

SANTA ANA UNIFIED SCHOOL DISTRICT

Certificated Evaluation Process

The
California Standards
For the Teaching Profession

RUBRICS

2004-2005

Standard 1: Engaging and Supporting All Students in Learning

Teachers build on students' proper knowledge, life experience, and interests to achieve learning goals for all students. Teachers use a variety of instructional strategies and resources that respond to students' diverse needs. Teachers actively engage all students in problem solving and critical thinking within and across subject matter areas. Concepts and skills are taught in ways that encourage students to apply them in real-life contexts that make subject matter meaningful. Teachers assist all students to become self-directed learners who are able to demonstrate, articulate, and evaluate what they learn. "All" in the context of this document means that learning opportunities have been extended to all student subgroups, i.e. gender, GATE, Resource, English language learners, physically impaired, culturally diverse, educationally disadvantaged.

Elements	Not Met	Met
Element 1.1: Connecting students' prior knowledge, life experience, and interests with learning goals.	<p>Does not connect what students know with new materials.</p> <p>Does not connect classroom learning to life experiences, linguistic skills, and cultural understandings</p> <p>Falls to design lesson plans or units to capture student attention and interest</p> <p>Does not modify or adjust teaching based on students' interests and questions</p>	<p>Helps students to see the connections between what they already know and the new material</p> <p>Helps students to connect classroom learning to their life experiences, linguistic skills, and cultural understandings</p> <p>Plans lessons or units to capture student attention and interest</p> <p>Modifies and adjusts teaching based on students' interests and questions</p>
Element 1.2: Using a variety of instructional strategies and resources to respond to students' diverse needs	<p>Does not engage students in a variety of learning experiences that accommodate the different ways that they learn</p> <p>Does not use strategies to introduce, explain, and restate subject matter concepts and process so that students understand and are actively engaged</p> <p>Does not choose strategies that make the complexity and depth of subject matter understandable to students</p> <p>Does not modify materials and resources to support each student's fullest participation</p>	<p>Engages students in a variety of learning experiences that accommodate the different ways they learn</p> <p>Uses a variety of strategies to introduce, explain, and restate subject matter concepts and process so that all students understand and are actively engaged</p> <p>Chooses strategies that make the complexity and depth of subject matter understandable to students</p> <p>Modifies materials and resources to support each student's fullest participation</p>
Element 1.3: Facilitating learning experiences that promote autonomy, interaction, and choice	<p>Does not use classroom environment to provide opportunities for independent and collaborative learning</p> <p>Does not participate in and promote positive interactions among students</p> <p>Does not support and monitor student decisions about managing learning, time, and materials</p>	<p>Uses the classroom environment to provide opportunities for independent and collaborative learning</p> <p>Participates in and promotes positive interactions among students</p> <p>Supports and monitors student decisions about managing learning, time, and materials</p>
Element 1.4: Engaging students in problem-solving, critical thinking, and other activities that make subject matter meaningful	<p>Does not engage students in problem solving activities and does not encourage them to use multiple approaches and solutions</p> <p>Does not encourage students to ask critical questions and consider diverse perspectives about subject matter</p> <p>Does not help students analyze and draw valid conclusions about content being learned</p>	<p>Engages students in problem solving activities and encourages multiple approaches and solutions</p> <p>Encourages students to ask critical questions and consider diverse perspectives about subject matter</p> <p>Helps students analyze and draw valid conclusions about content being learned</p>
Element 1.5: Promoting self-directed, reflective learning for all students	<p>Does not motivate students to initiate their own learning and to strive for challenging learning goals</p> <p>Does not engage students in opportunities to examine, reflect on, and evaluate their own work; and learn from the work of their peers</p> <p>Rarely helps students to develop and use strategies to access information and build knowledge</p>	<p>Motivates all students to initiate their own learning and strive for challenging learning goals</p> <p>Engages students in opportunities to examine, reflect on, and evaluate their own work; and learn from the work of their peers</p> <p>Helps students develop and use strategies to access information and build knowledge</p>

Descriptors of Exemplary Practice

Exemplary teaching practice that engages and supports all students in learning is a skillful blending of these five elements into seamless, fluid and dynamic lessons that are characterized by:

Students continuously engaging at higher levels of thinking and involvement in their own learning within and across subject areas

