

Under Revision 2010-2011

EDUCATEAlabama
Teacher Orientation Module



EDUCATE Alabama

Alabama Professional Learning Collaborative

Creating a Collaborative Culture for Alabama's Educators

EDUCATEAlabama

TEACHER ORIENTATION MODULE

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INTRODUCTION

This online module is Part 1 of a two-part orientation to Alabama's new, formative, teacher evaluation system – EDUCATEAlabama. The second part of the orientation will be provided face-to-face by your principal or other administrator in your school system.

In this module, which is divided into 8 lessons, you will be introduced to Alabama's new teaching standards (Alabama Quality Teaching Standards), the new EDUCATEAlabama process, and the new evaluation instruments and procedures. Specific objectives of the module are:

1. To familiarize you with the Alabama Quality Teaching Standards (AQTS) and the evaluation process developed around them.
2. To explain how the new, collaborative EDUCATEAlabama process works.
3. To familiarize you with the instruments and procedures your evaluator and you will use in the process.

To complete the module you will need nothing but paper and pencil to take notes and/or develop questions for your principal/evaluator. If you wish, you can download/print the module and attachments for later reference.

Following the last lesson (Lesson 9) is a [page that you can print](#) to certify that you have read the EDUCATEAlabama Teacher Orientation module.

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Lesson 1. MAJOR CHANGES FROM PEPE

The need for a new teacher evaluation system was dictated by the fact that there are state adopted teacher performance standards – the “Alabama Quality Teaching Standards” (AQTS). These standards will be the foundation for both teacher evaluation and teacher professional development in the years ahead. The process of revising the evaluation system to address the new standards also provided the opportunity to address many of the concerns about the Professional Education Personnel Evaluation (PEPE) system that have been expressed by teachers and administrators in recent years. The new evaluation system is streamlined in several ways and its focus/purpose is quite different.

<u>PEPE</u>	→	<u>EDUCATEAlabama</u>
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

- EDUCATEAlabama is a strictly formative evaluation system designed to provide data about a teacher’s current practices measured against the AQTS that can be used to set expectations, goals, and plans for teacher professional growth.
- EDUCATEAlabama uses verbage aligned with the Alabama Continuum for Teacher Development. Instead of numerical scores/ratings, levels of practice identified in the evaluation process are designated as Emerging, Applying, Integrating or Innovating.
- EDUCATEAlabama addresses the five AQTS and 39 related indicators. The new evaluation process employs holistic descriptions of practice. The number of forms used in the evaluation process has been minimized. Levels of practice appear only on the Collaborative Summary Report.
- EDUCATEAlabama’s Continua (series of 39 continuums – one per indicator within 5 standards) are used to define levels of teacher practice. The EDUCATEAlabama Continua are very similar to those of the Alabama Continuum for Teacher Development used in the Alabama Mentoring Program. The EDUCATEAlabama Continuums have four levels of practice rather than the five defined in the Teacher Development Continuum.
- EDUCATEAlabama includes teacher self-assessment, based on the Alabama Quality Teaching Standards, as are all other data collection instruments and procedures.

- EDUCATEAlabama includes a minimum of two unannounced observations for all teachers. Anecdotal notes are used to record observational data.
- EDUCATEAlabama also uses Dialogues and Principal Data as data collection procedures in areas that are not observable in the classroom.
- EDUCATEAlabama builds a Collaborative Summary Report (CSR) compiling all data gathered during the evaluation process. The appropriate continuum in the EDUCATEAlabama Continua is applied to the data/information available for each indicator to determine the levels of practice exhibited during a full evaluation year.
- At the conclusion of the EDUCATEAlabama process, evaluator and teacher will collaboratively develop the CSR and a Professional Learning Plan (PLP)

Each of the elements of EDUCATEAlabama summarized here is more fully explained in subsequent lessons within this module.

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Lesson 2. THE ALABAMA QUALITY TEACHING STANDARDS

As mentioned in Lesson 1, Alabama has a new set of state approved teaching standards, the Alabama Quality Teaching Standards (AQTS). They were developed under the auspices of the Governor's Commission on Quality Teaching.

In order to make the five AQTS standards more useful in both evaluation of teacher practice and teacher professional development, the Alabama educator task forces working in those areas (professional development, evaluation) restructured the original lists of performance indicators defining each of the five standards into sets of performance indicators and definition items (items defining indicators). The result was five standards and 39 indicators with numerous, exemplary definition items for each indicator. Please note the term "exemplary". A teacher does not have to exhibit practice of all definition items for a particular indicator at any given time. Rather, a pattern of practice consistent with listed definition items will be used to identify a level of practice for a given indicator.

You need to review now the EDUCATEAlabama version of the AQTS. To do so click on the following link: [EDUCATEAlabama version of AQTS](#). As you review these standards, here are some "look fors":

1. Look for and name the titles of the five teaching standards.
2. Look for standards that contain "sub-standards" (2a, 2b, etc.) and note what they are.
3. Look for the titles of the performance indicators (1.1, 2a.1, etc.) which define emphases/expectations within each indicator.
4. Look for the capital letters (B/E, A, etc.) beside each definition item within an indicator. Note particularly the INT and INN designations. These letters stand for Beginning/Emerging (B/E), Applying (A), Integrating (INT), and Innovating (INN).
5. Look for "cross-cutting expectations", i.e., expectations for teacher practice that are contained in several standards, not just a single standard. Hint: Many of these expectations are found in definition items (the items that define performance indicators). For example, look for expectations regarding collaboration, leadership, addressing learner differences, etc. in more than one Indicator and/or Standard.

When you have finished your review of the AQTS: EDUCATEAlabama version, continue to the next page for feedback on what you should have found.

In your review of these standards here is what you should have found:

1. The titles of the five standards are: Content Knowledge, Teaching and Learning, Literacy, Diversity, and Professionalism.
2. Standards 2, 3, and 4 have been broken down into several sub-standards for utility in evaluation and planning for professional learning. That was done because expectations for teacher practice within those standards are diverse. For example, teaching and learning contains expectations regarding classroom management (2a), instructional strategies (2b), and assessment (2c).
3. The 39 performance indicator titles; i.e., the titles for 1.1, 2a.1, 5.1 etc. are important because they constitute sets of expectations within standards against which teachers' current practices will be measured. You need not memorize these because you will see them often. A set of 39 continuums (one per indicator) has been developed to assist evaluators and teachers in assessing levels of practice. These 39 continuums together are called the EDUCATEAlabama Continuum.
4. The capital letter (E, A, INT, INN) to the right of each definition item designates where it falls on the EDUCATEAlabama Continuum, i.e., the level of practice represented by that item. The four levels of practice defined by definition items for each level of practice are Emerging, Applying, Integrating, and Innovating. More information about the Continuum and their uses in the evaluation process will be provided in subsequent lessons in this module.
5. If you had a sharp eye, you found that there are at least three “cross-cutting” sets of expectations; i.e., expectations of a similar nature which appear in several standards. The three primary sets of cross-cutting expectations are Collaboration, Leadership, and Individualization of Instruction. Alabama teachers are expected to demonstrate collaboration in many aspects of practice; they are expected to exercise leadership in many areas and many ways, and they are expected to plan for, teach, and assess the progress of individual students, not just classes/groups of students. Keeping track of what is expected of you in these areas of practice, assessing current levels of practice and planning for related professional learning is important. We have developed tools that should make things easier for both you and your evaluator. These tools are three charts entitled “AQTS Standards: Collaboration, AQTS Standards: Leadership, and AQTS Standards: Individualization.” Both you and your evaluator will have them at your disposal at all times. **Access those charts now by clicking on the following link and look them over: [Crosscutting Link](#).** Notice that most of the expectations for Collaboration and Leadership are at the upper levels of the Continuum, the INT and INN levels.

The three charts that you have just reviewed point up the extensiveness of the expectations in these three areas (Collaboration, Leadership, Individualization). That extensiveness may have scared you. A likely question on your part would be, “How can I be expected to do and demonstrate all this in one year or even three (if you are on a multi-year evaluation

cycle)?” The answer to that question is, “You aren’t expected to do it all, all at once.” The philosophy and practice of formative evaluation and good professional development is **Growth Over Time; Expertise Over Time!** EDUCATEAlabama is a formative evaluation process, designed for one purpose – to identify current levels of practice and plan and implement professional learning which will enable a teacher to move up the Continua; i.e., move to new levels of practice. No teacher is expected to be at the Innovating or even the Integrating levels of practice in all performance indicators at any given point in time given that those levels are primarily concerned with one’s ability to influence adult practice beyond one’s own classroom. Many teachers may prefer to concentrate on the admirable goal of maximizing their ability to meet the educational needs of all students in their own classrooms. Those teachers may choose to concentrate on ensuring that their practice reaches the level of expertise described by indicators in the Applying level. More explanation is given in subsequent lessons.

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Lesson 3. The EDUCATEAlabama CONTINUA

While you will regularly be referring to and working with the Collaboration, Leadership, and Individualization charts in the EDUCATEAlabama process, you will probably not refer often to the lengthy list of standards, indicators, and definition items that you studied in Lesson 2. They will always be there, embedded in the data collection instruments and analysis of your practices. However, the document that you and your evaluator will use regularly is the EDUCATEAlabama Continua. The EDUCATEAlabama Continua contain all of the standards, indicators, and definition items set out in 39 separate continuums, one continuum for each indicator. The Continua become the means for analyzing the data/information your evaluator and you have collected for each indicator, the means for preparing the Collaborative Summary Report (CSR) at the end of a full evaluation year, and the means for developing the required Professional Learning Plan (PLP). You will be introduced to these forms and processes in later lessons in this module.

