

CERTIFICATED EVALUATION RUBRIC
Folsom Cordova Unified School District

	Practice Not Consistent With Minimum Standards	Practice Developing Meets Minimum Standards	Practice Consistent With Professional Standards	Practice Distinguished Exceeds Professional Standards
STANDARD ONE: Engaging and Supporting All Students in Learning	<p>Teacher confines instruction to materials in text and uses a limited range of instructional strategies. Skills may be presented in isolation and with little opportunity to assess prior knowledge or apply new learning to problem solving situations.</p> <p>Other components of this standard are not evidenced.</p>	<p>Teacher occasionally builds on prior knowledge and life experiences in designing lessons. Multiple learning strategies are used to engage students in thinking within and across subject areas. Students may apply new skills to real life problems.</p>	<p>Teacher routinely assesses background knowledge and designs activities to build or correct inaccurate knowledge. Learning activities are selected from a wide range of experiences to meet the learning styles of groups within the class. Students are encouraged to ask critical questions and view problems from different perspectives when problem solving. Students take an active part in correcting and reviewing their work, with some opportunities for peer evaluation.</p>	<p>Teacher designs motivational openings for lessons that engage, assess, and build background knowledge, and continues to assess throughout instruction. In addition to having well planned lessons, the teacher is able to take advantage of unexpected events or to modify the lesson effectively when students are not succeeding. Students pose relevant questions and consider other viewpoints when reflecting and evaluating content in meaningful contexts that encourage application of skills. A variety of activities are planned that help students make decisions about managing time, materials, and learning activities, leading toward autonomous learning.</p>
STANDARD TWO: Creating and Maintaining Effective Environment for Student Learning	<p>Teacher demonstrates limited skill in establishing and maintaining a safe learning environment in which all students are treated fairly. Teacher attempts to institute class routines and procedures.</p> <p>Other components of this standard are not evidenced.</p>	<p>Teacher maintains a safe learning environment. Teacher institutes routines and procedures that promote constructive interactions between teacher and students and among students.</p>	<p>Teacher creates a physical environment that engages all students and promotes the effective use of instructional time. Teacher institutes and models procedures and routines that are consistent and clearly understood by all. Classroom environment and climate promote social development and group responsibility as well as support student learning.</p>	<p>Teacher facilitates students in creating a physical and emotional environment in the classroom that encourages constructive interaction, students working independently and collaboratively, and maximum effective use of classroom time and resources.</p>
STANDARD THREE: Understanding and Organizing Subject Matter for Student Learning	<p>Teacher exhibits limited working knowledge of subject matter and student development.</p> <p>Other components of this standard are not evidenced.</p>	<p>Teacher uses strong subject matter knowledge and student development knowledge to organize curriculum to facilitate students' understanding of the central themes, concepts, and skills.</p>	<p>Teacher uses a strong understanding of subject matter and student development to interrelate ideas and information within and across subject areas to extend student's understanding.</p>	<p>Teacher uses knowledge of subject matter, student development, instructional resources, and teaching strategies to make subject matter accessible to all students and to help students understand the central themes, concepts, and skills within the subject area and across subject areas.</p>
STANDARD FOUR: Planning Instruction and Designing Learning Experiences for All Students	<p>Teacher sequences curriculum and designs long and short term plans.</p> <p>Other components of this standard are not evidenced.</p>	<p>Teacher plans instruction that draws on students' backgrounds and establishes challenging learning goals for all students based on student experience, language development, and home and school expectations.</p>	<p>Teacher's plans incorporate related subject matter knowledge, reflect grade-level curriculum expectations, and effectively use a variety of instructional strategies to promote learning goals and connect with student experiences and interests. Teacher routinely assesses student progress and modifies instructional plans to adjust for student needs.</p>	<p>Teacher creates long and short term plans and helps students take ownership of challenging goals that are enriched by student background and experiences, guided by state and local standards and grade level expectations. Teacher modifies and adjusts plans and goals according to student achievement, as measured by ongoing assessment and student interests.</p>
STANDARD FIVE: Assessing Student Learning	<p>Teacher collects information about student performance from a variety of sources.</p> <p>Other components of this standard are not evidenced.</p>	<p>Teacher uses information collected from a variety of sources, including formal and informal assessments, to plan and adjust learning opportunities and instruction.</p>	<p>Teacher uses multiple sources to assess students and involves students in assessing and setting goals based on an examination of their own work. Teacher (sometimes teacher and students collaboratively) adjusts instruction and learning activities based on assessment.</p>	<p>Using a variety of measures (including students' assessment of own work) and based on clearly articulated goals, teacher assesses student achievement and communicates results with parents, support staff, and students. Teacher (sometimes teacher and students collaboratively) continually adjusts instruction and learning opportunities to more closely fit student needs. Teacher guides students in setting and adjusting independent learning goals based on collaborative examination of students' work.</p>
STANDARD SIX: Developing as a Professional Educator	<p>Teacher occasionally participates in school community activities. Teacher occasionally works with other staff members to promote school goals.</p> <p>Other components of this standard not evidenced</p>	<p>Teacher participates in and may help plan school activities to promote school goals. Teacher communicates with families and works collegially with all school staff.</p>	<p>Teacher reflects on personal teaching practices and actively engages in planning personal goals for professional development. Teacher demonstrates effective interpersonal communication skills within the school and larger community.</p>	<p>Teacher has leadership role in creating professional working relationships with staff and in the larger school community. Teacher seeks learning opportunities and professional contacts to enhance classroom practice and school goals and to expand and deepen personal repertoire of skills and strategies.</p>