

# Teacher Performance Evaluation System Alignment with InTASC

CESA 6 Effectiveness Project	InTASC
<p><b>1: Professional Knowledge</b> <i>The teacher demonstrates an understanding of the curriculum, subject content, and diverse needs of students by providing meaningful learning experiences.</i></p> <p>1.1 Effectively addresses appropriate curriculum standards. (InTASC: 4n, 5j, 7g)</p> <p>1.2 Integrates key content elements and higher-level thinking skills in instruction. (InTASC: 1d, 4b, 4p, 5m, 8f, 8j)</p> <p>1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications. (InTASC: 1e, 1g, 1h, 4d, 5a, 5b, 7h)</p> <p>1.4 Demonstrates accurate knowledge of the subject matter. (InTASC: 4a, 4j, 4o, 5i)</p> <p>1.5 Demonstrates skills relevant to the subject area(s) taught. (InTASC: 4f, 4k, 5r)</p> <p>1.6 Bases instruction on goals that reflect high expectations and understanding of the subject. (InTASC: 4e, 5o)</p> <p>1.7 Understands intellectual, social, emotional, and physical development of the age group. (InTASC: 1b, 1e, 4g, 7i)</p> <p>1.8 Uses precise language, correct vocabulary and grammar, and acceptable forms of communication as it relates to a specific discipline and/or grade level. (InTASC: 1g, 4h, 4l, 5n)</p> <p>1.9 Has knowledge and understanding of school, family, and community resources to help meet all students' learning needs. (InTASC: 1c, 1g, 1k, 2f, 4i, 4r, 7o)</p>	<p><b>Standard 1: Learner Development</b> The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p> <p><b>Standard 2: Learning Differences</b> The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p> <p><b>Standard 4: Content Knowledge</b> The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates leaning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p> <p><b>Standard 5: Application of Content</b> The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving to authentic local and global issues.</p> <p><b>Standard 7: Planning for Instruction</b> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p> <p><b>Standard 8: Instructional Strategies</b> The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>

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<p><b>2: Instructional Planning</b> <i>The teacher effectively plans using the approved curriculum, instructional strategies, resources, and data to meet the needs of all students.</i></p> <p>2.1 Align lesson objectives to approved curriculum using student learning data to guide planning. (InTASC: 1e, 1f, 1h, 6b, 6c, 6g, 7a, 7c, 7g, 7l)</p> <p>2.2 Plans accordingly for pacing, sequencing content coverage, transitions, and application of knowledge. (InTASC: 7a, 7g)</p> <p>2.3 Plans for differentiated instruction. (InTASC: 1b, 1d, 1e, 1f, 1g, 1i, 2g, 2h, 5f, 6c, 6g, 6e, 7b, 7l, 7n)</p> <p>2.4 Develops appropriate long- and short- range plans and is able to adapt plans when needed. (InTASC: 1e, 6c, 6g, 7c, 7f, 7p)</p> <p>2.5 Uses resources, including technology, to effectively communicate with stakeholders regarding the curriculum shared in their classroom. (InTASC: 1g, 5l, 5p, 5c, 6i, 7k)</p>	<p><b>Standard 1: Learner Development</b> The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p> <p><b>Standard 2: Learning Differences</b> The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p> <p><b>Standard 5: Application of Content</b> The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving to authentic local and global issues.</p> <p><b>Standard 6: Assessment</b> The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making</p> <p><b>Standard 7: Planning for Instruction</b> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>

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<p><b>3: Instructional Delivery</b> <i>The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.</i></p> <p>3.1 Engages and maintains students in active learning. (InTASC: 1d, 2a, 5e, 6d, 8d)</p> <p>3.2 Builds upon students' existing knowledge and skills. (InTASC: 1b, 1d, 1e, 1f, 1h, 1i, 2c, 2d, 2j, 8b)</p> <p>3.3 Uses a variety of effective instructional strategies. (InTASC: 1d, 1e, 2a, 5s, 8a, 8e, 8h, 8k, 8l, 8s)</p> <p>3.4 Uses materials, technology, and resources to enhance student learning. (InTASC: 1f, 1g, 2f, 3d, 5l, 6e, 8e, 8g, 8n, 8r)</p> <p>3.5 Differentiates and paces instruction to meet students' needs. (InTASC: 1b, 1d, 1e, 1f, 1h, 1i, 2a, 2b, 3e, 6h, 8b, 8k, 8p, 8l)</p> <p>3.6 Reinforces learning goals consistently throughout the lesson. (InTASC: 1d, 5d, 8k)</p> <p>3.7 Communicates clearly and checks for understanding. (InTASC: 1e, 1f, 1g, 1i, 6g, 6l, 6n, 8d, 8i, 8q)</p>	<p><u>Standard 1: Learner Development</u> The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p> <p><u>Standard 2: Learning Differences</u> The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p> <p><u>Standard 3: Learning Environments</u> The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.</p> <p><u>Standard 5: Application of Content</u> The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving to authentic local and global issues.</p> <p><u>Standard 6: Assessment</u> The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making</p> <p><u>Standard 8: Instructional Strategies</u> The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>

