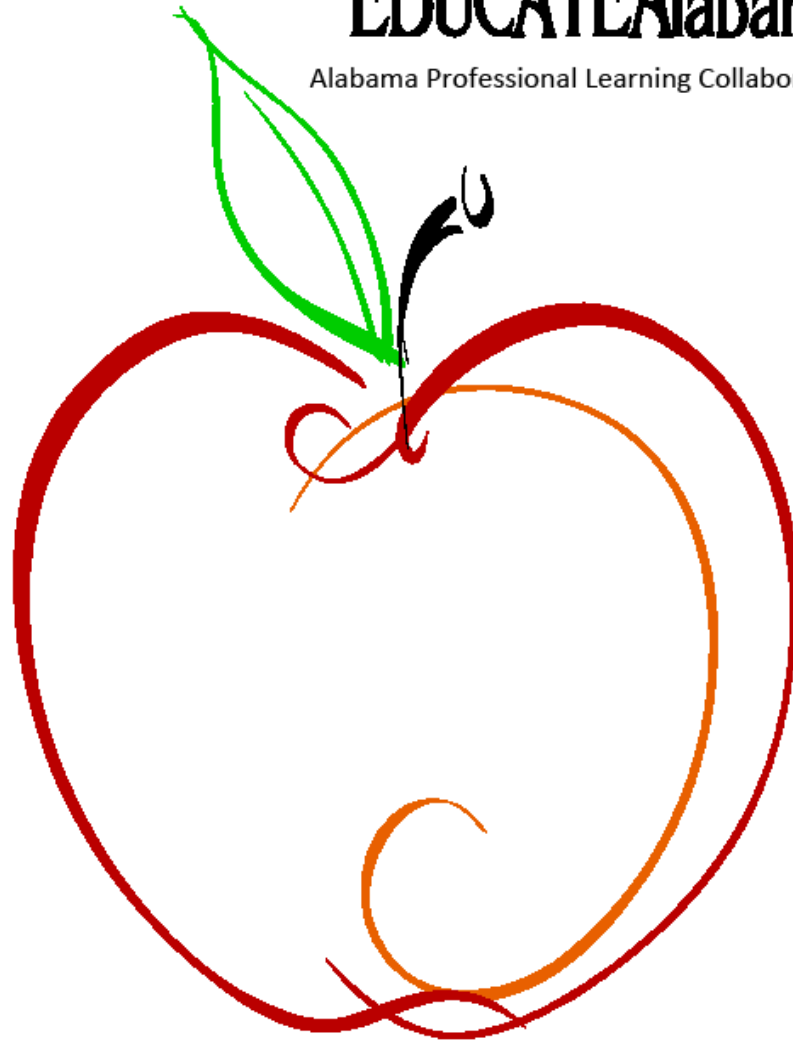# EDUCATEAlabama

Alabama Professional Learning Collaborative

Creating a Collaborative Culture for Alabama's Educators

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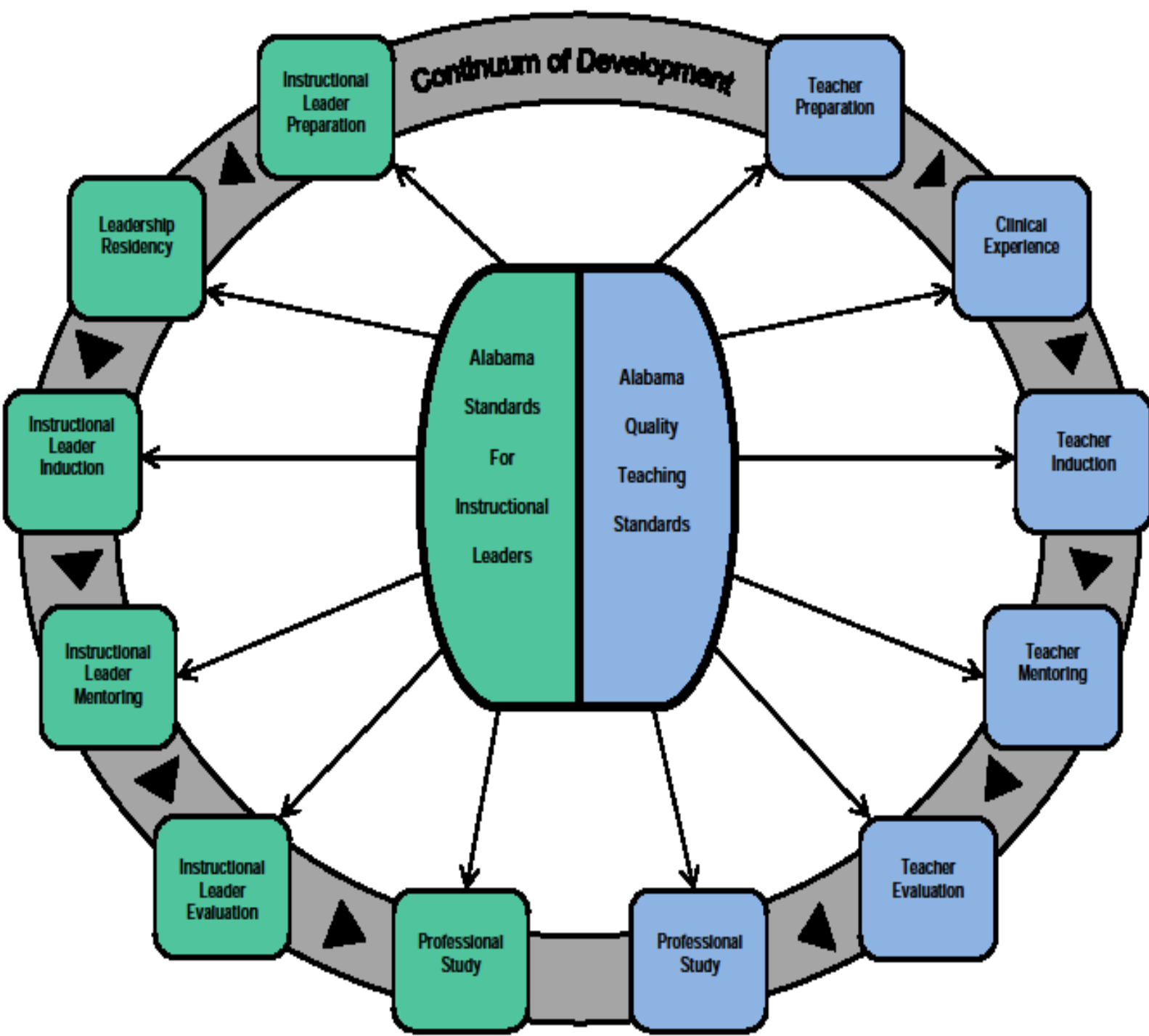• Orientation PowerPoint

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• EDUCATEAlabama Continuum

• Alabama Continuum for Teacher Development

• Alabama Quality Teaching Standards with Full Explanation

*A copy of these resources can be found at Alabama Professional Education

Personnel Evaluation Website: www.alabamapepe.com.

There will also be a link on our website for EducateAlabama documents.

The Common Core

The Key to a Standards–Driven Profession

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Alabama Quality Teaching Standards

Pursuant to the mission of improving the academic achievement of all students in the public schools of Alabama, teachers will align their practices and professional learning with the following standards:

Standard 1 – Content Knowledge

To improve the learning of all students, teachers master the disciplines related to their teaching fields including the central concepts, important facts and skills, and tools of inquiry; they anchor content in learning experiences that make the subject matter meaningful for all students.

Standard 2 – Teaching and Learning

To increase the achievement of every student, teachers draw upon a thorough understanding of learning and development; recognize the role of families in supporting learning; design a student-centered learning environment; and use research-based instructional and assessment strategies that motivate, engage, and maximize the learning of all students.

Standard 3 – Literacy

To improve student learning and achievement, teachers use knowledge of effective oral and written communications, reading, mathematics, and technology to facilitate and support direct instruction, active inquiry, collaboration, and positive interaction.
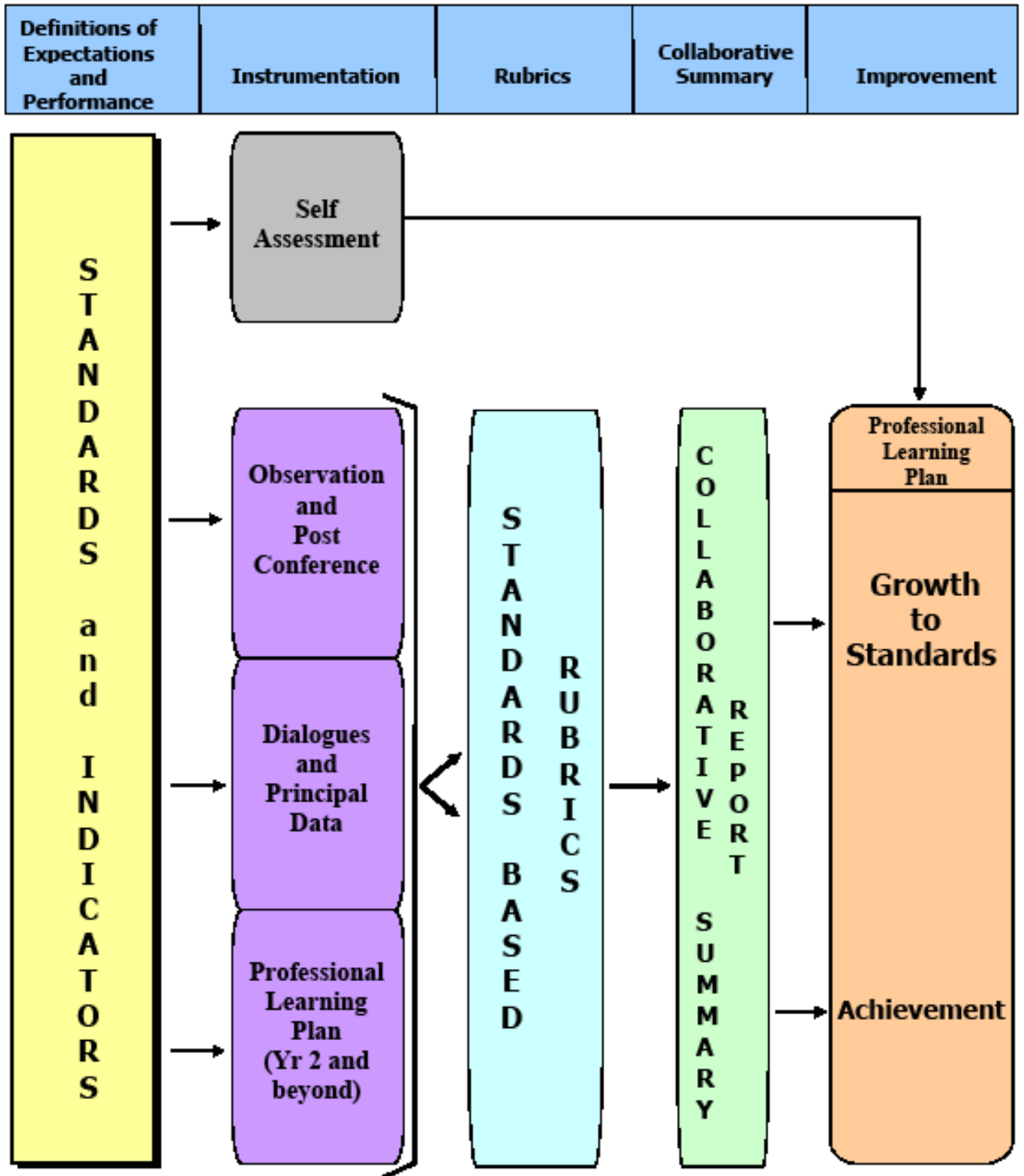
Standard 4 – Diversity

To improve the learning of all students, teachers differentiate instruction in ways that exhibit a deep understanding of how cultural, ethnic, and social background; second language learning; special needs; exceptionalities; and learning styles affect student motivation, cognitive processing, and academic performance.

