

Quality Indicator 1: Quality Learning Experiences for All Students

The Oakland Unified School District is committed to supporting high levels of learning for every student, ensuring that students are prepared for success in college, in their careers, and as citizens. Central to this commitment is the creation of quality learning experiences for all students.

“Quality Learning Experiences for All Students” happen when every child is engaged and learns to high standards. The quality school makes sure that the school curriculum is challenging and connects to the needs, interests, and cultures of its students. It ensures that students learn in different ways inside and outside the classroom, including having opportunities to work with their peers, to investigate and challenge what they are taught, and to develop knowledge and skills that have value beyond the school. The quality school supports students to take risks and intervenes when they struggle. It inspires students to see how current learning helps them achieve future goals. In a quality school, each child’s learning is regularly assessed in different ways. This assessment information is used to plan their learning, to provide strategic support, and to empower the students and their families to manage their academic progress and prepare for various college and career opportunities.

The following rubrics enable key school stakeholders to assess the development of a school toward the “quality learning experiences” standards, based on evidence from a range of sources. In addition, school leaders, central office personnel, and coaches will use these rubrics to design improvement strategies and support schools’ ongoing development. The unit of analysis for these rubrics is the school, not individuals within the school. These rubrics will not be used for the evaluation of school leaders, teachers, or other school personnel.

Undeveloped	There was <u>little</u> evidence found that the school implemented the practice(s) and/or built the conditions described in the standard.
Beginning	There was <u>some</u> evidence found that the school implemented the practice(s) and/or built the conditions described in the standard.
Developing	There was <u>substantial</u> evidence found that the school implemented the practice(s) and/or built the conditions described in the standard.
Sustaining	There was <u>strong & consistent</u> evidence found that the school implemented the practice(s) and/or built the conditions described in the standard.
Refining	There was <u>strong & consistent</u> evidence found that the school implemented the practice(s) and/or built the conditions described in the standard, and the school has <u>implemented systems to review and improve</u> these practices/conditions.

Definitions

Learning experiences: Structured learning experiences found in the classroom during the day; in on-campus academic intervention and enrichment opportunities before, during, and after the school day; in mentoring, internship, and work-based learning opportunities organized by the school.

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Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 1: Meaningful and Challenging Curriculum <i>A quality school provides students with curriculum that is meaningful and challenging to them. Such curriculum is shaped by student input, targets their assessed learning needs, and takes advantage of their strengths and experiences. It educates them about their history and culture, and that of others. It shows how what is learned in school can help students to solve real problems in their lives.</i></p>	<p>There is little evidence of the standard as described in the “Sustaining” column.</p>	<p>There is some evidence of the standard as described in the “Sustaining” column.</p>	<p>There is substantial evidence of the standard as described in the “Sustaining” column.</p>	<p>The school provides learning experiences that show strong and consistent evidence of the following:</p> <ol style="list-style-type: none"> a. Learning builds on students’ prior knowledge/ skills/ experiences. b. Students apply learning to questions or problems connected to their interests, goals, experiences, and communities. c. Students communicate their thinking, supported by teacher/peers, using the language and reasoning of the discipline. d. Curriculum reflects an academic push, from the teacher, to have all students progress far and attain high levels of mastery. 	<p>There is strong and consistent evidence of the standard as described in the “Sustaining” column.</p> <p>In addition, the school has implemented systems, including student input, to review evidence of these practices to ensure that all students experience meaningful and challenging curriculum across the day and across the campus.</p>

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<p>Standard 2: Safe and Nurturing Learning Experiences** <i>A quality school provides safe and nurturing learning environments where adults and students care for each other, feel trust, and have relationships that fully engage students in their learning and inspire them to work hard and push toward higher levels of achievement.</i></p>	<p>There is little evidence of the standard as described in the “Sustaining” column.</p>	<p>There is some evidence of the standard as described in the “Sustaining” column.</p>	<p>There is substantial evidence of the standard as described in the “Sustaining” column.</p>	<p>The school provides learning experiences that show strong and consistent evidence of the following:</p> <ol style="list-style-type: none"> a. Students are safe and learn free from intimidation, bullying, and/or discrimination. b. Routines & structures support students to build positive relationships across different individual and cultural “lines”, so that they can effectively work and learn together. c. The classroom is an “accepting” environment in which the contributions, culture and language of each student is validated, valued, and respected. d. All students manage their emotions to persist through difficult academic work. e. The physical environment of the classroom is clean and organized to be safe and supportive of learning. 	<p>There is strong and consistent evidence of the standard as described in the “Sustaining” column.</p> <p>In addition, the school has implemented systems, including student input, to review evidence of these conditions to ensure that all students experience safe and nurturing learning experiences across the day and across the campus.</p>

