Oxnard School District Evaluation Rubrics for CSTP 1

Permanent Teachers

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

Standard 1: Engaging and Supporting All Students in Learning

Element 1: Connects students’ prior knowledge, life experiences, and interests with learning goals

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| **Does Not**  **Meet Standards** | | Meets or Exceeds Standards | |
| Unsatisfactory | Developing | Meets Standards | Exemplary |
| The teacher rarely makes connections between the learning goals and the stu­dents’ prior knowl­edge, life experi­ences, and interests. The teacher rarely elicits student ques­tions or comments during a lesson.   |  | | --- | |  | | The teacher occa­sionally makes connections between the learning goals and the students’ prior knowledge, life experiences, and interests. The teacher elicits some questions from stu­dents during a lesson to monitor their understanding.   |  | | --- | |  | | The teacher fre­quently makes substantial connec­tions between the learning goals and the students’ prior knowledge, life ex­periences, and interests. The teacher elicits and uses students’ ques­tions and comments during a lesson to extend their under­standing.   |  | | --- | |  | | The teacher consis­tently facilitates as students connect and apply their prior knowledge, life ex­periences, and inter­ests to new learning and the achievement of learning goals. The teacher builds on students’ questions and comments during lessons to modify instruction.   |  | | --- | |  | |

Standard 1: Engaging and Supporting All Students in Learning

Element 2: Creating and Maintaining Effective Environments For Student Learning

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| **Does Not**  **Meet Standards** | | Meets or Exceeds Standards | |
| Unsatisfactory | Developing | Meets Standards | Exemplary |
| The teacher uses instructional strate­gies, but they lack variety and are rarely carried out, or are inappropriate to the students or to the instructional goals. Adjustments are rarely made to re­spond to students’ needs.   |  | | --- | |  | | The teacher occa­sionally uses a selection of instruc­tional strategies that are largely appropri­ate to the students, and the instructional goal, but they may lack variety or may not be responsive to students’ needs.   |  | | --- | |  | | The teacher fre­quently uses a vari­ety of instructional strategies that are appropriate to the students and the instructional goals. The teacher carries these strategies out thoughtfully, making some adjustments to respond to students’ needs.   |  | | --- | |  | | The teacher consis­tently makes skillful use of a wide reper­toire of instructional strategies to engage all students in learn­ing, making adjust­ments while teaching to respond to stu­dents’ needs.   |  | | --- | |  | |

Standard 1: Engaging and Supporting All Students in Learning

Element 3: Facilitates learning experiences that promote autonomy, interactions, and choice.

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| **Does Not**  **Meet Standards** | | Meets or Exceeds Standards | |
| Unsatisfactory | Developing | Meets Standards | Exemplary |
| Learning experi­ences are rarely directed by the teacher, not permit­ting student auton­omy, interaction, or choice.   |  | | --- | |  | | Learning experi­ences are occasion­ally directed by the teacher and allow limited student autonomy, interac­tion, and choice.   |  | | --- | |  | | Learning experi­ences are frequently facilitated by the teacher to promote constructive interac­tions, autonomy, and choice, and to encourage and sup­port student involvement in learning.   |  | | --- | |  | | Learning experi­ences are consis­tently facilitated by the teacher and stu­dents to promote and support a variety of constructive inter­actions, autonomy, and choice in the pursuit of significant learning.   |  | | --- | |  | |

Standard 1: Engaging and Supporting All Students in Learning

Element 4: Facilitates learning experiences that promote autonomy, interactions, and choice.

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| **Does Not**  **Meet Standards** | | Meets or Exceeds Standards | |
| Unsatisfactory | Developing | Meets Standards | Exemplary |
| Learning opportuni­ties are rarely pro­vided for students to engage in problem solving, analysis, or inquiry within or across subject mat­ter areas.   |  | | --- | |  | | Learning opportuni­ties are occasionally provided for students to engage in problem solving within subject matter areas, but little support is given to develop neces­sary skills.   |  | | --- | |  | | Learning opportuni­ties and support are frequently provided for students to engage in problem solving and in inves­tigating and analyz­ing subject matter concepts and ques­tions within subject matter areas.   |  | | --- | |  | | Learning opportuni­ties are consistently provided that extend student thinking, and engage and support all students in prob­lem posing, problem solving, inquiry, and analysis of subject matter concepts and questions within or across subject mat­ter areas.   |  | | --- | |  | |

Standard 1: Engaging and Supporting All Students in Learning

Element 5: Facilitates learning experiences that promote self-directed, reflective learning for all students.

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| **Does Not**  **Meet Standards** | | Meets or Exceeds Standards | |
| Unsatisfactory | Developing | Meets Standards | Exemplary |
| Opportunities are rarely provided for students to initiate their own learning or to monitor their own work.   |  | | --- | |  | | Students’ learning is occasionally directed and monitored by the teacher, and some opportunities are provided for students to reflect on their work individually.   |  | | --- | |  | | Students are fre­quently supported in developing the skills needed to monitor their own learning during activities. Students reflect on and talk about their own work with peers.   |  | | --- | |  | | Students consis­tently take initiative for their own learn­ing, and reflect on, talk about, and evaluate their own work with peers.   |  | | --- | |  | |