Standard 5 – Professionalism

To increase the achievement of all students, teachers engage in continuous

learning and self improvement; collaborate with colleagues to create and adopt research-based best practices to achieve ongoing classroom and school improvement; and adhere to the Alabama Educator Code of Ethics and federal, state, local laws and policies.

How the EDUCATEAlabama Collaborative Works

Definitions of Expectations and Performance	Instrumentation	Rubrics	Collaborative Summary	Improvement

STANDARDS and INDICATORS

Self Assessment

Observation and Post Conference

Dialogues and Principal Data

Professional Learning Plan (Yr 2 and beyond)

STANDARDS BASED RUBRICS

COLLABORATIVE REPORT SUMMARY

Professional Learning Plan

Growth to Standards

Achievement

Side-by-side comparison of
EDUCATEAlabama
&
Alabama Professional Education Personnel Evaluation Program
(PEPE)

PEPE   EDUCATEAlabama

Self-Assessment   ➡   Self-Assessment

Classroom Observations   ➡   Classroom Observations

Structured Interview
Supervisor's Review Form } ➡   Dialogues and Principal Data

Evaluation Summary Report   ➡   Collaborative Summary Report

Professional Development Plan ➡   Professional Learning Plan

- ❖ Self- Assessment format remains the same but based on the Quality Teacher Standards and accompanying continuum

- ❖ Observations are changed from one (1) for tenured and (2) for non-tenured, with scripting, under PEPE to a minimum of two (2) observations, with anecdotal notes, for ALL teachers under EDUCATEAlabama

- ❖ Structured Interview and the Supervisor's Review Form under PEPE are revised/replaced with Dialogues and Principal Data under EDUCATEAlabama

- ❖ Evaluation Summary Report under PEPE is replaced with the Collaborative Summary Report under EDUCATEAlabama

- ❖ Professional Development Plan is revised for clarity but has the same expectation of teacher growth and development

EDUCATEAlabama Overview

The new EDUCATEAlabama was approved by the Alabama State Board of Education during its May 14, 2009, Board Meeting as its method of formally evaluating teachers. The purpose of this new method of evaluating teachers is to provide administrators and teachers with a collaborative, formative tool to enhance teaching and learning.

This new teacher evaluation system was written to align with the Alabama Quality Teaching Standards (AQTS). These standards are considered as the foundation for teacher evaluation and teacher professional development for the years ahead. There are four performance levels for teachers**: *Emerging, Applying, Integrating,* and *Innovating*.** A more detailed explanation of each performance level rationale will be shared in a later section of this Evaluation Manual.

1) No numerical scores will be awarded.

No numerical scores will be awarded for a teacher's performance on the standards and indicators. Rather, a teacher's current level of practice (*Emerging*, *Applying*, *Integrating*, and *Innovating)* in each of the 39 performance indicators will be collaboratively identified by the evaluator and the teacher, using data and information collected by the evaluator and supplied by the teacher. A continuum (rubric) defining each level of practice in each indicator is provided to analyze data and available information and determine the level of practice represented.

2) The focus is continuous learning and continuous improvement, not scores.

The titles of the four levels of practice (the continuum of *Emerging, Applying, Integrating*, and *Innovating*) which serve as the means for identifying current

practice should suggest immediately that the evaluator and the teacher are seeking to identify types of professional learning/professional growth that can take place in the area of practice under consideration. There are no numbers and composite rating that imply that this one individual is a good teacher and another is not. The assumption is that all teachers will seek to become *Applying* or *Integrating*, and ultimately *Innovating* teachers in all areas defined by the AQTS. There is no one acceptable pattern of levels of practice, only the expectation that we are all committed to learning, growth, and improvement over time. EDUCATEAlabama ratings for designating the levels of practice on the continuum should be the basis for identifying where we are and where we want to go and mapping a plan for getting there.

3) EDUCATEAlabama has fewer data collection instruments and procedures than PEPE.

Data collection instruments and procedures in the EDUCATEAlabama evaluation process have been greatly reduced. The process involves:

- two unannounced classroom observations,

- the use of evaluator firsthand knowledge (similar to the supervisor review process in PEPE),

- teacher/evaluator dialogues for performance indicators where classroom observation data and evaluator firsthand knowledge are insufficient (quite different from the PEPE structured interview), and

- data/information generated from fulfillment of the previous Professional Learning Plan (process similar to PEPE).

4) EDUCATEAlabama has fewer forms than PEPE.

EDUCATEAlabama utilizes a Teacher Observation Record and Observation Post Conference Record, a form that can be used to record Dialogue notes, a Collaborative Summary Report, and a Professional Learning Plan. Evaluators will receive training in the use of the forms in subsequent modules.

5) The EDUCATEAlabama rating process is holistic.

The EDUCATEAlabama rating process is holistic; i.e., data sets (observations, dialogues, etc.) will not be rated separately as continuum practice designations but rather compiled into the Collaborative Summary Report (CSR). One set of indicator and standards continuum designations will be entered on the CSR after the evaluator has analyzed all data/information available for a performance indicator, using the continuum supplied for analysis purposes. The evaluator can modify the ratings on the CSR, if warranted, based on new data/information provided by the teacher at the time of the Collaborative Summary Conference. The CSR then becomes the basis for collaborative development of a Professional Learning Plan (PLP). The evaluator will be trained in the holistic rating process, completion of the CSR, and completion of the PLP in subsequent modules.

Procedures for Implementing EDUCATEAlabama

Functions

EDUCATEAlabama will:

• Be a formative evaluation system designed to provide data about a teacher's current performance based on the Alabama Teacher Quality Standards (AQTS) and that can be used to set expectations, goals, and plans for teacher professional growth.

• Use the wording aligned to the Teacher Development Continuum to demonstrate levels of performance at the *Emerging*, *Applying*, *Integrating*, or *Innovating* level (as defined in EDUCATEAlabama Continuum) and not numerical ratings. A copy of the EDUCATEAlabama Continuum can be found within the *ALSDE Resources and Materials Section* of this manual.

• Address the five Alabama Quality Teaching Standards and their 39 indicators. The new evaluation process will employ holistic ratings. The number of forms used in the evaluation process has been minimized, and levels of performance will appear only on the Collaborative Summary Report (CSR).

• Define the expectations for levels of performance for each indicator. They are very similar to the Alabama Teacher Development Continuum used in the Alabama Mentoring Program. The EDUCATEAlabama Continuum has four levels of performance rather than five.

• Use a self-assessment based on the Alabama Quality Teaching Standards (AQTS) and the levels of performance provided in the EDUCATEAlabama Continuum.

• Include a minimum of two unannounced observations for all teachers. Anecdotal notes and the observation checklist will be used rather than scripting required in the PEPE Observation process.

• Use Dialogue and Principal Data rather than the Structured Interview and the Supervisor's Review Form from the PEPE evaluation process.

• Build a Collaborative Summary Report (CSR) compiling all data gathered during the evaluation process and determine a holistic level of performance based on the EDUCATEAlabama Continuum.

• Use a Professional Learning Plan (PLP) focused on two indicators determined as a result of the evaluation process. A stand-alone student achievement goal will not be written because all Alabama Quality Teaching Standards are focused on improving student achievement. The PLP has been revised for clarity but has the same expectations of teacher growth and development.

Conducting the Evaluation Process

The evaluation process for EDUCATEAlabama should be conducted over one academic year. In the case of beginning (non-tenured) teachers, the full evaluation process must be conducted annually until they obtain tenure in their positions. Once a teacher has earned tenure, he/she may, at the discretion of his/her evaluator, be placed on a multi-year evaluation cycle consisting of a full, basic evaluation followed by one or a maximum of two years of activities and reflections in accordance with a Professional Learning Plan (PLP). A copy of the PLP can be found in the *ALSDE Resource and Material Section* of this manual. During the 2009-2010 school year, all non-tenured teachers will need to be evaluated. Since it would be a next-to-impossible task to fully evaluate all teachers in their buildings during a single year, principals should consider who would be due for full evaluation this year under the former PEPE process. Also, since a three-year evaluation cycle for tenured teachers will again be available in EDUCATEAlabama, those teachers could maintain their designated years when moving to the new system unless the principal or program administrator needs/wants to "rebalance" to even out the evaluation workload over a three-year

period. The principal or program administrator must inform the System-Level Evaluation Coordinator of the evaluation cycle that will be implemented within his/her school for the 2009-2010 school year. The principal or program administrator must also submit a copy of his/her school or program evaluation cycle indicating where ALL teachers are in the evaluation process.

Other educator groups who are generally classified as teachers (library media specialists, guidance counselors, et.al.) do not yet have new EDUCATEAlabama systems. They will remain in PEPE until their systems are developed.

Evaluation Steps..........................Time Frame

Orientation

Orientation .... August-September

All teachers evaluated must be given an orientation on the evaluation process and requirements no later than September 30th.

Self-Assessment

Self-Assessment .... August-September

Teachers should complete the Self-Assessment before the formal data collection has begun. In addition, if the teacher wishes to discuss the Self-Assessment with his/her evaluator, the conversation should not take place until the Collaborative Summary Report is completed at the end of the formal evaluation. The self-assessment should not be used as part of the teacher's formal evaluation process.

Conducting Classroom Observations

Observations will be a minimum of 45 minutes. For block schedules, the evaluator will observe the first or last half of the class. Using walkthroughs as observations was strongly opposed by the teachers on the State of Alabama EDUCATEAlabama Task Force. However, information gleaned from the walkthroughs may be used for principal data. For example, an evaluator

observing the same teacher during the morning and afternoon may see a different level of performance. In order to get a clear picture of a teacher's overall performance, the evaluator should vary the observation times consistently with the entire staff. The observations are not rated; they will be used at the end of the evaluation process to yield a rating on the Collaborative Summary Report. Observations are **unannounced** and may be conducted by school administrators and Central Office personnel. O*bservation data must be either collected or transferred to an electronic format.*

First Classroom Observation ....**October*

The first classroom observation for tenured and non-tenured teachers should be conducted during the month of October. All components (Teacher Observation Record and Teacher Post-Observation Conference Record) of the observation should be completed no later than the last day of October. Although an extended period to return the observation and conduct the post-conference is permissible, administrators are reminded that the more immediate the feedback, the more effective it is.

* For the **2009-2010 school year ONLY**, the first observation should be conducted between October 1 and November 30. After 2009-2010, observations can begin anytime after the start of school and must be completed by October 31.

NOTE: Evaluators are reminded that novice teachers will benefit from the opportunity to acclimate to the classroom prior to their first observation.

Second Classroom Observation ....*February*

The second classroom observations for tenured and non-tenured teachers should be conducted during the month of February. All components (Teacher Observation Record and Teacher Post-Observation Conference Record) of the observation should be completed no later than last day of February. Again, although an extended period to return the observation and conduct the post-conference is permissible, administrators are reminded that the more immediate the feedback, the more effective it is.

NOTE: The evaluator has the discretion to conduct additional observations, if necessary. If this occurs, he/she must have documentation for doing so (prior observations, parental concerns, failure rate, etc.).

Dialogue Data

Dialogue Data .... *February-March

Dialogue is an additional way to gather information. In addition, dialogue will be completed for indicators and standards not easily observed. There could be one dialogue, or there could be multiple shorter dialogues. The dialogue answers any unanswered or unobserved questions and is somewhat similar to a PEPE clarifying interview.

*For the **2009-2010 school year ONLY**, principal dialogue data will be conducted by the evaluator with the second post-observation conference because of the timing of the evaluator training for conducting dialogues to gain the appropriate data. After 2009-2010, dialogues can start earlier in the school year.

