

# Alaska Teacher Content Standard, Definitions, and Framework Alignment



Alaska Content Standards for Teacher Evaluation 4AAC04.200(b)	Alaska Content Standards Definitions
1. A teacher can describe his/her philosophy of education and can demonstrate its relationship to the teacher's practice. (This content standard is not included in AK teacher evaluation)	<b>PHILOSOPHY</b> The teacher engages in thoughtful and critical examination of teaching practice, including describing the relationship of beliefs about learning, teaching, and assessment practices to current trends, strategies, and resources in teaching.
2. Understands how students learn and develop	<b>UNDERSTANDING STUDENT NEEDS</b> The teacher identifies the developmental abilities of students and teaches appropriately. This includes accommodating student learning differences.
3. Teaches with respect to students' individual and cultural characteristics	<b>DIFFERENTIATION &amp; CULTURAL RESPONSIVENESS</b> Identifying and using instructional strategies that are appropriate to the individual and special needs students, including student and local community culture.
4. Knows content area and how to teach it	<b>INSTRUCTION &amp; CONTENT KNOWLEDGE</b> The teacher knows content area and uses current instructional practices to meet the needs of all students. This includes a wide repertoire of strategies and applications and use of technology.
5. Facilitates, monitors, and assesses student learning	<b>ASSESSMENT</b> The teacher uses multiple data elements (both formative and summative) to evaluate student learning, and to plan, inform and adjust instruction.
6. Creates and maintains an engaging learning environment	<b>LEARNING ENVIRONMENT</b> The teacher creates and maintains a learning environment in which all students are actively engaged and contributing members. This includes creating a stimulating and safe learning community, communicating high expectations, using a variety of classroom management techniques.
7. Works as a partner with parents, families, and the community	<b>FAMILIES AND COMMUNITY</b> The teacher communicates regularly and collaborates with students, families and community to promote student learning.
8. Participates and contributes to the teaching profession	<b>PROFESSIONAL PRACTICE</b> The teacher maintains high standard of professional ethics by maintaining and updating knowledge of their content area and best teaching practices. The teachers works collaboratively with colleagues to improve instruction and ultimately impact student learning.



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	Framework		
	Danielson Framework for Teaching	CEL 5D+™ Teacher Evaluation Rubric 2.0	Marzano Art and Science of Teaching Framework
Domain or Dimension	<p><b>Domains</b></p> <p><b>Domain 1:</b> Planning and Preparation  <b>Domain 2:</b> The Classroom Environment  <b>Domain 3:</b> Instruction  <b>Domain 4:</b> Professional Responsibilities</p>	<p><b>Dimensions</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Purpose</li> <li><input type="checkbox"/> Student Engagement</li> <li><input type="checkbox"/> Curriculum and Pedagogy</li> <li><input type="checkbox"/> Assessment for Student Learning</li> <li><input type="checkbox"/> Classroom Environment and Culture</li> <li><input type="checkbox"/> Professional Collaboration and Communication</li> </ul>	<p><b>Domains</b></p> <p><b>Domain 1:</b> Classroom Strategies and Behaviors  <b>Domain 2:</b> Planning and Preparing  <b>Domain 3:</b> Reflecting on Teaching  <b>Domain 4:</b> Collegiality and Professionalism</p>
Components	Components – 22	Subdimensions – 13	Elements--60
Evaluation Level Rubric (4 Levels)	<i>(Example – Component 1b: Demonstrating Knowledge of Students)</i>	<i>(Example – Student Engagement: Intellectual Work)</i>	<i>(Example – 1. Providing Clear Learning Goals and Scales (Rubrics))</i>
Support for Observation	Indicators	Indicators	Possible Teacher Evidence Possible Student Evidence
	Critical Attributes/Possible Examples – teacher and student	Possible Teacher Observables  Possible Student Observables	Possible Artifacts Possible Impacts Scales

