

*Sequoia Union High School District
California Standards for the Teaching Profession
Evaluative Rubric*

Standard 1 CSTP: Engaging and Supporting All Students in Learning

Standard	Needs Improvement	Has Met
1.1 Using knowledge of students to engage them in learning	Gathers additional data to learn about individual students but needs a more direct connection to instruction.	Uses data from a variety of formal and informal sources to learn about students and guide selection of instructional strategies to meet diverse learning needs.
1.2 Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests	Makes limited connections to prior knowledge, culture, backgrounds, life experience, and interests represented among students.	Uses gathered information about students' prior knowledge, cultural backgrounds, life experiences, and interests to support student learning.
1.3 Connecting subject matter to meaningful, real-life contexts	Includes infrequent connections from subject matter to meaningful, real-life contexts.	Includes connections from subject matter to meaningful, real-life contexts.
1.4 Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs	Utilizes few strategies to meet students' diverse learning needs.	Utilizes a variety of strategies to meet students' diverse learning needs.
1.5 Promoting critical thinking through inquiry, problem solving, and reflection	Only asks, or primarily asks questions that focus on factual knowledge and comprehension; provides limited opportunities for students to think critically.	Guide students to think critically through use of questioning strategies, posing/solving problems, and reflection on issues in content.
1.6 Monitoring student learning and adjusting instruction while teaching	Implements lessons following curriculum guidelines, but does not make ongoing adjustments to instruction, as necessary, based on observation of student engagement and regular checks for understanding.	Makes ongoing adjustments to instruction, as necessary, based on observation of student engagement and regular checks for understanding.

APPENDIX D: CLASSROOM TEACHER EVALUATION RUBRIC

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Standard 2 CSTP: Creating and Maintaining Effective Environments for Student Learning

Standard	Needs Improvement	Has Met
<p>2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully</p>	<p>Inconsistently reinforces positive, responsible, and respectful student interactions.</p> <p>Some students share in the responsibility for the classroom community.</p>	<p>Reinforces positive, responsible, and respectful student interactions.</p>
<p>2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students</p>	<p>Utilizes few structures for interaction during learning activities. Does not configure physical environment to fully maximize student learning.</p>	<p>Develops physical and/or virtual learning environments that reflect student diversity.</p> <p>Utilizes a variety of structures for interaction during learning activities. Configures physical environment to maximize student learning.</p>
<p>2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe</p>	<p>Reacts to physical, intellectual, and emotional safety issues, but needs to improve in the implementation of proactive strategies.</p>	<p>Recognizes and addresses physical, intellectual, and emotional safety issues regarding materials, student interactions, and the organization of the learning environments.</p> <p>Implements strategies to establish intellectual and emotional safety in the learning environment.</p>
<p>2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students</p>	<p>Focuses the rigor of the learning environment on accuracy of answers and completion of learning tasks, but needs improvement in providing appropriate levels of challenge to all students.</p>	<p>Develops a rigorous learning environment that holds high expectations and provides appropriate levels of challenge for all students. Has an understanding of achievement patterns, and uses appropriate strategies and supports to address achievement gaps.</p>
<p>2.5 Developing, communicating, and maintaining high standards for individual and group behavior</p>	<p>High standards for individual and group behavior are inconsistently communicated and/or maintained.</p>	<p>Uses multiple strategies including culturally responsive instruction to develop and maintain high standards for individual and group behavior.</p> <p>Utilizes routine references to standards for behavior prior and during individual and group work.</p> <p>Develops, communicates, and maintains high standards for individual and group behaviors.</p>
<p>2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn</p>	<p>Needs improvement in developing and/or implementing routines and procedures that are culturally responsive and engage students in the development and monitoring of norms.</p> <p>Needs improvement in promoting positive behavior supports.</p> <p>Needs improvement in responding to disruptions to the learning climate.</p>	<p>Maintains regular use of routines and procedures that are culturally responsive and engage students in the development and monitoring of norms.</p> <p>Provides positive behavior supports. Responds appropriately to behaviors in ways that lessen disruptions to the learning climate.</p>
<p>2.7 Using instructional time to optimize learning</p>	<p>Needs improvement in pacing lessons to maximize time for instruction, checking for understanding, completion of learning activities and closure.</p>	<p>Paces lessons with students to provide adequate time for instruction, checking for understanding, completion of learning activities and closure.</p>

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Standard 3 CSTP: Understanding and Organizing Subject Matter for Student Learning

Standard	Needs Improvement	Has Met
3.1 Demonstrating knowledge of subject matter* academic content standards	Has foundational knowledge of subject matter, related academic language and academic content standards; however, clearer connections are needed.	Understands and integrates essential subject matter concepts, academic language, and academic content standards in ways that ensure clear connections and relevance to students.
3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter	Has basic knowledge of student stages of development, but needs to better address students’ proficiencies and better support understanding of subject matter by implementing appropriate strategies.	Adapts instruction in response to knowledge of student development and proficiencies to meet students’ diverse learning needs. Provides explicit teaching of academic language in ways that engage students in accessing learning activities.
3.3 Organizing curriculum to facilitate student understanding of the subject matter	Uses knowledge of curriculum and content standards, but minimally organizes, sequences, and adjusts the instruction to ensure student understanding.	Uses knowledge of curriculum and content standards to organize, sequence, and adjust instruction to ensure student understanding.
3.4 Utilizing instructional strategies that are appropriate to the subject matter	Inconsistently identifies and implements appropriate instructional strategies to engage students in learning.	Selects and adapts appropriate instructional strategies to ensure student understanding of subject matter.
3.5 Using and adapting resources, technologies, and standards aligned instructional materials, including adopted materials, to make subject matter accessible to all students	Resources utilized minimally support differentiated learning of subject matter.	Selects, adapts, and utilizes appropriate resources for concept and skill development in subject matter. Resources are utilized to support differentiated learning of subject matter.
3.6 Addressing the needs of English Learners and students with special needs* to provide equitable access to the content	Minimally differentiates instruction using ELD strategies to support English Learners. Does not provide appropriate challenge and/or accommodations in instruction for all students.	Differentiates instruction using ELD strategies to support English learners, as appropriate. Utilizes information on the full range of students identified with special needs to provide appropriate challenge and accommodations in instruction.

