Alignment Template

This template provides the alignment between the set of 9 Core Instructional Practices that are not content-specific and the 8 TPEP Teacher Evaluation Criteria* and provides the workspace for the Coherence Protocol as well as workspace for alignment between the CIPs and what the Fundamentals of Learning will look like in classroom practice.

Core Instructional Practice	Alignment to Teacher Evaluation Criteria	Implicit Connection	Explicit Connection	FoL: Students will be:
CIP1. Identify the learning goals for each lesson, align these goals to the learning standards for the grade and content areas, and identify the preceding and succeeding skills and concepts within the appropriate learning progression.	**Criterion 1: Centering instruction on high expectations for student achievement**			**Making Meaning** ☐ Thinking critically, creatively, and metacognitively ☐ Connecting prior knowledge to new learning ☐ Using language, symbols, and texts **Participating + Contributing** ☐ Engaging with others in learning ☐ Communicating ideas, feelings, and understanding ☐ Relating to other people's ideas, feelings, and experiences **Managing Learning** ☐ Taking personal responsibility for learning ☐ Adapting learning tactics ☐ Persevering with challenges
Reflective Questions		**Gaps**		

*The most explicit alignment possible is represented here; however, many additional implicit connections could be made.

Core Instructional Practice	Alignment to Teacher Evaluation Criteria	Implicit Connection	Explicit Connection	FoL: Students will be:
CIP2. Create literacy-rich classroom environments to support language and literacy learning for diverse student populations, including English language learners, students with disabilities, gifted students, and others—as identified by teachers or schools—who need additional scaffolding, monitoring, or support, including access for all students to grade-appropriate texts and tasks. This practice includes regularly leading whole-class and small-group discussions in which students practice speaking, listening, and building on one another's thinking.	**Criterion 5: Fostering and managing a safe, positive learning environment**			**Making Meaning** ☐ Thinking critically, creatively, and metacognitively ☐ Connecting prior knowledge to new learning ☐ Using language, symbols, and texts **Participating + Contributing** ☐ Engaging with others in learning ☐ Communicating ideas, feelings, and understanding ☐ Relating to other people's ideas, feelings, and experiences **Managing Learning** ☐ Taking personal responsibility for learning ☐ Adapting learning tactics ☐ Persevering with challenges
Reflective Questions		**Gaps**		

Core Instructional Practice	Alignment to Teacher Evaluation Criteria	Implicit Connection	Explicit Connection	FoL: Students will be:
CIP3. Embed the content being taught in contexts that connect to the real world, as appropriate, and emphasize modeling real-world phenomena, where appropriate.	**Criterion 2: Demonstrating effective teaching practices** **Criterion 4: Providing clear and intentional focus on subject matter content and curriculum**			**Making Meaning** ☐ Thinking critically, creatively, and metacognitively ☐ Connecting prior knowledge to new learning ☐ Using language, symbols, and texts **Participating + Contributing** ☐ Engaging with others in learning ☐ Communicating ideas, feelings, and understanding ☐ Relating to other people's ideas, feelings, and experiences **Managing Learning** ☐ Taking personal responsibility for learning ☐ Adapting learning tactics ☐ Persevering with challenges
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Core Instructional Practice	Alignment to Teacher Evaluation Criteria	Implicit Connection	Explicit Connection	FoL: Students will be:
CIP4. Teach vocabulary by doing all of the following: ▪ Regularly embedding grade-appropriate academic vocabulary and domain-specific vocabulary in tasks and assignments. ▪ Questioning and leading discussions with individuals and groups of students. ▪ Encouraging the accurate use of terminology through guidance and feedback. ▪ Demonstrating how to acquire new vocabulary through reading. ▪ Providing definitions and examples of academic and domain-specific vocabulary as well as providing access to multiple print and digital sources of definitions.	**Criterion 2: Demonstrating effective teaching practices** **Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs** **Criterion 4: Providing clear and intentional focus on subject matter content and curriculum**			**Making Meaning** ☐ Thinking critically, creatively, and metacognitively ☐ Connecting prior knowledge to new learning ☐ Using language, symbols, and texts **Participating + Contributing** ☐ Engaging with others in learning ☐ Communicating ideas, feelings, and understanding ☐ Relating to other people's ideas, feelings, and experiences **Managing Learning** ☐ Taking personal responsibility for learning ☐ Adapting learning tactics ☐ Persevering with challenges
Reflective Questions		**Gaps**		