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Alaska Performance Standard 2: Understands how students learn and develop		
Key Word: UNDERSTAND STUDENT NEEDS		
Definition: The teacher identifies the developmental abilities of students and teaches appropriately. This includes accommodating student learning differences.		
Danielson	CEL 5D+	Marzano
<p><b>Domain 2: The Classroom Environment</b></p> <p><b>2b:</b> Establishing a Culture for Learning</p> <p><b>Domain 3: Instruction</b></p> <p><b>3a:</b> Communicating with Students</p> <p><b>3c:</b> Engaging Students in Learning</p> <p><b>3e:</b> Demonstrating Flexibility and Responsiveness</p>	<p><b>Purpose</b></p> <p><b>P3:</b> Teaching point(s) are based on students' learning needs</p> <p><b>P4:</b> Communication of learning target(s)</p> <p><b>Student Engagement</b></p> <p><b>SE4:</b> Strategies that capitalize on learning needs of students</p> <p><b>SE5:</b> Expectation, support and opportunity for participation and meaning making</p> <p><b>Classroom Environment &amp; Culture</b></p> <p><b>CEC3:</b> Discussion, collaboration and accountability</p>	<p><b>Domain 1: Classroom Strategies and Behaviors</b></p> <p>1. Providing Clear Learning Goals and Scales (Rubrics)</p> <p>3. Celebrating Success</p> <p>21. Organizing Students for Cognitively Complex Tasks</p> <p>39. Demonstrating Value and Respect for Low Expectancy Students</p> <p><b>Domain 2: Planning and Preparing</b></p> <p>47. Planning and Preparing for the Needs of ELL</p> <p>48. Planning and Preparing for the needs of students receiving Special Education</p>

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## Content Standard 3: Teaches with respect to students' individual and cultural characteristics

**Key word: DIFFERENTIATION & CULTURAL RESPONSIVENESS**

**Definition:** Identifying and using instructional strategies that are appropriate to the individual and special needs students, including student and local community culture.

Danielson	CEL 5D+	Marzano
<p><b>Domain 1: Planning and Preparation</b>  <b>1b:</b> Demonstrating Knowledge of Students</p> <p><b>Domain 3: Instruction</b>  <b>3e:</b> Demonstrating Flexibility and Responsiveness</p> <p><b>Domain 4: Professional Responsibilities</b>  <b>4a:</b> Reflecting on Teaching</p>	<p><b>Purpose</b>  <b>P3:</b> Teaching point(s) are based on students' learning needs</p> <p><b>Student Engagement</b>  <b>SE2:</b> Ownership of learning  <b>SE4:</b> Strategies that capitalize on learning needs of students</p> <p><b>Curriculum &amp; Pedagogy</b>  <b>CP5:</b> Differentiated instruction  <b>CP6:</b> Scaffolds the task  <b>CP7:</b> Gradual release of responsibility</p> <p><b>Assessment for Student Learning</b>  <b>A6:</b> Teacher use of formative assessment data</p>	<p><b>Domain 1: Classroom Strategies and Behaviors</b>  15. Organizing Students to Practice and Deepen Knowledge  31. Providing Opportunities for Students to Talk about Themselves  36. Understanding Students' Interests and Backgrounds  37. Using Verbal and Nonverbal Behaviors that Indicate Affection for Students</p> <p><b>Domain 2: Planning and Preparing</b>  44. Attention to Established Content Standards  49. Planning and Preparing for the needs of students who lack support for schooling</p>

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## Content Standard 4: Knows their content area and how to teach it

**Key word: INSTRUCTION & CONTENT KNOWLEDGE**

**Definition:** The teacher knows content area and uses current instructional practices to meet the needs of all students. This includes a wide repertoire of strategies and applications and use of technology.

