

## Alignment of the U.S. Virgin Islands Teacher Effectiveness Standards, the Framework for Teaching Evaluation Instrument, and Common Core State Standards

The U. S. Virgin Islands Teacher Effectiveness Standards, based on the Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards, describe a vision of teacher effectiveness and detail expectations for all teachers in the U. S. Virgin Islands to ensure effective teaching for all students.

The Framework for Teaching Evaluation Instrument (2013) by Charlotte Danielson is a measurement tool used to observe teaching practice as part of a teacher’s evaluation. It is being used as one of the measurement tools in the evaluation of teacher effectiveness.

The Common Core State Standards are a set of high quality academic expectations in English-language arts (ELA) and mathematics that define the knowledge and skills all students should master by the end of each grade level in order to be on track for success in college and career. The Virgin Islands Department of Education adopted Common Core State Standards on September 30, 2010.

These three initiatives are integral parts of the education system throughout the territory. They align to provide a framework of excellence and work together to improve the quality of education for all children in the Virgin Islands. Together, they outline effective teaching so students learn rigorous content and application of knowledge through higher-order skills; and provide a measurement of effectiveness to ensure sustainability of effective instruction and learning for all students. The following chart reflects the alignment between the U. S. Virgin Islands Teacher Effectiveness Standards, and the Framework for Teaching. The items in **red** indicate how the Common Core State Standards align with the Framework for Teaching, thus providing a complete picture of the integration of these three initiatives.

U. S. Virgin Islands Teacher Effectiveness Standards	The Framework for Teaching by Charlotte Danielson Component(s)
<p><b>#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>Planning and Preparation</b>  <b>1b: Demonstrating Knowledge of Students</b>  <b>1c: Setting Instructional Outcomes</b>  <b>1e: Designing Coherent Instruction</b></p> <p><b>Instruction</b>  <b>3c: Engaging Students in Learning</b>            3e. Demonstrating Flexibility and Responsiveness</p> <p><b>Professional Responsibility</b>            4b: Maintaining Accurate Records</p>
<p><b>#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>Planning and Preparation</b>  <b>1b: Demonstrating Knowledge of Students</b></p>

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<p><b>#3. Learning Environment</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>Classroom Environment</b> 2a: Creating an Environment of Respect and Rapport <b>2b: Establishing a Culture for Learning</b> 2c: Managing Classroom Procedures 2d: Managing Student Behavior 2e: Organizing Physical Space</p> <p><b>Instruction</b> <b>3c: Engaging Students in Learning</b></p>
<p><b>#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 learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.</p>	<p><b>Planning and Preparation</b> <b>1a: Demonstrating Knowledge of Content and Pedagogy</b> 1d: Demonstrating Knowledge of Resources <b>1e: Designing Coherent Instruction</b></p> <p><b>Instruction</b> 3c: Engaging Students in Learning</p>
<p><b>#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 related to authentic local and global issues.</p>	<p><b>Instruction</b> <b>3a: Communicating with Students</b> <b>3c: Engaging Students in Learning</b> 3f: Demonstrating Flexibility and Responsiveness</p>
<p><b>#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>Planning and Preparation</b> <b>1f: Designing Student Assessments</b></p> <p><b>Instruction</b> <b>3d: Using Assessment in Instruction</b></p> <p><b>Professional Responsibilities</b> 4b: Maintaining Accurate Records</p>
<p><b>#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>Planning and Preparation</b> <b>1b: Demonstrating Knowledge of Students</b> <b>1e: Designing Coherent Instruction</b></p> <p><b>Professional Responsibilities</b> 4b: Maintaining Accurate Records</p>

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<p><b>#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>Instruction</b> 3b: Using Questioning and Discussion Techniques 3c: Engaging Students in Learning</p>
<p><b>#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>Professional Responsibilities</b> 4a: Reflecting on Teaching 4e: Growing and Developing Professionally 4f: Showing Professionalism</p>
<p><b>#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>	<p><b>Professional Responsibilities</b> 4c: Communicating with Families 4d: Participating in a Professional Community 4f: Showing Professionalism</p>