Teacher: School Grade/Subject:

Evaluator: Date:

The purpose of this document is to support your new teacher’s application for the Early Completion Option of the BTSA South Bay Consortium Induction Program.

Directions for Completing this Document

1. Read each of the *California Standards for the Teaching Profession* and its elements.

2. Reflecting on the evidence you have collected through your observations, determine where the candidate’s performance falls on the rubric.

3. Highlight the appropriate performance level on the rubric.

4. Write any comments that support your evaluation.

5. Submit this document via email or fax to the BTSA South Bay Consortium Coordinator as part of the Early Completion Option application packet for review.

Liliana Contreras, Coordinator

BTSA South Bay Consortium

[lcontreras@campbellusd.org](mailto:maddison@campbellusd.org)

Fax: 408-341-7255

Direct line: 408-341-7270 for any questions

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CSTP** | **Below Basic** | **Basic** | **Proficient** | **Exceptional** |
| **1. Engaging and Supporting All Students in Learning** | Expands awareness of curriculum and instructional practices to support understanding and engage students in learning. | Explores use of additional instructional practices to teach the curriculum and support student understanding and engagement. | Implements the curriculum using a variety of instructional practices and supplemental resources selected to improve student understanding and engagement. | Integrates extensive knowledge of curriculum, instructional practices, and supplemental resources to enhance and deepen student understanding and engagement. |
| 1.1 Using knowledge of students to engage them in learning  1.2 Connecting learning to students’ prior knowledge, backgrounds, life experiences, and interests  1.3 Connecting subject matter to meaningful real-life contexts  1.4 Using a variety of instructional strategies, resources, and technologies to meet students’ diverse learning needs  1.5 Promoting critical thinking through inquiry, problem solving, and reflection  1.6 Monitoring student learning and adjusting instruction while teaching  **Comments:** | | | | |
| **CSTP** | **Below Basic** | **Basic** | **Proficient** | **Exceptional** |
| **2. Creating and Maintaining Effective Environments for Student Learning** | Recognizes the importance of building a positive learning environment that is focused on achievement. | Guides the development of a respectful learning environment focused on achievement. | Maintains a respectful and supportive learning environment in which all students can achieve. | Provides a respectful and rigorous learning environment that supports and challenges all students to achieve. |
| 2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully  2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students  2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe  2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students  2.5 Developing, communicating, and maintaining high standards for individual and group behavior  2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn  2.7 Using instructional time to optimize learning  **Comments:** | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CSTP** | **Below Basic** | **Basic** | **Proficient** | **Exceptional** |
| **3. Understanding and Organizing Subject Matter for Student Learning** | Demonstrates knowledge of teaching as discrete skills as described in the *California Standards for the Teaching Profession (CSTP).* | Expands knowledge of related elements of effective instruction, learning goals, assessments, and content as informed by the *CSTP*. | Utilizes knowledge to the *CSTP* to make connections between effective instruction, learning goals, assessments, and content standards. | Articulates knowledge of the inter-relationships between elements of effective instruction, learning goals, assessments within and content across the *CSTP*. |
| 3.1 Demonstrating knowledge of subject matter, academic content standards, and curriculum frameworks  3.2 Applying knowledge of student development and proficiencies to ensure student understanding of subject matter  3.3 Organizing curriculum to facilitate student understanding of the subject matter  3.4 Utilizing instructional strategies that are appropriate to the subject matter  3.5 Using and adapting resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to all students  3.6 Addressing the needs of English learners and students with special needs to provide equitable access to the content  **Comments:** | | | | |
| **CSTP** | **Below Basic** | **Basic** | **Proficient** | **Exceptional** |
| **4. Planning Instruction and Designing Learning Experiences for All Students** | Plans lessons using available curriculum and resources. | Plans lessons using expanded understanding of curriculum, related materials, and resources and assessments. | Plans differentiated instruction using a variety of adjustments and adaptations in lessons. | Plans lessons using a broad range of strategies to differentiate instruction as informed by multiple assessments. |
| 4.1 Using knowledge of students’ academic readiness, language proficiency, cultural background, and individual development to plan instruction  4.2 Establishing and articulating goals or 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  **Comments:** | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **CSTP** | **Below Basic** | **Basic** | **Proficient** | **Exceptional** |
| **5. Assessing Students for Learning** | Develops understanding of required assessments and uses data to inform student progress. | Explores the use of different types of assessments to expand understanding of student learning needs and support planning. | Utilizes a variety of assessments that provide targeted data on student learning to guide planning. Collaborates and reflects regularly with colleagues to improve teaching practice and student access. | Develops, adapts, and integrates assessments into instruction that provide ongoing data to guide planning differentiated instruction matched to assessed needs of students. |
| 5.1 Applying knowledge of the purposes, characteristics, and uses of different types of assessments  5.2 Collecting and analyzing assessment data from a variety of sources to inform instruction  5.3 Reviewing data, both individually and with colleagues, to monitor student learning  5.4 Using assessment data to establish learning goals and to plan, differentiate, and modify instruction  5.5 Involving students in self-assessment, goal setting, and monitoring progress  5.6 Using available technologies to assist in assessment, analysis, and communication of student learning  5.7 Using assessment information to share timely and comprehensible feedback with students and their families  **Comments:** | | | | |
| **CSTP** | **Below Basic** | **Basic** | **Proficient** | **Exceptional** |
| **6. Developing as a Professional Educator** | Works collaboratively with assigned colleagues to reflect on and improve teaching practice and student success. | Seeks collaboration with colleagues, resource personnel, and families to reflect on ways to improve teaching practice and student success. | Collaborates and reflects regularly with colleagues to improve teaching practice and student success. | Analyzes and integrates information from a wide range of sources to expand skills of collaboration and reflection as a habit of practice and to impact teacher effectiveness and student learning. |
| 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  **Comments:** | | | | |

6/13/16 ma