

LAUSD EVALUATION OF INSTRUCTIONAL PERSONNEL (STULL)

Stull Elements:

1. Support for Student Learning
2. Planning and Designing Instruction
3. Classroom Performance
4. Developing as a Professional Educator
5. Punctuality, Attendance and Recordkeeping

Each element is assessed according to a list of criteria. The rubric to assess each of the criteria consists of three performance ratings – *Meets; Needs Improvement; No*

1. SUPPORT FOR STUDENT LEARNING		
INDICATORS	CALIF. TEACHING STANDARDS CONNECTIONS	EXAMPLE PRACTICES
a. Uses the results of multiple assessments to guide instruction	<p>Standard 5 Assessing Student Learning</p> <ul style="list-style-type: none"> ♦ 5.4 – Using the results of assessments to guide instruction 	<ul style="list-style-type: none"> ♦ Intermediate assessments (quizzes; questioning; quick writes; observation)
b. Guides all students to be self-directed and assess their own learning	<p>Standard 1 Engaging & Supporting All Students in Learning</p> <ul style="list-style-type: none"> ♦ 1.5 – Promoting self-directed, reflective learning for all students <p>Standard 5 Assessing Student Learning</p> <ul style="list-style-type: none"> ♦ 5.3 – Involving and guiding all students in assessing their own learning 	<ul style="list-style-type: none"> ♦ Use of rubrics ♦ Explication of rubrics with students ♦ Use of rubrics by students to assess their own work ♦ Use of rubrics in peer-assessment ♦ Provide opportunities for student reflection
c. Engages students in problem solving, critical thinking and other activities	<p>Standard 1 Engaging & Supporting All Students in Learning</p> <ul style="list-style-type: none"> ♦ 1.4 – Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful 	<p>ESLR's (Complex thinking; Effective Communication)</p> <ul style="list-style-type: none"> ♦ Labs ♦ Inquiry-based learning activities ♦ Expository writing based on open-ended prompts
d. Uses a variety of instructional strategies and resources to respond to student's diverse needs	<p>Standard 1 Engaging & Supporting All Students in Learning</p> <ul style="list-style-type: none"> ♦ 1.2 – Using a variety of instructional strategies and resources to respond to students' diverse needs 	<p>Curriculum maps</p> <ul style="list-style-type: none"> ♦ Frontloading ♦ Scaffolding ♦ SDAIE strategies
e. Integrates students' prior knowledge, life experiences, and interests into the instructional program	<p>Standard 1 Engaging & Supporting All Students in Learning</p> <ul style="list-style-type: none"> ♦ 1.1 – Connecting students' prior knowledge, life experience, and interests in learning goals 	<p>Curriculum maps</p> <ul style="list-style-type: none"> ♦ Essential questions ♦ Frontloading ♦ Student choice embedded in instructional activities/tasks

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2. PLANNING AND DESIGNING INSTRUCTION		
INDICATORS	CALIF. TEACHING STANDARDS CONNECTIONS	EXAMPLE PRACTICES
a. Demonstrates evidence of short-term and long-term plans to foster student learning and achievement of the State Standards	<p>Standard 4 Planning Instruction & Designing Learning Experiences for All Students</p> <ul style="list-style-type: none"> 4.2 - Establishing and articulating goals for student learning 4.4 - Designing short-term and long-term plans to foster student learning 	<p>Curriculum Maps</p> <ul style="list-style-type: none"> Power and support standards used as foundations of curriculum Essential questions Instructional activities that are connected to standards and are scaffolded for student understanding
b. Uses State subject matter content standards to establish rigorous learning goals for students	<p>Standard 5 Assessing Student Learning</p> <ul style="list-style-type: none"> 5.1 - Establishing and communicating learning goals for all students 	<p>Curriculum Maps</p> <ul style="list-style-type: none"> Culminating task connected to standards Culminating task expects students to demonstrate ESLRs (complex thinking and effective communication)
c. Interrelates ideas and information within and across subject matter areas	<p>Standard 3 Understanding & Organizing Subject Matter for Student Learning</p> <ul style="list-style-type: none"> 3.3 - Interrelating ideas and information within and across subject matter areas 	<ul style="list-style-type: none"> Essential questions Instructional activities requiring integration of previous and current learning
d. Uses instructional strategies, materials, resources, and technologies that are appropriate to the subject matter	<p>Standard 3 Understanding & Organizing Subject Matter for Student Learning</p> <ul style="list-style-type: none"> 3.4 - Developing student understanding through instructional strategies that are appropriate to the subject matter 3.5 - Using materials, resources, and technologies to make subject matter accessible to students 	<p>Curriculum Maps</p> <ul style="list-style-type: none"> Gradual release QARs (multi-level questioning) PQRSTUVW (reading comprehension) Classroom libraries Technology used to deliver strategies and resources Selection and use of standards-connected materials Expository readings/students respond to readings
e. Plans instruction to ensure that all groups of students have equal access to the curriculum	<p>Standard 1 Engaging & Supporting All Students in Learning</p> <ul style="list-style-type: none"> 1.2 - Using a variety of instructional strategies and resources to respond to students' diverse needs 	<p>Curriculum maps</p> <ul style="list-style-type: none"> Scaffolding Frontloading SDAIE strategies

