

Marshall-InTASC Alignment Crosswalk (March 2014)

Overview: The purpose of the Marshall-InTASC Alignment Crosswalk is to fulfill Maine DOE requirements for the use of professional practice models in Performance Evaluation and Professional Growth (PE/PG) systems. The work was a collaborative effort between York and Cumberland County superintendents, Great Schools Partnerships, and the Maine Principals' Association to obtain Maine DOE approval of the Marshall Teacher Evaluation Rubrics. The districts wished to build on the extensive work they had done using the Marshall approach to supervision and evaluation and believed the Marshall rubrics, as opposed to a pre-approved professional practice model by another developer, should go hand in hand with the Marshall approach.

Important Considerations for use of the Marshall Teacher Evaluation Rubrics

Alignment

The Marshall Rubrics are aligned to the InTASC Performances. The comprehensive InTASC document contains Standards, Performances, Essential Knowledge and Critical Dispositions, but the Performances are how knowledge and dispositions manifest themselves in the classroom. Two factors led to the decision to focus on the Performances in the In-TASC standards. First, the crosswalk thereby retains the simplicity of the Marshall rubrics and avoids overbuilding the system. Second, the InTASC document describes a framework that puts "performance first—as the aspect that can be observed and assessed in teaching practice" (p. 6).

Language

Some In-TASC standards make reference to specific student groups, e.g., ELL students or students receiving special education services. While the Marshall rubrics do not always use the same specificity, the phrase "all students" is common in descriptions of appropriate planning, instruction, assessment and support, and we interpret "all students" to be inclusive of every student under a teacher's instruction. Regardless of the demographics in a classroom, the intent of these rubrics is to demand high quality instruction for all students.

Some InTASC Performances make reference to skills or knowledge, such as "communication skills" in specific disciplines. These Performances are aligned with Marshall criteria that reference a teacher's knowledge and use of discipline standards. Though not a feature of the rubrics, themselves, the Marshall approach guides teachers and administrators to develop clear curriculum maps to support the evidence for these areas of the rubrics.

The InTASC Performances routinely use the term "critical thinking," which in the crosswalk is aligned to Marshall's term "problem solving."

Scope

The Marshall rubrics contain criteria for practices that are not included in the InTASC Performances, and the York and Cumberland County districts will continue to include these areas of the rubrics in their work supporting teachers and positive school cultures.

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InTASC Standard 1: Learner Development

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.

InTASC Performance	Marshall Rubric
1(a) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.	<ul style="list-style-type: none"> A. Planning and Preparation for Learning <ul style="list-style-type: none"> d. Assessment. e. Anticipation. i. Differentiation C. Delivery of Instruction <ul style="list-style-type: none"> h. Differentiation D. Monitoring, Assessing, and Follow-Up <ul style="list-style-type: none"> b. Diagnosis c. On-the-spot
1(b) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/ her learning.	<ul style="list-style-type: none"> A. Planning and Preparation for Learning <ul style="list-style-type: none"> e. Anticipation g. Engagement i. Differentiation C. Delivery of Instruction <ul style="list-style-type: none"> d. Connections f. Repertoire g. Engagement h. Differentiation

InTASC Performance	Marshall Rubric
<p>1(c) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.</p>	<p>D. Monitoring, Assessment, and Follow-Up</p> <ul style="list-style-type: none"> f. Interims h. Support i. Analysis j. Reflection <p>E. Family and Community Outreach</p> <ul style="list-style-type: none"> a. Respect b. Belief c. Expectations d. Communication e. Involving g. Responsiveness i. Outreach j. Resources <p>F. Professional Responsibilities</p> <ul style="list-style-type: none"> h. Openness i. Collaboration

InTASC Standard 2: Learning Differences

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.

InTASC Performance	Marshall Rubric
2(a) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.	B. Planning and Preparation for Learning e. Anticipation g. Engagement i. Differentiation C. Delivery of Instruction a. Expectations d. Connections f. Repertoire g. Engagement h. Differentiation D. Monitoring, Assessment, and Follow-Up h. Support
2(b) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.	D. Monitoring, Assessment, and Follow-Up h. Support
2(c) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.	C. Delivery of Instruction d. Connections

InTASC Performance	Marshall Rubric
2(d) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.	A. Planning and Preparation for Learning h. Materials E. Family and Community Outreach e. Involving j. Resources
2(e) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.	A. Planning and Preparation i. Differentiation C. Delivery of Instruction h. Differentiation
2(f) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.	D. Monitoring, Assessment, and Follow-Up h. Support

InTASC Standard 3: Learning Environments

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.

