### TPEP & TPA Alignment

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<th>Standard 5</th>
<th>TPEP</th>
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| (vii) Planning and/or adapting curricula that are standards driven so students develop understanding and problem-solving expertise in the content area(s) using reading, written and oral communication, and technology | **Criterion 1**  
Centering instruction on high expectations for student achievement | **Purpose**  
P1: Connection to standards, broader purpose and transferable skill  
P4: Communication of learning target(s)  
P5: Success criteria and performance task(s)  
**Student Engagement**  
SE3: Work of high cognitive demand  
**Classroom Environment & Culture**  
CEC3: Discussion, collaboration and accountability | **Domain 2: The Classroom Environment**  
2b: Establishing a Culture for Learning  
**Domain 3: Instruction**  
3a: Communicating with Students  
3c: Engaging Students In Learning | **Component 1.1:** Providing Clear Learning Goals and Scales (Rubrics)  
**Component 1.2:** Celebrating Success  
**Component 1.3:** Understanding Students’ Interests and Backgrounds  
**Component 1.4:** Demonstrating Value and Respect for Typically Underserved Students | **EM1:** How do the candidate’s plans build conceptual understanding, computational/procedural fluency, and mathematical reasoning/problem solving skills?  
**EM4:** How does the candidate actively engage students in developing understandings of mathematical concepts?  
**EM5:** How does the candidate elicit and monitor students’ responses to deepen their understanding of mathematical concepts? |
| (i) Using multiple instructional strategies, including the principles of second language acquisition, to address student academic language ability levels and cultural and linguistic backgrounds | **Criterion 2**  
Demonstrating effective teaching practices | **Student Engagement**  
SE1: Quality of questioning  
SE5: Expectation, support and opportunity for participation and meaning making  
SE6: Substance of student talk  
**Curriculum & Pedagogy**  
CP6: Scaffolds the task  
CP7: Gradual release of responsibility | **Domain 2: Instruction**  
3b: Using Questioning And Discussion Techniques  
**Domain 3: Professional Responsibilities**  
4a: Reflecting on Teaching | **Component 2.1:** Interacting with New Knowledge  
**Component 2.2:** Organizing Students to Practice and Deepen Knowledge  
**Component 2.3:** Organizing Students for Cognitively Complex Tasks  
**Component 2.4:** Asking Questions of Typically Underserved Student  
**Component 2.5:** Probing Incorrect Answers with Typically Underserved Students  
**Component 2.6:** Noticing when Students are Not Engaged  
**Component 2.7:** Using and Applying Academic Vocabulary  
**Component 2.8:** Evaluating Effectiveness of Individual Lessons and Units | **EM10:** How does the candidate use knowledge of students’ language development to identify a key language demand central to content learning?  
**EM11:** How does the candidate support academic language development associated with content learning?  
**EM12:** How does the candidate reveal students’ understanding and use of academic language associated with content learning? |
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<td>(ii) Applying principles of differentiated instruction, including theories of language acquisition, stages of language, and academic language development, in the integration of subject matter across the content areas of reading, mathematical, scientific, and aesthetic. (v) Planning and/or adapting standards-based curricula that are personalized to the diverse needs of each student reasoning</td>
<td>Criterion 3</td>
<td>Recognizing individual student learning needs and developing strategies to address those needs.</td>
<td>Purpose P3: Teaching point(s) are based on students’ learning needs</td>
<td>Domain 1: Planning and Preparation 1b: Demonstrating Knowledge of Students</td>
<td>Component 3.1: Effective Scaffolding of Information Within Lessons Component 3.2: Planning and Preparing for the Needs of All Students Student Growth 3.1: Establish Student Growth Goal(s) Student Growth 3.2: Achievement of Student Growth Goal(s)</td>
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<td>(vi) Aligning instruction to the learning standards and outcomes so all students know the learning targets and their progress toward meeting them</td>
<td>Criterion 4</td>
<td>Providing clear and intentional focus on subject matter content and curriculum.</td>
<td>Purpose P2: Connection to previous and future lessons Curriculum &amp; Pedagogy CP1: Alignment of instructional materials and tasks CP2: Discipline-specific conceptual understanding CP3: Pedagogical content knowledge CP4: Teacher knowledge of content</td>
<td>Component 4.1: Attention to Established Content Standards Component 4.2: Use of Available Resources and Technology</td>
<td>EM10: How does the candidate use knowledge of students’ language development to identify a key language demand central to content learning? EM11: How does the candidate support academic language development associated with content learning? EM12: How does the candidate reveal students’ understanding and use of academic language associated with content learning? EM2: How does the candidate use knowledge of his/her students to target support for students’ development of conceptual understanding, computational/procedural fluency, and mathematical reasoning/problem solving skills?</td>
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| Criterion 5 | Fostering and managing a safe, positive learning environment. | Classroom Environment & Culture  
CEC1: Arrangement of classroom  
CEC2: Accessibility and use of materials  
CEC4: Use of learning time  
CEC5: Managing student behavior  
CEC6: Student status  
CEC7: Norms for learning | Domain 2: The Classroom Environment  
2a: Creating an Environment of Respect and Rapport  
2c: Managing Classroom Procedures  
2d: Managing Student Behavior  
2e: Organizing Physical Space | Component 5.1: Organizing the Physical Layout of the Classroom  
Component 5.2: Reviewing Expectations to Rules and Procedures  
Component 5.3: Demonstrating “Withitness”  
Component 5.4: Applying Consequences for Lack of Adherence to Rules and Procedures  
Component 5.5: Acknowledging Adherence to Rules and Procedures  
Component 5.6: Displaying Objectivity and Control | |