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<p><b>4: Assessment for/of Learning</b> <i>The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents, and stakeholders.</i></p> <p>4.1 Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning. (InTASC: 1a, 1d, 1e, 1f, 1h, 1i, 6c, 6g, 6h, 6j, 6p, 9h)</p> <p>4.2 Involves students in setting learning goals and monitoring their own progress. (InTASC: 1d, 1h, 1i, 6d, 6e, 6m, 6q)</p> <p>4.3 Uses a variety of informal and formal assessment strategies and instruments that are valid and appropriate for the content and for the student population. (InTASC: 1e, 1f, 1h, 1i, 6a, 6b, 6d, 6e, 6h, 6j, 6k, 6t, 9i, 7l)</p> <p>4.4 Aligns student assessment with approved curriculum and benchmarks. (InTASC: 1f, 1i, 6b, 6o, 6r)</p> <p>4.5 Collects and maintains a record of sufficient assessment data to support accurate reporting of student progress. (InTASC: 1f, 1i, 6a, 6c, 6h, 6l)</p> <p>4.6 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning. (InTASC: 1a, 1e, 1f, 1h, 1i, 6a, 6c, 6e, 6g, 6h, 6j, 6l)</p> <p>4.7 Communicates constructive and frequent feedback on student learning to students, parents, and other stakeholders (e.g. other teachers, administration, community members as appropriate). (InTASC: 1c, 3n, 6d, 6l, 6m, 6n, 6s)</p>	<p><b>Standard 1: Learner Development</b> The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p> <p><b>Standard 3: Learning Environments</b> The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.</p> <p><b>Standard 6: Assessment</b> The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making</p> <p><b>Standard 7: Planning for Instruction</b> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p> <p><b>Standard 9: Professional Learning and Ethical Practice</b> The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>

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<p>5: <u>Learning Environment</u></p> <p><i>The teacher uses resources, routines, and procedures to provide a respectful, safe, positive, student-centered environment that is conducive to student engagement and learning.</i></p> <p>5.1 Establishes and maintains effective routines and procedures. (InTASC: 3d)</p> <p>5.2 Creates and maintains a safe physical setting. (InTASC: 3k, 9j)</p> <p>5.3 Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic. (InTASC: 1h, 3a, 3c, 3o, 3p, 3q, 3r)</p> <p>5.4 Promotes respectful interactions that challenge and engage students within the learning environment. (InTASC: 1h, 3b, 3c, 3i, 3o, 3p, 3q, 4q, 6f)</p> <p>5.5 Creates an environment that is academically appropriate, stimulating, and challenging. (InTASC: 1b, 1e, 1h, 1i, 3c, 3i)</p> <p>5.6 Encourages student participation, inquiry, and intellectual risk-taking. (InTASC: 1d, 1i, 3a, 6f)</p> <p>5.7 Respects and promotes the appreciation of diversity. (InTASC: 1g, 1h, 3f, 4m, 8p)</p> <p>5.8 Uses a balance of effective verbal, nonverbal, and digital communication tools to foster a positive learning environment. (InTASC: 1d, 1g, 1h, 3m, 3h, 3q, 3r, 6f, 6i, 8m)</p>	<p><u>Standard 1: Learner Development</u></p> <p>The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p> <p><u>Standard 3: Learning Environments</u></p> <p>The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.</p> <p><u>Standard 4: Content Knowledge</u></p> <p>The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates leaning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p> <p><u>Standard 6: Assessment</u></p> <p>The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making</p> <p><u>Standard 8: Instructional Strategies</u></p> <p>The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p> <p><u>Standard 9: Professional Learning and Ethical Practice</u></p> <p>The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>

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<p><b>6: Professionalism</b> <i>The teacher demonstrates behavior consistent with legal, ethical, and professional standards, contributes to the profession, and engages in professional growth that results in improved student learning.</i></p> <p>6.1 Collaborates and communicates effectively to promote students' well-being and success. (InTASC: 1c, 1h, 1k, 6c, 6u, 6v, 8c, 9d, 10a, 10e, 10r)</p> <p>6.2 Builds positive and professional relationships with parents/guardians through frequent communication concerning students' progress. (InTASC: 1k, 3n, 3q, 6v, 9l, 10d, 10m)</p> <p>6.3 Adheres to school, district, legal, ethical, and procedural requirements. (InTASC: 5k, 6v, 9f, 9o, 10h)</p> <p>6.4 Incorporates learning from professional growth opportunities into instructional practice and reflects upon the effectiveness of implemented strategies. (InTASC: 9a, 9k, 10a, 10b)</p> <p>6.5 Identifies and evaluates personal strengths and weaknesses, and sets goals for improvement of skills and professional performance. (InTASC: 9b, 9k, 10f)</p> <p>6.6 Works in a collegial and collaborative manner with administrators, other school personnel, and the community to promote continuous improvement. (InTASC: 1c, 1j, 1k, 7e, 7m, 9d, 9n, 10c, 10e, 10f, 10i, 10j, 10k, 10o, 10t)</p>	<p><b>Standard 1: Learner Development</b> The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.</p> <p><b>Standard 3: Learning Environments</b> The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.</p> <p><b>Standard 5: Application of Content</b> The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving to authentic local and global issues.</p> <p><b>Standard 7: Planning for Instruction</b> The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p> <p><b>Standard 8: Instructional Strategies</b> The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p> <p><b>Standard 9: Professional Learning and Ethical Practice</b> The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p> <p><b>Standard 10: Leadership and Collaboration</b> The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>