Teachers creatively and skillfully using an expanding repertoire of instructional strategies*

Outcome: These combined efforts will demonstrate higher levels of student/teacher motivation and academic/personal growth

*Exemplary teachers develop and refine their expanding repertoire of instructional strategies by (See Standard VI):

Reading/discussing current research

Conducting action research

Developing and sharing model lessons which effectively use various instructional strategies

Model effective lessons for others

Assume leadership roles

Collaborative reflection

Attends classes/training

Other creative ideas:

Standard 2: Creating and Maintaining Effective Environments for Student Learning

Teachers create physical environments that engage all students in purposeful learning activities and encourage interaction among students. Teachers maintain safe learning environments in which all students are treated fairly and respectfully as they assume responsibility for themselves and one another. Teachers encourage all students to participate in making decisions and in working independently and collaboratively. Expectations for student behavior are established early, clearly understood, and consistently maintained. Teachers make effective use of instructional time as they implement class procedures and routines. "All" in the context of this document means that learning opportunities have been extended to all student subgroups, i.e. gender, GATE, Resource English language learners, physically impaired, culturally diverse, educationally disadvantaged.

Elements	Not Met	Met
Element 2.1: Creating a physical environment that engages all students	Does not arrange and adapt classroom seating to accommodate individual and group learning needs to facilitate positive classroom interactions Does not make materials, technology, and resources accessible to students and/or teachers Does not create a classroom environment that reflects and promotes student learning Does not maintain a classroom environment that is safe and accessible for all students	Arranges and adapts classroom seating to accommodate a variety of individual and group learning needs to facilitate positive classroom interactions Makes materials, technology, and resources readily accessible to students and/or teachers Creates a rich classroom environment that reflects and promotes student learning Maintains a classroom environment that is consistently safe and accessible for all students
Element 2.2: Establishing a climate that promotes fairness and respect	Does not promote respectful behavior among students Does not model or promote fairness, equity, and respect in the classroom Does not encourage, support, or recognize the achievements and contributions of students Does not establish a classroom climate that encourages students to take risks and be creative; does not address inappropriate student behavior	Promotes respectful behavior among students Models or promotes fairness, equity, and respect in the classroom Encourages, supports or recognizes the achievements and contributions of all students Establishes a classroom climate that encourages students to take risks and be creative; addresses inappropriate student behavior in an effective manner
Element 2.3: Promoting social development and group responsibility	Does not help all students accept and respect different experiences, ideas, backgrounds, feelings, and points of view Does not group students to promote social development and learning, with opportunities to communicate and work with one another. Does not facilitate the development of each student's self esteem Does not teach leadership skills or provide opportunities for students to use them Does not use classroom rules to support students in assuming responsibility for themselves and one another	Helps all students accept and respect different experiences, ideas, backgrounds, feelings, and points of view Groups students to promote social development and learning, with opportunities to communicate and work with one another Facilitates the development of each student's self esteem Teaches leadership skills and provides opportunities for students to use them Uses classroom rules to support all students in assuming responsibility for themselves and one another
Element 2.4: Establishing and maintaining standards for student behavior.	Lacks understanding of reason for student behavior Does not establish and maintain standards for behavior that reflect the developmental and personal needs of students Does not intervene when student behavior falls short of meeting agreed-upon classroom standards Does not facilitate student participation in classroom decision-making Does not help students learn to solve problems and resolve conflicts Does not support students as they develop responsibility for their own behavior Does not work collaboratively with families to maintain standards for student behavior	Demonstrates understanding of reason for student behavior Establishes and maintains standards for behavior that reflect the developmental and personal needs of students Intervenes when student behavior falls short of meeting agreed-upon classroom standards Facilitates student participation in classroom decision-making Helps all students learn to solve problems and resolve conflicts Supports students as they develop responsibility for their own behavior Works collaboratively with families to maintain standards for student behavior
Element 2.5: Planning and implementing classroom procedures and routines that support student learning.	Does not develop, communicate, or maintain daily schedule, timelines, classroom routines, and classroom rules	Develops, communicates, and maintains daily schedule, timelines, classroom routines, and classroom rules
Element 2.6: Using instructional time effectively.	Does not structure class time to focus on student learning Does not use directions or classroom procedures to help students move from one instructional activity to the next; instructional time is lost. Does not monitor the students' understanding during the lesson and adjust the pace in response to the students' learning needs Does not redirect student behavior Does not plan time effectively to allow students to complete their learning activities Does not establish a daily routine that includes time for administrative tasks.	Structures class time to focus on student learning Uses clear directions or classroom procedures to help students move from one instructional activity to the next smoothly Monitors the students' understanding during the lesson and adjusts the pace in response to the students' learning needs Redirects students behavior effectively Plans the time effectively to allow students to complete their learning activities Establishes a daily routine that includes time for administrative tasks

