

## P-BVUSD Induction Inquiry Presentation Rubric

Name	Date:	Candidate (circle one below)
School:	Start time:	A    B    C

Categories	Y	N
<b>Introduction</b>		
Introduces self, educational/professional background, and the number of years teaching.		
<b>Teaching Context</b>		
States their school site, and grade-level and/or content area.		
Describes the unique aspects of their teaching assignment the audience should know to better understand their presentation.		
<b>Inquiry Planning (2 pieces of evidence)</b>		
States the focus question and why it was chosen.		
Provides the CCSS and ELD standards addressed and the CSTP integrated.		
Indicates the anticipated, measurable outcomes expected to see for <u>all</u> students.		
Explains the entry-level and summative assessments and how they were administered. Link		
Explains how they would know what the students knew and learned.		
Evidence - Sample of pre and post assessment		
Evidence - Student sample of pre and post assessment		
<b>Inquiry Implementation (2 pieces of evidence)</b>		
Summarizes the lessons		
Shares at least one stretch strategy and how it grew their practice.		
Shares at least one example of differentiation and how it supported the identified group.		
Evidence - Student sample of one stretch strategy		
Evidence - Student sample of one differentiation strategy		
<b>End of Inquiry Reflection (1 piece of evidence)</b>		
Describes the amount of academic growth students achieved using data.		
Evidence - Quantitative data of student growth		
Describes additional ways students were positively impacted by the inquiry.		
Explains how analyzing data and engaging in the inquiry process supported growth in their ILP goals and CSTP identified.		
<b>Questions and Answers</b>		
Provides relevant answers to questions posed.		
<b>Total Time:     minutes</b>		
Comments:	Complete	Follow-up
Facilitator:		

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**Based on your marks above, complete the rubric below.**

	GOAL	STUDENT NEEDS	OUTCOME	GROWTH ON CSTP	EVIDENCE
<b>3</b>	Inquiry is clearly focused on a goal to improve effective teaching	Inquiry addresses meeting the needs of all students	Inquiry results in a defined and measurable outcome that was established in the planning phase	Inquiry demonstrates growth on selected CSTP	Inquiry presents acceptable evidence
<b>2</b>	Inquiry is somewhat focused on a goal to improve effective teaching	Inquiry addresses meeting the needs of a majority of students	Inquiry does not fully support a defined and measurable outcome that was established in the planning phase	Inquiry somewhat supports growth on selected CSTP	Inquiry presents some acceptable evidence; more evidence needed
<b>1</b>	Inquiry is not focused on a goal to improve effective teaching	Inquiry addresses meeting the needs of a small number of students	Inquiry does not result in a defined and measurable outcome that was established in the planning phase	Inquiry does not support growth on selected CSTP	Inquiry does not present acceptable evidence

- A score of 3 meets program standards. Your inquiry evidences your and your students' growth in your goal area.
- A score of 2 does not fully meet program standards.
- A score of 1 does not meet program standards.
  
- A score of 1 or 2 in any category may require follow-up.