Oxnard School District Evaluation Rubrics for CSTP 3

Permanent Teachers

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

Standard 3: Understanding and Organizing Subject Matter For Student Learning

Element 1: Demonstrates knowledge of subject matter content and student development

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| **Does Not**  **Meet Standards** | | Meets or Exceeds Standards | |
| Unsatisfactory | Developing | Meeting Standards | Exemplary |
| The teacher’s work­ing knowledge of subject matter and student development is inconsistently evi­dent, rarely supports students’ learning, or may not be current.   |  | | --- | |  | | The teacher’s work­ing knowledge of subject matter and basic principles of student development reflects a single per­spective, occasion­ally supports some students’ learning, and is usually current.   |  | | --- | |  | | The teacher’s work­ing knowledge of subject matter and basic principles of student development frequently incorpo­rates different per­spectives, supports all students’ learning, and is current.   |  | | --- | |  | | The teacher’s work­ing knowledge of subject matter and individual students’ development con­sistently incorporates a broad range of perspectives, strongly supports all students’ learning, and is current.   |  | | --- | |  | |

Standard 3: Understanding and Organizing Subject Matter For Student Learning

Element 2: Organizes curriculum to support student understanding of subject matter

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| **Does Not**  **Meet Standards** | | Meets or Exceeds Standards | |
| Unsatisfactory | Developing | Meeting Standards | Exemplary |
| The curriculum is not organized and it rarely demonstrates concepts, themes, and skills; rarely values different per­spectives; or rarely supports students’ understanding of core concepts.   |  | | --- | |  | | The curriculum is loosely organized; occasionally demon­strates concepts, themes, and skills without revealing or valuing different per­spectives; and sup­ports an under­standing of core concepts for some students.   |  | | --- | |  | | The curriculum is organized and se­quenced; frequently demonstrates con­cepts, themes, and skills; reveals and values different per­spectives; and supports an under­standing of core concepts for all students.   |  | | --- | |  | | The curriculum is organized and sequenced and con­sistently demon­strates concepts, themes, and skills, and the relationships between them. It reveals and values a broad range of per­spectives, and is organized to ensure that all students develop a deep understanding of core concepts.   |  | | --- | |  | |

Standard 3: Understanding and Organizing Subject Matter For Student Learning

Element 3: Interrelates ideas and information within and across subject matter areas

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| **Does Not**  **Meet Standards** | | Meets or Exceeds Standards | |
| Unsatisfactory | Developing | Meeting Standards | Exemplary |
| The teacher rarely pre­sents curriculum identifying or integrating key con­cepts and informa­tion, or does not relate content to pre­vious learning in order to support students’ under­standing.   |  | | --- | |  | | The teacher occa­sionally identifies some key concepts and information within the curriculum, and attempts to re­late content to previous learning without extending students’ under­standing.   |  | | --- | |  | | The teacher fre­quently identifies and integrates key con­cepts and informa­tion within the curriculum, relates content to students’ lives, and uses pre­vious learning to extend students’ understanding.   |  | | --- | |  | | The teacher consis­tently facilitates students as they identify and integrate concepts and infor­mation within and across curriculum, relate content to their lives and previous learning, and use this to extend their understanding.   |  | | --- | |  | |

Standard 3: Understanding and Organizing Subject Matter For Student Learning

Element 4: Develops student understanding through subject matter

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| **Does Not**  **Meet Standards** | | Meets or Exceeds Standards | |
| Unsatisfactory | Developing | Meeting Standards | Exemplary |
| Instructional strate­gies are rarely matched to subject matter content or concepts, and rarely encourage students to think critically or to extend their knowl­edge.   |  | | --- | |  | | The teacher occa­sionally uses a few instructional strate­gies to make the content accessible to students, and may encourage some students to think critically or to extend their knowledge of subject matter.   |  | | --- | |  | | The teacher fre­quently uses appro­priate instructional strategies to make content accessible to students, to encour­age them to think critically, and to extend their knowl­edge of subject matter.   |  | | --- | |  | | A repertoire of instructional strate­gies is consistently used to make con­tent accessible to all students, to challenge them to think critically, and to deepen their knowl­edge of and enthusi­asm for subject matter.   |  | | --- | |  | |

Standard 3: Understanding and Organizing Subject Matter For Student Learning

Element 5: Uses materials, resources and technologies to make subject matter accessible to students

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| **Does Not**  **Meet Standards** | | Meets or Exceeds Standards | |
| Unsatisfactory | Developing | Meeting Standards | Exemplary |
| Instructional materi­als, resources, and technologies are either rarely used or used inappropriately. Materials do not ac­curately reflect diverse perspectives.   |  | | --- | |  | | Instructional materi­als, resources, and technologies are used occasionally to convey key subject matter concepts. Materials may reflect diverse perspectives.   |  | | --- | |  | | Instructional materi­als, resources, and technologies frequently support the curriculum and promote students’ understanding of content and con­cepts. Materials reflect diverse per­spectives.   |  | | --- | |  | | A range of instruc­tional materials, resources, and tech­nologies are consis­tently integrated into the curriculum to extend students’ understanding of content and con­cepts. Materials reflect diverse perspectives.   |  | | --- | |  | |