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3. CLASSROOM PERFORMANCE		
INDICATORS	CALIF. TEACHING STANDARDS CONNECTIONS	EXAMPLE PRACTICES
a. Demonstrates knowledge of State Standards and student development	<p>Standard 3 Understanding & Organizing Subject Matter for Student Learning</p> <ul style="list-style-type: none"> 3.1 – Demonstrating knowledge of subject matter content and student development 	<p>Curriculum Maps</p> <ul style="list-style-type: none"> Power standards Support standards Essential questions Task connection to standards Instructional activities connected to standards Instructional activities that address multiple intelligences and learning styles
b. Uses a grading and evaluation system that is aligned to State Standards	<p>Standard 5 (Inferred) Assessing Student Learning</p> <ul style="list-style-type: none"> 5.1 – Establishing and communicating learning goals for all students 	<ul style="list-style-type: none"> Use of rubrics Explication of rubrics
c. Establishes and maintains standards for student behavior and creates a climate that promotes fairness and respect	<p>Standard 2 Creating & Maintaining Effective Environments for Student Learning</p> <ul style="list-style-type: none"> 2.2 – Establishing a climate that promotes fairness and respect 2.4 – Establishing and maintaining standards for student behavior 	<ul style="list-style-type: none"> Classroom rules posted Explication of rules Consequences based on progressive discipline Consistent enforcement of rules and consequences Student participation activities that promote inclusion
d. Plans and implements classroom procedures and routines that support student learning	<p>Standard 2 Creating & Maintaining Effective Environments for Student Learning</p> <ul style="list-style-type: none"> 2.5 – Planning and implementing classroom procedures and routines that support student learning 	<ul style="list-style-type: none"> Daily agendas connected to standards-driven learning objectives
e. Uses instructional time effectively	<p>Standard 2 Creating & Maintaining Effective Environments for Student Learning</p> <ul style="list-style-type: none"> 2.6 – Uses instructional time effectively 	<p>Curriculum Maps</p> <ul style="list-style-type: none"> Standards-driven instructional activities that support success on culminating task Intermediate assessments

<p>f. Provides an effective classroom environment</p>	<p style="text-align: center;">Standard 2 Creating & Maintaining Effective Environments for Student Learning</p> <ul style="list-style-type: none"> ♦ 2.1 – Creating a physical environment that engages all students 	<ul style="list-style-type: none"> ♦ Seating is conducive to student pairings and work in collaborative groups ♦ Visual supports (pictures, graphs, illustrations, PowerPoint) ♦ Print rich (word walls, essential questions, quotations) ♦ Current student work posted along with rubric ♦ Technology & classroom libraries available for student use
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4. DEVELOPING AS A PROFESSIONAL EDUCATOR		
INDICATORS	CALIF. TEACHING STANDARDS CONNECTIONS	EXAMPLE PRACTICES
a. Establishes professional goals and demonstrates continuous growth	<p>Standard 6 Developing as a Professional Education</p> <ul style="list-style-type: none"> 6.2 – Establishing professional goals and pursuing opportunities to grow professionally 	<ul style="list-style-type: none"> Participation in school, district, county, and other professional development opportunities
b. Works with colleagues to improve professional practice	<p>Standard 6 Developing as a Professional Education</p> <ul style="list-style-type: none"> 6.5 - Working with colleagues to improve professional practice 	<ul style="list-style-type: none"> Work in lesson study groups to develop standards-driven curriculum maps Collaborative assessment of student work to inform instruction
c. Provides effective supervision of students	<p>Standard 2 Creating & Maintaining Effective Environments for Student Learning</p> <ul style="list-style-type: none"> 2.3 - Promoting social development and group responsibility 	<ul style="list-style-type: none"> Establishes procedures and structure for work in pairs/groups Consistently enforces school rules
d. Collaborates in the improvement of the school program	<p>Standard 6 Developing as a Professional Educator</p> <ul style="list-style-type: none"> 6.3 – Working with professional communities to improve professional practice 	<ul style="list-style-type: none"> Participation in school, district, county, and other professional development opportunities Work in WASC focus groups to monitor implementation of WASC and Single School Plan action steps (define the expectations and identify the evidence that supports implementation)
e. Communicates regularly with students and parents about instructional goals and student progress	<p>Standard 5 Assessing Student Learning</p> <ul style="list-style-type: none"> 5.5 – Communicating with students, families, and other audiences about student progress 	<ul style="list-style-type: none"> Providing course syllabi to students and parents Participation in school-wide parent conferences Teacher-student conferencing Contact with parents throughout the school year
f. Follows district and state policies, laws and regulations	<i>No direct connection in California Teaching Standards</i>	<ul style="list-style-type: none"> Contracted duties
g. Communicates and interacts with colleagues, staff, parents and students in an appropriate manner	<p>Standard 5 Assessing Student Learning</p> <ul style="list-style-type: none"> 5.5 - Communicating with students, families, and other audiences about student progress 	<ul style="list-style-type: none"> Collaborative work in lesson study and focus groups Dean's office referrals for behavior Extended Learning Academy, tutoring and counseling referrals for academic intervention
h. Performs adjunct duties effectively	<i>No direct connection in California Teaching Standards</i>	<ul style="list-style-type: none"> Participation in professional development Participation in WASC focus groups

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5. PUNCTUALITY, ATTENDANCE AND RECORDKEEPING		
INDICATORS	CALIF. TEACHING STANDARDS CONNECTIONS	EXAMPLE PRACTICES
a. Regularly arrives on time, starts class on schedule	<i>No direct connection in California Teaching Standards</i>	<ul style="list-style-type: none"> ◆ Signs-in by 7:15 as required
b. Regularly in attendance for the total contract day	<i>No direct connection in California Teaching Standards</i>	<ul style="list-style-type: none"> ◆ Signs-out at end of school day as required
c. Maintains accurate and timely records	<i>No direct connection in California Teaching Standards</i>	<ul style="list-style-type: none"> ◆ Takes accurate daily homeroom attendance and submits to attendance office as required ◆ Takes student attendance daily and records accurately in roll book ◆ Maintains on-going dated record of all student assignments, assessments, and tasks with grade earned