Collaborative Summary Report

The Collaborative Summary Report (CSR) is a document which builds over the year of the teacher's full evaluation cycle. When the evaluator completes the first observation, he/she will record the highlights from his/her anecdotal notes. The same process will occur after Observation 2. If the evaluator has identified an area of focus during the first observation and it was still an area of focus in Observation 2, the evaluator may decide to address this concern during dialogue or a third observation. Evaluators keep in mind that the goals of the CSR are as follows:
• To share with the teacher the results of the evaluation process;
• To solicit the teacher's insights and comments;
• To complete with the teacher a Professional Learning Plan.

Collaborative Summary Report..April-May

When completing the Collaborative Summary Report (CSR), the evaluator will use the EDUCATEAlabama Continuum to determine the levels of performance for each indicator. There are 39 indicators for the Alabama Quality Teaching Standards (AQTS), which present a challenge to observe them all during the

observation; therefore, during the observation, the evaluator will ONLY make notes about the indicators observed. When completing the CSR, the cells on which the evaluator types his/her information will expand to allow the evaluator to enter as much data as needed. In the Dialogue/Principal Data Section of the CSR, the evaluator can denote areas of strengths and focus. If the evaluator is going to document an area of focus for this section, the teacher should be aware of the concern prior to receiving it on the CSR under the principal data. For example, if the evaluator identifies an area and wants to note this under area of focus, he/she should have talked with the teacher regarding his/her concern before the end of the school year to help build trust between the evaluator and the teacher, to identify areas of concern and make recommendations for continuous improvement. Examples of principal data could be suggestions for making improvements on benchmark assessment data, observation of a teacher working with parents, cafeteria or other duty activity, notes from grade level meetings, etc.

The indicator levels of performance will be identified based on a consideration of all data in relation to the EDUCATEAlabama Continuum. A holistic level will be identified for each standard based on a pattern of performance for all indicators under the standard. The levels of performance are not identified until the end of the evaluation process.

Professional Learning Plan

Professional Learning Plan ....April-May

At the completion of the evaluation process, the evaluator and teacher should develop a Professional Learning Plan. This plan should result from conversations based on a combination of the self-assessment utilizing the rubrics provided, the Collaborative Summary Report (CSR), and subject-area/grade-levels/schoolwide student achievement. It should focus on the knowledge and practices that would assist the educator to achieve the professional learning needed to progress to higher levels of teaching practices found on the Alabama Quality Teaching Standards (AQTS) rubrics. The plan should typically address no more than two indicators, providing time for deep learning to occur in both areas. The indicators chosen should be prioritized based on agreed-upon needs.

Again, there is not a stand-alone student achievement goal because all

standards are tied to student achievement. The targeted goals should be measurable. The end-of-cycle comments should reflect the impact on personal practice and student learning. This section should provide supporting data to illustrate the impact on personal practice and student learning. All certificated staff will continue to have PLPs annually. Staff not on full evaluation during the 2009-2010 school year will work with their leaders to develop PLPs.

Resources

EDUCATEAlabama
TEACHER OBSERVATION RECORD

Note: With the exception of the teacher as an identifier, you do not have to complete the demographics below if you have completed that information on the Post-Observation Conference Record and it is attached.

Teacher: _____ *Evaluator*:_____

School System: _____ *School:* _____ *Date:*_____

*Subject/Grade:*_____ *No. of Students:*_____ *Start Time:*_____

Observation No.: ❑ *1* ❑ *2*   ❑ *1ˢᵗ Yr. Teacher*
                    ❑ *Non-tenured Teacher*
                    ❑ *Tenured Teacher*

Special Condition (to be specified by teacher)

Special Population   ❑ *Overcrowded Conditions*   ❑ *Inadequate Technology*
Inadequate Facilities   ❑ *Inadequate Resources*   ❑ *Subject Change*
                                                          ❑ Other: _____
                                                                             Specify

Comments:

Directions for Completing and Using Observation Data

1. During the observation, the observer records anecdotal notes regarding activities and behavior (teacher behavior, student behavior) in the classroom.

2. A form has been provided for recording anecdotal notes. It is likely that more than one form (page) per lesson will be needed.

3. After the lesson is completed, the observer should analyze his/her notes, recording in the column provided references (Standard and Indicator numbers) for the data/information recorded. The purpose of the analysis is to make completion of the Post-observation Conference Record and later the Collaborative Summary Report (CSR) easier.

4. To assist in completing analysis of anecdotal notes, a reference list of pertinent standards and indicators has been provided (see online resources).

5. Once analysis is completed, the Post-Observation Conference Record should be completed and the post-observation conference held.

6. When completing the teacher's CSR, the evaluator should use the anecdotal notes with references from all observations and the reference list of standards and indicators to generate evidence for observable performance indicators and holistically rate the performance on the indicators and standards using observation data and data available from other sources (dialogues, principal data, previous professional learning plans).

Observation Record: Anecdotal Notes

Educator's Name: **Page: _____**

Evaluator's Name:

Standard/
Indicator   _____

EDUCATEAlabama
Teacher Post-Observation Conference Record

Note: With the exception of the teacher as an identifier, you do not have to complete the demographics below if you have completed that information on the Post-Observation Conference Record and it is attached.

Teacher: _____ *Evaluator:*_____
(Provide evaluator name only if different from the name on the CSR form)

School System: _____ *School:* _____ *Date:*_____

*Subject/Grade:*_____ *No. of Students:*_____ *Start Time:*_____

Observation No.: ❏ 1 ❏ 2   ❏ *1ˢᵗ Yr. Teacher*   ❏ *Non-tenured Teacher*   ❏ *Tenured Teacher*

❏ *Special Population*   ❏ *Overcrowded Conditions*   ❏ *Inadequate Technology*   ❏ *Subject Change*
❏ *Inadequate Facilities*   ❏ *Inadequate Resources*   ❏ *Other* _____
                                                            Specify

Comments:

---

1. What is the content/topic of the unit of instruction of which this lesson was a part?

2. What has been previously taught (this unit)? What will be taught following this lesson (this unit)?

3. How is this unit aligned with Alabama's Courses of Study?

4. What were your specific objectives for this lesson?

5. What learner differences exist in this class? What accommodations did you make for some or all of them in this lesson? This unit?

    Differences: ❏ Special Needs   ❏ Achievement   ❏ Motivation   ❏ Learning Styles
                 ❏ Developmental Levels ❏ Interests   ❏ Language(s)   ❏ Other _____

6. What student and teacher activities were planned for today?

7. How and when will accomplishment of objectives be measured? (if not measured during the lesson)

❏ Teacher Made Tests   ❏ Commercially Made Tests   ❏ Textbook Made Tests   ❏ Standardized Tests
❏ System Developed Tests   ❏ Homework   ❏ Work Products/Projects ❏ Student Performance ❏ Other

8. Were student/teacher activities observed those planned? ❑ Yes   ❑ No   If not, why not?

9. Special conditions observed (other than those indicated by the teacher):

10. Strengths Observed:

    Standard/Indicator/Rubric: *Comments/Suggestions:*

11. Areas of Opportunities:

    Standard/Indicator/Rubric: *Comments/Suggestions:*

12. Teacher Comments:

13. Evaluator Comments:

Teacher's Signature/Date:_____ Evaluator's Signature/Date:_____

Educator's signature indicates this form has been reviewed and a Post-Observation Conference has been held. It does not necessarily indicate agreement with the evaluation comments.

❑ Check if additional notes or comments are attached.

Conference may be extended by mutual consent to include discussion (dialogues) of non-observable standards and indicators.

Alabama Quality Teaching Standards
Levels of Performance

The Alabama Quality Teaching Standards (*AQTS*) identify four levels of performance on a Continuum for teacher assessment: Emerging, Applying, Integrating, and Innovating. These four levels represent developmental stages rather than chronological performance. A teacher may receive performance designations at all four levels depending on individual indicators. Professional practice rather than years of service (experience) determines level of performance. Therefore, a veteran teacher might receive ratings in the emerging range for some indicators which would indicate an area of focus for the Professional Learning Plan. Also, very competent teachers might earn Emerging if a new program is introduced (reading adoption, for example), a change in grade level or teaching assignment occurs, a school CIP emphasis is identified, or a new system emphasis is broached (Strategic Plan focus). The Governor's Commission on Quality Teaching asserted in 2007 that *throughout their teaching careers, educators will use the Continuum to assess their current practice, envision next steps towards advancing it, and set specific and meaning professional goals.*

Emerging – Teachers at this level work with mentors and/or colleagues for assistance and support to enrich their knowledge and skills. The teacher relies upon educational theory and classroom experiences to adjust and modify instruction. This teacher is increasingly self-directed and independent and heavily focused on his/her classroom and students.

Applying – Career teachers at this level operate with autonomy, consistently applying effective teaching practices. Because these teachers are aware of students' academic and behavioral patterns, they are proactive in anticipating student learning needs and responding to them with prior planning as well as in the moment. This teacher is adept in data collection and analysis and can demonstrate his/her impact on student achievement. This teacher is highly engaged in professional development and actively works with colleagues to promote student achievement.

Integrating – Master teachers at this level possess highly developed skills. These teachers are adaptable and easily adjust plans or practices in response to changing contexts. Due to their self-efficacy, they effectively implement challenging curricula, utilize interactive instructional strategies, and process assessment data. Their practices result in significant student engagement, learning, and achievement. Students in these teachers' classrooms consistently demonstrate academic growth. This teacher can be designated as a teacher leader, is a reflective participant in professional learning communities, and works to move the school forward through application of Best Practices. The master teacher may be a mentor to new teachers, peer coach, supervising teacher for interns, or a teacher leader in another capacity. In short, this teacher influences colleagues by the implementation of successful instructional practices and the modeling of professional demeanor. The classroom of the master teacher serves as a student professional learning community which exemplifies high degrees of student motivation, engagement, and achievement.

Innovating – Teachers at this level are highly creative and inventive in their own classrooms to increase student learning and achievement to the highest degree possible. They move beyond their own classrooms to facilitate colleagues' growth toward more complex teaching and learning and greater student achievement. As a leader, this teacher initiates and/or provides leadership of professional learning communities who collaborate on curriculum, innovative instructional strategies, and positive learning cultures. This teacher leads at the school, district, and community level and contributes to the educational profession through venues such as classroom research, the submission of educational articles, and professional development activities.