Access now the EDUCATEAlabama Continua by clicking on the following link and review them carefully: [EDUCATEAlabama Continua](#). Notice where and how the standards, indicators, and definition items provide the framework for each continuum and how definition items are organized to define levels of practice (Emerging, Applying, Integrating, Innovating).

Origins of the EDUCATEAlabama Continua

The EDUCATEAlabama Continua were developed using the teaching standards (AQTS) that you have studied and the “Alabama Continuum for Teacher Development”, a set of continuums developed from the standards for use in the Alabama Teacher Mentoring Program and other professional development initiatives. The EDUCATEAlabama Continua which you have just reviewed and will be using in the EDUCATEAlabama teacher evaluation program parallel the Teacher Development Continuums in every way but one. The Teacher Development Continuum uses five levels: Pre-Service/Beginning, Emerging, Applying, Integrating, Innovating. The EDUCATEAlabama Continuum uses four levels (Emerging through Innovating). The first level of the Teacher Development Continuum was not incorporated into the EDUCATEAlabama Continua because it focuses in large part on knowledge rather than practice (appropriate for teacher preparation programs, but very difficult to measure in the classroom setting where application of knowledge is the expectation), and it emphasizes knowledge and practices that a beginning teacher should be able to exhibit at the beginning of his/her first employment in a classroom. By the end of the first year in the classroom a beginning teacher should be at the Emerging level in most indicators and standards. Practices identified in the Teacher Development Continuum at the B/PS level (the first level) that were appropriate for inclusion in the EDUCATEAlabama Continua have been incorporated into the Emerging levels of the various continuums.

Remember the capital letters (E, A, etc.) accompanying the definition items in the AQTS: EDUCATEAlabama version? These letters are references to the placement of the definition items in the continuums constituting the “Alabama Continuum for Teacher Development” and also the EDUCATEAlabama Continua. There has been intentional effort given to paralleling

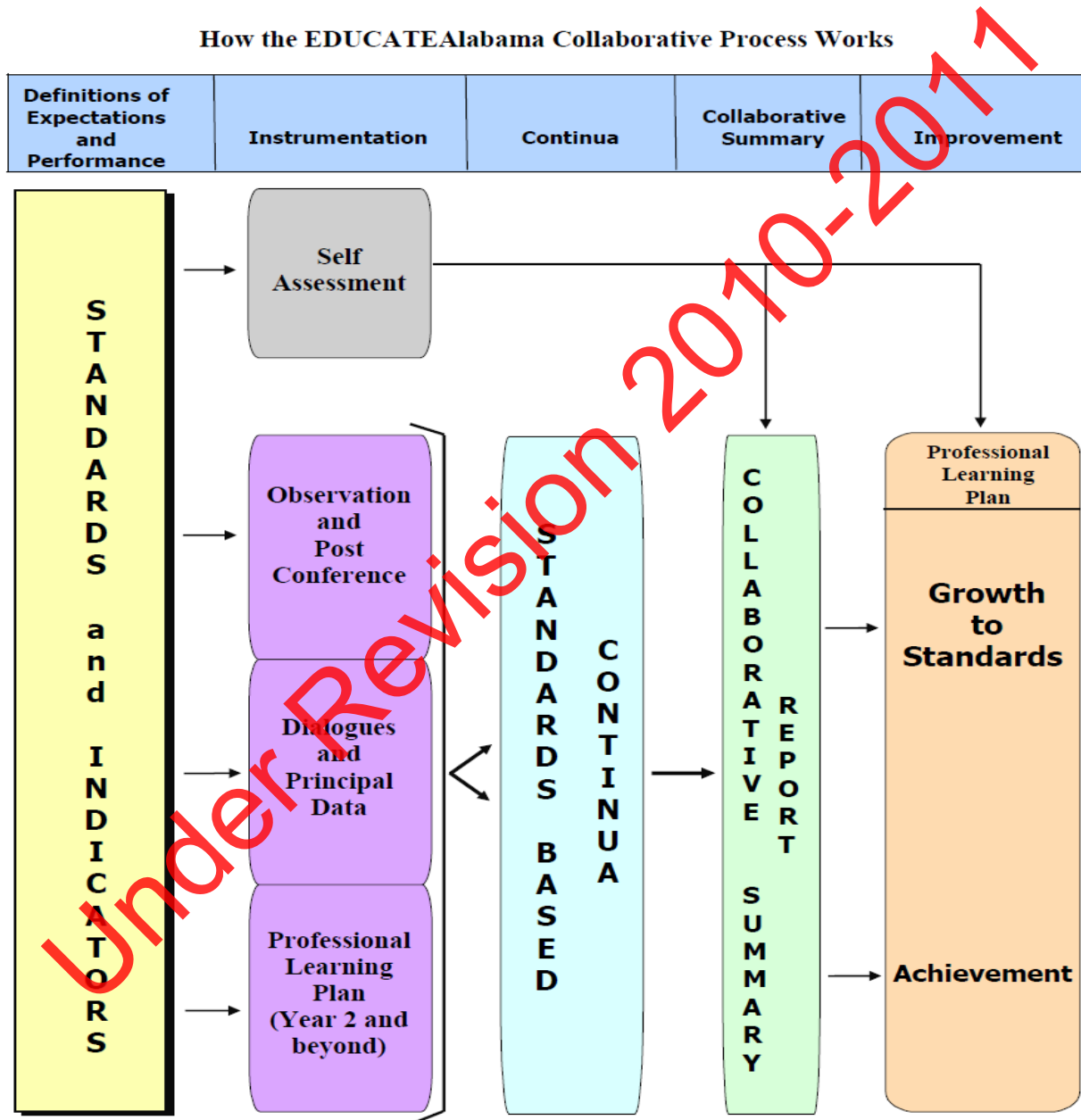
these two continua, so that data from teacher evaluations can be easily moved into teacher development initiatives (teacher mentoring, other) and easily interpreted by teachers and administrators working together to make the Alabama teaching force the best in the country. Remember that the focus of the new EDUCATEAlabama teacher evaluation system is formative evaluation; i.e., evaluation which produces data/information that is used to guide teacher professional learning and growth.

When assessing current level of practice in any indicator, each level of practice presumes that current practice includes most, if not all, of the behaviors and practices identified at the preceding levels. It also presumes that the behaviors and practices defined for this level are being implemented. If a teacher is not demonstrating Emerging and Applying levels of practice as well as the defining behaviors and practices for the Integrating level, he cannot designate himself Integrating for that indicator or be designated at that level by an administrator.

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Lesson 4. HOW THE PROCESS WORKS

You already know that EDUCATEAlabama is a standards-based evaluation system, and you are familiar with the teaching standards (AQTS) which are the foundation for every aspect of the system. But, you need to know the remaining parts of the system and how the evaluation process will be implemented. Below is a graphic representation of the components and the process (the graphic is also in the Resources section at the end of this document and can be accessed by clicking on the following link: [Process Graphic](#)).



If you follow along on the “How the EDUCATEAlabama Collaborative Works” graphic, as we explain its contents and meaning, you should have at the end of the explanation the “big picture”; i.e., understanding of the evaluation process and how it works.

Standards and Indicators (far left column)

You already know about the AQTS, the foundation of the process.

Self-Assessment (2nd Column, top). There is a teacher Self-Assessment instrument . This instrument requires the teacher to self-assess his/her current level of practice in each of the 39 indicators. Teachers will have the EDUCATEAlabama Continua to assist them in their decisions. They will be available as you complete the Self-Assessment online.

The Self-Assessment should be completed early in the evaluation year and updated throughout the year. It will be used in the discussions between teacher and evaluator during the Collaborative Summary Conference leading to finalization of the Collaborative Summary Report (CSR) and completion of the Professional Learning Plan (PLP). (See Lessons 4, 7, 8)

Observation and Post Conference (2nd column). There will be a minimum of two unannounced (unscheduled) classroom observations of every teacher during each full evaluation year. There will be no pre-observation conferences, but there will be a post-observation conference after each observation. Observation and Post-Observation conference forms are provided and discussed in Lesson 5.

Note. While two observations are the norm, a third observation can be conducted, if there is need for additional data.

Dialogues and Principal Data (2nd Column). Principal data refers to the collection and use of data/information collected over time by the principal. In the EDUCATEAlabama program, the principal's first hand data/information is summarized directly on the Collaborative Summary Report.

Dialogues (brief, two-way discussions) are used as a means of data collection (principal) and data presentation (teacher) in areas of practice which a) are not observable in the classroom and b) not well known to the evaluator through everyday observation in the school setting. For example, the principal may have limited information about a particular teacher's collaborative endeavors, or he/she may be unaware of some of the efforts made by a teacher to accommodate and promote diversity (Standard 4). Explanation of the Dialogue procedures and forms available for use in Dialogues are found in Lesson 6.

