

Sunnyvale School District
2014-15 Best Practices Rubric

Climate of High Expectations		1	2	3	4
CSTP 3.1 4.3	a. Visuals communicate long term unit learning goals/big ideas	Not evident	Uses available curriculum guidelines and visuals for daily, short and long-term plans	Provide visuals that communicate short-and long-term curriculum plans, key concepts and essential academic language that support student learning. (e.g. benchmark data chart with incremental steps for students to track progress; big idea question with related language support to guide content-area learning).	Visually communicates broad knowledge of inter-relationships of concepts, academic content standards, and academic language, to in ways that ensure clear connections and relevance to students while extending student learning.
CSTP 4.2	b. Daily agendas reflect specific learning goals understood by students	Not evident	Communicates learning objectives for single lessons to students based on content standards and available curriculum guidelines	Establishes and communicates to students clear learning goals for content that are accessible, challenging, and differentiated to address students' diverse learning needs.	Students articulate and monitor learning goals.
CSTP 5.4	c. Teacher and students focus on mastery learning as evidenced by results	Not evident	Uses data from assessments provided by site and district to set learning goals for the class. Plans instruction using available curriculum guidelines.	Uses a variety of assessment data to set student learning goals for content and academic language. Plans differentiated lessons to meet students' diverse learning needs.	Students justify their thinking and explain how they reach learning goals. Sentence stems are modeled & used for expressing levels of understanding & goal setting.
CSTP 5.5	d. Students have opportunities to reflect on their learning	Not evident	Provides students with opportunities in single lessons or sequence of lessons to monitor their own progress toward class or individual goals.	Guides students to monitor and reflect on progress on a regular basis.	Students use meta-cognitive skills for analyzing progress and refining goals towards high levels of academic achievement.
CSTP 1.5	e. Students ask and answer questions that promote higher order thinking	Not evident	Students respond to questions regarding facts and comprehension.	Students respond to varied questions or tasks designed to promote comprehension and critical thinking in single lessons or a sequence of lessons.	Students pose problems and construct questions of their own to support inquiries into content. Students understand and refer to higher order thinking and questioning tasks/language.

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Frequent Monitoring		1	2	3	4
CSTP 5.3 5.6	a. Instruction is based on assessment data	Not Evident	Uses technology to review and monitor available site and district assessment data to identify learning needs with colleagues.	With colleagues, uses data to identify and analyze trends and patterns among groups of students to plan instruction.	Provides instruction based on data that addresses identified gaps and misconceptions in student learning.
CSTP 1.6 5.1	b. Teachers utilize a system for checking for understanding	Not evident	<p>Begins to identify specific characteristics of assessments that yield different types of information about student preparedness, progress, and proficiency.</p> <p>Makes ongoing adjustments to instruction based on observation of class engagement.</p>	<p>Selects assessments based on a clear understanding of the purposes and characteristics of assessments to check for understanding.</p> <p>Differentiates instruction based on regular checks for understanding of students needs.</p>	<p>Creates a system of varied assessments and flexible support based on student learning and long-term goals.</p> <p>Students monitor their progress in learning and provide information to teacher that informs adjustments in instruction.</p>
CSTP 4.4	Students are given think time before speaking	Not evident	Incorporates wait time into lessons when specifically suggested by curriculum guidelines.	Provides think time for single lessons or sequence of lessons that respond to students' diverse learning needs. Teaches students about the importance of think time.	Plans instruction that consistently incorporates think time, to specifically meet students' diverse language and learning needs. Students actively give and take time to think before speaking.
CSTP 5.2, 2.4	Systems are utilized to select non-volunteers	Not evident	Makes efforts to engage all students by calling many different students.	Has implemented a system for calling on non-volunteers. Has involved students in implementing systems that engage all learners.	Integrates various participation systems that engage the full range of learners in meeting high expectations for achievement.
CSTP 5.7	c. Timely and effective feedback is given during instruction	Not evident	Provides students with feedback through assessed work and required summative assessments.	Provides students with clear and timely feedback about strengths, needs, and strategies for improving academic achievement	Engages students' in seeking and using ongoing comprehensible feedback to accelerate their learning.
CSTP 5.4, 2.4	Errors are corrected and misconceptions are explained	Not evident	Sporadically responds to some individuals and groups of students to correct inaccurate work or thinking.	<p>Begins using formative assessments to identify and address common errors.</p> <p>Regularly supports and challenges students in a variety of ways to promote accuracy, analysis, and problem solving in learning.</p>	Uses formative assessments to systematically identify errors, provide feedback, differentiate instruction, and make ongoing adjustments in teaching. Students analyze and reflect on their errors across subject matter to revise their thinking/ work.