Danielson	CEL 5D+	Marzano
<p><b>Domain 1: Planning and Preparation</b></p> <p><b>1a:</b> Demonstrating Knowledge of Content and Pedagogy</p> <p><b>1c:</b> Setting Instructional Outcomes</p> <p><b>1d:</b> Demonstrating Knowledge of Resources</p> <p><b>1e:</b> Designing Coherent Instruction</p>	<p><b>Purpose</b></p> <p><b>P2:</b> Connection to previous and future lessons</p> <p><b>Curriculum &amp; Pedagogy</b></p> <p><b>CP1:</b> Alignment of instructional materials and tasks</p> <p><b>CP2:</b> Discipline-specific conceptual understanding</p> <p><b>CP3:</b> Pedagogical content knowledge</p> <p><b>CP4:</b> Teacher knowledge of content</p>	<p><b>Domain 1: Classroom Strategies and Behaviors</b></p> <p>6. Identifying Critical Information</p> <p>7. Organizing Students to Interact with New Knowledge</p> <p>8. Previewing New Content</p> <p>9. Chunking Content into “Digestible Bites”</p> <p>10. Processing of New Information</p> <p>11. Elaborating on New Information</p> <p>12. Recording and Representing Knowledge</p> <p>13. Reflecting on Learning</p> <p>14. Reviewing Content</p> <p>16. Using Homework</p> <p>17. Examining Similarities and Differences</p> <p>18. Examining Errors in Reasoning</p> <p>19. Practicing Skills, Strategies, and Processes</p> <p>20. Revising Knowledge</p> <p>22. Engaging Students in Cognitively Complex Tasks Involving Hypothesis Generation and Testing</p> <p>23. Providing Resources and Guidance</p> <p><b>Domain 2: Planning and Preparing</b></p> <p>45. Use of Available Traditional Resources</p> <p>46. Use of Available Technology</p>

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## Content Standard 5: Facilitates, monitors, and assesses student learning

**Key Word: ASSESSMENT**

**Definition:** The teacher uses multiple data elements (both formative and summative) to evaluate student learning, and to plan, inform and adjust instruction.

Danielson	CEL 5D+	Marzano
<p><b>Domain 1: Planning and Preparation</b> 1f: Designing Student Assessments</p> <p><b>Domain 3: Instruction</b> 3d: Using Assessment in Instruction</p> <p><b>Domain 4: Professional Responsibilities</b> 4b: Maintaining Accurate Records</p>	<p><b>Assessment for Student Learning</b>  <b>A1:</b> Self -assessment of learning connected to the success criteria  <b>A2:</b> Demonstration of learning  <b>A3:</b> Formative assessment opportunities  <b>A4:</b> Collection systems for formative assessment data  <b>A5:</b> Student use of assessment data  <b>A6:</b> Teacher use of formative assessment data</p>	<p><b>Domain 1: Classroom Strategies and Behaviors</b> 2. Tracking Student Progress</p> <p><b>Domain 2: Planning and Preparing</b> 42. Effective Scaffolding of Information with Lessons 43. Lessons within Units</p>

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## Content Standard 6: Creates and maintains an engaging learning environment

**Key word: LEARNING ENVIRONMENT**

**Definition:** The teacher creates and maintains a learning environment in which all students are actively engaged and contributing members. This includes creating a stimulating and safe learning community, communicating high expectations, using a variety of classroom management techniques.