Professional Learning Plan: year 2 and beyond (Column 2). The completed PLP; i.e., a plan carried out, becomes a source of data/information for the next evaluation. Since a first year teacher's first PLP is constructed at the conclusion of his/her first year evaluation, there are no data available from a PLP to use in his/her first evaluation. However, every evaluation thereafter has the benefit of data/information available in the PLP and from the teacher. More detail and the PLP form are provided in Lesson 8.

As you can see, there are only four data sources used in EDUCATEAlabama: classroom observation and post conference, dialogues, principal data, and the PLP (after year 1). If you participated in PEPE, you will note that structured interviews are gone, and that the number of

classroom observations of non-tenured teachers has been reduced (although either an evaluator or teacher can request a third observation to increase the data/information available). The arrows between Columns 1 and 2 tell you that all data sources and the Self-Assessment are constructed from the standards.

Standards Based Continuums (Column 3). These are the 39 continuums (one for each AQT performance indicator) that constitute the EDUCATEAlabama Continua. You have already reviewed the Continua and learned that they will be the means of analyzing the data collected from the several sources in Column 2. More information about the use of the Continuums in completing the Collaborative Summary Report and the Professional Learning Plan is provided in Lessons 7 and 8.

Collaborative Summary Report (Column 4). The evaluator prepares a first draft of the Collaborative Summary Report using the data/information collected from the data sources in Column 2 with the EDUCATEAlabama Continua as the means of analysis. At the Collaborative Summary Conference, the evaluator will share his/her data and initial draft of the CSR. The teacher will share his/her self-ratings from the Self-Assessment and provide information that may have been absent from the evaluator's data collection. As a result the CSR may be modified. More information about the CSR procedures and the CSR form is provided in Lesson 7.

Professional Learning Plan (Column 5). The PLP will be collaboratively developed by the evaluator and teacher during the Collaborative Summary Conference or at another agreed upon time. It will usually focus on two areas (indicators, cross-cutting expectations) for action, although an additional area or two can be added by agreement of the two parties.

Note that the PLP box (Column 5) contains two phrases "Growth to Standards" and "Student Achievement." Improved student learning and achievement is the bottom line of all Alabama programs and initiatives, whether teacher and administrator evaluation, the professional learning plan, mentoring, or other professional development initiatives. Teacher growth to the highest levels of the AQT Standards should result in improved student achievement, and strategies for improving learning and achievement schoolwide will always be the primary focus of EDUCATEAlabama. More information about the procedures for completing the Professional Learning Plan and its use is provided in Lesson 9.

Lesson 5. TEACHER SELF-ASSESSMENT

As previously mentioned, the teacher being evaluated should complete a Self-Assessment form early in the beginning of the evaluation year. The Self-Assessment will not be shared with the evaluator until the Collaborative Summary Conference at the end of the evaluator's data collection and analysis process. This procedure enables the teacher to update the form throughout the year as he/she completes professional learning activities and compiles additional data/information for consideration.

At the time of the Collaborative Summary Conference, the evaluator will share his/her initial draft of the Collaborative Summary Report (CSR) and the data/information used to designate the teacher's level of practice in each of the 39 performance indicators. As this process is carried out, the teacher should share his/her self-assessment in each indicator and the data/information he/she has used to arrive at each self-determined level of practice – particularly where there are discrepancies between evaluator and teacher levels of practice designations. Discrepancies can be resolved in the final version of the CSR. In some cases, the teacher may introduce data/information of which the evaluator has not been aware. In other cases, the evaluator's data/information may be more comprehensive than that used by the teacher. The Collaborative Summary Conference should be a meaningful conversation between the evaluator and the teacher to determine Indicator areas of strengths and weaknesses and to develop a plan for improvement.

The final CSR and the teacher's Self-Assessment will then become the basis for developing the professional Learning Plan. Every teacher will have a Professional Learning Plan and be engaged in its completion at all times. Professional learners are always learning and improving practices.

To access the “Teacher Self-Assessment” Form (five pages) click on the following link: [Self Assessment](#). When reviewing this form, you will notice that you are asked to designate a level of practice for yourself in every performance indicator (1.1, 1.2, etc.).

Notice, too, that there is space on each of the five Self-Assessment forms (Standards 1-5) in which you can provide rationale for your decisions about practice ; i.e., brief explanation of your perceived strengths and weaker areas in this standard and note information that you may want to bring to your evaluator's attention in the Collaborative Summary Conference, if he/she is not aware of it. Remember, EDUCATEAlabama is not so much about assigning a level to practice, but describing areas of practice related to strengths and areas for improvement. A person's practice does not fit into a box.

Lesson 6. CLASSROOM OBSERVATIONS

As previously stated, during each full evaluation year, every teacher will be observed at least twice. Both observations will be unannounced; i.e., unscheduled, and there will be no pre-observation conferences. Each observation will be a minimum of 30 minutes in length (primary, elementary) or a full class period (middle school, secondary) – the exception being high school block scheduled classes where the first 20 and last 20 minutes of the class should be observed. One of the two observations should be conducted in the Fall (October-mid December) and the second in the Spring (late January-March).

Whereas, the former PEPE evaluation process required the evaluator to script what was seen and heard in the classroom; i.e., to record everything that might pertain to performance in the indicators and standards to be scored, EDUCATEAlabama focuses on the use of anecdotal notes. Anecdotal notes are less extensive than script, but they still paint a comprehensive picture of what takes place in the classroom. There are several ways to construct anecdotal notes; here are a few examples:

10:30-10:35. Teacher called class to order. Had to speak to Ted and Isaiah at least twice. Introduced lesson – had students draw circle and cut into “slices”
Discussed percentages.
Isaiah and Ted talking across aisle. Teacher stopped them, “Ted, Isaiah, do you have something to tell us?”

10:30 – 10:35

- called class to order
- Ted/Isaiah talking, teacher spoke to them
- Introduced class – drew a circle – cut into 6 slices
- Discussed percentages
- Spoke to Ted/Isaiah again. They quieted.

10:35-10:45

- T gave info on percentages
- T showed pie chart from USA Today with percentages – explained
- No disruptions

Your evaluator has been trained in the development of anecdotal notes.

Access now the “Teacher Observation Record” by clicking on the following link: [Teacher Observation Record](#). Notice on the first page of the Observation Record that there are places for the evaluator to record or check important demographic data and places to check off and comment on special conditions of which he/she is aware or which you (the teacher) bring to his/her attention during the post-observation conference. Also, on this first page are directions to the evaluator for recording and using observation data.

The second page of the record is simply a blank page for the evaluator's use in recording anecdotal notes. To the left is a column where he/she can reference the indicators and standards to which notes to the right are applicable when reviewing the notes after completing the observation. The evaluator may need to use more than one of these blank pages during an observation.

In the EDUCATEAlabama evaluation system, there is no form for synthesizing anecdotal notes into ratings of any kind. Rather, notes from the two observations will be summarized on the Collaborative Summary Report and used with other available data to determine level of practice in each indicator. (See Lesson 8.)

You may have noticed in the directions to evaluators on page 1 of the observation record, a reference in direction 4 to "a reference list of pertinent standards and indicators". This list is a compilation of observable definition items, indicators, and standards which is available for your use as well as evaluators. **In order to see what behaviors and practices your observer will be looking for, access that list (AQTS: Observation) now by clicking on the following link: [AQTS Observation Reference List](#).**

As you study this chart, be aware that some of the indicators and definition items will require data/information in addition to that gained through classroom observation. For example, certain behaviors and practices pertaining to the indicators defining Standard 1 (Content Knowledge) are observable. Others are not. Therefore, either principal first-hand knowledge or a dialogue session will be needed to augment the data/information collected through classroom observation. Further, you have found in your study of the chart that not all Indicators are listed. For example, Indicator 2b.1 does not "show up" in the list, and nothing in Standard 5 (Professionalism) is listed. That is because practices in these various indicators are not observable in the classroom. Dialogues or first-hand principal data will be needed to appropriately identify levels of practice.

The Post-Observation Conference

There will be a post-observation conference after each formal classroom observation. **Access now the "Teacher Post-observation Conference Record by clicking on the following link: [Post-observation Record](#).**

As you review the contents of this Record you will notice that the first seven items/questions focus on information pertinent to the lesson and class observed. If a pre-observation conference had been held, most of these questions would have been asked and answered at that time. Questions 8 and 9 are addressed to the evaluator, focusing on what he/she saw in the classroom and its consistency with what had been planned. Obviously, the evaluator can not answer these questions prior to the post-observation conference when he/she hears the teacher's responses to the previous questions.

Items 10 and 11 are feedback to the teacher regarding the evaluator's perceptions of strengths and areas where improvement can be made. The feedback given here will not be in the form of perceived levels of practice, but in terms of standards, indicators, definition items which appear to fit into these two categories. Perceived levels of practice cannot be identified at this time

because a) the conference and record focus on a single observation, and b) classroom observations have to be supplemented by additional data/information for a number of indicators and most standards. Levels of practice cannot be identified until data/information are compiled across data sources in the Collaborative Summary Report.

If at all possible, the post-observation summary conference should be held within two working (school) days. Once in a while, the timeline may need to be extended. If so, this should be by agreement of the evaluator and teacher.