****Note that this standard is focused on conditions in the classroom (or locations where the core activities of teaching and learning are happening). Broader, school-wide conditions of safety and nurture are addressed in Quality Indicator 2.**

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<p>Standard 4: Active and Different Ways of Learning <i>A quality school uses instructional strategies that make learning active for students, that provide them with different ways to learn, and that respond to their different learning needs (including language and literacy needs). Instruction is geared toward the construction of meaning, disciplined inquiry and the production of writing and problem-solving that has value beyond the school.</i></p>	<p>There is little evidence of the standard as described in the “Sustaining” column.</p>	<p>There is some evidence of the standard as described in the “Sustaining” column.</p>	<p>There is substantial evidence of the standard as described in the “Sustaining” column.</p>	<p>The school provides learning experiences that show strong and consistent evidence of the following:</p> <ul style="list-style-type: none"> a. Students actively “work”—reasoning, reading, writing, and/or speaking the language of the discipline. b. Students “work” <u>together</u> in the discipline, and their collaboration facilitate deep learning. c. Students learn using various learning modalities and/or multiple intelligences. d. Students use language support scaffolds (sentence frames, multiple choice oral responses, diagrams and other representations) to engage in learning. e. Students develop questions, pose problems, make connections, reflect on multiple perspectives, and/or actively construct knowledge. f. Students explain and revise their thinking and build on and evaluate the thinking of others. g. The pacing of learning reflects an academic push to have all students complete learning activities and reach expected high levels of mastery. (“Every minute is used well.”) h. Various technologies are used to make learning active and to meet the learning needs of students. 	<p>There is strong and consistent evidence of the standard as described in the “Sustaining” column.</p> <p>In addition, the school has implemented systems, including student input, to review evidence of these strategies to ensure that all students experience active and different ways of learning.</p>

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<p>Standard 7: Students Know What They are Learning, Why, and How it can be Applied <i>A quality school ensures that students know what they're learning, why they're learning it and how it can be applied. It ensures that students understand what it looks like to know, perform, and interact "well" (i.e. with quality). It makes sure that students play an active role in managing and shaping their learning and in developing an individualized learning plan for improvement.</i></p>	<p>There is little evidence of the standard as described in the "Sustaining" column.</p>	<p>There is some evidence of the standard as described in the "Sustaining" column.</p>	<p>There is substantial evidence of the standard as described in the "Sustaining" column.</p>	<p>The school provides learning experiences that show strong and consistent evidence of the following:</p> <ol style="list-style-type: none"> Students know the learning objectives for the lesson. Students recognize the connection between today's learning and long-term outcomes. All students have their learning checked with immediate feedback regarding their progress toward the day's learning objectives. Students make "real world" connections about how their learning can be applied. Students understand what it looks like to know or perform "well". Students can accurately assess how close they are to mastering expected learning outcomes. 	<p>There is strong and consistent evidence of the standard as described in the "Sustaining" column.</p> <p>In addition, the school has implemented systems, including student input, to review evidence of these strategies to ensure that all students know what they are learning, why they are learning it, and how that learning can be applied.</p>