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Opportunity to Learn		1	2	3	4
CSTP 3.3, 4.5	a. Effective large and small group lessons based on student needs are evident	Not evident	Adapts plans and materials in single lessons or sequence of lessons to address students' learning needs by varying the groupings.	Makes ongoing adjustments to differentiate instructional plans and uses a variety of materials as the instructional need arises to support student learning. Students are grouping in pairs or small groups for learning on a daily basis.	Anticipates and provides groupings needed for a wide range of adaptations to lessons based on in depth analysis of individual student needs. Engages with students to identify types of adjustments in instruction that best meet their learning needs.
CSTP 2.4, 3.5	b. Rigor is evident in lesson plans and pacing	Not evident	Focuses the rigor of the learning environment on accuracy of answers and completion of learning tasks.	Develops a rigorous learning environment that includes accuracy, analysis, problem solving, and appropriate levels of challenge.	Facilitates a rigorous learning environment in which students take leadership in learning. Fosters extended studies, research, analysis and purposeful use of learning.
CSTP 2.7	c. Effective use of class time by teachers and students	Not evident	Considers lesson components, makes adjustments for sufficient student work time and manages transitions.	Paces instruction in order to provide time for completion of learning activities including checking for understanding, guided interaction, independent work and closure.	Students monitor their own time, are engaged in accomplishing learning goals, and participate in reflection, self-assessment, and goal setting.
CSTP 1.4, 3.2	d. Student -to-student structured interaction is used effectively	Not evident	Sporadically incorporates cooperative learning strategies.	Establishes cooperative learning procedures and routines. Regularly incorporates student-to-student structured interaction in lessons.	All students engage in self-directed goal setting, monitoring, and reflection on their participation and effectiveness in student-to- student interactions.
CSTP 2.5, 2.6, 2.7	e. Students are on task	Not evident	Seeks to promote positive behaviors and responds to disruptive behavior. Students know expectations for behavior and consequences and respond to guidance in following them.	Ensures engagement procedures and routines are being followed by students. It is evident that all students are engaged during all parts of the lesson. (E.g. Using white boards to record and share thinking, using group accountability procedures during group or paired sharing)	Students monitor their own time on task and participate in reflection about improving their level of engagement. Students actively support each other in maintaining time on task.