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Lesson 7. DIALOGUES AND PRINCIPAL DATA

Dialogues

There is need for a data collection procedure that can be used to provide data/information to an evaluator when a) practice in one or more indicators is not observable in the classroom and b) the evaluator has limited first hand information from his/her ongoing observations and activities in the school. The dialogue procedure has been created to fill this gap. A dialogue is a brief, informal conversation about the area of practice or Indicator for which data are needed. Here's how it works:

1. Prior to the Fall one-to-one evaluator/teacher orientation meeting (supplement to this online module), both parties should review the 39 EDUCATEAlabama continua and be prepared to identify in that meeting indicators and areas of practice that require dialogue to supplement the evaluator's current knowledge base (database).

Note. Remember the cross-cutting expectations (areas of practice)! The teacher's activities in regard to Collaboration, Leadership, and Individualization are likely areas for dialogue as are his/her assessment practices (Standard 2) and accommodations for diversity (Standard 4). In actuality, any indicator may be targeted for dialogue, and the areas for dialogue may vary from teacher to teacher, based on the evaluator's day-to-day observations of and activities with each teacher.

2. During their orientation session/meeting, both parties (teacher, evaluator) should agree on the indicators and areas of practice to be covered in one or more dialogue sessions in the Spring. Some of these areas may be ones established for the teacher's professional learning/growth in the Professional Learning Plan (PLP) toward which he/she is working during the current year.

There is no magic number of indicators/areas to be covered by dialogues. It may be two or 10. The purpose of the dialogues is to ensure that the evaluator has solid, valid information to use in identifying current levels of practice.

3. In the cross-cutting areas of practice; i.e., collaboration, leadership, and individualization a teacher is not expected to address/focus on all expectations (all standards and indicators) during a single year or even a single 3-year evaluation cycle (tenured teachers). Either in the development of the Professional Learning Plan or Fall orientation meeting, focus for the year should be established in these areas. Again, the focus will vary from teacher to teacher. Most of the definition items focusing on collaboration and leadership, and some of those focusing on individualization of instruction are found at the upper levels of the continua – the Integrating and Innovating levels. Teachers will not reach these levels easily or in short periods of time. That's OK! Remember that the emphasis in EDUCATEAlabama is growth to standards. It is OK to have current practice identified as Applying or even Emerging in some areas. Furthermore, it should be noted that levels of practice in an Indicator or cross-cutting area can change in either direction from one evaluation to the next. For

example, a teacher moving to a new school or different grade level may demonstrate a lower level of practice in his/her first evaluation after the transition.

Limiting the focus for collaboration, leadership, and/or individualization efforts will mean that some/many teachers will not be demonstrating practice above the Applying level in some indicators during a given full evaluation year and perhaps for several years. That's OK, too! The Applying level connotes a level of practice synonymous with a highly effective classroom teacher. As previously stated, indicators at the Integrating and Innovating levels primarily deal with one's influence on adult practice beyond one's own classroom.

4. During the evaluation year, the teacher should assemble the data/information he/she will want to introduce into the dialogue. If any of this information/data is to be in written form, that should be agreed upon in the Fall orientation meeting.
5. The evaluator and teacher will mutually agree upon a time/times for the brief, informal dialogues to be carried out. For example, the parties may agree that time for the needed dialogue(s) will be added to the second post-observation conference (Spring observation). Or, they might agree to hold the needed dialogue(s) independent of the post-observation conference.
6. The format for the dialogues is conversation. A dialogue might begin as simply as the following statement by the evaluator:

“Last fall, we agreed that we would have dialogues about your efforts and activities in the areas of Collaboration (particularly 2b.2, 3 and 4) Leadership (2c.2, 3, 4), Individualization (1.5 and 4d.1 and 2), and student assessment (2c.1, 2c.2, 2c.3, 2c.4). These don't have to be long conversations, but we need to keep them separate. We'll have a discussion of each. Let's start with Collaboration. Tell me what you have done/accomplished in that area.”

A form has been provided to assist the evaluator in taking notes during the dialogue(s). A separate form is to be used for each dialogue. Results of dialogues will be summarized on the Collaborative Summary Report (CSR) and used, along with other relevant data, to identify current levels of practice. **You can access this form by clicking on the following link: [Dialogue Form](#).**

Principal Data

As suggested by earlier comments, principals and assistant principals (usually the evaluators) have at their disposal data and information collected in the course of day-to-day school operations. For example, there are usually many opportunities for a principal to collect information about many aspects of a teacher's professionalism (Standard 5). The principal summarizes his/her data in the spaces provided on the CSR.

Lesson 8. THE COLLABORATIVE SUMMARY REPORT

Access the Collaborative Summary Report now by clicking on the following link:
[Collaborative Summary Report.](#)

As previously described, the Collaborative Summary Report (CSR) is “where it all comes together”. As you review it, you will note that it consists of five pages, a page for each standard.

Each page is similar in design and format. On the lower part of the page are three columns of boxes. In column 1, the evaluator will summarize by Indicator results from classroom observation 1. In column 2, results from classroom observation 2 will be summarized by Indicator, and summaries of data/information gathered from dialogues and principal data will appear in Column 3. Don't worry about the size of these boxes. These forms have been designed for completion electronically, and the boxes expand as information is typed in. You will notice that for some Indicators, certain boxes are darkened. Shaded/darkened boxes indicate that the particular data source; e.g., classroom observation, is not appropriate/valid for assessing practice in that indicator. There will be no data/information in shaded boxes.

After the evaluator completes the lower part of the page (data summaries), he/she will use all available data and the appropriate continuum from the EDUCATEAlabama Continua to identify current level of practice in each Indicator (top of page). The CSR has been designed so that the continuum for each Indicator can appear as a drop-down box upon command.

There will be no Standard level designations and no overall, single designation of a teacher's practices. There will be 39 Indicator level designations. This system provides the most useful information for planning professional learning growth, which is the primary purpose of EDUCATEAlabama. A teacher's level of practice in one Indicator may be at one level and at another level in other indicators in the same standard.

On the last (5th) page of the CSR, space is provided to identify from the designated levels of practice and data available two areas or Indicators for action. Usually, these will be specific Indicators within Standards. In some cases, they could be cross-cutting areas (Collaborating, Leadership, etc.), but with specific Indicators targeted.

Once in a while, there may be need to identify more than two areas/indicators for action. This could be especially true in standards such as Content Knowledge (Standard 1) and Teaching and Learning (Standard 2), if current practices are detrimental to students or ineffective in producing student learning and achievement.

The evaluator will complete an initial CSR using the data he/she has collected and summarized on the form. At a mutually agreed upon date in the Spring (no later than April 15), a Collaborative Summary Conference will be held. The first activity in that conference will be the sharing of the evaluator's completed CSR. During that sharing process, the evaluator will call upon the teacher to share his/her self-assessment for each Indicator. Differences and similarities in practice designations will be discussed, and the teacher will have the opportunity to bring

forward additional data/information that may have been overlooked by either or both parties during the evaluation process to this point.

Notice that every page of the CSR contains a space for “Teacher/Evaluator Comments”. This is one of the places where the teacher’s self-assessment may enter into the process. After discussion, there may not be any reason to change designations of levels of practice. However, comments can be recorded for future reference.

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Lesson 9: THE PROFESSIONAL LEARNING PLAN

Access the Professional Learning Plan now by clicking on the following link: [Professional Learning Plan](#).

The EDUCATEAlabama PLP is to be developed collaboratively by the evaluator and teacher using the CSR (particularly the two action areas identified on page 5), the teacher's Self-Assessment, and subject area/grade level, or schoolwide student achievement goals. Usually, no more than two professional learning goals (Indicators, cross-cutting areas) should be included. That is why the PLP form has only two sets of boxes. In those situations where it is felt that more than two areas of focus are necessary, an additional form can be attached.

The PLP should be prepared during the Collaborative Summary Conference, or soon after at a separate meeting. The areas of the plan to be completed at this time are the Goal 1, 2 Focus Boxes, Proposed Action Steps, Activities and Outcomes boxes, and the Timelines boxes. Directions are as follows:

Goal Focus. Identify the particular Standard and Indicator(s) that will be the focus of attention and state the objective to be accomplished by the teacher.

a) 3c.2. Communicates mathematical concepts, processes, and symbols within the content taught.

Goal/Objective. To incorporate more mathematical knowledge and skills into my classroom instruction.

or

b) 3b.1,2 and 3c.1,2 Collaboration

Goal/Objective. To enhance collaboration with colleagues in the area of mathematics instruction.

or

c) 1.1 Demonstrates deep knowledge of subject matter.

Goal/Objective. To incorporate more/greater range of resources into my instruction.

Action Steps/Activities. List each and all activities that will be undertaken to accomplish the objective and improve practice. These action steps may include attending workshops, web-based learning, conferring with or observing colleagues, reading, working with a mentor or whatever activities are most likely to bring about the desired results. Often more than one action step or activity will be needed to meet the goal.

Timelines. A projected completion date for each action step should be listed. Timelines can be changed during the year by mutual agreement of evaluator and teacher.

At the bottom of the form are designated places for the teacher and evaluator to “sign off” on the plan to be undertaken.

End of Cycle Reflection and Input Statement. This box is to be completed by the teacher at the conclusion of his/her activities and prior to the conclusion of the next full evaluation when the completed plan and its results will become data/information used in the evaluation process. Notice the emphasis on impact on personal practice and student learning. The teacher is to explain outcomes of the professional learning/growth activities. What is different? How have your practices changed? What impact have your professional growth activities had on student learning and achievement? Be specific.