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<p>Standard 8: Academic Intervention and Enrichment Supports** <i>A quality school provides resources and programs before, during, and after school that ensure that all students have the academic intervention and broader enrichment supports they need to be academically successful and engaged as a whole person.</i></p>	<p>There is little evidence of the standard as described in the “Sustaining” column.</p>	<p>There is some evidence of the standard as described in the “Sustaining” column.</p>	<p>There is substantial evidence of the standard as described in the “Sustaining” column.</p>	<p>There is strong and consistent evidence that the school provides:</p> <ol style="list-style-type: none"> Classroom strategies and school-wide systems identify which students are struggling and need academic support and which students are mastering targets and need academic enrichment. Classroom strategies and school-wide systems identify <u>specifically why</u> students are struggling to reach expected learning targets. School-wide systems efficiently refer students to needed academic supports, monitor their effectiveness, and adjust—ensuring that students “get in and get out” as progress occurs. Patterns of shared student characteristics are considered when identifying student academic needs and providing supports. Classroom and school-wide strategies—before, during, and after school—provide a variety of: <ul style="list-style-type: none"> ▪ “Universal” academic supports (e.g., classroom & on-line resources, teacher “office” hours, ASP homework help, advisory class); ▪ “Targeted” academic supports (e.g., classroom push-in or pull-out homogeneous grouping, specific EL supports, ELD or intervention class, 504 accommodations, Saturday or summer programs); ▪ “Intensive” academic supports (Small-group intervention class, assigned tutor or mentor, Special Ed IEP and class) Classroom and school-wide strategies—before, during, and after school—provide a variety of academic enrichment opportunities for identified students (e.g., “elective” or ASP academic content; leadership; technology; media). 	<p>There is strong and consistent evidence of the standard as described in the “Sustaining” column.</p> <p>In addition, the school has implemented systems, including student input, to review evidence of these supports to ensure that all students experience needed academic intervention and enrichment.</p>

****This standard and rubric describe how a school provides a coordinated and integrated system of academic supports and enrichment that promote quality learning experiences for all students. In Quality Indicator 2, Standard 2, the standard and rubric describe how the school provides a coordinated and integrated system of other supports and enrichment—specifically health, safety, social-emotional, and youth development services—that are necessary to promote quality learning experiences for all students.**

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<p>Standard 10: Equitable Access to Curriculum</p> <p><i>A quality school provides curriculum and courses (including A-G and AP courses at the high school level) that prepare students for college, and it ensures equitable access to such curriculum and courses, for all students, through academic interventions that catch and support students to complete a college preparatory course work.</i></p>	<p>There is little evidence of the standard as described in the “Sustaining” column.</p>	<p>There is some evidence of the standard as described in the “Sustaining” column.</p>	<p>There is substantial evidence of the standard as described in the “Sustaining” column.</p>	<p>There is strong and consistent evidence that the school provides the following:</p> <ol style="list-style-type: none"> Diverse groups of students are proportionally represented in the academic programs. The school offers academic interventions that identify and support specific learners who experience on-going discrimination or who are part of historically lower-achieving groups, which gives them access to challenging curriculum and enables them to achieve high standards. These specific students are fully integrated into a challenging core curriculum with appropriately trained teachers. All teachers and staff in key gate-keeping roles (e.g., counselors) have received training about access and equity issues, and operate with clear guidelines for ensuring full access. All services at the school are coordinated efficiently and effectively to support student learning. 	<p>There is strong and consistent evidence of the standard as described in the “Sustaining” column.</p> <p>In addition, the school has implemented systems, including student input, to review evidence of these supports to ensure that all students have equitable access to curriculum.</p>

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<p>Standard 11: College-going Culture and Resources</p> <p><i>A quality school has a college-going culture with staff and teachers who provide college preparedness resources to inform students and families about the importance of college, their college options, the entrance requirements, and the supports needed to successfully complete college.</i></p>	<p>There is little evidence of the standard as described in the “Sustaining” column.</p>	<p>There is some evidence of the standard as described in the “Sustaining” column.</p>	<p>There is substantial evidence of the standard as described in the “Sustaining” column.</p>	<p>The school provides learning experiences that show strong and consistent evidence of the following:</p> <ol style="list-style-type: none"> Students connect how their learning in class prepares them for future college and/ or career opportunities. Teachers are explicit that certain skills and dispositions (e.g., peer collaboration, study/organizational habits) particularly prepare students to be successful in college and careers. School staff helps students develop concrete plans for the future and counsels them about college and career options. Students use a variety of resources to understand the importance of college, their college options, the entrance requirements, and the supports needed to complete college. Families use a variety of resources to understand the importance of college, their college options, the entrance requirements, and the supports needed to complete college. 	<p>There is strong and consistent evidence of the standard as described in the “Sustaining” column.</p> <p>In addition, the school has implemented systems, including student input, to review evidence of these conditions to ensure that a college-going culture and resources are experienced by all students.</p>