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Opportunity to Learn: Equitable Access for EL		1	2	3	4
CSTP 1.2	a. Current learning is connected to prior knowledge	Not evident	Incorporates evidence of learning from previous lessons and gathers information about students' backgrounds* and prior knowledge in order to inform instruction. (*cum folders, student surveys, conversations, parent input)	Uses school resources and family contacts to expand teacher understanding of students' cultural backgrounds, life experiences, and interests to connect to student learning. Students participate in lesson(s) related to their interests, experiences, and prior learning.	Provides differentiated instruction* based on student interests, background, and learning needs. (*e.g. choice menus, small groups, inquiry projects, etc.) Students are actively engaged in the curriculum, relating prior knowledge to new learning.
CSTP 3.6	b. Vocabulary and linguistic structures are explicitly taught	Not evident	Utilizes supplementary curricular resources to help English Learners access content.	Explicitly teaches vocabulary and linguistic structures using visuals, models, and graphic organizers, and sentence frames. Incorporates language goals, with key vocabulary and opportunities to practice orally, into lesson.	Differentiates instruction using literacy strategies, SDAIE, and ELD proficiency levels to support acquisition of content vocabulary and linguistic structures.
CSTP 3.6	c. Students speak in complete sentences and practice oral language daily	Not evident	Establishes routines that include daily structured oral language practice during ELD. Teacher prompts students to respond in complete sentences.	Provides sentence frames and prompts English learners to speak in complete sentences across content areas throughout the day.	Develops and adapts instruction to provide a wide range of differentiated, scaffolded supports for oral language practice across content areas. Is able to prompt students to use vocabulary and linguistic structures based on their English proficiency level.
CSTP 3.4	d. Teacher utilizes visuals effectively	Not evident	Uses visual strategies that are provided in the curriculum.	Selects and adapts a variety of instructional visual strategies that support the learning goals and engage students in the content.	Students utilize and adapt a variety of visual media to develop and communicate a deep understanding of subject matter.
CSTP 3.4	e. Models of quality work are shared	Not evident	Commercially created posters are the dominant print in the classroom. Art work may take up a majority of display space. Charts with vocabulary, diagrams and key ideas may be posted.	Wide variety of legible print materials such as charts, graphs, student work, and model texts are posted and are referenced to support key concepts from daily lessons. Quality student work from core content areas is displayed to demonstrate achievements.	Printed materials and vocabulary represent a variety of content areas and differentiated learning levels. Students regularly reference and revise posted materials for their own use and learning.

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Effective Learning Environment		1	2	3	4
CSTP 2.1 6.7	a. Teacher builds supportive and caring relationships	Not evident	Models and communicates expectations for fair and respectful behavior to support social development.	Reinforces positive, responsible and respectful student interactions. Assists students to resolve conflicts. Students participate in community building activities designed to promote caring, fairness and respect.	Facilitates and develops shared responsibility and leadership for resolving conflict and creating and maintaining a caring and diverse classroom community. Students regularly reflect on community effectiveness.
CSTP 4.1, 1.1, 1.3	b. Learning content and strategies are culturally responsive	Not evident	Plans using information from required assessments, uses real-life connections during instruction as identified in curriculum.	Plans lesson(s) using additional information on student academic readiness, language, cultural background and individual development. Makes meaningful connections specific to students' family and community.	Plans differentiated, responsive instruction to engage students in relating to subject matter. Matches resources and strategies to students' needs and backgrounds. Engages students in the analysis of bias, stereotyping, and assumptions.
CSTP 2.2	c. Teacher moves around (effectively) to support learning.	Not evident	Manages student engagement and supports learning from within a limited area of the room (i.e. the front of the room)	Movement is planned based upon the lesson structure and differentiated learning needs of students (individual, small group, and whole group). Movement facilitates checking for understanding and feedback.	Teacher movement adjusts based on knowledge of student learning and immediate and on-going feedback in order to maximize student learning.
CSTP 2.6	d. Consistently communicates routines and procedures	Not evident	Addresses safety and management issues regarding materials, student interactions, and the organization of the learning environment.	Students participate in routines, procedures, and norms and receive reinforcement for positive behaviors. Students receive timely and effective feedback and consequences for behaviors that interfere with learning.	Shares responsibility with the students for the establishment and maintenance of a safe physical, intellectual, and emotional environment focused on high quality and rigorous learning.
CSTP 2.3	e. Physical space is neat, orderly, and organized for flexible grouping	Not evident	Addresses safety issues and effective access to instructional materials through classroom set up. Establishes standards of cleanliness for teacher and student work areas.	Designs and manages a neat physical classroom space to support a variety of student groupings, easy movement, and materials that support student learning. Maintains student and teacher materials using effective systems of organization. Students help maintain a clean and orderly classroom.	Adapts physical environment flexibly to facilitate access to a wide range of resources that match and engage students in learning. Students participate in monitoring and changing the design of learning environments and structures for interactions.