The PLP activities undertaken and the impact of those activities should be discussed by the evaluator and teacher prior to completion of the next Collaborative Summary Report (end of next full evaluation). The evaluator may need additional information in order to appropriately consider PLP activities and outcomes in preparing the next CSR. After discussion, both parties should sign the form indicating that the discussion has taken place.

Sometimes, it becomes necessary to substitute or change activities/action steps originally built into a PLP. That can be done by agreement of both evaluator and teacher. However, the changes should be recorded on the PLP form and initialed by both parties.

If you are a tenured teacher on a multi-year evaluation cycle, you and your evaluator should meet at least once each year to update your PLP or create a new PLP and to check progress. During the years you are not engaged in “full evaluation”, your completion of one or more PLPs is seen as fulfillment of legislatively required annual evaluation.

You have completed the EDUCATE Alabama Teacher Orientation module. If you have questions about anything in the module, address them to you principal at your teacher orientation conference. The next page is a certification page that you can print and certify that you have read the orientation module.

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EDUCATEAlabama

Alabama Professional Learning Collaborative

Creating a Collaborative Culture for Alabama's Educators

Teacher Orientation Module

Completion Certification Form

My signature below indicates that I have read the EDUCATEAlabama Teacher Orientation Module.

Educator's Name

Educator's Signature

Date

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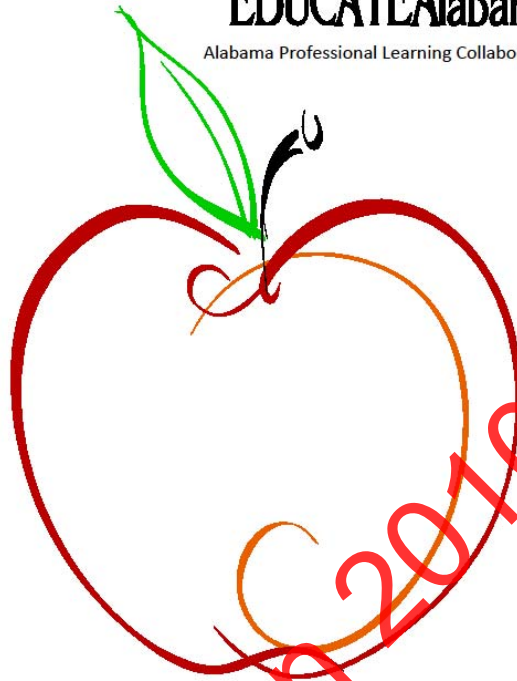
Teacher Orientation Module Resources

1. AQTS: EDUCATEAlabama Version
2. Charts: AQTS: Collaboration
AQTS: Leadership
AQTS: Individualization
3. EDUCATEAlabama Continua
4. How the EDUCATEAlabama Collaborative Works (Graphic which also appears in body of module.)
5. Self-Assessment Form
6. Teacher Observation Record
7. Reference List: AQTS: Observation
8. Teacher Post-Observation Conference Record
9. EDUCATEAlabama: Dialogue Data
10. Collaborative Summary Report
11. Professional Learning Plan (PLP)

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EDUCATEAlabama

Alabama Professional Learning Collaborative



Creating a Collaborative Culture for Alabama's Educators

Alabama Quality Teacher Standards: EDUCATEAlabama Version

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Alabama Quality Teacher Standards: EDUCATEAlabama Version

Introduction

This version of the “Alabama Quality Teaching Standards” is closely aligned with the version which appears in the “Alabama Continuum for Teacher Development.” Most indicators and many definition items are taken directly from the Continuum. This particular subset of the Standards, designated as the Basic Standards serve as the foundation of the evaluation of beginning teachers (years 1-3) and periodic evaluation of experienced teachers (every 4th year).

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.

Indicators and Definition Items

1.1 Demonstrates deep knowledge of subject-matter content and ability to organize related facts, concepts, and skills

Definition Items

- Uses knowledge of subject matter to design rigorous and relevant units and lessons. **(E)**
- Teaches units and lessons appropriate to age and developmental levels of learners. **(E)**
- Incorporates a range of text-based and additional resources (print, non-print, technology based) to motivate and academically challenge all learners. **(A)**
- Focuses instruction on key concepts, themes, multiple perspectives, and interrelationships in subject matter, as well as facts. **(INT)**
- 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. **(INT)**
- Uses comprehensive knowledge of subject matter and student development to ensure that all learners understand related facts and concepts within and across content areas. **(INN)**
- Introduces students and colleagues to current advances related to the discipline, knowledge of which has been gained from journals, websites, and other sources. **(INN)**
- Collaborates with colleagues to incorporate research findings into unit and lesson designs. **(INN)**

1.2 Activates learners' prior knowledge, experience, and interests and uses this information to plan content and help individual students attain learning goals

Definition Items

- Uses students' prior knowledge to introduce lessons, connect learners to key concepts, and deepen understanding. **(E)**
- Uses students' interests and experiences when introducing content **(E)**
- Plans and delivers lessons that access student knowledge through questioning. **(A)**
- Identifies learner misconceptions concerning content and modifies activities to develop new understandings. **(A)**
- Uses multiple methods to continually gain new information about students upon which to develop content and instruction and meet learning goals for all learners. **(INT)**
- Engages colleagues and students in formulation of questions and learning activities that draw upon and respond to learners' varied experiences, knowledge, and interests. **(INT)**
- Contextualizes and deepens students' understanding of content knowledge. **(INN)**
- Works with/leads colleagues to identify factors influencing student learning and acts on those results. **(INN)**

1.3 Connects curriculum to other content areas and real-life settings to promote retention and relevance

Definition Items

- Uses questions and other strategies to help learners connect content to previous learning, other subject areas, and real-life problem solving. **(E)**
- Demonstrates relevant connections within and across content areas for learners, as needed. **(E)**
- Organizes and presents units of study and lessons that demonstrate connections to key concepts and skills from other disciplines. **(A)**
- Teaches rigorous and relevant lessons that engage students in applying key concepts and skills across disciplines. **(A)**
- Works with colleagues to integrate academic disciplines. **(INT)**
- Collaborates with colleagues to plan, assess, and revise integrated curricula **(INN)**

1.4 Designs instructional activities based on state content standards

Definition Items

- Plans instructional activities that align with Alabama's Courses of Study. **(B/E)**
- Designs learning activities that integrate multiple content standards. **(E)**
- Communicates clearly the connections between the standards and the knowledge and skills being taught. **(E)**
- Uses multiple resources, including textbooks, to develop plans (units, lesson) that are aligned with content standards. **(A)**

- Enables all learners to meet state content standards through differentiated planning for individual differences. (A)
- 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. (INT)
- Creates varied and differentiated opportunities for learners to develop, monitor, and extend learning related to state standards. (INN)
- Provides leadership that engages colleagues in ongoing analysis and mapping of curriculum to ensure alignment of state standards with content being taught. (INN)

1.5 Provides instructional accommodations, modifications, and adaptations to meet the needs of each individual learner

Definition Items

- Identifies individual differences among learners in his/her classroom. (E)
- Selects and incorporates alternative curricular materials and resources to accommodate different levels of learner readiness. (E)
- Modifies instructional strategies, materials and resources to support and challenge each learner. (A)
- Analyzes student assessments with colleagues to identify learner needs and make modifications accordingly (needs assessment). (A)
- Selects and incorporates alternative curricular materials, resources, and delivery systems based on students' individual differences; e.g., learning styles, interests, motivation, language capability. (INT)
- Collaborates with colleagues to assess student work and identify a wide variety of modifications in instructional resources and delivery methods. (INT)
- Employs an extensive repertoire of instructional and curricular adaptations to enhance and advance learning opportunities for each learner. (INN)
- Engages/leads colleagues in the design, implementation, analysis, and refinement of lesson accommodations and modifications that ensure success for all learners. (INN)

Standard 2: Teaching and Learning

The teacher understands how individuals grow, develop, and learn and provides learning opportunities that support the intellectual, social, and personal development of all students.

Standard 2a: Organization and Management of the Learning Environment

Indicators and Definition Items

2a.1 Designs a classroom organization and management system built upon sound, age-appropriate expectations and research-based strategies for promoting positive behavior

Definition Items

- Establishes and enforces rules for classroom management. **(B/E)**
- Implements organization and management strategies in response to specific classroom issues and/or individual learner needs. **(B/E)**
- Provides encouragement to learners for positive behaviors. **(B/E)**
- Clearly communicates and continually reinforces age- appropriate expectations for behavior. **(E)**
- Responds appropriately to disruptive behavior based on the established system and the learners involved. **(E)**
- Designs and implements a classroom organization and management system that is age-appropriate and responsive to class and individual needs. **(A)**
- Uses research-based strategies to prevent or lessen disruptive behavior and reinforce positive behavior. **(A)**
- Encourages learner involvement in maintaining positive behaviors. **(A)**
- Builds learners' capacity to take responsibility for maintaining and monitoring behavior of self and others. **(INN)**
- Works with colleagues to systematize school- wide organization and management to ensure positive behaviors among learners within and outside of classrooms. **(INT)**
- Collects and analyzes data on the range of learner behaviors and makes modifications to facilitate positive learning environments for all learners. **(INT)**
- Engages colleagues in review of research-based strategies for promoting positive behavior. **(INN)**
- Advocates for school-wide improvements in organizational and management systems. **(INN)**