InTASC Performance	Marshall Rubric
3(a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.	B. Classroom Management b. Relationships c. Respect
3(b) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.	A. Planning and Preparation for Learning g. Engagement B. Classroom Management e. Routines f. Responsibility C. Delivery of Instruction f. Repertoire g. Engagement
3(c) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.	B. Classroom Management a. Expectations c. Respect d. Social-emotional
3(d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.	A. Planning and Preparation for Learning j. Environment B. Classroom Management e. Routines h. Efficiency

InTASC Performance	Marshall Rubric
3(e) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.	F. Professional Responsibilities h. Openness
3(f) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.	E. Family and Community Outreach a. Respect
3(g) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.	C. Delivery of Instruction f. Repertoire
3(h) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.	A. Planning and Preparation for Learning c. Units C. Delivery of Instruction f. Repertoire g. Engagement

InTASC Standard 4: 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 to assure mastery of the content.

InTASC Performance	Marshall Rubric
4(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.	A. Planning and Preparation for Learning a. Knowledge c. Units f. Lessons C. Delivery of Instruction c. Goals e. Clarity
4(b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.	C. Delivery of Instruction g. Engagement j. Application
4(c) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.	A. Planning and Preparation for Learning c. Units C. Delivery of Instruction c. Goals f. Engagement j. Application
4(d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.	C. Delivery of Instruction d. Connections
4(e) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.	A. Planning and Preparation for Learning e. Anticipation

InTASC Performance	Marshall Rubric
4(f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.	A. Planning and Preparation for Learning h. Materials F. Professional Responsibilities i. Collaboration
4(g) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.	A. Planning and Preparation for Learning h. Materials
4(h) The teacher creates opportunities for students to learn, practice, and master academic language in their content.	C. Delivery of Instruction j. Application
4(i) The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.	A. Planning and Preparation for Learning h. Materials

InTASC Standard 5: Application of Content

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.

InTASC Performance	Marshall Rubric
5(a) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).	A. Planning and Preparation c. Units
5(b) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).	C. Delivery of Instruction j. Application
5(c) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.	C. Delivery of Instruction f. Repertoire
5(d) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.	A. Planning and Preparation c. Units f. Lessons g. Engagement h. Materials C. Delivery of Instruction b. Mindset c. Goals f. Repertoire g. Engagement j. Closure

InTASC Performance	Marshall Rubric
<p>5(e) The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.</p>	<p>A. Planning and Preparation b. Standards</p> <p>C. Delivery of Instruction j. Closure</p>
<p>5(f) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.</p>	<p>A. Planning and Preparation c. Units f. Lessons g. Engagement h. Materials</p> <p>C. Delivery of Instruction b. Mindset c. Goals f. Repertoire g. Engagement j. Closure</p>
<p>5(g) The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.</p>	<p>A. Planning and Preparation h. Materials</p> <p>C. Delivery of Instruction f. Repertoire g. Engagement j. Closure</p> <p>E. Family and Community Outreach j. Resources</p>

InTASC Performance	Marshall Rubric
5(h) The teacher develops and implements supports for learner literacy development across content areas.	A. Planning and Preparation b. Standards c. Units C. Delivery of Instruction d. Connections

InTASC Standard 6: Assessment

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.

InTASC Performance	Marshall Rubric
6(a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.	D. Monitoring, Assessment, and Follow-Up a. Criteria b. Diagnosis c. On-the-spot d. Self-Assessment f. Interims
6(b) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.	A. Planning and Preparation b. Standards d. Assessments
6(c) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.	D. Monitoring, Assessment, and Follow-up f. Interims i. Analysis j. Reflection
6(d) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.	C. Delivery of Instruction c. Goals D. Monitoring, Assessment, and Follow-Up a. Criteria c. On-the-spot d. Self-Assessment e. Recognition

InTASC Performance	Marshall Rubric
6(e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.	C. Delivery of Instruction f. Repertoire D. Monitoring, Assessment, and Follow-up c. On-the-spot d. Self-Assessment e. Recognition f. Interims h. Support
6(f) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.	D. Monitoring, Assessment, and Follow-Up d. Self-Assessment
6(g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.	D. Monitoring, Assessment, and Follow-Up f. Interims i. Analysis j. Reflection
6(h) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.	D. Monitoring, Assessment, and Follow-Up a. Criteria h. Support
6(i) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.	c. Delivery of Instruction f. Repertoire d. Monitoring, Assessment, and Follow-Up c. On-the-spot

InTASC Standard 7: Planning for Instruction

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.