Core Instructional Practice	Alignment to Teacher Evaluation Criteria	Implicit Connection	Explicit Connection	FoL: Students will be:
CIP5. Demonstrate and guide students in the appropriate and strategic use of technology (e.g., computer software and hardware, the Internet, social media networks) as a set of tools for research, learning, and communication.	**Criterion 4: Providing clear and intentional focus on subject matter content and curriculum**			**Making Meaning** ☐ Thinking critically, creatively, and metacognitively ☐ Connecting prior knowledge to new learning ☐ Using language, symbols, and texts **Participating + Contributing** ☐ Engaging with others in learning ☐ Communicating ideas, feelings, and understanding ☐ Relating to other people's ideas, feelings, and experiences **Managing Learning** ☐ Taking personal responsibility for learning ☐ Adapting learning tactics ☐ Persevering with challenges
Reflective Questions		**Gaps**		

Core Instructional Practice	Alignment to Teacher Evaluation Criteria	Implicit Connection	Explicit Connection	FoL: Students will be:
CIP6. Select, modify, sequence, and assign tasks, activities, and problems that are aligned with the lesson's learning goals and that promote the development of student understanding of the learning goals.	**Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs**			**Making Meaning** ☐ Thinking critically, creatively, and metacognitively ☐ Connecting prior knowledge to new learning ☐ Using language, symbols, and texts **Participating + Contributing** ☐ Engaging with others in learning ☐ Communicating ideas, feelings, and understanding ☐ Relating to other people's ideas, feelings, and experiences
Reflective Questions		**Gaps**		**Managing Learning** ☐ Taking personal responsibility for learning ☐ Adapting learning tactics ☐ Persevering with challenges

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Core Instructional Practice	Alignment to Teacher Evaluation Criteria	Implicit Connection	Explicit Connection	FoL: Students will be:
CIP7. Use rich, problem-based tasks; encourage students to persevere in reaching solutions and to grapple with the tasks.	**Criterion 5: Fostering and managing a safe, positive learning environment.**			**Making Meaning** ☐ Thinking critically, creatively, and metacognitively ☐ Connecting prior knowledge to new learning ☐ Using language, symbols, and texts **Participating + Contributing** ☐ Engaging with others in learning ☐ Communicating ideas, feelings, and understanding
Reflective Questions		**Gaps**		☐ Relating to other people's ideas, feelings, and experiences **Managing Learning** ☐ Taking personal responsibility for learning ☐ Adapting learning tactics ☐ Persevering with challenges

Core Instructional Practice	Alignment to Teacher Evaluation Criteria	Implicit Connection	Explicit Connection	FoL: Students will be:
CIP8. Promote reasoning and sense-making through consistent use of questions such as "Why?" "How do you know?" and "Can you explain your thinking?" Use the answers to these questions to orchestrate classroom discussions in which students explain and defend their thinking and critique the reasoning of others.	**Criterion 2: Demonstrating effective teaching practices** **Criterion 5: Fostering and managing a safe, positive learning environment.**			**Making Meaning** ☐ Thinking critically, creatively, and metacognitively ☐ Connecting prior knowledge to new learning ☐ Using language, symbols, and texts **Participating + Contributing** ☐ Engaging with others in learning ☐ Communicating ideas, feelings, and understanding ☐ Relating to other people's ideas, feelings, and experiences **Managing Learning** ☐ Taking personal responsibility for learning ☐ Adapting learning tactics ☐ Persevering with challenges
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Core Instructional Practice	Alignment to Teacher Evaluation Criteria	Implicit Connection	Explicit Connection	FoL: Students will be:
CIP9. Use questioning and formative assessments to gather evidence of learning throughout every lesson to monitor student learning and assess the degree to which each student has met the learning goals.	**Criterion 6: Using multiple student data elements to modify instruction and improve student learning**			**Making Meaning** ☐ Thinking critically, creatively, and metacognitively ☐ Connecting prior knowledge to new learning ☐ Using language, symbols, and texts **Participating + Contributing** ☐ Engaging with others in learning ☐ Communicating ideas, feelings, and understanding
Reflective Questions		**Gaps**		☐ Relating to other people's ideas, feelings, and experiences **Managing Learning** ☐ Taking personal responsibility for learning ☐ Adapting learning tactics ☐ Persevering with challenges