2a.2 Creates a climate that promotes fairness and respect

Definition Items

- Establishes rapport with individual learners. **(B/E)**
- Acknowledges and responds to incidents of unfairness and disrespect. **(B/E)**
- Models equitable and respectful interactions with learners, families, and colleagues. **(E)**
- Maintains positive relationships with all learners. **(A)**
- Teaches strategies that promote fair and respectful interactions among learners and in multiple contexts. **(A)**
- Teaches skills to respond to inequity and disrespect. **(INT)**
- Fosters learner participation in creating and maintaining a fair and respectful school climate. **(INT)**
- Collects and analyzes data on the range of learner behaviors and makes modifications to facilitate positive learning environments for all learners. **(INT)**
- Collaborates with colleagues to collect data, analyze, and modify approaches to improvement of school climate. **(INT)**
- Engages/leads colleagues in examining research and participating in training on fair, equitable, and respectful education. **(INN)**
- Works with colleagues to ensure that there are fair and respectful interactions with learners, families/ guardians, colleagues, and administrators. **(INN)**

2a.3 Creates a safe, orderly, and stimulating learning environment that engages and motivates learners

Definition Items

- Recognizes and responds to unsafe situations as they occur. **(B)**
- Teaches routines and procedures within the classroom, including plans for transitions and emergency situations. **(B/E)**
- Models initiative and inquiry in ways that engage and motivate learners. **(E)**
- Maintains a safe, secure, and orderly classroom at all times. **(A)**
- Engages learners in managing, monitoring, and supporting an orderly environment. **(A)**
- Provides an enriching environment that stimulates, motivates, and engages learners. **(A)**
- Works with learners and colleagues to identify factors effecting school safety and make ongoing improvements to support a positive learning environment school wide. **(INT)**
- Draws upon a wide repertoire of skills to motivate and engage all learners. **(INT)**
- Engages/leads colleagues in the design and implementation of strategies that promote positive, focused environments for learning. **(INN)**
- Draws upon learners' curiosity and motivation to engage them in extended studies of content. **(INN)**

Standard 2b: Using Instructional Strategies to Engage Learners

Indicators and Definition Items

2b.1 Develops challenging, standards-based academic goals for each learner using knowledge of cognitive, social, and emotional development

Definition Items

- Follows required guidelines in standards- based instruction for establishing academic learning goals. **(A/E)**
- Identifies cognitive, social and emotional needs of learners and uses them to identify levels of readiness. **(B/E)**
- Defines challenging academic goals for each learner based on his/her current developmental readiness and long- range academic goals. **(A)**
- Ensures that all short- and long-term standards-based instructional goals are clear and accessible to all learners and families/guardians. **(INT)**
- Collaborates with colleagues, family/guardians, and learners to establish developmentally appropriate and academically challenging goals for all learners. **(INT)**
- Engages students in setting their own academic goals and communicating them to parents, peers, and other interested parties. **(INT)**

- Engages colleagues, families/guardians, and community professionals in examining and utilizing research on cognitive, social, and emotional development. **(INN)**
- Works with/leads colleagues school-wide in establishing challenging, standards-based goals that are differentiated to meet the needs of all learners. **(INN)**

2b.2 Engages learners in developing and monitoring goals for their own learning and behavior

Definition Items

- Establishes learning and behavior goals and communicates them to learners. **(B/E)**
- Provides feedback on achievement of learning and behavior goals. **(B/E)**
- Meets with individual learners to encourage and promote their responsibility in meeting goals. **(B/E)**
- Provides guided experiences using rubrics and other tools that enable learners to self-assess their learning and behavior. **(E)**
- Teaches learners skills that enable them to examine evidence of learning. **(E)**
- Provides opportunities for learners to demonstrate and reflect on academic and behavioral progress. **(A)**
- Creates instructional activities that enable learners to set and monitor academic and behavioral goals. **(A)**
- Regularly assesses the extent to which students are increasing their ability to assume responsibility for their own learning and behavior. **(INT)**
- 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. **(INT)**
- Teaches learners how to communicate their progress to family/guardians and others. **(INT)**
- Assists colleagues in recognizing and using the positive impact of learners' involvement in assessing and planning their own progress. **(INT)**
- Integrates learners' self-assessment and reflection into learning activities and shares results with colleagues. **(INN)**
- Supports and assists colleagues in implementing learner goal-setting and self-assessment strategies. **(INN)**

2b.3 Designs coherent lessons that integrate a variety of appropriate and effective instructional strategies

Definition Items

- Teaches lessons provided in available curriculum resources. **(B/E)**
- Designs lessons that follow a logical sequence and provides learners with clearly defined outcomes and learning tasks. **(E)**

- Selects instructional strategies that support content understanding and meet the needs of individual learners. **(E)**
- Applies a variety of research-based instructional strategies that are appropriately matched to content being taught and to learners. **(A)**
- Works with colleagues to analyze the impact of lesson design on learner achievement across groups and contexts and to modify instruction based on results. **(INT)**
- Supports and assists colleagues in integrating research-based instructional strategies through modeling and coaching. **(INT)**
- Leads curriculum design teams in developing coherent and comprehensive units and lessons that are responsive to the needs of diverse learners. **(INN)**
- Initiates action research efforts with colleagues to identify, select, and modify instructional strategies and resources that ensure success for each learner. **(INN)**

2b.4. *Creates learning activities that optimize each individual's growth and achievement within a supportive environment*

Definition **Items**

- Creates learning activities using available teaching resources and curriculum guides. **(B/E)**
- Selects instructional strategies that reflect high expectations and are responsive to the characteristics of sub-groups of learners. **(E)**
- Formulates and uses questions to engage students in higher order thinking and content mastery, and foster learner interactions. **(E)**
- Paces and adjusts instruction to ensure continual engagement of all learners. **(A)**
- Communicates high expectations for each learner and differentiates instructional practices to move each learner forward in his/her growth and development. **(A)**
- Encourages and teaches learners to formulate questions to guide their learning. **(A)**
- Presents concepts and principles at different levels of complexity to optimize growth of learners at varied levels of development. **(A)**
- Engages colleagues in the design of differentiated learning activities to optimize each learner's growth and achievement. **(INT)**
- 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. **(INT)**
- Works with/leads colleagues in designing responsive, differentiated instructional activities based on analysis of student work and/or performances. **(INN)**
- Advocates for curricular and instructional adaptations and resources that address the needs of individual and diverse learners school-wide. **(INN)**
- Leads colleagues in professional learning activities that will improve instruction. **(INN)**

Standard 2c: Assessment of Learning

Indicators and Definition Items

2c.1. *Uses formative assessments to provide specific and timely feedback which will assist learners in meeting learning targets and to adjust instruction.*

Definition Items

- Implements required district and school assessments to monitor progress toward achievement of content standards. **(B/E)**
- Shares assessment results with learners following required timelines. **(B/E)**
- Recognizes confusion and/or lack of understanding among learners and reteaches. **(B/E)**
- Selects/develops and implements informal assessments aligned to instructional objectives to monitor student progress toward achievement of learning goals. **(A)**
- Teaches students how to use assessment results to make adjustments and meet learning targets. **(A)**
- Uses formal and informal assessment results to inform planning and delivery of instruction. **(A)**
- 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. **(INT)**
- Demonstrates use of feedback from assessments to assist in meeting learning targets. **(INN)**
- Models use of a repertoire of formative assessment tools designed to guide teaching and learning. **(INN)**
- Works with/leads school and district personnel in designing formative assessment practices. **(INN)**

2c.2. *Uses summative assessments to measure learner attainment of specified learning targets.*

Definition Items

- Administers required school, district, and state summative assessments. **(B/E)**
- 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. **(E)**
- Uses a variety of assessment methods and instruments, including online and computer adaptive assessments where appropriate. **(A)**
- Varies assessment methods in accordance with individual needs of and differences in learners. **(A)**
- Develops and implements a systematic, coherent assessment plan for each unit of instruction. **(A)**

- Participates in collegial grade level/content team reviews of summative data. **(INT)**
- Analyzes assessment results for all learners to inform improvements in design of summative assessments. **(INT)**
- Works with colleagues to develop and refine common summative assessment options. **(INT)**
- Participates in/leads collaborative efforts to create, calibrate, and evaluate summative assessments. **(INN)**

2c.3 Maintains evidence and records of learning performance to communicate progress

Definition Items

- Collects and records required documentation of student learning, using available technologies. **(B/E)**
- Analyzes evidence of student learning and constructs records of student learning that accurately represent performance. **(E)**
- Shares/discusses assessment results with learners and families/guardians in ways that clearly indicate strengths and weaknesses/needs. **(E)**
- Uses a variety of methods to collect evidence of student learning and maintain records. **(A)**
- Demonstrates learner attainment of specified learning targets/objectives resulting from his/her instruction using pre-/post-assessment methods. **(A)**
- Uses technologies available to maximize use of data with a variety of audiences. **(A)**
- Communicates learner progress clearly and in a timely manner to learners, families/guardians, and school personnel and solicits their input on a regular basis. **(A)**
- Provides learners and families/guardians with current evidence, examples of student learning and progress. **(INT)**
- Convenes families/guardians and school personnel to discuss data and co-develop meaningful plans to enhance learner success. **(INT)**
- Works with/leads colleagues in improvement of data systems and record keeping and their use. **(INN)**

2c.4 Analyzes and uses disaggregated standardized assessment data to inform planning for individual learners, sub-groups, and classes

Definition Items

- Demonstrates ability to read and explain standardized test reports. **(B/E)**
- Reviews standardized assessment data and uses them in planning. **(B/E)**
- Utilizes disaggregated, standardized assessment data to set instructional goals for individuals, sub-groups, and classes. **(E)**
- 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. **(A)**

- 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. (INT)
- Uses available data to guide systemic changes in instruction that result in continuous improvement in student achievement. (INT)
- Leads colleagues in analyses of test data and development of responses (instructional improvements) at the site and district levels. (INN)
- Advocates for equitable and learner appropriate testing contexts for all students. (INN)

Standard 3: Literacy

To improve student learning and achievement, teachers at all levels K-12 use knowledge of effective oral and written communications, reading, mathematics, and technology to facilitate and support direct instruction, active inquiry, collaboration, and positive interaction. Teachers maintain current knowledge of and provide K-12 age-appropriate literacy strategies that improve learners' pace of learning and competence in reading, writing, speaking, and listening. Within and across content areas and at all levels, K-12 teachers actively use mathematical concepts, processes, and symbols to ensure that learners gain both foundational knowledge of math and problem solving abilities.