InTASC Performance	Marshall Rubric
7(a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners	a. Planning and Preparation for Learning b. Standards
7(b) The teacher plans how to achieve each student’s learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.	a. Planning and Preparation for Learning h. Materials i. Differentiation
7(c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.	a. Planning and Preparation for Learning c. Units f. Lessons i. Differentiation
7(d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.	a. Planning and Preparation for Learning d. Assessments
7(e) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate effective learning experiences to meet unique learning needs.	d. Monitoring, Assessment, and Follow-Up h. Support f. Professional Responsibilities h. Openness i. Collaboration j. Growth
7(f) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student’s learning needs and enhance learning.	a. Planning and Preparation for Learning c. Units d. Assessments

InTASC Standard 8: 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 apply knowledge in meaningful ways.

InTASC Performance	Marshall Rubric
8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.	c. Delivery of Instruction f. Repertoire h. Differentiation i. Nimbleness
8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.	d. Monitoring, Assessing and Following-Up b. Diagnosis c. On-the-spot d. Self-Assessment
8(c) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.	d. Monitoring, Assessment, and Follow-Up d. Self-Assessment e. Family and Community Outreach e. Involving j. Resources
8(d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.	c. Delivery of Instruction e. Clarity f. Repertoire g. Engagement
8(e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.	c. Delivery of Instruction e. Clarity
8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.	a. Planning and Preparation for Learning c. Units

InTASC Performance	Marshall Rubric
8(g) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.	c. Delivery of Instruction f. Repertoire g. Engagement j. Application
8(h) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.	C. Delivery of Instruction f. Repertoire g. Engagement j. Application
8(i) The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).	C. Delivery of Instruction f. Repertoire g. Engagement d. Monitoring, Assessment, and Follow-Up c. On-the-spot

InTASC Standard 9: Professional Learning and Ethical Practice

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.

InTASC Performance	Marshall Rubric
9(a) The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.	f. Professional Responsibilities j. Growth
9(b) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.	f. Professional Responsibilities i. Collaboration j. Growth
9(c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.	d. Monitoring, Assessment, and Follow-Up f. Interims i. Analysis j. Reflection f. Professional Responsibilities i. Collaboration
9(d) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.	d. Monitoring, Assessment and Follow-Up i. Analysis j. Reflection f. Professional Responsibilities j. Growth
9(e) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.	f. Professional Responsibilities h. Openness j. Growth

InTASC Performance	Marshall Rubric
9(f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.	f. Professional Responsibilities d. Professionalism e. Judgment

InTASC Standard 10: Leadership and Collaboration

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.

InTASC Performance	Marshall Rubric
10(a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.	f. Professional Responsibilities f. Above-and-beyond g. Leadership h. Openness i. Collaboration
10(b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.	d. Monitoring, Assessment, and Follow-Up i. Analysis j. Reflection f. Professional Responsibilities i. Collaboration
10(c) The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.	f. Professional Responsibilities g. Leadership
10(d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.	e. Family and Community Outreach c. Expectations d. Communication i. Outreach f. Professional Responsibilities h. Openness
10(e) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and well being.	e. Family and Community Outreach j. Resources

InTASC Performance	Marshall Rubric
10(f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.	f. Professional Responsibilities g. Leadership i. Collaboration j. Growth
10(g) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.	a. Planning and Preparation h. Materials f. Family and Community Outreach i. Outreach
10(h) The teacher uses and generates meaningful research on education issues and policies.	f. Professional Responsibilities j. Growth
10(i) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.	f. Professional Responsibilities f. Above-and-beyond g. Leadership
10(j) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.	f. Professional Responsibilities g. Leadership
10(k) The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.	f. Professional Responsibilities f. Above-and-beyond g. Leadership