Danielson	CEL 5D+	Marzano
<p><b>Domain 2: The Classroom Environment</b></p> <p><b>2a:</b> Creating an Environment of Respect and Rapport</p> <p><b>2b:</b> Establishing a Culture for Learning</p> <p><b>2c:</b> Managing Classroom Procedures</p> <p><b>2d:</b> Managing Student Behavior</p> <p><b>2e:</b> Organizing Physical Space</p> <p><b>Domain 3: Instruction</b></p> <p><b>3a:</b> Communicating with Students</p> <p><b>3b:</b> Using Questioning and Discussion Techniques</p> <p><b>3c:</b> Engaging Students in Learning</p>	<p><b>Classroom Environment &amp; Culture</b></p> <p><b>CEC1:</b> Arrangement of classroom</p> <p><b>CEC2:</b> Accessibility and use of materials</p> <p><b>CEC4:</b> Use of learning time</p> <p><b>CEC5:</b> Managing student behavior</p> <p><b>CEC6:</b> Student status</p> <p><b>CEC7:</b> Norms for learning</p> <p><b>Student Engagement</b></p> <p><b>SE1:</b> Quality of questioning</p> <p><b>SE3:</b> Work of high cognitive demand</p> <p><b>SE5:</b> Expectation, support and opportunity for participation and meaning making</p> <p><b>SE6:</b> Substance of student talk</p>	<p><b>Domain 1: Classroom Strategies and Behaviors</b></p> <p>4. Establishing Classroom Routines</p> <p>5. Organizing the Physical Layout of the Classroom</p> <p>24. Noticing When Students are Not Engaged</p> <p>25. Using Academic Games</p> <p>26. Managing Response Rates</p> <p>27. Using Physical Movement</p> <p>28. Maintaining a Lively Pace</p> <p>29. Demonstrating Intensity and Enthusiasm</p> <p>30. Using Friendly Controversy</p> <p>32. Presenting Unusual or Intriguing Information</p> <p>33. Demonstrating “Withitness”</p> <p>34. Applying Consequences for Lack of Adherence to Rules and Procedures</p> <p>35. Acknowledging Adherence to Rules and Procedures</p> <p>38. Displaying Objectivity and Control</p> <p>40. Asking Questions of Low Expectancy Students</p> <p>41. Probing Incorrect Answers with Low Expectancy Students</p>

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## Content Standard 7: Works as a partner with parents, families, and the community

**Key word: FAMILIES AND COMMUNITY**

**Definition:** The teacher communicates regularly and collaborates with students, families and community to promote student learning.

Danielson	CEL 5D+	Marzano
<p><b>Domain 4: Professional Responsibilities</b>  <b>4c:</b> Communicating with Families</p>	<p><b>Professional Collaboration &amp; Communication</b>  <b>PCC3:</b> Parents and guardians   <b>PCC4:</b> Communication within the school community about student progress</p>	<p><b>Domain 4: Collegiality and Professionalism</b>            56. Promoting Positive Interactions about Students and Parents            59. Adhering to District and School Rule and Procedures            60. Participating in District and School Initiatives</p>



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**Criterion 8:** Participates and contributes to the teaching profession

**Key word:** PROFESSIONAL PRACTICE

**Definition:** Teacher maintains high standard of professional ethics by maintaining and updating knowledge of their content area and best teaching practices. Teachers works collaboratively with colleagues to improve instruction and ultimately impact student learning.

Danielson	CEL 5D+	Marzano
<p><b>Domain 4: Professional Responsibilities</b>  <b>4d:</b> Participating in a Professional Community  <b>4e:</b> Growing and Developing Professionally  <b>4f:</b> Showing Professionalism</p>	<p><b>Professional Collaboration &amp; Communication</b>  <b>PCC1:</b> Collaboration with peers and administrators to improve student learning  <b>PCC2:</b> Professional and collegial relationships</p>	<p><b>Domain 3: Reflecting on Teaching</b>            50. Identifying Areas of Pedagogical Strength and Weakness            51. Evaluating the Effectiveness of Individual Lessons and Units            52. Evaluating the Effectiveness of Specific Pedagogical Strategies and Behaviors            53. Developing a Written Growth and Development Plan            54. Monitoring Progress Relative to the Professional Growth and Development Plan</p> <p><b>Domain 4: Collegiality and Professionalism</b>            55. Promoting Positive Interactions with Colleagues            57. Seeking Mentorship for Areas of Need or Interest            58. Mentoring Other Teachers and Sharing Ideas and Strategies</p>