Evaluation Rubrics for CSTP: STANDARD ONE
Engaging and Supporting All Students in Learning

Evaluator:_____ Teacher: _____ Date of Observation: _____

	UNSUCCESSFUL *Practice Does Not Meet Standards*	BEGINNING/ NEEDS IMPROVEMENT *Practice Partially Meets Standards*	SUCCESSFUL *Practice Meets Standards*	INTEGRATING/ EXEMPLARY *Practice Exceeds Standards*	INNOVATING *Practice Exceeds Standards*
1.1 Using knowledge of students to engage them in learning.	Does not make effective use of data provided by the school and/or through district assessments to engage students in their learning. ☐	Minimally gathers and uses data provided by the school and/or through district assessments to learn about individual students. ☐	Uses data from a variety of formal and informal sources to learn about students and guide the selection of instructional strategies to meet diverse learning needs. ☐	Uses data from multiple measures to make adjustments to instruction and meet individual identified learning needs. ☐	Uses comprehensive knowledge of students to make ongoing adjustments and accommodations in instruction. ☐
1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests.	Makes little or no use of prior knowledge, culture, backgrounds, life experience, and interests represented among students. ☐	Uses some gathered information about students' prior knowledge, cultural backgrounds, life experiences, and interests to minimally support student learning. ☐	Uses school resources and family contacts to expand understanding of students' prior knowledge, cultural backgrounds, life experiences, and interests to connect student learning. ☐	Integrates broad knowledge of students and their communities to inform instruction. ☐	Develops and systematically uses extensive information regarding students' cultural backgrounds, prior knowledge, life experiences, and interests. ☐

Standard One: Engaging and Supporting All Students in Learning Cont.

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1.3 Connecting subject matter to meaningful, real-life contexts.	Uses little or no real-life connections during instruction as identified in curriculum. ☐	Uses some real-life connections to subject matter in single lessons, or sequence of lessons to support student understanding. ☐	Includes connections from subject matter to meaningful, real-life contexts, including those specific to students' family and community. ☐	Integrates connections to meaningful, real-life contexts in planning subject matter instruction and is responsive during instruction to engage students in relating to the subject matter. ☐	Engages students in actively making connections to relevant, meaningful, and real-life contexts throughout subject matter instruction. ☐
1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs.	Uses only a few instructional strategies, resources, and technologies as provided by school and district. Few or no adjustments are made to meet students' diverse needs. ☐	Selects strategies, resources, and technologies, with some consideration of students' diverse learning needs. ☐	Utilizes a variety of strategies including culturally responsive pedagogy, resources, and technologies during ongoing instruction to meet students' diverse learning needs. ☐	Creates, adapts, and integrates a broad range of strategies, resources, and technologies into instruction designed to meet students' diverse learning needs. ☐	Refines the flexible use of an extensive repertoire of strategies, resources, and technologies to meet students' diverse learning needs. ☐

Standard One: Engaging and Supporting All Students in Learning Cont.

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1.5 Promoting critical thinking through inquiry, problem solving, and reflection.	Provides limited or no learning opportunities for students to engage in critical thinking, problem solving, and reflection. ☐	Asks some questions that require students to recall, interpret, and think critically. ☐	Guides students to think critically through use of questioning strategies, posing/solving problems, and reflection on issues in content. ☐	Supports students to initiate critical thinking through independently developing questions, posing problems, and reflecting on multiple perspectives. ☐	Facilitates systematic opportunities for students to apply critical thinking by designing structured inquiries into complex problems. ☐
1.6 Monitoring student learning and adjusting instruction while teaching.	Few or no adjustments are made to instruction while teaching. ☐	Implements lessons from curriculum guidelines with some adjustments made to instruction based on monitoring of student learning. ☐	Makes ongoing adjustments to instruction based on observation of student engagement and regular checks for understanding. ☐	Adjusts strategies during instruction based on the ongoing monitoring of individual student needs for assistance, support, or challenge. ☐	Makes adjustments to extend learning opportunities and provide assistance in mastering the content flexibly and effectively. ☐