EDUCATEAlabama Continua

Standard 1: Content Knowledge

	Emerging	Applying	Integrating	Innovating
1.1 Deep knowledge of subject-matter	• Uses knowledge of subject matter to design rigorous units and lessons. • Teaches appropriate to age and developmental levels.	• Incorporates resources to motivate and academically challenge all learners.	• Focuses instruction on key concepts, themes, multiple perspectives, and interrelationships in subject matter, as well as facts. • Works with colleagues to plan units and lessons that serve to immerse learners actively in the discipline and to think analytically and creatively about the content.	• Uses comprehensive knowledge of subject matter and student development to ensure that all learners understand related facts and concepts within and across content areas. • Introduces students to current advances related to the discipline, knowledge of which has been gained from journals, websites, and other sources. • Collaborates with colleagues to incorporate research findings into unit and lesson designs.
1.2 Activates learners' prior knowledge, experience, and interests and uses this information	• Uses students' prior knowledge to introduce lessons, connect learners to key concepts, and deepen understanding.	• Plans and delivers lessons that access student knowledge through questioning. • Identifies learner misconceptions concerning content and modifies activities to develop new understandings.	• Uses multiple methods to continually gain new information about students upon which to develop content and instruction and meet learning goals for all learners. • Engages colleagues and students in formulation of questions and learning activities that draw upon and respond to learners' varied experiences, knowledge, and interests.	• Contextualizes and deepens students' understanding of content knowledge. • Works with/leads colleagues to identify factors influencing student learning and acts on those results.
1.3 Connects curriculum to other content areas and real-life settings to promote retention and relevance	• Uses questions and other strategies to help learners connect content to previous learning, other subject areas, and real-life problem solving. • Demonstrates relevant connections for learners, as needed.	• Organizes and presents units of study and lessons that demonstrate connections to key concepts and skills from other disciplines. • Teaches rigorous and relevant lessons that engage students in applying key concepts and skills across disciplines.	• Works with colleagues to integrate academic disciplines.	• Collaborates with colleagues to plan, assess, and revise integrated curricula.
1.4 Designs instructional activities based on state content standards	• Plans instructional activities that align with Alabama's Courses of Study. • Designs learning activities that integrate multiple content standards. • Communicates clearly the connections between the standards and the knowledge and skills being taught.	• Uses multiple resources, including textbooks, to develop plans (units, lesson) that are aligned with content standards.	• Enables all learners to meet state content standards through differentiated planning for individual differences. • Collaborates with colleagues in using a wide range of methods and resources to promote learners' deep understanding of content and demonstration of knowledge and skills embedded in state standards.	• Creates varied and differentiated opportunities for learners to develop, monitor, and extend learning related to state standards. • Provides leadership that engages colleagues in ongoing analysis and mapping of curriculum to ensure alignment of state standards with content being taught.
1.5 Provides instructional accommodations, modifications, and adaptations to meet the needs of each individual learner	• Identifies individual differences among learners in his/her classroom. • Selects and incorporates alternative curricular materials and resources to accommodate different levels of learner readiness.	• Modifies instructional strategies, materials and resources to support and challenge each learner. • Analyzes student assessments with colleagues to identify learner needs and make modifications accordingly (needs assessment).	• Selects and incorporates alternative curricular materials, resources, and delivery systems based on students' individual differences; e.g., learning styles, interests, motivation, language capability. • Collaborates with colleagues to assess student work and identify a wide variety of modifications in instructional resources and delivery methods.	• Employs an extensive repertoire of instructional and curricular adaptations to enhance and advance learning opportunities for each learner. • Engages/leads colleagues in the design, implementation, analysis, and refinement of lesson accommodations and modifications that ensure success for all learners.

Standard 2: Teaching and Learning
Standard 2a: Organization and Management of the Learning Environment

	Emerging	Applying	Integrating	Innovating
2a1: Designs a classroom organization and management system built upon sound, age-appropriate expectations and research-based strategies for promoting positive behavior	• Establishes and enforces rules for classroom management. • Implements organization and management strategies in response to specific classroom issues and/or individual learner needs. • Provides encouragement to learners for positive behaviors. • Clearly communicates and continually reinforces age- appropriate expectations for behavior. • Responds appropriately to disruptive behavior based on the established system/learners involved.	• Designs/implements a classroom organization and management system that is age-appropriate and responsive to class and individual needs. • Uses research-based strategies to prevent or lessen disruptive behavior and reinforce positive behavior. • Encourages learner involvement in maintaining positive behaviors.	• Works with colleagues to systematize school- wide organization and management to ensure positive behaviors among learners within and outside of classrooms. • Collects and analyzes data on the range of learner behaviors and makes modifications to facilitate positive learning environments for all learners.	• Builds learners' capacity to take responsibility for maintaining and monitoring behavior of self /others. • Engages colleagues in review of research-based strategies for promoting positive behavior. • Advocates for school-wide improvements in organizational and management systems.
2a2 Creates a climate that promotes fairness and respect	• Establishes rapport with individual learners. • Acknowledges and responds to incidents of unfairness and disrespect. • Models equitable and respectful interactions with learners.	• Maintains positive relationships with all learners. • Teaches strategies that promote fair and respectful interactions among learners and in multiple contexts.	• Teaches skills to respond to inequity and disrespect. • Fosters learner participation in creating and maintaining a fair and respectful school climate. • Collects and analyzes data on the range of learner behaviors and makes modifications to facilitate positive learning environments for all learners. • Collaborates with colleagues to collect, analyze, and modify approaches to improvement of school climate.	• Engages/leads colleagues in examining research and participating in training on fair, equitable, and respectful education. • Works with colleagues to ensure that there are fair and respectful interactions with learners, families/ guardians, colleagues, and administrators.
2a3 Creates a safe, orderly, and stimulating learning environment that engages and motivates learners	• Responds to unsafe situations as they occur. • Teaches routines and procedures within the classroom, including plans for transitions and emergency situations. • Models initiative and inquiry in ways that engage and motivate learners.	• Maintains a safe, secure, and orderly classroom at all times. • Engages learners in managing, monitoring, and supporting an orderly environment. • Provides an enriching environment that stimulates, motivates, and engages learners.	• Draws upon a wide repertoire of skills to motivate and engage all learners. • Works with learners and colleagues to identify factors effecting school safety and make ongoing improvements to support a positive learning environment school wide.	• Engages/leads colleagues in the design and implementation of strategies that promote positive, focused environments for learning. • Draws upon learners' curiosity and motivation to engage them in extended studies of content.

Standard 2: Teaching and Learning
Standard 2b: Using Instructional Strategies to Engage Learners

	Emerging	Applying	Integrating	Innovating
2b1 Develops challenging, standards-based academic goals for each learner using knowledge of cognitive, social, and emotional development	• Follows required guidelines in standards-based instruction for establishing academic learning goals. • Identifies cognitive, social and emotional needs of learners and uses them to identify levels of readiness.	• Defines challenging academic goals for each learner based on his/her current developmental readiness and long- range academic goals.	• Ensures that all short- and long-term standards-based instructional goals are clear and accessible to all learners and families/guardians. • Collaborates with colleagues, family/guardians, and learners to establish developmentally appropriate and academically challenging goals for all learners. • Engages students in setting their own academic goals and communicating them to parents, peers, and other interested parties.	• Engages colleagues, families/guardians, and community professionals in examining and utilizing research on cognitive, social, and emotional development. • Works with/leads colleagues school-wide in establishing challenging, standards-based goals that are differentiated to meet the needs of all learners.
2b2 Engages learners in developing and monitoring goals for their own learning and behavior	• Establishes learning/behavior goals and communicates them to learners. • Provides feedback on achievement of learning and behavior goals. • Meets with individual learners to encourage and promote their responsibility in meeting goals. • Provides guided experiences using rubrics and other tools that enable learners to self-assess their learning and behavior. • Teaches learners skills that enable them to examine evidence of learning.	• Provides opportunities for learners to demonstrate and reflect on academic and behavioral progress. • Creates instructional activities that enable learners to set and monitor academic and behavioral goals.	• Regularly assesses the extent to which students are increasing their ability to assume responsibility for their own learning and behavior. • Engages each learner in taking responsibility for setting academic and behavior goals and monitoring his/her progress toward achievement of both short- and long-term goals. • Teaches learners how to communicate their progress to family/guardians and others. • Assists colleagues in recognizing and using the positive impact of learners' involvement in assessing and planning their own progress.	• Integrates learners' self-assessment and reflection into learning activities and shares results with colleagues. • Supports and assists colleagues in implementing learner goal-setting and self-assessment strategies.
2b3 Designs coherent lessons that integrate a variety of appropriate and effective instructional strategies	• Teaches lessons provided in available curriculum resources. • Designs lessons that follow a logical sequence and provides learners with clearly defined outcomes and learning tasks. • Selects instructional strategies that support content understanding and meet the needs of learners.	• Applies a variety of research-based instructional strategies that are appropriately matched to content being taught and to learners.	• Works with colleagues to analyze the impact of lesson design on learner achievement across groups and contexts and to modify instruction based on results. • Supports and assists colleagues in integrating research-based instructional strategies through modeling and coaching.	• Leads curriculum design teams in developing coherent and comprehensive units and lessons that are responsive to the needs of diverse learners. • Initiates action research efforts with colleagues to identify, select, and modify instructional strategies and resources that ensure success for each leaner.

Standard 2: Teaching and Learning
Standard 2b: Using Instructional Strategies to Engage Learners

	Emerging	Applying	Integrating	Innovating
2b4. Creates learning activities that optimize each individual's growth and achievement within a supportive environment	• Creates learning activities using available teaching resources and curriculum guides. • Selects instructional strategies that reflect high expectations and are responsive to the characteristics of sub-groups of learners. • Formulates and uses questions to engage students in higher order thinking and content mastery, and foster learner interactions.	• Paces and adjusts instruction to ensure continual engagement of all learners. • Communicates high expectations for each learner and differentiates instructional practices to move each learner forward in his/her growth and development. • Encourages and teaches learners to formulate questions to guide their learning. • Presents concepts and principles at different levels of complexity to optimize growth of learners at varied levels of development.	• Engages colleagues in the design of differentiated learning activities to optimize each learner's growth/achievement. • Engages colleagues in the design of differentiated learning activities to optimize each learner's growth and achievement. • Works with/leads colleagues in the formulation of essential questions that cross the disciplines enabling learners to integrate knowledge from different sources and make meaningful connections.	• Works with/leads colleagues in designing responsive, differentiated instructional activities based on analysis of student work and/or performances. • Advocates for curricular and instructional adaptations and resources that address the needs of individual and diverse learners school-wide. • Leads colleagues in professional learning activities that will improve instruction.

Standard 2: Teaching and Learning
Standard 2c: Assessment of Learning

	Emerging	Applying	Integrating	Innovating
2c1. Uses formative assessments to provide specific and timely feedback which will assist learners in meeting learning targets and to adjust instruction.	• Implements required district and school assessments to monitor progress toward achievement of content standards. • Shares assessment results with learners following required timelines. • Recognizes confusion and/or lack of understanding among learners and reteaches. • Selects/develops/implements informal assessments aligned to instructional objectives to monitor student progress toward achievement of learning goals.	• Teaches students how to use assessment results to make adjustments and meet learning targets. • Uses formal and informal assessment results to inform planning and delivery of instruction.	• Collects and uses data to inform and modify short and long-range plans for all learners. (INT) • Collaborates with colleagues and learners to develop and implement a variety of ongoing assessments and to refine methods of providing feedback to learners and families/guardians	• Demonstrates use of feedback from assessments to assist in meeting learning targets. • Models use of a repertoire of formative assessment tools designed to guide teaching and learning. • Works with/leads school and district personnel in designing formative assessment practices.
2c2. Uses summative assessments to measure learner attainment of specified learning targets	• Administers required school, district, and state summative assessments. • Selects/develops and implements sound summative assessments that are aligned with content standards, goals, and benchmarks and with instructional methods as the basis for grade and learner progress decisions.	• Uses a variety of assessment methods and instruments, including online and computer adaptive assessments where appropriate. • Varies assessment methods in accordance with individual needs of and differences in learners. • Develops and implements a systematic, coherent assessment plan for each unit of instruction.	• Participates in collegial grade level/content team reviews of summative data. • Analyzes assessment results for all learners to inform improvements in design of summative assessments. • Works with colleagues to develop and refine common summative assessment options.	• Participates in/leads collaborative efforts to create, calibrate, and evaluate summative assessments.