Descriptors of Exemplary Practice

Exemplary teaching creates and maintains an effective environment for student learning. It is a skillful blending of these six elements into a safe and nurt physical, emotional, and social environment that is characterized by:

Students who are empowered to contribute to the learning environment. They are self-directed learners who are comfortable taking risks.

Teachers using resources of physical space, emotional climate, and social interactions to skillfully create an effective learning environment. *

Outcome: A classroom environment that inspires and motivates independent and/or collaborative student exploration.

*Some examples of exemplary teacher practices are:

Promoting awareness of diversity.

Promoting ownership and pride in individual achievement and growth.

Collaborating with families to establish trust and respect to work as a team.

Time and activity flow is customized to meet individual student needs.

Standard 3: Understanding and Organizing Subject Matter for Student Learning

Teachers exhibit strong working knowledge of subject matter and student development. Teachers organize curriculum to facilitate students' understanding of the central themes, concepts, and skills in the subject area. Teachers interrelate ideas and information within and across curricular areas to extend students' understanding. Teachers use their knowledge of student development, subject matter, instructional resources, and teaching strategies to make subject matter accessible to all students. "All" in the context of this document means that learning opportunities have been extended to all student subgroups, i.e. gender, GATE, Resource, English language learners, physically impaired, culturally diverse, educationally disadvantaged.

Elements	Not Met	Met
Element 3.1: Demonstrating knowledge of subject matter content and student development.	Does not keep subject matter knowledge current and sufficient to support student learning Does not ensure that knowledge of the subject matter incorporates different perspectives Does not apply knowledge of students' cognitive, linguistic, social, emotional, and physical development as it relates to subject matter	Keeps subject matter knowledge current and sufficient to support student learning Ensures that knowledge of the subject matter incorporates different perspectives Applies knowledge of students' cognitive, linguistic, social, emotional, and physical development as it relates to subject matter
Element 3.2: Organizing curriculum to support student understanding of subject matter.	Does not organize nor sequence the curriculum to support student understanding of subject matter Rarely incorporates subject or grade level expectations, curriculum frameworks, and content standards in organizing subject matter Does not consider diverse perspectives when organizing subject matter	Organizes and sequences the curriculum to support student understanding of subject matter Incorporates subject or grade level expectations, curriculum frameworks, and content standards in organizing subject matter Organizes subject matter effectively to value diverse perspectives
Element 3.3: Interrelating ideas and information within and across subject matter areas.	Does not relate subject matter concepts to students' previous learning and their own lives Does not help students see relationships and connections across curriculum areas Does not help students apply learning from different curricular areas to solve problems Does not implement units and lessons that integrate themes, key concepts, and skills within and across subject matter areas	Relates subject matter concepts to students' previous learning and their own lives Helps students to see relationships and connections across curriculum areas. Helps students apply learning from different curricular areas to solve problems Implements units and lessons that integrate themes, key concepts, and skills within and across subject matter areas
Element 3.4: Developing student understanding through instructional strategies that are appropriate to the subject matter.	Does not use appropriate instructional strategies and approaches to illustrate concepts and connections within and across subject areas Does not use strategies that encourage critical thinking in subject areas	Uses a variety of appropriate instructional strategies and approaches to illustrate concepts and connections within and across subject areas Uses strategies that encourage critical thinking in subject areas
Element 3.5: Using materials, resources, and technologies to make subject matter accessible to students.	Does not use instructional materials and resources including technologies that promote understanding of subject matter and that reflect the diversity of the classroom	Selects and uses instructional materials and resources including technologies that promote understanding of subject matter and that reflect the diversity of the classroom

Descriptors of Exemplary Practice

Exemplary organization and understanding of subject matter is a skillful blending of these five elements into seamless, fluid, and dynamic units and lessons that are characterized by:

Students connecting subject matter to their lives, thinking critically, seeing relationships and connections across curricular areas, and applying this learning to solve problems

Teachers assessing, analyzing, and organizing subject matter to make it accessible to all students, deepening and extending student understanding.*

Outcome: Student understanding and application of the central themes, concepts, and skills within and across subject areas.

