

A MATRIX

COMPARING THE TPAI-REVISED INDICATORS

WITH THE

NC TEACHER PERFORMANCE APPRAISAL INSTRUMENT,

THE INTASC STANDARDS AND THE NC PERFORMANCE BASED LICENSURE PROCESS,

THE NC STANDARDS, AND

THE NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS

CORE PROPOSITIONS

| TPAI-Revised | TPAI <i>(Original)</i> | INTASC/PBL | NC STANDARDS | NBPTS CORE PROPOSITIONS |
|--|---------------------------|--|---|---|
| <p>I. Management of Instructional Time</p> <p>1.1 Teacher has materials, supplies, and equipment ready at the start of the lesson or instructional activity.</p> <p>1.2 Teacher gets the class started quickly.</p> <p>1.3 Teacher uses available time for learning and keeps students on task.</p> | <p>New wording of 1.3</p> | <p>INTASC 5: Motivation and Management</p> <p>PBL Component C: Classroom Climate</p> | <p>2. High Student Performance</p> <p>5. Effective and Efficient Operations</p> | <p>1. Committed to students and their learning</p> <p>3. Managing and monitoring student learning</p> |
| <p>II. Management of Student Behavior</p> <p>2.1 Teacher has established a set of rules and procedures that govern the handling of routine administrative matters.</p> <p>2.2 Teacher has established a set of rules and procedures that govern student verbal participation and talk during different types of activities—whole class instruction, small group instruction, etc.</p> <p>2.3 Teacher has established a set of rules and procedures that govern student movement in the classroom during different types of instructional activities.</p> <p>2.4 Teacher frequently monitors the behavior of all students during whole-class, small group, and seat work activities and during transitions between instructional activities.</p> <p>2.5 Teacher stops inappropriate behavior promptly and consistently, yet maintains the dignity of the student.</p> <p>2.6 Teacher analyzes the classroom environment and makes adjustment to support learning and enhance social relationships.</p> | <p>Added 2.6</p> | <p>INTASC 2: Student Development</p> <p>INTASC 9: Professional Development – Reflective Practice</p> <p>PBL Component C: Classroom Climate</p> | <p>3. Safe and Orderly Schools</p> <p>5. Effective and Efficient Operations</p> | <p>1. Committed to students an their learning</p> <p>3. Managing and monitoring student learning</p> |

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| <p>III. Instructional Presentation</p> <p>3.1 Teacher links instructional activities to prior learning.</p> <p>3.2 Teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning activities that make these aspects of subject matter understandable and meaningful for students.</p> <p>3.3 Teacher speaks fluently and precisely.</p> <p>3.4 Teacher provides relevant examples and demonstrations to illustrate concepts and skills.</p> <p>3.5 Teacher assigns tasks and asks appropriate levels of questions that students handle with a high rate of success.</p> <p>3.6 Teacher conducts the lesson or instructional activity at a brisk pace, slowing presentations when necessary for student understanding but avoiding unnecessary slowdowns.</p> <p>3.7 Teacher makes transitions between lessons and between instructional activities within lessons effectively and smoothly.</p> <p>3.8 Teacher makes sure that assignment is clear.</p> <p>3.9 The teacher creates instructional opportunities that are adapted to diverse learners.</p> <p>3.10 The teacher uses instructional strategies that encourage the development of critical thinking, problem solving, and performance skills.</p> <p>3.11 The teacher uses technology to support instruction.</p> <p>3.12 The teacher encourages students to be engaged in and responsible for their own learning.</p> | <p>Reworded 3.1 -prior learning rather than previous material</p> <p>3.2 was 3.4 – added content pedagogy</p> <p>3.5 combined 3.6 and 3.7</p> <p>3.6 was 3.8</p> <p>3.7 was 3.9</p> <p>3.8 was 3.10</p> <p>New 3.9 – diverse learners</p> <p>New 3.10 – critical thinking</p> <p>New 3.11 – technology</p> <p>New 3.12 – motivation and management</p> <p>Eliminated 3.2 and 3.11 to emphasize variety of teaching models other than the six-point lesson plan</p> | <p>INTASC 1: Content Pedagogy</p> <p>INTASC 3: Diverse Learners</p> <p>INTASC 4: Critical Thinking</p> <p>INTASC 5: Motivation and Management</p> <p>INTASC 6: Technology</p> <p>PBL Component A: Instructional Practice</p> <p>PBL Component B: Unique Learner Needs</p> | <p>2. High Student Performance</p> | <p>1. Committed to students an their learning</p> <p>2. Know the subjects they teach and how to tech those subjects to students</p> <p>3. Managing and monitoring student learning</p> |

