





**BERKELEY UNIFIED SCHOOL DISTRICT  
 CERTIFICATED PERFORMANCE EVALUATION  
 FORM C-1  
 (2012-13)**

Copy 1- Human Resources    Copy 2- Referred Evaluatee    Copy 3- Evaluator    Copy 4- Consulting Teacher    Copy 5- BPAR Panel

**Evaluatee:**

**Position:**

**Site:**

**STANDARD 1: ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING**

**RATING:**     IMPROVEMENT NEEDED     UNSATISFACTORY

Elements for improvement (please check):     1.1     1.2     1.3     1.4     1.5     1.6

<i>Elements</i>	<i>Observable Evidence of Less Than Satisfactory Performance</i>	<i>Observable Evidence Necessary for Proficiency</i>



**BERKELEY UNIFIED SCHOOL DISTRICT  
 CERTIFICATED PERFORMANCE EVALUATION  
 FORM C-2  
 (2012-13)**

Copy 1- Human Resources   Copy 2- Referred Evaluatee   Copy 3- Evaluator   Copy 4- Consulting Teacher   Copy 5- BPAR Panel

**Evaluatee:**

**Position:**

**Site:**

**STANDARD 2: CREATING AND MAINTAINING EFFECTIVE ENVIRONMENTS FOR LEARNING**

**RATING:**    IMPROVEMENT NEEDED    UNSATISFACTORY

Elements for improvement (please check):    2.1    2.2    2.3    2.4    2.5    2.6    2.7

<i>Elements</i>	<i>Observable Evidence of Less Than Satisfactory Performance</i>	<i>Observable Evidence Necessary for Proficiency</i>



**BERKELEY UNIFIED SCHOOL DISTRICT  
 CERTIFICATED PERFORMANCE EVALUATION  
 FORM C-3  
 (2012-13)**

Copy 1- Human Resources   Copy 2- Referred Evaluatee   Copy 3- Evaluator   Copy 4- Consulting Teacher   Copy 5- BPAR Panel

**Evaluatee:** \_\_\_\_\_ **Position:** \_\_\_\_\_ **Site:** \_\_\_\_\_

**STANDARD 3: UNDERSTANDING & ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING**

**RATING:**    IMPROVEMENT NEEDED    UNSATISFACTORY

Elements for improvement (please check):    3.1    3.2    3.3    3.4    3.5    3.6

<i>Elements</i>	<i>Observable Evidence of Less Than Satisfactory Performance</i>	<i>Observable Evidence Necessary for Proficiency</i>



**BERKELEY UNIFIED SCHOOL DISTRICT  
 CERTIFICATED PERFORMANCE EVALUATION  
 FORM C-4  
 (2012-13)**

Copy 1- Human Resources    Copy 2- Referred Evaluatee    Copy 3- Evaluator    Copy 4- Consulting Teacher    Copy 5- BPAR Panel

**Evaluatee:**

**Position:**

**Site:**

**STANDARD 4: PLANNING INSTRUCTION & DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS**

**RATING:**     IMPROVEMENT NEEDED     UNSATISFACTORY

Elements for improvement (please check):     4.1     4.2     4.3     4.4     4.5

<i>Elements</i>	<i>Observable Evidence of Less Than Satisfactory Performance</i>	<i>Observable Evidence Necessary for Proficiency</i>



**BERKELEY UNIFIED SCHOOL DISTRICT  
 CERTIFICATED PERFORMANCE EVALUATION  
 FORM C-5  
 (2012-13)**

Copy 1- Human Resources    Copy 2- Referred Evaluatee    Copy 3- Evaluator    Copy 4- Consulting Teacher    Copy 5- BPAR Panel

**Evaluatee:**

**Position:**

**Site:**

**STANDARD 5: ASSESSING STUDENT LEARNING**

**RATING:**     IMPROVEMENT NEEDED     UNSATISFACTORY

Elements for improvement (please check):     5.1     5.2     5.3     5.4     5.5     5.6     5.7

<i>Elements</i>	<i>Observable Evidence of Less Than Satisfactory Performance</i>	<i>Observable Evidence Necessary for Proficiency</i>



**BERKELEY UNIFIED SCHOOL DISTRICT  
 CERTIFICATED PERFORMANCE EVALUATION  
 FORM C-6  
 (2012-13)**

Copy 1- Human Resources   Copy 2- Referred Evaluatee   Copy 3- Evaluator   Copy 4- Consulting Teacher   Copy 5- BPAR Panel

**Evaluatee:** \_\_\_\_\_ **Position:** \_\_\_\_\_ **Site:** \_\_\_\_\_

**STANDARD 6: DEVELOPING AS A PROFESSIONAL EDUCATOR**

**RATING:**    IMPROVEMENT NEEDED    UNSATISFACTORY

Elements for improvement (please check):    6.1    6.2    6.3    6.4    6.5    6.6    6.7

<i>Elements</i>	<i>Observable Evidence of Less Than Satisfactory Performance</i>	<i>Observable Evidence Necessary for Proficiency</i>

# 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>