  | | Short-term and long-term instructional goals are set by teacher and stu­dents, and integrate students’ language, experience, and home and school expectations. Goals are appropriately challenging for all students and repre­sent valuable learn­ing. Expectations for students are con­sistently high.   |  | | --- | |  | |

Standard 4: Planning Instruction and Designing Learning Experiences For All Students

Element 3: Develops and sequences instructional activities and materials for student learning

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| **Does Not**  **Meet Standards** | | Meets or Exceeds Standards | |
| Unsatisfactory | Developing | Meeting Standards | Exemplary |
| Instructional activi­ties and materials are rarely appropri­ate to the students, or the instructional goals rarely engage students in mean­ingful learning. Ac­tivities are rarely sequenced.   |  | | --- | |  | | Instructional activi­ties and materials are partially appro­priate to students and the learning goals, and engage some students in meaningful learning. Some activities are logically sequenced within individual les­sons.   |  | | --- | |  | | Instructional activi­ties and materials are frequently appropriate to stu­dents and the learn­ing goals, make content and con­cepts relevant, and engage most stu­dents in meaningful learning. Activities are logically sequenced within individual lessons.   |  | | --- | |  | | Instructional activi­ties and materials are consistently dif­ferentiated to reflect individual stu­dents’ interests and devel­opmental needs, and engage all students in meaningful learn­ing. Activities consistently support the learning goals and are logically se­quenced to clarify content and con­cepts.   |  | | --- | |  | |

Standard 4: Planning Instruction and Designing Learning Experiences For All Students

Element 4: Designs short-term and long-term plans to foster student learning

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| **Does Not**  **Meet Standards** | | Meets or Exceeds Standards | |
| Unsatisfactory | Developing | Meeting Standards | Exemplary |
| Individual lesson plans have little or no relation to long-term goals, or a unit plan has little recog­nizable structure.   |  | | --- | |  | | Long-term plans occasionally have a recognizable struc­ture, although the sequence of in­divid­ual lessons is uneven and only partially helps stu­dents develop con­ceptual under­stand­ing.   |  | | --- | |  | | Long-term plans frequently have a coherent structure, with learning activi­ties in individual les­sons well-sequenced to promote under­standing of con­cepts.   |  | | --- | |  | | Long-term plans are highly coherent. Learning sequences are consistently responsive to the needs of individual students and pro­mote understanding of complex concepts.   |  | | --- | |  | |

Standard 4: Planning Instruction and Designing Learning Experiences For All Students

Element 5: Modifies instructional plans to adjust for student needs

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| **Does Not**  **Meet Standards** | | Meets or Exceeds Standards | |
| Unsatisfactory | Developing | Meeting Standards | Exemplary |
| Instructional plans are rarely modified, in spite of evidence that modifications would improve stu­dent learning.   |  | | --- | |  | | Modifications to in­structional plans address only super­ficial aspects of the lesson.   |  | | --- | |  | | Instructional plans are frequently modi­fied as needed to enhance student learning based on formal and informal assess­ment.   |  | | --- | |  | | Instructional plans are consistently modified as needed, based on formal and informal assessment and students’ sug­ges­tions, to ensure deeper conceptual understanding by all students.   |  | | --- | |  | |