Standard 2: Teaching and Learning
Standard 2c: Assessment of Learning

	Emerging	Applying	Integrating	Innovating
2c3. Maintains evidence and records of learning performance to communicate progress	• Collects and records required documentation of student learning, using available technologies. • Analyzes evidence of student learning and constructs records of student learning that accurately represent performance. • Shares/discusses assessment results with learners and families/guardians in ways that clearly indicate strengths and weaknesses/needs.	• Uses a variety of methods to collect evidence of student learning. • Demonstrates learner attainment of specified learning targets/objectives resulting from his/her instruction using pre-/post-assessment methods. • Uses technologies available to maximize use of data with a variety of audiences. • Communicates learner progress clearly and in a timely manner to learners, families/guardians, and school personnel and solicits their input on a regular basis.	• Provides learners and families/guardians with current evidence, examples of student learning and progress. • Convenes families/guardians and school personnel to discuss data and co-develop meaningful plans to enhance learner success.	• Works with/leads colleagues in improvement of data systems and record keeping and their use.
2c4. Analyzes and uses disaggregated standardized assessment data to inform planning for individual learners, sub-groups, and classes	• Demonstrates ability to read and explain standardized test reports. • Reviews standardized assessment data and uses them in planning. • Utilizes disaggregated, standardized assessment data to set instructional goals for individuals, sub-groups, and classes.	• Demonstrates knowledge of the measurement characteristics (validity, reliability, bias) of the standardized assessments used in his/her classroom, gained from review of test-related materials provided by the publisher.	• Works collaboratively with colleagues to analyze standardized assessment data in order to identify grade level and school patterns and trends among sub groups and content areas. • Uses available data to guide systemic changes in instruction that result in continuous improvement in student achievement.	• Leads colleagues in analyses of test data and development of responses (instructional improvements) at the site and district levels. • Advocates for equitable and learner appropriate testing contexts for all students.

Standard 3: Literacy
Standard 3a: Oral and Written Communication

	Emerging	Applying	Integrating	Innovating
3a1. Demonstrates standard oral and written communications and uses appropriate communication strategies	• Uses standard spoken communications (grammar, pronunciation, sentence structure, volume, pacing) that are well matched to the content or the information being exchanged and to audiences involved. • Uses standard written communications (grammar, spelling, punctuation, sentence structure, paragraphs) that are well suited to the content or information being exchanged and to audiences involved. • Listens attentively to others. • Uses questioning strategies to solicit specific information and clarify understanding.	• Uses mode/modes of communication which ensure effective interactions with individuals and/or groups involved. • Responds to speakers using communication strategies that fit the situation and enhance communication, e.g., questioning, paraphrasing, extending ideas, suggesting additional viewpoints or possibilities.	• Monitors and modifies spoken and written communications using self-reflection and feedback from others. • Collaborates with colleagues to learn and practice effective communication skills (listening, questioning, etc.) that will characterize interactions with learners, families/guardians, peers, and others schoolwide.	• Works with colleagues to ensure that all spoken and written communications from the school to learners, families/guardians, and the community are accurate, clear, professional, and accessible to all who need them. • Develops learning environments in which learners learn and use communication techniques (questioning, paraphrasing, listening, etc.) that promote inquiry, engagement, and productive interactions.

Standard 3: Literacy
Standard 3a: Oral and Written Communication

	Emerging	Applying	Integrating	Innovating
3a2. Fosters and responds effectively to verbal and nonverbal communications during instruction and uses assistive technologies as appropriate	• Uses assistive devises provided to individual learners and is attentive to expressed needs of those learners. • Responds to learner verbal expressions of understanding, confusion, and need. • Recognizes learner nonverbal expressions of understanding, confusion, and need and responds appropriately.	• Creates a learning environment where all learners initiate appropriate verbal and nonverbal communications to enhance understanding, critical thinking, and positive relationships. • Responds to learners verbally and nonverbally in ways that maintain individual and group focus and on-task behavior.	• Models and teaches effective verbal, nonverbal, and media-based communication techniques. • Works with colleagues to enhance communication abilities and styles schoolwide.	• Joins with colleagues to study the effects of verbal and nonverbal interactions within and among groups and to design ways of improving communications.

Standard 3: Literacy
Standard 3b: Development of Reading Skills and Accessing K-12 Literacy Resources, as Applicable to Subject Area

	Emerging	Applying	Integrating	Innovating
3b1. Uses instructional strategies appropriate to learners and content area to improve learners' skills in fluency, vocabulary, and comprehension	• Seeks support for struggling readers to improve reading skills, fluency, etc. • Uses available, age-appropriate materials and instructional strategies to assist learners in reading and curriculum comprehension within and across content areas. • Provides vocabulary instruction in content areas. • Uses a variety of strategies and resources to meet the needs of diverse learners.	• Monitors learner progress in literacy skills, as well as content knowledge.	• Engages learners in monitoring their literacy skills and their comprehension of texts and resources, in advocating their needs, and in celebrating their progress. • Works with colleagues to design age-appropriate activities and strategies that make content more accessible and improve learners' literacy skills.	• Collaborates with grade level and/or content area teams to seek out innovative techniques that improve learners' literacy skills across content areas. • Participates with colleagues in literacy-related action research and acts on results.
3b2. Integrates narrative and expository reading strategies across the curriculum to ensure learner access to content area resources and to motivate learners to widely and independently use reading	• Communicates the value of literacy skills across all disciplines. • Models age- appropriate strategies for reading narrative and expository text in his/her discipline and across disciplines.	• Teaches and reinforces reading strategies within content area instruction to ensure that each learner has access to the curriculum. • Encourages learners to read widely and helps them seek out resources matched to their interests and abilities.	• Integrates literacy instruction throughout curriculum based on understanding of learner skill levels and literacy demands of narrative and expository resources. • Provides a broad range of narrative and expository resources related to the content area to foster motivation and support learners' self-directed learning.)	• Collaborates with colleagues to design and refine lessons that integrate literacy instruction into content instruction.

Standard 3: Literacy
Standard 3c: Development and Application of Mathematical Knowledge and Skills as Applicable to Subject Areas

	Emerging	Applying	Integrating	Innovating
3c1. Teaches problem solving which requires mathematical skills within and across subject areas using a variety of strategies to verify and interpret results, and draw conclusions	• Models age appropriate mathematical problem solving using a variety of strategies appropriate to content taught. • Guides learners to identify mathematical information that contributes to interpretations of data and conclusions and teaches methods to test results.	• Plans and implements mathematically based instructional activities to enhance content instruction and to ensure that learners develop abilities to be complex problem-solvers across disciplines. • Teaches learners to think critically about mathematical information in order to identify problematic issues, interpret data accurately, and pose solutions.	• Collaborates with mathematics teachers and those in other disciplines to design engaging problem-solving experiences across the curriculum. • Plans, implements, and scaffolds challenging mathematical problem- solving experiences for all learners appropriate to the content.	• Develops learning environments that foster student collaboration in problem solving. • Models for and coaches colleagues in the use of mathematical problem solving across disciplines. • Develops and sustains learning environments that value analytical thinking and improve the learners' ability to articulate content-related issues mathematically, when appropriate.
3c2. Communicates mathematical concepts, processes, and symbols within the content taught	• Utilizes available resources to communicate mathematical concepts, processes, and symbols embedded in the content taught. • Uses mathematical processes and symbols throughout instruction, as appropriate to the content.	• Teaches mathematical vocabulary and concepts applicable within and across content areas.	• Develop learner fluency in the application of mathematical concepts, processes, and symbols.	• Works with colleagues across grade levels and content areas to design and implement instructional activities that integrate mathematical concepts, processes, and symbols consistently and in meaningful ways.

Standard 3: Literacy
Standard 3d: Utilizes Technology

	Emerging	Applying	Integrating	Innovating
3d1. Identifies and integrates available emerging technology into the teaching of all content areas	• Integrates technological resources into standards-based unit and lesson planning.	• Integrates multiple technological resources into instruction. • Plans and uses technology to address individual learner differences and needs.	• Involves learners in the evaluation of technological resources and data/information generated from/by them. • Works with colleagues to expand knowledge and use of hardware and software resources to better meet the needs of all learners.	• Collaborates with colleagues to evaluate, adapt, design, and integrate technological resources into instructional activities. • Embeds technology into all curriculum to enhance and expand learning opportunities for all learners.
3d2. Facilitates learners' individual and collaborative use of technology and evaluates their technological proficiency.	• Provides learners with available hardware and software to support content-learning, completion of assignments, and/or practice of basic skills. • Teaches procedures and routines that provide practice in using technology for academic purposes. • Assesses learners' abilities in the use of technology and differentiates use accordingly.	• Engages individuals and groups in learning experiences requiring the use of technology. • Works to improve learner abilities to use technology in independent work and collaborative groups using systematic assessments as the basis.)	• Develops a learning environment that increases learners' technological skills. • Engages learners in self-assessment of proficiency using a variety of tools and resources.	• Works with colleagues to design and refine instructional activities that develop learners' skills in locating, selecting, evaluating, and using electronic resources effectively.

Standard 4: Diversity
Standard 4a. Cultural, Ethnic, and Social Diversity

	Emerging	Applying	Integrating	Innovating
4a1. Develops culturally responsive curriculum and instruction in response to differences in individual experiences, cultural, ethnic, gender, and linguistic diversity, and socioeconomic status.	• Identifies differences in cultures, gender, linguistic background, and socioeconomic status among learners and their families/guardians and plans units and lessons that demonstrate positive regard for them. • Incorporates into the learning environment resources (readings, visuals, other) that reflect learner diversity.	• Makes curriculum and content standards meaningful to diverse learners by designing differentiated instructional activities that connect to and reflect learners' culture and background. • Includes lessons that teach the contributions of people of diverse cultures and backgrounds to the content area. • Invites learners to contribute resources that reflect culture and the aspects of diversity to augment the curriculum.	• Engages diverse learners in lessons that have relevance to their lives and that develop their insight into their background experiences. • Shares curriculum units and lesson designs that improve engagement and achievement of diverse learners.	• Models for, and coaches colleagues in expanding culturally responsive curriculum and instruction in the school and district. • Helps learners and colleagues utilize the assets each brings the learning community from their background and experiences.
4a2. Communicates in ways that demonstrate sensitivity to diversity and that acknowledges and are responsive to different cultural, ethnic and social needs of communication and participation.	• Follows available guidelines for periodic communications with families/guardians. • Identifies differences in verbal and nonverbal behavior patterns among learner groups and their families/guardians and adjusts his/her communication (language selection, types of questions, nonverbal behaviors) to create positive interactions. • Identifies participation styles and patterns among learner groups and varies instructional methods and activities to accommodate differences, when needed.	• Seeks greater knowledge and understanding of communication patterns among learner groups in the school through a variety of means (conversations with colleagues, families/guardians, community visits, print and non-print resources, etc.). • Designs instruction to ensure that all learners have equitable opportunities to participate and feel safe in doing so.	• Continually works to refine communication skills needed to reach and teach diverse learners. • Uses an extensive repertoire of strategies and technologies to ensure engagement and participation of all learners.	• Works with colleagues to engage and involve all learners and families/guardians in the school community. • Teaches learners how to take responsibility for maintaining a learning environment in which all learners can participate and feel safe in doing so.
4a3. Demonstrates and applies in his/her own practice an understanding of how cultural biases can affect teaching and learning.	• Identifies differences between own background and that of learners and potential personal biases that may result. • Identifies areas of strength, need, and growth in working with diverse learners and families/guardians.	• Seeks increased understanding of diverse cultures and backgrounds through print and non-print resources, workshops, conversations with persons different from self, etc. • Implements instructional strategies that avoid use of bias, stereotypes, and generalizations and that reflect current understanding of own biases.	• Structures classroom opportunities for individual learners and groups to surface perceptions of personal and cultural biases based on experience and other evidence in the classroom and school. • Collaborates with colleagues to overcome potential instructional bias through a variety of strategies (e.g., flexible grouping, differentiation, broadening curriculum perspectives, alternative assessments).	• Works with/leads colleagues in influencing school culture on issues of race, culture, gender, linguistic background and socioeconomic status).