(iii) Using standards-based assessment that is systematically analyzed using multiple formative, summative, and self-assessment strategies to monitor and improve instruction

| Criterion 6 | Using multiple student data elements to modify instruction and improve student learning. | Assessment for Student Learning  
A1: Self-assessment of learning connected to the success criteria  
A2: Demonstration of learning  
A3: Formative assessment opportunities  
A4: Collection systems for formative assessment data  
A5: Student use of assessment data  
Student Growth  
SG 6.1: Establish Student Growth Goal(s)  
SG 6.2: Achievement of Student Growth Goal(s) | Domain 1: Planning and Preparation  
1f: Designing Student Assessments  
Domain 3: Instruction  
3d: Using Assessment in Instruction  
Domain 4: Professional Responsibilities  
4b: Maintaining Accurate Records  
Student Growth  
SG 6.1: Establish Student Growth Goal(s)  
SG 6.2: Achievement of Student Growth Goal(s) | Component 6.1: Designing Instruction Aligned to Assessment  
Component 6.2: Using Multiple Data Elements  
Component 6.3: Tracking Student Progress  
Student Growth 6.1: Establish Student Growth Goal(s)  
Student Growth 6.2: Achievement of Student Growth Goal(s) | EM3: How are the informal and formal assessments selected or designed to provide evidence of student progress toward the standards/learning targets?  
EM6: How does the candidate demonstrate an understanding of student performance with respect to standards/learning targets?  
EM8: How does the candidate use conclusions about what students know and are able to do to plan next steps in instruction?  
EM9: How does the candidate use evidence to evaluate and change teaching practice to meet the varied learning needs? |
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<td>x) Informing involving, and collaborating with families/neighborhoods, and communities in each student’s educational process, including using information about student cultural identity, achievement and performance</td>
<td>Criterion 7</td>
<td><strong>Communicating and collaborating with parents and the school community.</strong></td>
<td><strong>Professional Collaboration &amp; Communication</strong>&lt;br&gt;PCC3: Parents and guardians&lt;br&gt;PCC4: Communication within the school community about student progress</td>
<td><strong>Domain 4: Professional Responsibilities</strong>&lt;br&gt;4c: Communicating with Families</td>
<td><strong>Component 7.1:</strong> Promoting Positive Interactions about Students and Parents – Courses, Programs and School Events&lt;br&gt;<strong>Component 7.2:</strong> Promoting Positive Interactions about Students and Parents – Timeliness and Professionalism</td>
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<td>Developing reflective, collaborative, professional growth-centered practices through regularly evaluating the effects of his/her teaching through feedback and reflection</td>
<td>Criterion 8</td>
<td><strong>Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.</strong></td>
<td><strong>Professional Collaboration &amp; Communication</strong>&lt;br&gt;PCC1: Collaboration with peers and administrators to improve student learning&lt;br&gt;PCC2: Professional and collegial relationships&lt;br&gt;PCC5: Supports school, district, and state curriculum, policy and initiatives&lt;br&gt;PCC6: Ethics and advocacy&lt;br&gt;<strong>Student Growth 8.1:</strong> Establish Team Student Growth Goal(s)</td>
<td><strong>Domain 4: Professional Responsibilities</strong>&lt;br&gt;4d: Participating in a Professional Community&lt;br&gt;4e: Growing and Developing Professionally&lt;br&gt;4f: Showing Professionalism&lt;br&gt;<strong>Student Growth 8.1:</strong> Establish Team Student Growth Goal(s)</td>
<td><strong>Component 8.1:</strong> Seeking Mentorship for Areas of Need or Interest&lt;br&gt;<strong>Component 8.2:</strong> Promoting Positive Interactions with Colleagues&lt;br&gt;<strong>Component 8.3:</strong> Participating in District and School Initiatives&lt;br&gt;<strong>Component 8.4:</strong> Monitoring Progress Relative to the Professional Growth and Development Plan&lt;br&gt;<strong>Student Growth 8.1:</strong> Establish Team Student Growth Goal(s)</td>
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<td>(viii) Preparing students to be responsible citizens for an environmentally sustainable, globally interconnected, and diverse society</td>
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<td>(ix) Using technology that is effectively integrated to create technologically proficient learners</td>
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<td><strong>Teaching as a profession</strong></td>
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<td>(i) Participating collaboratively and professionally in school activities and using appropriate and respectful verbal and written communication</td>
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<td>(ii) Demonstrating knowledge of professional, legal, and ethical responsibilities and policies</td>
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**Key:**
- Standard 5 – Title for the state required Standards for Beginning Teachers
- TPEP – Teacher/Principal Evaluation Project for Washington State. There are 3 evaluation systems under the TPEP umbrella. Districts choose 1 of the 3 to use. Website - [http://tpep-wa.org/](http://tpep-wa.org/)
  - CEL’s 5D+ - University of Washington’s Center for Educational Leadership; built on their instructional framework: the 5 Dimensions of Teaching & Learning
  - Danielson – Built around Charlotte Danielson’s Framework for Teaching
  - Marzano – The Marzano Teacher Evaluation Model is based around What Works in Schools, Classroom Instruction That Works, and other Marzano, et. al. works