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| <p>IV. Instructional Monitoring</p> <p>4.1 Teacher maintains clear, firm, and reasonable work standards and due dates. 4.2 Teacher circulates to check all students' performance. 4.2 Teacher routinely uses oral, written, and other work products to evaluate the effects of instructional activities and to check student progress. 4.4 Teacher poses questions clearly and one at a time. 4.5 Teacher uses student responses to adjust teaching as necessary.</p> | <p>Added 4.5 to emphasize reflective practice</p> | <p>INTASC 8: Assessment INTASC 9: Professional Development and Reflective Practice PBL Component A: Instructional Practice PBL Component B: Unique Learner Needs</p> | <p>2. High Student Performance</p> | <p>1. Committed to students an their learning</p> <p>2. Know the subjects they teach and how to tech those subjects to students</p> <p>3. Managing and monitoring student learning</p> |
| <p>V. Instructional Feedback</p> <p>5.1 Teacher provides feedback on the correctness or incorrectness of in-class work to encourage student growth. 5.2 Teacher regularly provides prompt feedback on out-of-class work. 5.3 Teacher affirms a correct oral response appropriately and moves on. 5.4 Teacher provides sustaining feedback after an incorrect response by probing, repeating the question, giving a clue, or allowing more time. 5.5 The teacher uses knowledge of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p> | <p>Added 5.5 to emphasize communication strategies and a supportive classroom environment</p> | <p>INTASC 6: Communication</p> <p>PBL Component A: Instructional Practice PBL Component B: Unique Learner Needs</p> | <p>2. High Student Performance</p> | <p>1. Committed to students an their learning</p> <p>2. Know the subjects they teach and how to tech those subjects to students</p> <p>3. Managing and monitoring student learning</p> |

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| <p>VI. Facilitating Instruction</p> <p>6.1 Teacher has long- and short-term instructional plans that are compatible with school and district curricular goals, the school improvement plan, the NC Standard Course of Study, and the diverse needs of students and the community.</p> <p>6.2 Teacher uses diagnostic information obtained from tests and other formal and informal assessment procedures to evaluate and ensure the continuous intellectual, social, and physical development of the learner.</p> <p>6.3 Teacher maintains accurate records to document student performance.</p> <p>6.4 Teacher understands how students learn and develop and plans appropriate instructional activities for diverse student needs and different levels of difficulty.</p> <p>6.5 Teacher uses available human and material resources to support the instructional program.</p> | <p>Combined 6.1 and 6.4 to include SCOS, SIP, and diverse learners</p> <p>Reworded 6.2 to emphasize learning</p> <p>Expanded 6.4 to emphasize student development</p> | <p>INTASC 7: Planning INTASC 8: Assessment INTASC 2: Student Development</p> <p>PBL Component A: Instructional Practice PBL Component B: Unique Learner Needs</p> | <p>1. Vision</p> <p>2. High Student Performance</p> | <p>1. Committed to students an their learning</p> <p>2. Know the subjects they teach and how to tech those subjects to students</p> <p>3. Managing and monitoring student learning</p> <p>4. Think systematically about their practices and learn from experiences</p> |
| <p>VII. Communicating within the Educational Environment</p> <p>7.1 Teacher treats all students in a fair and equitable manner.</p> <p>7.2 Teacher participates in the development of a broad vision of the school.</p> <p>7.3 Teacher fosters relationships with school colleagues, parents, and community agencies to support students' learning and well-being.</p> | <p>Added 7.2 to emphasize the development of the school's vision</p> <p>Expanded 7.3 to emphasize student learning</p> | <p>INTASC 10: School and Community Involvement</p> <p>PBL Component A: Instructional Practice PBL Component B: Unique Learner Needs</p> | <p>1. Vision</p> <p>3. Safe and Orderly Schools</p> | <p>1. Committed to students an their learning</p> <p>4. Think systematically about their practices and learn from experiences</p> <p>5. Member of learning communities</p> |
| <p>VIII. Performing Non-Instructional Duties</p> <p>8.1 Teacher carries out non-instructional duties as assigned and/or as need is perceived to ensure student safety outside the classroom.</p> <p>8.2 Teacher adheres to established laws, policies, rules, and regulations.</p> <p>8.3 Teacher follows a plan for professional development and actively seeks out opportunities to grow professionally.</p> <p>8.4 Teacher is a reflective practitioner who continually evaluates the effects of his or her decisions and actions on students, parents, and other professionals in the learning community.</p> | <p>Expanded 8.1 to emphasize safe environment</p> <p>Reworded 8.3 to emphasize seeking opportunities for professional growth</p> <p>Added 8.4 to emphasize reflective practice</p> | <p>INTASC 9: Professional Development</p> <p>PBL All Components: Directed Reflection</p> | <p>3. Safe and Orderly Schools</p> <p>4. Quality Teachers and Staff</p> | <p>4. Think systematically about their practices and learn from experiences</p> <p>5. Member of learning communities</p> |