

Teacher Standards Matrix
Prepared for State Council for Educator Effectiveness

Topic	Performance-Based Standards for Colorado Teachers (Licensure)	Danielson	CCSSO INTASC Standards	Standards from Working Group at 8/20 Meeting	Draft Standards prepared for SCEE for 9/3 Meeting	NC Teacher Standards	Delaware
Assessments	<p>Knowledge of Standards and Assessment: The teacher shall be knowledgeable about strategies, planning practices, assessment techniques, and appropriate accommodations to ensure student learning in a standards-based curriculum.</p>		<p>Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to document learner progress, and to guide the teacher's ongoing planning and instruction.</p>			(iv) teachers use a variety of methods to assess what each student has learned	
Content & Standards	<p>Knowledge of Content: The elementary teacher is knowledgeable, in addition to literacy and mathematics in the following content areas: civics, economics, foreign language, geography, history, science, music, visual arts, and physical education. Middle school and secondary content teachers shall be knowledgeable in literacy and mathematics and expert in their content endorsement area(s).</p> <p>Knowledge of Literacy: The teacher shall be knowledgeable about student literacy development in reading, writing, speaking, viewing, and listening.</p> <p>Knowledge of Mathematics: the teacher shall be knowledgeable about mathematics and mathematics instruction. curriculum.</p>		<p>Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners.</p> <p>Innovative Applications of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.</p>	Teachers demonstrate deep content knowledge and effective instructional strategies align to that content	Standard 3: Teachers are Familiar with the Content Matter Relevant to their Teaching	(iii) teachers align their instruction with the North Carolina Standard Course of Study; (III) TEACHERS KNOW THE CONTENT THEY TEACH; (iii) teachers know the content appropriate to their teaching specialty; (iii) teachers recognize the interconnectedness of content areas/disciplines;	

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Classroom Management	<p>Knowledge of Classroom and Instructional Management: The teacher is knowledgeable about classroom practice in order to successfully manage time, communications, and record keeping procedures that will support and enhance student learning.</p>	<p>Domain 2 - The Classroom Environment: Creating an Environment of Respect and Rapport; Establishing a Culture for Learning; Managing classroom Procedures; Managing Student Behavior; Organizing Physical Space</p>				(ii) teachers provide an environment in which each child has a positive, nurturing relationship with caring adults; (iv) teachers communicate effectively;	
Environment	<p>Knowledge of Individualization of Instruction: The teacher is responsive to the needs and experiences children bring to the classroom, including those based on culture, community, ethnicity, economics, linguistics, and innate learning abilities. The teacher is knowledgeable about learning exceptionalities and conditions that affect the rate and extent of student learning, and is able to adapt instruction for all learners.</p>		<p>Learning Differences: The teacher uses understanding of individual differences and diverse culture and communities to ensure inclusive learning environments that allow each learner to reach his/her own full potential.</p> <p>Learner Development: The teacher understands how children learn 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>Learning Environments: The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self motivation.</p>	Teachers create a positive learning environment and culture that ensures respectful participation and engagement of a diverse group of students	<p>Standard 2: Teachers Establish a Respectful and Safe Learning Environment for a Diverse Population of Students</p>	(II) TEACHERS ESTABLISH A RESPECTFUL ENVIRONMENT FOR A DIVERSE POPULATION OF STUDENTS	<p>Component 2 - The Classroom Environment: Managing Classroom Procedures; Managing Student Behavior; Establishing a Culture for Learning; Organizing Physical Space</p>

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Technology and Communication	Knowledge of Technology: The teacher is skilled in technology and is knowledgeable about using technology to support instruction and enhance student learning.						
Leadership						(I) TEACHERS DEMONSTRATE LEADERSHIP; (i) teachers lead the teaching profession; (i) teachers advocate for schools and students	
Instruction		Domain 3 - Instruction: Communicating Clearly and Accurately; Using Questioning and Discussion Techniques; Engaging Students in Learning; Providing Feedback to Students; Demonstrating Flexibility and Responsiveness	Instructional Strategies: 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 access and appropriately apply information.		Standard 4: Teachers Use High-Impact Instructional Strategies/Teachers Facilitate Learning for their Students	(IV) TEACHERS FACILITATE LEARNING FOR THEIR STUDENTS; (ii) teachers adapt their teaching for the benefit of students with special needs; (iii) teachers make instruction relevant to their students; (iv) teachers use a variety of instructional methods; (iv) teachers integrate and utilize technology in their instruction	Component 3 - Instruction: Engaging Students in Learning; Demonstrating Flexibility and Responsiveness; Communicating with Students; Using Questioning and Discussion Techniques
Student Achievement and Growth				Teachers pursue high levels of student academic growth through the use of high impact instructional strategies.	Standard 1: Teachers Pursue High Levels of Student Achievement and Growth for All Students	(i) teachers lead in their classroom; (ii) teachers treat students as individuals; (iv) teachers help students develop critical thinking skills and problem-solving skills; (iv) teachers help students work in teams and develop leadership qualities;	

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Professional Development	Democracy, Educational Governance and Careers in Teaching: The teacher recognizes the school's role in teaching and perpetuating our democratic system. The teacher knows the relationships among the various governmental entities that create laws, rules, and policies that determine educational practices.	Domain 4 - Professional Responsibilities: Reflecting on Teaching; Maintaining Accurate Records; Communicating with Families; Contributing to the School and District; Growing and Developing Professionally; Showing Professionalism	Reflection and Continuous Growth: The teacher is a reflective practitioner who uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, and other professionals in the learning communities), and adapts practice to meet the needs of each learner.	Teachers are professionals who analyze student learning and continually improve their knowledge and instructional practice	Standard 5: Teachers Reflect on their Practice	(V) TEACHERS REFLECT ON THEIR PRACTICE; (v) teachers analyze student learning; (v) teachers link professional growth to their professional goals; (v) teachers function effectively in a complex, dynamic environment	Component 4 - Instruction: Communicating with Families; Maintaining Accurate Records; Growing and Developing Professionally; Reflecting on Teaching
Collaboration			Collaboration: The teacher collaborates with students, families, colleagues, other professionals, and community members to share responsibility for student growth and development, learning, and well-being.	Teachers are professionals and leaders who collaborate to ensure student success and elevate the teaching profession	Standard 6: Teachers Lead and Collaborate	(i) teachers demonstrate leadership in the school	
School Culture and Community				Teachers collaborate with parents and a diverse community to ensure student success		(ii) teachers embrace diversity in the school community and the world; (ii) teachers work collaboratively with the families and significant adults in the lives of their students;	

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Planning and Preparation		Domain 1 - Planning and Preparation: Demonstrating Knowledge of Content and Pedagogy; Demonstrating Knowledge of Students; Selecting Instructional Goals; Demonstrating Knowledge of Resources; Designing Coherent Instruction; Assessing Student Learning	Planning for Instruction: The teacher draws upon knowledge of content areas, cross-disciplinary skills, learners, the community, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals.			(iv) teachers know the ways in which learning takes place, and they know the appropriate levels of intellectual, physical, social and emotional development of their students;(iv) teachers plan instruction appropriate for their students;	Component 1 - Planning and Preparation: Setting Instructional Outcomes; Designing Coherent Instruction; Demonstrating Knowledge of Content and Pedagogy; Demonstrating Knowledge of Students
Ethics						(i) teachers demonstrate high ethical standards	