





Evaluatee \_\_\_\_\_ Date \_\_\_\_\_

<b>STANDARD II</b> <b>Creating and Maintaining Effective Environments for Student Learning</b>	<b>RATING</b> (Summative Only)
<ul style="list-style-type: none"><li><input type="checkbox"/> 2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully</li><li><input type="checkbox"/> 2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students</li><li><input type="checkbox"/> 2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe</li><li><input type="checkbox"/> 2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students</li><li><input type="checkbox"/> 2.5 Developing, communicating, and maintaining high standards for individual and group behavior</li><li><input type="checkbox"/> 2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn</li><li><input type="checkbox"/> 2.7 Using instructional time to optimize learning</li></ul>	
<b><u>EVIDENCE/COMMENDATIONS/RECOMMENDATIONS</u></b>	



Berkeley Unified School District

**CERTIFICATED PERFORMANCE EVALUATION (BFT)**

Evaluatee \_\_\_\_\_ Date \_\_\_\_\_

<p><b>STANDARD III</b> <b>Understanding and Organizing Subject Matter for Student Learning</b></p>	<p><b>RATING</b> (Summative Only)</p>
<p><input type="checkbox"/> 3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks</p> <p><input type="checkbox"/> 3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter</p> <p><input type="checkbox"/> 3.3 Organizing curriculum to facilitate student understanding of the subject matter</p> <p><input type="checkbox"/> 3.4 Utilizing instructional strategies that are appropriate to the subject matter</p> <p><input type="checkbox"/> 3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students.</p> <p><input type="checkbox"/> 3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content</p>	
<p><b><u>EVIDENCE/COMMENDATIONS/RECOMMENDATIONS</u></b></p>	



Evaluatee \_\_\_\_\_ Date \_\_\_\_\_

<p style="text-align: center;"><b><u>STANDARD IV</u></b> <b>Planning Instruction and Designing Learning Experiences for All Students</b></p>	<p style="text-align: center;"><b>RATING</b> (Summative Only)</p>
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- 4.1 Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction
- 4.2 Establishing and articulating goals for student learning
- 4.3 Developing and sequencing long-term and short-term instructional plans to support student learning
- 4.4 Planning instruction that incorporates appropriate strategies to meet the learning needs of all students
- 4.5 Adapting instructional plans and curricular materials to meet the assessed learning needs of all students

**EVIDENCE/COMMENDATIONS/RECOMMENDATIONS**





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Evaluatee \_\_\_\_\_ Date \_\_\_\_\_

<b>STANDARD VI</b> <b>Developing as a Professional Educator</b>	<b>RATING</b> (Summative Only)
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- 6.1 Reflecting on teaching practice in support of student learning
- 6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development
- 6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning
- 6.4 Working with families to support student learning
- 6.5 Engaging local communities in support of the instructional program
- 6.6 Managing professional responsibilities to maintain motivation and commitment to all students
- 6.7 Demonstrating professional responsibility, integrity, and ethical conduct

**EVIDENCE/COMMENDATIONS/RECOMMENDATIONS**



Berkeley Unified School District

**CERTIFICATED PERFORMANCE EVALUATION (BFT)**

Evaluatee \_\_\_\_\_ Date \_\_\_\_\_

**Additional Evaluator's Comments:**

**Additional Evaluatee's Comments:**

Check box if additional comments are attached by evaluator or evaluatee.

**RECOMMENDATION BY EVALUATOR:**  Continue employment  Do not retain  Refer to B-PAR

\_\_\_\_\_  
**Evaluator's Signature**

\_\_\_\_\_  
Date

**I certify that this report has been discussed with me. I understand that my signature does not necessarily indicate agreement.**

\_\_\_\_\_  
**Evaluatee's Signature**

\_\_\_\_\_  
Date

# California Standards for the Teaching Profession

2009 C2 CTP Rollout, August 2010

<b>Engaging and Supporting All Students in Learning</b>	<b>Creating and Maintaining Effective Environments for Student Learning</b>
<p><b>1.1</b> Using knowledge of students to engage them in learning</p> <p><b>1.2</b> Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests</p> <p><b>1.3</b> Connecting subject matter to meaningful, real-life contexts</p> <p><b>1.4</b> Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs</p> <p><b>1.5</b> Promoting critical thinking through inquiry, problem solving and reflection</p> <p><b>1.6</b> Monitoring student learning and adjusting instruction while teaching</p>	<p><b>2.1</b> Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully</p> <p><b>2.2</b> Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students</p> <p><b>2.3</b> Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe</p> <p><b>2.4</b> Creating a rigorous learning environment with high expectations and appropriate support for all students</p> <p><b>2.5</b> Developing, communicating, and maintaining high standards for individual and group behavior</p> <p><b>2.6</b> Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn</p> <p><b>2.7</b> Using instructional time to optimize learning</p>
<b>Understanding and Organizing Subject Matter for Student Learning</b>	<b>Planning Instruction and Designing Learning Experiences for All Students</b>
<p><b>3.1</b> Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks</p> <p><b>3.2</b> Applying knowledge of student development and proficiencies to ensure student understanding of subject matter</p> <p><b>3.3</b> Organizing curriculum to facilitate student understanding of the subject matter</p> <p><b>3.4</b> Utilizing instructional strategies that are appropriate to the subject matter</p> <p><b>3.5</b> Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students</p> <p><b>3.6</b> Addressing the needs of English learners and students with special needs to provide equitable access to the content</p>	<p><b>4.1</b> Using knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction</p> <p><b>4.2</b> Establishing and articulating goals for student learning</p> <p><b>4.3</b> Developing and sequencing long-term and short-term instructional plans to support student learning</p> <p><b>4.4</b> Planning instruction that incorporates appropriate strategies to meet the learning needs of all students</p> <p><b>4.5</b> Adapting instructional plans and curricular materials to meet the assessed learning needs of all students</p>
<b>Assessing Students for Learning</b>	<b>Developing as a Professional Educator</b>
<p><b>5.1</b> Applying knowledge of the purposes, characteristics, and uses of different types of assessments</p> <p><b>5.2</b> Collecting and analyzing assessment data from a variety of sources to inform instruction</p> <p><b>5.3</b> Reviewing data, both individually and with colleagues, to monitor student learning</p> <p><b>5.4</b> Using assessment data to establish learning goals and to plan, differentiate, and modify instruction</p> <p><b>5.5</b> Involving all students in self-assessment, goal setting, and monitoring progress</p> <p><b>5.6</b> Using available technologies to assist in assessment, analysis, and communication of student learning</p> <p><b>5.7</b> Using assessment information to share timely and comprehensible feedback with students and their families</p>	<p><b>6.1</b> Reflecting on teaching practice in support of student learning</p> <p><b>6.2</b> Establishing professional goals and engaging in continuous and purposeful professional growth and development</p> <p><b>6.3</b> Collaborating with colleagues and the broader professional community to support teacher and student learning</p> <p><b>6.4</b> Working with families to support student learning</p> <p><b>6.5</b> Engaging local communities in support of the instructional program</p> <p><b>6.6</b> Managing professional responsibilities to maintain motivation and commitment to all students</p> <p><b>6.7</b> Demonstrating professional responsibility, integrity, and ethical conduct</p>