*Exemplary teachers develop and refine their organizational skills and understanding of subject matter by:

Reading/discussing current research

Developing and sharing model lessons which effectively use various instructional strategies

Model effective lessons for others

Assume leadership roles

Collaborative reflection

Complete classes/training

Other indicators

Standard 4: Planning Instruction and Designing Learning Experiences For All Students

Teachers plan instruction that draws on and values students' backgrounds, prior knowledge, and interests. Teachers establish challenging learning goals for all students based on student experience, language, development, and home and school expectations. Teachers sequence curriculum and design long-term and short-range plans that incorporate subject matter knowledge, reflect grade-level curriculum expectations, and include a repertoire of instructional strategies. Teachers use instructional activities that promote learning goals and connect with student experiences and interests. Teachers modify and adjust instructional plans according to student engagement and achievement. "All" in the context of this document means that learning opportunities have been extended to all student subgroups, i.e. gender, GATE, Resource, English language learners, physically impaired, culturally diverse, educationally disadvantaged.

Elements	Not Met	Met
Element 4.1: Drawing on and valuing students' backgrounds, interests and developmental learning needs.	Does not incorporate students' knowledge, experience, families or communities in planning curriculum and instruction. Does not consider student diversity in the instructional planning process. Does not design lessons that promote subject matter knowledge for all students at their own developmental levels. Does not use knowledge of cognitive, linguistic, physical, social or emotional development to plan instruction.	Incorporates students' knowledge, experience, families or communities in planning curriculum and instruction. Considers student diversity in the instructional planning process. Designs lessons that promote subject matter knowledge for all students Uses knowledge of cognitive, linguistic, physical, social or emotional development to plan instruction.
Element 4.2: Establishing and articulating goals for student learning.	Does not relate instructional activities to short term and long term learning goals. Does not build on strengths, interests, and needs of all students to establish high expectations for learning. Does not establish learning goals that address students' language, experience, and home/school expectations.	Relates instructional activities to short term and long term learning goals. Builds on strengths, interests, and needs of all students to establish high expectations that promote critical thinking and problem solving. Establishes learning goals that address students' language, experience, and home/school expectations.
Element 4.3: Developing and sequencing instructional activities and materials for student learning.	Does not sequence subject matter to promote understanding and critical thinking Does not use formal and informal assessment to guide short and long-term planning. Does not use instructional strategies appropriate to the complexity of the lesson content and student learning needs including English learners. Does not sequence instruction to help students see relationships and connections across subject matter areas. Does not choose and adapt instructional materials to make subject matter relevant to students' experience and interests.	Sequences subject matter to promote understanding and critical thinking Uses formal and informal assessment to guide short and long-term planning. Uses instructional strategies appropriate to the complexity of the lesson content and student learning needs including English learners Sequences instruction to help students see relationships and connections across subject matter areas. Chooses and adapts instructional materials to make subject matter relevant to students' experience and interests.
Element 4.4: Designing short-term and long term plans to foster student learning	Does not develop long-term and short-term plans that build on and extend students' understanding of subject matter. Ineffectively organizes curriculum to allow enough time for student learning, review, and assessment Does not apply knowledge of student needs and subject matter to plan and pace instructional activities over time. Does not plan challenging, diverse, academic content	Develops long-term and short-term plans that build on and extend students' understanding of subject matter. Organizes curriculum to allow enough time for student learning, review, and assessment. Applies knowledge of student needs and subject matter to plan and pace instructional activities over time. Plans challenging, diverse, academic content
Element 4.5: Modifying instructional plans to adjust for student needs.	Does not adjust lesson plans based on formal and informal student assessment Does not adjust plans to allow enough time for student learning. Does not reflect on teaching to guide long-term and short-term planning	Adjusts lesson plans based on formal and informal student assessment Revises plans to allow enough time for student learning. Reflects on teaching to guide long-term and short-term planning

Descriptors of Exemplary Practice

Exemplary teaching includes planning instruction and designing learning experiences for all students. It is a skillful blending of these five elements to create a curricular and instructional plan that reflects student needs. This is characterized by:

Students moving through the curriculum in a highly meaningful way according to their individual needs.