Standard 4: Diversity
Standard 4b. Language Diversity (Applies to schools and classrooms where language diversity exists, for others N/A)

	Emerging	Applying	Integrating	Innovating
4b1. Enables learners to accelerate language acquisition by utilizing their native language and background	• Works with colleagues and community to provide language support services to learners, as available. • Provides opportunities for second language learners to use their native language to enhance understanding of concepts and skills. • Connects curriculum content and instruction to native languages to support transfer of learning, when possible. Promotes native language as an asset and resource in learning.	• Helps learners understand connections between native language structures and vocabulary and English structures and vocabulary during instruction.	• Collaborates with colleagues to provide systematic support for second language learners, including use of native language, school wide. • Builds second language learners capacity to reference and use their linguistic background to accelerate learning.	• Works with colleagues to build greater school wide understanding of the role linguistic background plays in the learning process. • Advocates for school wide outreach to second language families/guardians.
4b2. Guides second language acquisition and utilizes English Language Development (ELD) strategies to support learning.	• Uses available program materials for second language instruction. • Applies program materials to language proficiency levels of second language learners. • Uses visuals and modeling to augment auditory directions and information.	• Uses a variety of ELD strategies to make program materials more accessible to students at all language proficiency levels.	• Establishes routines with learners to ensure their use of visuals and other language resources which will enable them to fully participate in whole class, small groups, and individual work. • Works with colleagues to organize and implement available second language resources/curriculum materials so that second language learners throughout the school are regularly provided instruction that meets their language needs.	• Works with colleagues to ensure that all second language learners are making appropriate progress in mastery of curriculum.
4b3. Differentiates between learner difficulties related to cognitive or skill development and those related to language learning.	• Identifies learners with learning difficulties and uses available materials to reteach skills and concepts. • Reviews and sorts learner errors by type; i.e., typical errors and language-based errors.	• Plans and delivers lessons that incorporate language supports based on assessments of language assessment and learner language-based errors. • Provides cognitive and/or linguistic scaffolds for learners during instruction.	• Identifies learner misunderstandings during instruction and uses questions and other methods to cause learners to explain their logic and identify cause(s) of misunderstandings. • Collaborates with colleagues in analyzing student work for both academic and language problems.	• Models for and coaches colleagues in approaches to differentiated instruction that facilitate both cognitive and linguistic development.

Standard 4: Diversity
Standard 4c: Special Needs

	Emerging	Applying	Integrating	Innovating
4c1. Recognizes characteristics of exceptionality in learning, including physical and mental disabilities, social and emotional disorders, dyslexia, attention deficit disorder, and giftedness; assists in their identification, and provides appropriate interventions	• Implements IEPs, 504 plans, BBST, and other plans with support of other staff, as needed. • Recognizes characteristics of exceptional learners and follows school procedures for referral for assessment in a timely manner.	• Anticipates needs and adjusts lessons based on learner exceptionalities and needs.	• Encourages learners to identify their needs for accommodations and modifications before and during instruction. • Actively promotes learner success, drawing upon the referral process and available community resources. • Continually seeks to expand knowledge of accommodations and interventions that will ensure achievement of exceptional learners.	• Advocates within the school district, and broader community to ensure that all groups of exceptional learners have access to appropriate learning opportunities and resources.
4c2. Develops and maintains inclusive learning environments that address the needs of exceptional learners	• Incorporates into lessons and units instructional activities that provide options for exceptional learners. • Provides modeling and visuals that augment auditory directions and information, addressing the needs of all exceptional learners.	• Provides higher order thinking activities adapted to the academic and social needs of exceptional learners.	• Employs a variety of visual and other supports in learning activities that ensure high levels of success for exceptional learners. • Employs a variety of differentiated strategies and activities that develop learner capacity for independent learning, collaboration, and whole class participation. • Models inclusive strategies for and discusses them with colleagues.	• Advocates for and works with colleagues to create inclusive learning communities that are adaptive and differentiated and that demonstrate respect and value for exceptional learners and their contributions to the classroom community.

Standard 4: Diversity
Standard 4d: Learning Styles

	Emerging	Applying	Integrating	Innovating
4d1. Helps students assess their own learning styles and build upon identified strengths.	• Gathers information about individual learning styles (particularly perceptual styles) and multiple intelligences in order to plan and deliver appropriate instruction. • Engages students in assessing their own learning styles and in understanding their learning strengths and those of their classmates.	• Provides learners with opportunities to explain their learning style strengths and needs to peers, teacher, and families/guardians.	• Articulates and celebrates the diversity of learning styles represented in the classroom. • Helps learners internalize assessment results and choose study skills and strategies that complement their learning strengths.	• Works with/leads colleagues in collaborative efforts to identify and/or develop valid self-assessment tools and protocols for student use. • Works with colleagues to develop regular, systematic assessments of all students' learning styles and multiple intelligences.

Standard 4: Diversity
Standard 4d: Learning Styles

	Emerging	Applying	Integrating	Innovating
4d2. Designs learning experiences that engage learning styles and multiple intelligences.	• Selects and delivers research-based instructional strategies and materials designed to meet the needs of a variety of learning styles (perceptual, cognitive, and social) and multiple intelligences represented in the classroom.	• Administers valid, reliable learning style assessments and uses the results to design lessons and units of study that respond to the needs of all learners. • Provides learners opportunities to choose learning experiences that build upon and optimize their learning style strengths. • Teaches learners how to strengthen and/or compensate for learning style weaknesses.	• Collaborates with colleagues to design lessons and units of study that balance and integrate all learning modalities and allow for choice.	• Models use of and advocates for research-based instructional strategies and resources that accommodate diverse learning styles and multiple intelligences. • Initiate with colleagues action research which will identify the effectiveness of various instructional strategies in facilitating learning and achievement of students with diverse learning styles.

Standard 5: Professionalism

	Emerging	Applying	Integrating	Innovating
5.1. Collaborates with stakeholders to facilitate student learning and well being.	• Communicates regularly with families/guardians regarding learning goals, learner performance, learner needs, using methods appropriate to those families, and responds to issues as they arise. • Communicates with colleagues and shares available resources. Anticipates instructional challenges and initiatives communication with parents/guardians. • Interacts with colleagues to share responsibility for meeting learners' needs through collaborative conversations and planning.	• Provides opportunities for families to actively participate in the classroom and school. • Establishes ongoing two-way communication with families/guardians and solicits input to enhance learners' success. • Teams with colleagues to improve and differentiate instruction for individuals and groups.	• Leads school-home-community interactions that produce collaboration and teaming for optimal student learning.	• Initiates and facilitates parent/guardian participation in classroom and school decision-making. • Participates in/leads grade level, school and system efforts to strengthen collaborations that will benefit all groups of learners.
5.2 Engages in ongoing professional learning to move practice forward.	• Sets individual professional goals and develops learning plans based on self-reflection and evaluation data. • Participates in professional development activities related to classroom, school, district, and state goals. • Uses ideas gained from professional literature, websites, organizations, and colleagues to improve teaching and learning.	• Constructs short-term and long-term objectives for improvement of student achievement and implements plans for their accomplishment. • Engages in action research with colleagues to identify areas of professional development needed to improve teaching and learning.	• Applies research findings to instruction.	• Organizes and leads colleagues in developing professional goals targeting student needs and achievement gains. • Collaborates with other school leaders to develop and maintain in environment of standards-based inquiry, reflective practice and collaborative learning focused on improvement of teaching and learning at the school and district levels.

Standard 5: Professionalism

	Emerging	Applying	Integrating	Innovating
5.3 Participates as a professional learning community member in advancing school improvement initiatives.	• Shares resources with colleagues to enhance teaching and learning. • Analyzes student assessment data with colleagues to identify instructional gaps/challenges and helps to generate and implement solutions. • Assists families/guardians in acquiring resources to enhance students' learning.	• Works with colleagues and other stakeholders to develop and implement schoolwide initiatives that address achievement gaps and enhance teaching and learning for all students at all levels.	• Facilitates inquiry-based professional learning communities school wide. • Serves as a teacher leader, guiding the professional learning community in identifying strategies and acquiring services to ensure success for all learners. (	• Leads standards-based learning activities for colleagues, parents/guardians, and the community that will foster educational improvement initiatives. • Assumes increased leadership in advancing reform initiatives at school, district, and state levels.
5.4 Promotes professional ethics and integrity	• Adheres to the "Alabama Educator Code of Ethics". • Exhibits professional conduct ensuring student safety, maintenance of records, and ethical use of technology and other resources. • Treats confidential information about students, staff and school affairs in a professional and ethical manner. • Demonstrates respect, interest in consideration for those with whom he/she interacts.	• Completes assigned tasks and responsibilities on time. • Adjusts activities and schedules when necessary to accommodate other programs and activities. • Schedules meetings and appointments with regard to the schedules of others and is punctual.	• Models and promotes high levels of integrity and ethical practice.	• Leads colleagues in developing and maintaining a schoolwide environment of integrity and ethical practice.
5.5 Complies with local, state, and Federal regulations and policies	• Complies with local, state, and Federal requirements related to students' and teachers' rights. • Complies with laws and policies regarding exceptional and at risk learners • Complies with requirements of student plans (IEPs, 504 plans, etc.). • Develops and implements classroom adaptations in accordance with student plans.	• Works collaboratively with colleagues, administrators, support staff and district personnel to ensure schoolwide compliance with local, state, and Federal regulations and requirements.	• Enlists colleagues in examination of new regulations and requirements and identification of their implications for classroom teaching and learning, classroom management, assessment, and school operations.	• Engages colleagues in identifying areas of compliance that need to be strengthened and/or modified within the school, district, and/or state.

EDUCATEAlabama

DIALOGUE DATA

Educator: _____ Evaluator: _____ Date:_____

Dialogue Focus: _____
<div align="center">Standard/Indicator/Area</div>

Notes:

EDUCATEALABAMA

COLLABORATIVE SUMMARY REPORT: TEACHERS

Teacher:_____ ID:_____ Evaluator:_____ ID: _____

School System:_____ School:_____ Date: _____

<table>
<tr><td rowspan="2">Use the rubric provided and the data available for each indicator to develop a level of practice. Use pattern analysis to generate a level of practice for the Standard.</td><td colspan="4">Levels of Practice</td></tr>
<tr><td>Emerging</td><td>Applying</td><td>Integrating</td><td>Innovating</td></tr>
<tr><td>Standard 1: Content Knowledge</td><td></td><td></td><td></td><td></td></tr>
<tr><td>1.1 Demonstrates deep knowledge of subject-matter content and ability to organize related facts/concepts/skills</td><td></td><td></td><td></td><td></td></tr>
<tr><td>1.2 Activates learners' prior knowledge, experience, and interests and uses this information</td><td></td><td></td><td></td><td></td></tr>
<tr><td>1.3 Connects curriculum to other content areas and real-life settings to promote retention and relevance</td><td></td><td></td><td></td><td></td></tr>
<tr><td>1.4 Designs instructional activities based on state content standards</td><td></td><td></td><td></td><td></td></tr>
<tr><td>1.5 Instructional accommodations, modifications, and adaptations meet the needs of each individual learner</td><td></td><td></td><td></td><td></td></tr>
</table>

	Classroom Observation 1	Classroom Observation 2	Dialogue/Principal Data
1.1			
1.2			
1.3			
1.4			
1.5			

Teacher/Evaluator Comments:

Teacher:_____   Evaluator:_____

	Emerging	Applying	Integrating	Innovating
Use the rubric provided and the data available for each indicator to develop a level of practice. Use pattern analysis to generate a level of practice for the Standard.				
Standard 2: Teaching and Learning Environment				

