

# Teacher Performance Evaluation System Alignment with Danielson

CESA 6	Danielson
<p><u>Standard 1: Professional Knowledge</u> The teacher demonstrates an understanding of the curriculum, subject content, and diverse needs of students by providing meaningful learning experiences.</p> <p>Indicators:</p> <ol style="list-style-type: none"> <li>1.1 Effectively addresses appropriate curriculum standards.</li> <li>1.2 Integrates key content elements and higher-level thinking skills in instruction.</li> <li>1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.</li> <li>1.4 Demonstrates accurate knowledge of the subject matter.</li> <li>1.5 Demonstrates skills relevant to the subject area(s) taught.</li> <li>1.6 Bases instruction on goals that reflect high expectations and understanding of the subject.</li> <li>1.7 Understands intellectual, social, emotional, and physical development of the age group.</li> <li>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.</li> <li>1.9 Has knowledge and understanding of school, family, and community resources to help meet all students' learning needs.</li> </ol>	<p><u>Domain 1: Planning and Preparation</u></p> <p>1a. Demonstrating Knowledge of Content &amp; Pedagogy</p> <p>4a. Reflecting on Teaching</p> <p>1b. Demonstrates Knowledge of Students</p> <p>1c. Selecting Instructional Outcomes</p> <p>3a. Communicating with Students</p> <p>1d. Demonstrating Knowledge of Resources</p>

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<p><u>Standard 2: Instructional Planning</u></p> <p>The teacher effectively plans using the approved curriculum, instructional strategies, resources and data to meet the needs of all students.</p> <p>Indicators:</p> <p>2.1 Align lesson objectives to approved curriculum using data of student learning to guide planning.            2.2 Plans accordingly for packing, sequencing content coverage, transitions, and application of knowledge.            2.3 Plans for differentiated instruction.            2.4 Develops appropriate long and short – range plans and is able to adapt plans when needed.            2.5 Uses resources, including technology, to effectively communicate with stakeholders regarding the curriculum shared in their classroom.</p>	<p><u>Domain 3: Instruction</u></p> <p>1e. Designing Coherent Instruction</p> <p>3e. Demonstrating Flexibility and Responsiveness</p> <p>4a. Reflecting on Teaching</p> <p>3a. Communicating with Students</p>
<p><u>Standard 3: Instructional Delivery</u></p> <p>The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.</p> <p>Indicators:</p> <p>3.1 Engages and maintains students in active learning.            3.2 Builds upon students’ existing knowledge and skills.            3.3 Uses a variety of effective instructional strategies.            3.4 Uses materials, technology, and resources to enhance student learning.            3.5 Differentiates and paces instruction to meet students’ needs.            3.6 Reinforces learning goals consistently throughout the lesson.            3.7 Communicates clearly and checks for understanding.</p>	<p><u>Domain 3: Instruction</u></p> <p>3c. Engaging Students in Learning</p> <p>3b. Using Questioning and Discussion Techniques            3c. Engaging Students in Learning</p> <p>3c. Engaging Students in Learning</p> <p>3a. Communicating with Students</p>

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<p><u>Standard 4: Assessment For and Of Learning</u></p> <p>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.</p> <p>Indicators:</p> <p>4.1 Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.</p> <p>4.2 Involves students in setting learning goals and monitoring their own progress.</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.</p> <p>4.4 Aligns student assessment with established curriculum and benchmarks.</p> <p>4.5 Collects and maintains a record of sufficient assessment data to support accurate reporting of student progress.</p> <p>4.6 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning.</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).</p>	<p>1f. Designing Student Assessment</p> <p>3d. Using Assessment in Instruction</p> <p>4b. Maintaining Accurate Records</p> <p>3e. Demonstrating Flexibility and Responsiveness</p> <p>4b. Maintaining Accurate Records</p> <p>4b. Maintaining Accurate Records</p> <p>4a. Reflecting on Teaching</p> <p>3d. Using Assessment in Instruction</p> <p>4c. Communicating with Families</p> <p>3d. Using Assessment in Instruction</p>

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<p><u>Standard 5: Learning Environment</u></p> <p>The teacher uses resources, routines and procedures to provide a respectful, safe, positive, student-centered environment that is conducive to student engagement and learning.</p> <p>Indicators:</p> <ul style="list-style-type: none"> <li>5.1 Establishes and maintains effective routines and procedures.</li> <li>5.2 Creates and maintains a safe physical setting.</li> <li>5.3 Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.</li> <li>5.4 Promotes respectful interactions that challenge and engage students within the learning environment.</li> <li>5.5 Creates an environment that is academically appropriate, stimulating and challenging.</li> <li>5.6 Encourages student participation, inquiry, and intellectual risk-taking</li> <li>5.7 Respects and promotes the appreciation of diversity</li> <li>5.8 Uses a balance of effective verbal, nonverbal and digital communication tools to foster a positive learning environment</li> </ul>	<p><u>Domain 2: Classroom Environment</u></p> <ul style="list-style-type: none"> <li>2a. Creating an Environment of Respect and Rapport</li> <li>2d. Managing Student Behavior</li>   <li>2c. Managing Classroom Procedures</li> <li>2e. Organizing Physical Space</li>   <li>2b. Establishing a Culture for Learning</li> </ul>