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Standard 4 CSTP: Planning Instruction and Designing Learning Experiences for all Students

Standard	Needs Improvement	Has Met
4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction	Lesson planning insufficiently takes into account assessment information on student academic readiness, language, cultural background, and individual development.	Plans lessons using assessment information on student academic readiness, language, cultural background, and individual development.
4.2 Establishing and articulating goals for student learning	The learning goals for content are unclear or ineffectively communicated.	Establishes and communicates to students clear learning goals for content that are accessible, challenging, and differentiated to address students' diverse learning needs.
4.3 Developing and sequencing long term and short term instructional plans to support student learning	Short- and long-term curriculum plans for subject matter concepts and academic language are insufficient to support student learning.	Establishes short- and long-term curriculum plans for subject matter concepts and academic language that support student learning.
4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students	Planning of instruction uses insufficient strategies to address learning styles and/or meet students' assessed language and learning needs.	Plans instruction using differentiated strategies to address learning styles and meet students' assessed language and learning needs.
4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students	Makes minimal adjustments to instructional plans and/or inconsistently responds to instructional needs as they arise.	Makes ongoing adjustments to instructional plans and uses appropriate materials as the instructional need arises to support student learning.

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Standard 5 CSTP: Assessing Students for Learning

Standard	Needs Improvement	Has Met
5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments	The purpose of assessments is sometimes unclear and/or the type of assessment is inappropriate to the purpose.	Decides on the purpose for assessment and skills to be assessed to select appropriately matched pre-, formative, and summative assessments.
5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction	Uses insufficient data and/or analysis to inform planning and differentiation of instruction.	Collects a variety of formal and informal assessment data on student learning. Uses analysis of appropriate data to inform planning and differentiation of instruction.
5.3 Reviewing data, both individually and with colleagues, to monitor student learning	Insufficiently reviews and monitors data on student learning individually or with colleagues to identify trends and patterns amongst groups of students.	Reviews and monitors data on student learning individually and with colleagues to identify trends and patterns among groups of students.
5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction	Assessment data is insufficiently incorporated into the establishment of learning goals and the differentiation and/or modification of plans.	Uses formal and informal assessment data to establish learning goals and plan differentiated lessons and modifications to instruction to meet students' diverse learning needs.
5.5 Involving all students in self-assessment, goal setting, and monitoring progress	Informs students about lesson objectives, outcomes, and summative assessment results, but has not implemented structures for students to self-assess and set learning goals.	Implements structures for students to self-assess and set learning goals related to content and individual skills.
5.6 Using available technologies to assist in assessment, analysis, and communication of student learning	Minimally uses available technology to record assessments and make required communications about student learning.	Uses technology to assist designing and implementing in assessments, recording and analyzing results, and communicating about student learning with administration, colleagues, families, and students. Attempts to see that communications are received by those who lack access to technology.
5.7 Using assessment information to share timely and comprehensible feedback with students and their families	Infrequently provides students and families with information about student progress.	Provides students and families with clear and timely information about strengths, needs, and strategies for improving academic achievement.

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Standard 6 CSTP: Developing as a Professional Educator

Standard	Needs Improvement	Has Met
6.1 Reflecting on teaching practice in support of student learning	Is aware of the need to reflect on teaching practice to support student learning, but infrequently takes advantage of opportunities to do so.	Engages in reflection individually and with colleagues on teaching practices in order to maximize student learning.
6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development	Set goals not directly connected to the CSTP or other professional standards.	Expands knowledge and skills individually and with colleagues through available professional development. Sets goals connected to the CSTP or other professional standards that are authentic, challenging, and based on self- assessment.
6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning	Is aware of the need to collaborate with colleagues to improve practice, but infrequently takes advantage of opportunities to do so.	Collaborates with colleagues to improve student learning and reflect on professional practice.
6.4 Working with families to support student learning	Does not actively encourage families to participate in the classroom and school.	Provides opportunities and support for families to actively participate in the classroom and school.
6.5 Engaging local communities in support of the instructional program	Needs to explore and expand knowledge of available school, neighborhood, and community resources.	Seeks and has knowledge of available school, neighborhood, and community resources.
6.6 Managing professional responsibilities to maintain motivation and commitment to all students	Requires assistance with managing time and responsibilities in an effort to meet professional expectations.	Maintains professional responsibilities and manages time and effort required to meet expectations.
6.7 Demonstrating professional responsibility, integrity, and ethical conduct	Does not consistently attend required meetings and collaborations. Needs improvement in fulfilling the varied responsibilities of teaching as they relate to communications with students, parents, and colleagues.	Attends required meetings and collaborations. Fulfills the varied responsibilities of teaching as they relate to communications with students, parents, and colleagues.