Teachers using resourceful and skillful planning of curricular instruction to create rich connections and fluid transitions between previous, current, and future learning across the content areas.*

Outcome: Student learning is maximized.

*Some examples of exemplary teacher practices are:

Developing rich, creative student activities to enhance student learning.

Creating a variety of cross-curricular projects.

Using the student's backgrounds and interests as a springboard for rich classroom exploration.

Incorporating flexibility into the instructional plan in response to individual student needs.

Standard 5: Assessing Student Learning

Teachers establish and clearly communicate learning goals for all students. Teachers collect information about student performance from a variety of sources. Teachers involve all students in assessing their own learning. Teachers use information from a variety of ongoing assessments to plan and adjust learning opportunities that promote academic achievement and personal growth for all students. Teachers exchange information about student learning with students, families, and support personnel in ways that improve understanding and encourage further academic progress. "All" in the context of this document means that learning opportunities have been extended to all student subgroups, i.e. gender, GATE, Resource, English language learners, physically impaired, culturally diverse, educationally disadvantaged.

Elements	Not Met	Met
Element 5.1: Establishing and communicating learning goals for all students.	Does not use standards to guide establishment of learning goals Does not communicate learning goals to students and parents Does not revise student learning goals/ placement Does not use grading systems that consistently reflect goals for student learning and performance Does not collaborate with colleagues and parents to establish learning goals	Uses content standards to guide establishment of learning goals Communicates learning goals to students and parents Revises student learning goals/ placement Uses grading systems that consistently reflect goals for student learning and performance Collaborates with colleagues and parents to establish learning goals
Element 5.2: Collecting and using multiple sources of information to assess student learning	Does not assess student learning using tools that match instructional goals Does not base assessment of student learning on multiple sources of information	Assesses student learning using tools that match instructional goals Bases assessment of student learning on multiple sources of information
Element 5.3: Involving and guiding all students in assessing their own learning.	Does not help students reflect and communicate with others about their learning Does not help students use assessment to monitor their own learning progress	Helps students reflect and communicate with others about their learning Helps students use assessment to monitor their own learning progress
Element 5.4: Using the results of assessments to guide instruction	Does not use informal assessment of student learning to adjust instruction while teaching Does not use assessment data to plan effective ways of teaching subject matter concepts and skills Does not revisit content Does not use assessment data to meet students' individual needs	Uses informal assessment of student learning to adjust instruction while teaching Uses assessment data to plan more effective ways of teaching subject matter concepts and skills Uses assessment information to determine when and how to revisit content Uses assessment data to meet students' individual needs
Element 5.5: Communicating with students, families, and other audiences about student progress	Does not provide students with information about their progress Does not communicate learning goals and information about student progress to students, families, and other audiences	Provides students with information about their progress Communicates learning goals and information about student progress to students, families, and other audiences
Element 5.6: Evidence of student achievement toward meeting grade level/content standards	Students are not making progress toward grade level/content standards	Students are demonstrating progress toward grade level/content standards

Descriptors of Exemplary Practice

Exemplary teaching practices that effectively utilize student assessment skillfully blend these six elements to promote academic achievement and personal growth for all students. This is characterized by:

Students self-reflecting, setting and revising personal learning goal to assess and direct their own learning

Teachers skillfully using a variety of assessments to plan and adjusting learning to promote academic and personal growth.*

Outcome: Students are demonstrating strong growth toward grade level standards or exceeding progress toward grade level/content standards.

*Exemplary teachers develop and refine their skillful use of assessment by:

Reading/discussing current research

Developing and sharing assessment tools and strategies

Modeling effective lessons for others

Assuming leadership roles

Reflecting with other professionals

Completing classes/training

Other indicators:

Standard 6: Developing as a Professional Educator.