Standard 2a: Organization and Management of the Learning				
2a.1 Classroom organization/management built upon expectations and research-based strategies for positive behavior				
2a.2 Creates a climate that promotes fairness and respect				
2a.3 Creates a safe, orderly, and stimulating learning environment that engages and motivates learners				
Standard 2b: Using Instructional Strategies to Engage Learners				
2b.1 Develops challenging, standards-based academic goals for each learner				
2b.2 Engages learners in developing and monitoring goals for their own learning and behavior				
2b.3 Designs coherent lessons that integrate a variety of appropriate and effective instructional strategies				
2b.4 Creates learning activities that optimize each individual's growth and achievement within a supportive environment				
Standard 2c: Assessment of Learning				
2c.1 Uses formative assessments to provide specific and timely feedback and to adjust instruction				
2c.2 Uses summative assessments to measure learner attainment of specified learning targets				
2c.3 Maintains evidence and records of learning performance to communicate progress				
2c.4 Analyzes/uses disaggregated assessment data to inform planning for individual learners and classes				

	Classroom Observation 1	**Classroom Observation 2**	**Dialogue/Principal Data**
2a			
2b			
2c			

Teacher/Evaluator Comments:

Teacher:_____   Evaluator:_____

Use the rubric provided and the data available for each indicator to develop a level of practice. Use pattern analysis to generate a level of practice for the Standard.	Emerging	Applying	Integrating	Innovating
Standard 3: Literacy				
Standard 3a: Oral and Written Communication				
3a.1 Demonstrates standard oral and written communications and uses appropriate communication strategies				
3a.2 Fosters/responds to verbal/nonverbal communications during instruction; uses assistive technologies as appropriate				
Standard 3b: Development of Reading Skills and Accessing K-12 Literacy Resources				
3b.1 Instructional strategies appropriate to learners/content area to improve learners' skills in fluency/vocabulary/comprehension				
3b.2 Integrates narrative/expository reading strategies across the curriculum				
Standard 3c: Development and Application of Mathematical Knowledge and Skills Across Content Areas				
3c.1 Teaches problem solving which requires mathematical skills within and across subject areas				
3c.2 Communicates mathematical concepts, processes, and symbols within the content taught				
Standard 3d: Utilizes Technology				
3d.1 Identifies and integrates available emerging technology into the teaching of all content areas				
3d.2 Facilitates learners' individual and collaborative use of technology and evaluates their technological proficiency				

	Classroom Observation 1	**Classroom Observation 2**	**Dialogue/Principal Data**
3a			
3b			
3c			
3d			

Teacher/Evaluator Comments:

Teacher:_____   Evaluator:_____

	Emerging	Applying	Integrating	Innovating
Use the rubric provided and the data available for each indicator to develop a level of practice. Use pattern analysis to generate a level of practice for the Standard.				
Standard 4: Diversity				

Standard 4a. Cultural, Ethnic, and Social Diversity				
4a.1 Develops culturally responsive curriculum and instruction in response to differences in individuals				
4a.2 Communicates in ways that demonstrate sensitivity to diversity and individual differences				
4a.3 Demonstrates and applies an understanding of how cultural biases can affect teaching and learning				

Standard 4b. Language Diversity				
4b.1 Enables learners to accelerate language acquisition by utilizing their native language and background				
4b.2 Guides second language acquisition and utilizes English Language Development strategies to support learning				
4b.3 Differentiates between learner difficulties related to cognitive/skill development and those related to language learning				

Standard 4c: Special Needs				
4c.1 Recognizes characteristics of exceptionality in learning; appropriate interventions				
4c.2 Develops and maintains inclusive learning environments that address the needs of exceptional learners				

Standard 4d: Learning Styles				
4d.1 Helps students assess their own learning styles and build upon identified strengths				
4d.2 Designs learning experiences that engage learning styles and multiple intelligences				

	Classroom Observation 1	**Classroom Observation 2**	**Dialogue/Principal Data**
4a			
4b			
4c			
4d			

Teacher/Evaluator Comments:

Teacher:_____   Evaluator:_____

Use the rubric provided and the data available for each indicator to develop a level of practice. Use pattern analysis to generate a level of practice for the Standard.	Emerging	Applying	Integrating	Innovating
Standard 5: Professionalism				
5.1 Collaborates with stakeholders to facilitate student learning and well being				
5.2 Engages in ongoing professional learning to move practice forward				
5.3 Participates as a professional learning community member in advancing school improvement initiatives				
5.4 Promotes professional ethics and integrity				
5.5 Complies with local, state, and Federal regulations and policies				

	Dialogue/Principal Data
5.1	
5.2	
5.3	
5.4	
5.5	

Teacher/Evaluator Comments:

Areas for Action: 1.

2.

Teacher/Evaluator Additional Comments:

_____   _____
Teacher Signature   *Evaluator Signature*

Teacher's signature does not necessarily indicate agreement with the results of the evaluation.

EDUCATEAlabama PROFESSIONAL LEARNING PLAN
School Year 20____-20____

Educator: _____   Position: _____

Directions: *This plan should result from conversations based on a combination of a self-assessment utilizing the rubrics provided, the Collaborative Summary Report (CSR), and subject-area/grade-level/schoolwide student achievement goals. It should focus on the knowledge and practices that would assist the educator in achieving the professional learning needed to progress to higher levels of teaching practice found on the AQTS rubrics. The plan usually should address no more than two indicators, providing time for deep learning to occur in both areas. The indicators chosen should be prioritized based on agreed-upon needs.*

Goal 1 Focus	Proposed Action Steps, Activities, and Outcomes	Timelines
Standard/Indicator		
End of PLP Cycle Reflection and Impact on Personal Practice and Student Learning		
Additional Educator/Evaluator Comments		

Goal 2 Focus	Proposed Action Steps, Activities, and Outcomes	Timelines
Standard/Indicator		
End of PLP Cycle Reflection and Impact on Personal Practice and Student Learning		
Additional Educator/Evaluator Comments		

We agree upon the Goals, Action Steps, Activities, Proposed Outcomes and Timeline Listed.

_____   _____   _____   _____
Educator   Date   Evaluator   Date

Signatures indicate we have discussed the Reflection and Impact described.

_____   _____   _____   _____
Educator   Date   Evaluator   Date

ALABAMA QUALITY TEACHING STANDARDS

Pursuant to the mission of improving the academic achievement of all students in the public schools of Alabama, teachers will align their practice and professional learning with the following standards:

Standard 1—Content Knowledge: To improve the learning of all students, teachers master the disciplines related to their teaching fields including the central concepts, important facts and skills, and tools of inquiry; they anchor content in learning experiences that make the subject matter meaningful for all students.

Rationale. Researchers identify a strong relationship between teachers' content knowledge and the achievement of their students. Three dimensions of content knowledge contribute to effective teaching: (1) deep knowledge of the academic disciplines related to the subjects of instruction, (2) an understanding of pedagogical content knowledge that is required to make the subject understandable and meaningful for all learners, and (3) knowledge of the state standards and district curriculum for subjects taught at particular instructional levels.

Key Indicators

A. Academic Discipline(s)

1. Knowledge of the structure of the academic disciplines related to the subject-matter content areas of instruction and of the important facts and central concepts, principles, theories, and tools of inquiry associated with these disciplines.
2. Knowledge of ways to organize and present content so that it is meaningful and engaging to all learners whom they teach (pedagogical content knowledge).
3. Ability to use students' prior knowledge and experiences to introduce new subject-area related content.
4. Ability to identify student assumptions and preconceptions about the content of a subject area and to adjust instruction in consideration of these prior understandings.
5. Ability to help students make connections across the curriculum in order to promote retention and transfer of knowledge to real-life settings.

B. Curriculum

1. Knowledge of the content standards and of the scope and sequence of the subject areas of one's teaching fields as defined in the Alabama courses of study for those teaching fields.
2. Ability to provide accommodations, modifications, and/or adaptations to the general curriculum to meet the needs of each individual learner.
3. Ability to select content and appropriately design and develop instructional activities to address the scope and sequence of the curriculum.

Standard 2—Teaching and Learning: To increase the achievement of every student, teachers draw upon a thorough understanding of learning and development; recognize the role of families in supporting learning; design a student centered learning environment; and use research based instructional and assessment strategies that motivate, engage, and maximize the learning of all students.

Rationale. Instruction and assessment are the vehicles by which teachers design and deliver rigorous and relevant learning experiences for all learners. Research provides compelling evidence relating student achievement to teachers' use of appropriate instructional strategies selected from a rich repertoire based in research and best practice. Researchers have also found a strong classroom learning culture that is strategically organized and managed to be essential to effective use of these strategies.

Key Indicators

A. Human Development

1. Knowledge of the physical, emotional, and social development of young people and of the relationship of these to learning readiness and to cognitive development.
2. Knowledge of the role of language in learning.
3. Knowledge of the general characteristics of disabilities and of their impact on cognitive development and learning.
4. Knowledge of developmentally appropriate instructional and management strategies.
5. Ability to teach explicit cognitive, metacognitive, and other learning strategies to support students in becoming more successful learners.
6. Ability to use knowledge about human learning and development in the design of a learning environment and learning experiences that will optimize each student's achievement.
7. Ability to recognize individual variations in learning and development that exceed the typical range and use this information to provide appropriate learning experiences.

B. Organization and Management

1. Knowledge of the importance of developing learning objectives based on the Alabama courses of study and the needs, interests, and abilities of students.
2. Knowledge of the principles underpinning a sound age-appropriate classroom organization and management plan and of supportive behavior management strategies.
3. Knowledge of the components and characteristics of collaboratively designed and implemented individual behavioral support plans.
4. Knowledge of conflict resolution strategies, school emergency response procedures, and juvenile law.
5. Ability to plan and implement equitable and effective student access to available technology and other resources to enhance student learning.
6. Ability to plan teaching and learning experiences that are congruent with the Alabama courses of study and appropriate for diverse learners.
7. Ability to collect and use data to plan, monitor, and improve instruction.
8. Ability to organize, allocate, and manage the resources of time, space, and activities to support the learning of every student.

9. Ability to organize, use, and monitor a variety of flexible student groupings and instructional strategies to support differentiated instruction.

C. Learning Environment

1. Knowledge of norms and structures that contribute to a safe and stimulating learning environment.
2. Knowledge of factors and situations that promote or diminish intrinsic motivation.
3. Ability to develop a positive relationship with every student and to take action to promote positive social relationships among students, including students from different backgrounds and abilities.
4. Ability to communicate with parents and/or families to support students' understanding of appropriate behavior.
5. Ability to create learning environments that increase intrinsic motivation and optimize student engagement and learning.
6. Ability to use individual behavioral support plans to proactively respond to the needs of all students.
7. Ability to create a print-/language-rich environment that develops/extends students' desire and ability to read, write, speak, and listen.
8. Ability to encourage students to assume increasing responsibility for themselves and to support one another's learning.

D. Instructional Strategies

1. Knowledge of research and theory underpinning effective teaching and learning.
2. Knowledge of a wide range of research-based instructional strategies and the advantages and disadvantages associated with each.
3. Knowledge of strategies that promote retention as well as transfer of learning and the relationship between these two learning outcomes.
4. Knowledge of the importance of parents and/or families as active partners in planning and supporting student learning.
5. Ability to select and support the use of instructional and assistive technologies and to integrate these into a coherent instructional design.
6. Ability to make developmentally appropriate choices in selecting teaching strategies to assist diverse learners in meeting instructional objectives.
7. Ability to evaluate, select, and integrate a variety of strategies such as cooperative learning, discussion, discovery, problem-based learning, and direct instruction into a coherent lesson design.
8. Ability to adjust instruction in response to information gathered from ongoing monitoring of performance via formative assessment.
9. Ability to use questions and questioning to assist all students in developing skills and strategies in critical and high order thinking and problem solving.
10. Ability to use strategies that promote the independence, self-control, personal responsibility, and self-advocacy of all students.

E. Assessment

1. Knowledge of the purposes, strengths, and limitations of formative and summative assessment and of formal and informal assessment strategies.
2. Knowledge of the relationship between assessment and learning and of how to integrate appropriate assessments into all stages of the learning process.