Standard 3a: Oral and Written Communication

Indicators and Definition Items

3a.1 Demonstrates standard oral and written communications and uses appropriate communication strategies

Definition Items

- 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. (E)
- 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. (E)
- Listens attentively to others. (E)
- Uses questioning strategies to solicit specific information and clarify understanding. (E)
- Uses mode/modes of communication which ensure effective interactions and discussions with individuals and/or groups involved. (A)
- Responds to speakers using communication strategies that fit the situation and enhance communication, e.g., questioning, paraphrasing, extending ideas, suggesting additional viewpoints or possibilities. (A)
- Monitors and modifies spoken and written communications using self-reflection and feedback from others. (INT)
- 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. (INT)

- 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. **(INN)**
- Develops learning environments in which learners learn and use communication techniques (questioning, paraphrasing, listening, etc.) that promote inquiry, engagement, and productive interactions. **(INN)**
- Works with colleagues to develop and maintain a professional learning community in which adults engage in active inquiry and dialogue. **(INN)**

3a.2 Fosters and responds effectively to verbal and nonverbal communications during instruction and uses assistive technologies as appropriate

Definition Items

- Uses assistive devices provided to individual learners and is attentive to expressed needs of those learners. **(B/E)**
- Recognizes learner nonverbal expressions of understanding, confusion, and need and responds appropriately. **(B/E)**
- Creates a learning environment where all learners initiate appropriate verbal and nonverbal communications to enhance understanding, critical thinking, and positive relationships. **(A)**
- Responds to learners verbally and nonverbally in ways that maintain individual and group focus and on-task behavior. **(A)**
- Models and teaches effective appropriate and verbal, nonverbal, and media-based communication techniques. **(INT)**
- Works with colleagues to enhance communication abilities and styles schoolwide. **(INT)**
- Joins with colleagues to study the effects of verbal and nonverbal interactions within and among groups and to design ways of improving communications. **(INN)**

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

Indicators and Definition Items

3b.1 Uses instructional strategies appropriate to learners and content area to improve learners' skills in fluency, vocabulary, and comprehension

Definition Items

- Seeks support for struggling readers to improve reading skills, fluency, etc. **(B/E)**
- Uses available, age-appropriate materials and instructional strategies to assist learners in reading and curriculum comprehension within and across content areas. **(B/E)**
- Provides vocabulary instruction in content areas. **(E)**
- Uses a variety of strategies and resources to meet the literacy needs of diverse learners. **(E)**

- Monitors learner progress in literacy skills, as well as content knowledge. (A)
- Engages learners in monitoring their literacy skills and their comprehension of texts and resources, in advocating their needs, and in celebrating their progress. (INT)
- Works with colleagues to design age-appropriate activities and strategies that make content more accessible and improve learners' literacy skills. (INT)
- Collaborates with grade level and/or content area teams to seek out innovative techniques that improve learners' literacy skills across content areas. (INN)
- Participates with colleagues in literacy-related action research and acts on results. (INN)

3b.2 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

Definition Items

- Communicates the value of literacy skills across all disciplines. (E)
- Models age- appropriate strategies for reading narrative and expository text in his/her discipline and across disciplines. (E)
- Teaches and reinforces reading strategies within content area instruction to ensure that each learner has access to the curriculum. (A)
- Encourages learners to read widely and helps them seek out resources matched to their interests and abilities. (A)
- Integrates literacy instruction throughout curriculum based on understanding of learner skill levels and literacy demands of narrative and expository resources. (INT)
- Provides a broad range of narrative and expository resources related to the content area to foster motivation and support learners' self-directed learning. (INT)
- Collaborates with colleagues to design and refine lessons that integrate literacy instruction into content instruction. (INN)

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

Indicators and Definition Items

3c.1 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

Definition Items

- Encourages learners to approach mathematical problem solving in various ways. (B/E)
- Models age appropriate mathematical problem solving using a variety of strategies appropriate to content taught. (E)

- Guides learners to identify mathematical information that contributes to interpretations of data and conclusions and teaches methods to test results. **(E)**
- 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. **(A)**
- Teaches learners to think critically about mathematical information in order to identify problematic issues, interpret data accurately, and pose solutions. **(A)**
- Collaborates with mathematics teachers and those in other disciplines to design engaging problem-solving experiences across the curriculum. **(INT)**
- Plans, implements, and scaffolds challenging mathematical problem-solving experiences for all learners appropriate to the content. **(INT)**
- Develops learning environments that foster student collaboration in problem solving. **(INN)**
- Models for and coaches colleagues in the use of mathematical problem solving across disciplines. **(INN)**
- Works with colleagues to develop and sustains learning environments that value analytical thinking and improve the learners' ability to articulate content-related issues mathematically, when appropriate. **(INN)**

3c.2 Communicates mathematical concepts, processes, and symbols within the content taught

Definition Items

- Utilizes available resources to communicate mathematical concepts, processes, and symbols embedded in the content taught. **(B/E)**
- Uses mathematical processes and symbols throughout instruction, as appropriate to the content. **(E)**
- Teaches mathematical vocabulary and concepts applicable within and across content areas. **(A)**
- Develops learner fluency in the application of mathematical concepts, processes, and symbols. **(INT)**
- 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. **(INN)**

Standard 3d: Utilizes Technology

Indicators and Definition Items

3d.1 Identifies and integrates available emerging technology into the teaching of all content areas

Definition Items

- Uses available technological resources to support instruction. **(B/E)**
- Integrates technological resources into standards-based unit and lesson planning. **(E)**

- Integrates multiple technological resources into instruction. (A)
- Plans and uses technology to address individual learner differences and needs. (A)
- Uses technological tools such as spreadsheets, webpage, digital video, Internet, and e-mail for instruction, assessment, management, reporting, and communicates with parents/guardians. (A)
- Involves learners in the evaluation of technological resources and data/information generated from/by them. (INT)
- Works with colleagues to expand knowledge and use of hardware and software resources to better meet the needs of all learners. (INT)
- Collaborates with colleagues to evaluate, adapt, design, and integrate technological resources into instructional activities. (INN)
- Embeds technology into all curriculum to enhance and expand learning opportunities for all learners. (INN)

3d.2. Facilitates learners' individual and collaborative use of technology and evaluates their technological proficiency.

<u>Definition</u>	<u>Items</u>
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- | | |
|--|--|
| | <ul style="list-style-type: none"> • Provides learners with available hardware and software to support content-learning, completion of assignments, and/or practice of basic skills. (B/E) • Teaches procedures and routines that provide practice in using technology for academic purposes. (E) • Assesses learners' abilities in the use of technology and differentiates use accordingly. (E) • Engages individuals and groups in learning experiences requiring the use of technology. (A) • Works to improve learner abilities to use technology in independent work and collaborative groups using systematic assessments as the basis. (A) • Works with colleagues to develop a learning environment that increases learners' technological skills. (INT) • Engages learners in self-assessment of proficiency using a variety of tools and resources. (INT) • Works with colleagues to design and refine instructional activities that develop learners' skills in locating, selecting, evaluating, and using electronic resources effectively. (INN) |
|--|--|

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 4a. Cultural, Ethnic, and Social Diversity

Indicators and Definition Items

4a.1. Develops culturally responsive curriculum and instruction in response to differences in individual experiences, cultural, ethnic, gender, and linguistic diversity, and socioeconomic status.

<u>Definition</u>	<u>Items</u>
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- 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. **(E)**
- Incorporates into the learning environment resources (readings, visuals, other) that reflect learner diversity. **(E)**
- Makes curriculum and content standards meaningful to diverse learners by designing differentiated instructional activities that connect to and reflect learners' culture and background. **(A)**
- Includes lessons that teach the contributions of people of diverse cultures and backgrounds to the content area. **(A)**
- Invites learners to contribute resources that reflect culture and the aspects of diversity to augment the curriculum. **(A)**
- Engages diverse learners in lessons that have relevance to their lives and that develop their insight into their background experiences. **(INT)**
- Shares curriculum units and lesson designs that improve engagement and achievement of diverse learners. **(INT)**
- Models for, and coaches colleagues in expanding culturally responsive curriculum and instruction in the school and district. **(INN)**
- Helps learners and colleagues utilize the assets each brings the learning community from their background and experiences. **(INN)**

4a.2. Communicates in ways that demonstrate sensitivity to diversity and that acknowledge and are responsive to different cultural, ethnic and social needs of communication and participation.