Teachers reflect on their teaching practice and actively engage in planning their professional development. Teachers establish professional learning goals, pursue opportunities to develop professional knowledge and skill, and participate in the extended professional community. Teachers learn about and work with local communities to improve their professional practice. Teachers communicate effectively with families and involve them in student learning and the school community. Teachers contribute to school activities, promote school goals, and improve professional practice by working collegially with all school staff. Teachers balance professional responsibilities and maintain motivation and commitment to all students. "All" in the context of this document means that learning opportunities have been extended to all student subgroups, i.e. gender, GATE, Resource, English language learners, physically impaired, culturally diverse, educationally disadvantaged.

Elements	Not Met	Met
Element 6.1: reflecting on teaching practice and planning professional development.	Does not reflect on instructional practices Does not formulate professional development plans with any reflection and analysis of own teaching successes and/or dilemmas	Reflects on personal instructional practice to improve teaching strategies and student learning Formulates professional development plans that are based on reflection and analysis of own teaching successes and/or dilemmas
Element 6.2: Establishing professional goals and pursuing opportunities to grow professionally.	Does not establish professional development Seldom uses professional literature and development opportunities to improve teaching and learning Seldom seeks and refines approaches that make the curriculum accessible to every student	Effectively establishes goals and seeks out professional growth opportunities for new instructional methods and technologies Consistently uses professional literature and development opportunities to improve teaching and learning Regularly seeks and refines approaches that make the curriculum accessible to every student
Element 6.3: Working with communities to improve professional practice.	Does not respect and use the knowledge of the student's community and its role in student learning Does not promote collaboration between school and community Seldom identifies and uses school, district, and local community resources to benefit students and their families	Respects and uses the knowledge of the student's community and its role in student learning Promotes collaboration between school and community Often identifies and uses school, district, and local community resources to benefit students and their families
Element 6.4: Working with families to improve professional practice	Does not show respect for and understanding of families' racial, cultural, linguistic and socioeconomic backgrounds Does not engage families as sources of knowledge about students' linguistic and social background Does not dialogue with families and responds to their concerns about student progress Does not use available resources to communicate with all students and families Provides no opportunities for all families to participate in the classroom and school community	Respects and develops an understanding of families' racial, cultural, linguistic, and socioeconomic backgrounds Engages families as sources of knowledge about students' linguistic and social backgrounds Promotes positive dialogue with families and responds to their concerns about student progress Uses available resources to communicate with all students and families Provides opportunities for all families to participate in the classroom and school community.
Element 6.5: Working with colleagues to improve professional practice.	Does not collaborate with teachers, administrators, education specialists, and paraprofessionals to meet all students' learning needs Does not dialogue and reflect with colleagues to improve practice Seldom participates in making and implementing school-wide decisions Seldom contributes to school-wide events and learning activities Does not have professional relationships with other school staff	Collaborates with teachers, administrators, education specialists, and paraprofessionals to meet all students' learning needs Engages in dialogue and reflection with colleagues to improve practice Participates in making and implementing school-wide decisions Contributes to school-wide events and learning activities Establishes and maintains professional relationships with other school staff
Element 6.6: Balancing professional responsibilities and maintaining motivation.	Does not fulfill professional responsibilities Does not demonstrate professional conduct and integrity in the classroom and school community Does not stay current about professional and legal responsibilities for students' learning, behavior, and safety Does not use sound judgment and integrity when following the rules, regulations, policies, contracts, and laws of the district	Fulfills professional responsibilities Demonstrates professional conduct and integrity in the classroom and school community Keeps current about professional and legal responsibilities for students' learning, behavior, and safety Uses sound judgment and integrity when following the rules, regulations, policies, contracts, and laws of the district

Descriptors of Exemplary Practice

Exemplary teachers personally engage in ongoing professional development that is rooted in a continuous sensitivity to the effectiveness of their own teaching practices on student learning.

Exemplary teachers expect and monitor rich growth in their students that results from meaningful teacher/student/family connections, and actively seek professional growth opportunities to enhance these personal skills.

Exemplary teachers contribute to an atmosphere of mutually beneficial professional growth throughout the school by constantly sharing their expertise with colleagues, while also incorporating the stimulating ideas of other teachers into their own teaching practices.

Exemplary teachers are powerful leaders in the ongoing faculty activities that develop their whole school community, as well as influential contributors to the development of the entire teaching profession.