3. Knowledge of measurement-related issues such as validity, reliability, norms, bias, scoring concerns, and ethical uses of tests and test results.
4. Knowledge of current Alabama assessment requirements and procedures.
5. Ability to design and use a variety of approaches to formal and informal assessment to plan instruction, monitor student understanding and progress toward learning, modify teaching and learning strategies, and measure and report student progress related to learning objectives.
6. Ability to collaborate with others to design and score common assessments and to use results to share and compare instructional practice and plan new instruction.
7. Ability to collaborate with others to incorporate accommodations into all assessments as appropriate.
8. Ability to provide a variety of ways for students with diverse needs, including students with disabilities, to demonstrate their learning.
9. Ability to develop rubrics and to teach students how to use them to assess their own performances.
10. Ability to develop and select appropriate performance assessments.
11. Ability to engage all students in assessing and understanding their own learning and behavior.
12. Ability to interpret and use reports from state assessments and results of other assessments to design both group and individual learning experiences.

Standard 3—Literacy: To improve student learning and achievement, teachers use knowledge of effective oral and written communications, reading, mathematics, and technology to facilitate and support direct instruction, active inquiry, collaboration, and positive interaction.

Rationale. Research clearly indicates that one of the strongest correlates to effective teaching is a high level of literacy. Not only do effective teachers demonstrate effective use of the spoken and written language, reading, mathematics, and technology, they also model and actively teach their students the fundamentals of reading, writing, and oral communications across all content areas. Additionally, in this culture where technology is ubiquitous, teachers demonstrate mastery of appropriate instructional technology and integrate technology into instruction of their subject areas.

A. Oral and Written Communications

1. Knowledge of standard oral and written communications.
2. Knowledge of the impact of native language and linguistic background on language acquisition.
3. Knowledge of media communication technologies that enrich learning opportunities.
4. Ability to model appropriate oral and written communications.
5. Ability to demonstrate appropriate communication strategies that include questioning and active and reflective listening.
6. Ability to foster effective verbal and nonverbal communications during ongoing instruction using assistive technologies as appropriate.
7. Ability to integrate skill development in oral and written communications into all content areas that one teaches.
8. Ability to use effective nonverbal communication and respond appropriately to nonverbal cues from students.

B. Reading

1. Knowledge of strategies associated with accelerated, highly specialized, explicit instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension that significantly expands and increases students' pace of learning and competence in reading, writing, speaking, and listening.
2. Knowledge of assessment tools to monitor the acquisition of reading strategies, to improve reading instruction, and to identify students who require additional instruction.
3. Ability to integrate reading instruction into all content areas that one teaches.
4. Ability to stimulate interest in and foster appreciation for the written word, promote reading growth, and increase the motivation of students to read widely and independently for information and pleasure.

C. Mathematics

1. Knowledge of the role that mathematics plays in everyday life.
2. Knowledge of the concepts and relationships in number systems.
3. Knowledge of the appropriate use of various types of reasoning, including inductive, deductive, spatial and proportional, and understanding of valid and invalid forms of reasoning.
4. Knowledge of both metric and customary measurement and fundamental geometric concepts, including shapes and their properties and relationships.
5. Ability to solve problems using different strategies, to verify and interpret results, and to draw conclusions.
6. Ability to communicate with others about mathematical concepts, processes, and symbols.

D. Technology

1. Knowledge of available and emerging technologies that support the learning of all students.
2. Knowledge of the wide range of technologies that support and enhance instruction, including classroom and school resources as well as distance learning and online learning opportunities.
3. Ability to integrate technology into the teaching of all content areas.
4. Ability to facilitate students' individual and collaborative use of technology, including classroom resources as well as distance and online learning opportunities when available and appropriate.
5. Ability to use technology to assess student progress and manage records.
6. Ability to evaluate students' technology proficiency and students' technology-based products within content areas.

Standard 4—Diversity: To improve the learning of all students, teachers differentiate instruction in ways that exhibit a deep understanding of how cultural, ethnic, and social background; second language learning; special needs; exceptionalities; and learning styles affect student motivation, cognitive processing, and academic performance.

Rationale. Teachers who respect and build upon diversity create a learning environment in which all students feel valued and supported in their learning. Respect for diversity grows out of knowledge of differences, including differences in students' cultural, ethnic, language, social, and experiential

backgrounds; differences in their physical, emotional, and social development; differences in their readiness for a particular curricular goal; and differences in their learning styles and strengths. Teachers have a rich understanding of these and other important areas of diversity as well as knowledge of curricular and instructional modifications that improve the learning of the wide range of individual learners in their classrooms.

Key Indicators

A. Cultural, Ethnic and Social Diversity

1. Knowledge of the ways in which student learning is influenced by individual experiences and out-of-school learning, including language and family/community values and conditions.
2. Knowledge of cultural, ethnic, gender, linguistic, and socio-economic differences and of how these may affect individual learner needs, preferences, and styles.
3. Knowledge of the characteristics of one's own culture and use of language and of how they differ from other cultures.
4. Ability to develop culturally responsive curriculum and instruction, i.e., model, teach, and integrate multicultural awareness, acceptance, and appreciation into ongoing instruction.
5. Ability to communicate in ways that demonstrate sensitivity to diversity such as appropriate use of eye contact, interpretation of body language and verbal statements, and acknowledgement of and responsiveness to different modes of communication and participation.

B. Language Diversity

1. Knowledge of the process of second language acquisition and strategies to support the learning of students whose first language is not English.
2. Ability to differentiate between learner difficulties that are related to cognitive or skill development and those that relate to language learning.
3. Ability to collaborate with teachers of English language learners and to assist those students with full integration into the regular classroom.

C. Special Needs

1. Knowledge of the major areas of exceptionality in learning, including the range of physical and mental disabilities, social and emotional disorders, giftedness, dyslexia, and attention deficit disorder.
2. Knowledge of the indicators of the need for special education services.
3. Ability to identify and refer students for diagnosis for special services.
4. Ability to address learning differences and disabilities that are prevalent in an inclusive classroom.

D. Learning Styles

1. Knowledge of research and theory related to learning styles and multiple intelligences.
2. Knowledge of a range of curricular materials and technologies to support the cognitive development of diverse learners.
3. Ability to help students assess their own learning styles and to build upon identified strengths.
4. Ability to design learning experiences that engage all learning styles.

E. General

1. Knowledge of how personal/cultural biases can affect teaching and learning.
2. Ability to involve families, community agencies and organizations, and colleagues in helping support academic achievement of diverse learners.
3. Ability to create a learning community in which individual differences are respected.
4. Ability to assess and diagnose individual student's contexts, strengths, and learning needs and to tailor curriculum and teaching to address these personal characteristics.

Standard 5—Professionalism: To increase the achievement of all students**,** teachers engage in continuous learning and self improvement; collaborate with colleagues to create and adopt research-based best practices to achieve ongoing classroom and school improvement; and adhere to the Alabama Educator Code of Ethics and federal, state, and local laws and policies.

Rationale. Current research relates teacher collaboration, shared responsibility for student learning, and job-embedded learning in professional community to higher levels of student achievement. This research challenges the independence and isolation that has historically characterized the teaching profession and calls for deprivatization of practice. An underlying premise of professional learning communities is the power of ongoing, continuous learning that takes place in a culture where risk and experimentation are rewarded. In schools where there is a strong professional community, teachers actively participate in creating and sustaining such a learning environment and in maintaining its focus upon improved student learning. Beyond collaboration, teachers exhibit professionalism by demonstrating a personal commitment to continuous learning and improvement; by adhering to high ethical standards; and by maintaining currency with regard to federal, state, and local laws and policies. Teachers assume increased leadership for schoolwide improvement initiatives and for mentoring of colleagues as they move along their professional pathways.

A. Collaboration

1. Knowledge of the purposes, processes, structures, and potential benefits associated with collaboration and teaming.
2. Knowledge of the roles and responsibilities of members of different types of teams including, but not limited to, Building Based Student Support Teams.
3. Knowledge of roles and responsibilities of para-educators and other paraprofessionals.
4. Ability to involve parents and/or families as active partners in planning and supporting student learning.
5. Ability to share instructional responsibility for students with diverse needs, including students with disabilities, and to develop collaborative teaching relationships and instructional strategies.
6. Ability to share responsibility for all students' learning across the school and collaborate with colleagues to support every student's growth.
7. Ability to participate as reflective members of different types of teams including, but not limited to, Building Based Student Support Teams.
8. Ability to collaborate in the planning of instruction for an expanded curriculum in general education to include Individual Education Plans and other plans such as Section 504 goals for students with disabilities.

9. Ability to communicate and collaborate effectively with colleagues, students, parents, guardians, and significant agency personnel who are included and valued equally as partners.
10. Ability to exhibit the professional dispositions delineated in professional, state, and institutional standards while working with students, colleagues, families, and communities.

B. Continuous, Lifelong Professional Learning

1. Knowledge of a range of professional literature, particularly resources that relate to one's own teaching field(s).
2. Knowledge of a range of professional learning opportunities, including job-embedded learning, district- and state-sponsored workshops, university offerings, and online and distance learning.
3. Knowledge of the processes and skills associated with peer coaching and mentoring.
4. Ability to articulate and reflect on a personal philosophy and its relationship to teaching practice and professional learning choices and commitments.
5. Ability to use best practices, professional literature, and collegial assistance to improve as a teacher and a learner.
6. Ability and willingness to inquire into one's own practice by designing action research to determine the effectiveness of identified instructional strategies.
7. Ability to participate in the creation and nurturance of a learning environment that supports standards-based inquiry, reflective practice, and collaborative learning for teachers at all stages of their careers.

C. Alabama-Specific Improvement Initiatives

1. Knowledge of current and emerging state initiatives and programs including, but not limited to, the Alabama Reading Initiative (ARI); the Alabama Math, Science, and Technology Initiative (AMSTI); and Alabama Connecting Classrooms, Educators and Students Statewide (ACCESS) and their relationship to student achievement.
2. Knowledge of Alabama's state assessment requirements and processes.
3. Ability to integrate statewide programs and initiatives into the curriculum and instructional processes.
4. Ability to communicate with students, parents, and the public about Alabama's assessment system and major state educational improvement initiatives.

D. School Improvement

1. Knowledge of research relating collective responsibility for student learning to increased achievement for all students.
2. Knowledge of the principles of individual and organizational change and a commitment to assume personal responsibility for leading and supporting others in results-oriented changes.
3. Ability to participate in school improvement planning by working collaboratively with teams focused on specific improvement initiatives.
4. Ability to assume increased leadership responsibility in school, district, and state improvement initiatives over the course of one's professional career.

E. Ethics

1. Knowledge of appropriate professional behavior and dispositions expected of professionals as outlined in the Alabama Educator Code of Ethics.
2. Knowledge of safe, responsible, legal, and ethical uses of technologies including fair-use and copyright guidelines and Internet-user protection policies.
3. Ability to use and maintain confidential student information in an ethical and professional manner.
4. Ability to practice safe, responsible, legal, and ethical use of technology and comply with school and district acceptable-use policies including fair-use and copyright guidelines and Internet-user protection policies.

F. Local, State, Federal Laws and Policies

1. Knowledge of laws related to students' and teachers' rights and responsibilities and the importance of complying with those laws, including major principles of federal disabilities legislation (IDEA, Section 504 and ADA), as well as Alabama statutes on child abuse and neglect, and the importance of complying with those laws.
2. Ability to access school, community, state, and other resources and referral services.
3. Ability to access resources to gain information about federal, state, district, and school policies and procedures.
4. Ability to keep accurate records including IEPs, especially records related to federal, state and district policies, and other records with legal implications.