<u>Definition</u>	<u>Items</u>
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- Follows available guidelines for periodic communications with families/guardians. **(B/E)**
- 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. **(E)**
- Identifies participation styles and patterns among learner groups and varies instructional methods and activities to accommodate differences, when needed. **(E)**
- 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.). **(A)**

- Designs instruction to ensure that all learners have equitable opportunities to participate and feel safe in doing so. (A)
- Continually works to refine communication skills needed to reach and teach diverse learners. (INT)
- Uses an extensive repertoire of strategies and technologies to ensure engagement and participation of all learners. (INT)
- Works with colleagues to engage and involve all learners and families/guardians in the school community. (INN)
- Teaches learners how to take responsibility for maintaining a learning environment in which all learners can participate and feel safe in doing so. (INN)

4a.3. *Demonstrates and applies in his/her own practice an understanding of how cultural biases can affect teaching and learning.*

Definition Items

- Identifies differences between own background and that of learners and potential personal biases that may result. (E)
- Identifies areas of strength, need, and growth in working with diverse learners and families/guardians. (E)
- Seeks increased understanding of diverse cultures and backgrounds through print and non-print resources, workshops, conversations with persons different from self, etc. (A)
- Implements instructional strategies that avoid use of bias, stereotypes, and generalizations and that reflect current understanding of own biases. (A)
- 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. (INT)
- Collaborates with colleagues to overcome potential instructional bias through a variety of strategies (e.g., flexible grouping, differentiation, broadening curriculum perspectives, alternative assessments). (INT)
- Works with/leads colleagues in influencing school culture on issues of race, culture, gender, linguistic background and socioeconomic status). (INN)

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

4b1. *Enables learners to accelerate language acquisition by utilizing their native language and background.*

Definition Items

- Works with colleagues and community to provide language support services to learners, as available. (B/E)

- Provides opportunities for second language learners to use their native language to enhance understanding of concepts and skills. **(E)**
- Connects curriculum content and instruction to native languages to support transfer of learning, when possible. **(E)**
- Promotes native language as an asset and resource in learning. **(E)**
- Helps learners understand connections between native language structures and vocabulary and English structures and vocabulary during instruction. **(A)**
- Collaborates with colleagues to provide systematic support for second language learners, including use of native language, school wide. **(INT)**
- Builds second language learners' capacity to reference and use their linguistic background to accelerate learning. **(INT)**
- Works with colleagues to build greater school wide understanding of the role linguistic background plays in the learning process. **(INN)**
- Advocates for school wide outreach to second language families/guardians. **(INN)**

4b.2. Guides second language acquisition and utilizes English Language Development (ELD) strategies to support learning.

Definition	Items
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- | | |
|------------|--|
| Definition | Items |
| | <ul style="list-style-type: none"> • Uses available program materials for second language instruction. (B/E) • Adapts program materials to language proficiency levels of second language learners. (E) • Uses visuals and modeling to augment auditory directions and information. (A) • Uses a variety of ELD strategies to make program materials more accessible to students at all language proficiency levels. (A) • 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. (INT) • 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. (INT) • Works with colleagues to ensure that all second language learners are making appropriate progress in mastery of curriculum. (INN) |

4b.3. Differentiates between learner difficulties related to cognitive or skill development and those related to language learning.

Definition	Items
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- | | |
|------------|---|
| Definition | Items |
| | <ul style="list-style-type: none"> • Identifies learners with learning difficulties and uses available materials to reteach skills and concepts. (B/E) • Reviews and sorts learner errors by type; i.e., typical errors and language-based errors. (E) • Plans and delivers lessons that incorporate language supports based on assessments of language assessment and learner language-based errors. (A) |

- Provides cognitive and/or linguistic scaffolds for learners during instruction. (A)
- Identifies learner misunderstandings during instruction and uses questions and other methods to cause learners to explain their logic and identify cause(s) of misunderstandings. (INT)
- Collaborates with colleagues in analyzing student work for both academic and language problems. (INT)
- Models for and coaches colleagues in approaches to differentiated instruction that facilitate both cognitive and linguistic development. (INN)

Standard 4c: Special Needs

Indicators and Definition Items

4c.1. *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*

Definition Items

- Implements IEPs, 504 plans, BBST, and other plans with support of other staff, as needed. (B/E)
- Recognizes characteristics of exceptional learners and follows school procedures for referral for assessment in a timely manner. (E)
- Anticipates needs and adjusts lessons based on learner exceptionalities and needs. (A)
- Encourages learners to identify their needs for accommodations and modifications before and during instruction. (INT)
- Actively promotes learner success, drawing upon the referral process and available community resources. (INT)
- Continually seeks to expand knowledge of accommodations and interventions that will ensure achievement of exceptional learners. (INT)
- Advocates within the school district, and broader community to ensure that all groups of exceptional learners have access to appropriate learning opportunities and resources. (INN)
- Works with/leads colleagues in identifying and accommodating exceptionality among students. (INN)

4c.2. *Develops and maintains inclusive learning environments that address the needs of exceptional learners*

Definition Items

- Incorporates into lessons and units instructional activities that provide options for exceptional learners. (E)
- Provides modeling and visuals that augment auditory directions and information, addressing the needs of all exceptional learners. (E)

- Provides higher order thinking activities adapted to the academic and social needs of exceptional learners. (A)
- Employs a variety of visual and other supports in learning activities that ensure high levels of success for exceptional learners. (INT)
- Employs a variety of differentiated strategies and activities that develop learner capacity for independent learning, collaboration, and whole class participation. (INT)
- Models inclusive strategies for and discusses them with colleagues. (INN)
- 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. (INN)

Standard 4d: Learning Styles

Indicators and Definition Items

4d.1 Helps students assess their own learning styles and build upon identified strengths.

<u>Definition</u>	<u>Items</u>
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- | | |
|--|--|
| | <ul style="list-style-type: none"> • Gathers information about individual learning styles (particularly perceptual styles) and multiple intelligences in order to plan and deliver appropriate instruction. (E) • Engages students in assessing their own learning styles and in understanding their learning strengths and those of their classmates. (E) • Provides learners with opportunities to explain their learning style strengths and needs to peers, teacher, families/guardians. (A) • Articulates and celebrates the diversity of learning styles represented in the classroom. (A) • Integrates formal and informal learning style assessments into instruction. (INT) • Helps learners internalize assessment results and choose study skills and strategies that complement their learning strengths. (INT) • Works with/leads colleagues in collaborative efforts to identify and/or develop valid self-assessment tools and protocols for student use. (INN) • Works with colleagues to develop regular, systematic assessments of all students' learning styles and multiple intelligences. (INN) |
|--|--|

4d.2 Designs learning experiences that engage learning styles and multiple intelligences.

<u>Definition</u>	<u>Items</u>
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- | | |
|--|---|
| | <ul style="list-style-type: none"> • Selects and delivers research-based instructional strategies and materials designed to meet the needs of a variety of learning styles (perceptual, cognitive, social) and multiple intelligences represented in the classroom. (E) • 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. (A) |
|--|---|

- Provides learners opportunities to choose learning experiences that build upon and optimize their learning style strengths. **(A)**
- Teaches learners how to strengthen and/or compensate for learning style weaknesses. **(A)**
- Collaborates with colleagues to design lessons and units of study that balance and integrate all learning modalities and allow for choice. **(INT)**
- Models use of and advocates for research-based instructional strategies and resources that accommodate diverse learning styles and multiple intelligences. **(INN)**
- 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. **(INN)**

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 classroom and school improvement, and adhere to the Alabama Educator Code of Ethics, and Federal, state, and local laws and policies.

Indicators and Definition Items

5.1. Collaborates with stakeholders to facilitate student learning and well being.

<u>Definition</u>	<u>Items</u>
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- | | |
|--|--|
| <ul style="list-style-type: none"> • 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. (B/E) • Communicates with colleagues and shares available resources. (B/E) • Anticipates instructional challenges and initiatives communication with parents/guardians. (E) • Interacts with colleagues to share responsibility for meeting learners' needs through collaborative conversations and planning. (E) • Provides opportunities for families to actively participate in the classroom and school. (A) • Establishes ongoing two-way communication with families/guardians and solicits input to enhance learners' success. (A) • Teams with colleagues to improve and differentiate instruction for individuals and groups. (A) • Develops ongoing partnerships with parents/guardians and learners and evaluates their success. (INT) • Leads school-home-community interactions that produce collaboration and teaming for optimal student learning. (INT) | |
|--|--|

- Initiates and facilitates parent/guardian participation in classroom and school decision-making. **(INN)**
- Participates in/leads grade level, school and system efforts to strengthen collaborations that will benefit all groups of learners. **(INN)**

5.2 *Engages in ongoing professional learning to move practice forward.*

Definition	Items
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- Sets individual professional goals and develops learning plans based on self-reflection and evaluation data. **(B/E)**
- Participates in professional development activities related to classroom, school, district, and state goals. **(B/E)**
- Uses ideas gained from professional literature, websites, organizations, and colleagues to improve teaching and learning. **(E)**
- Engages in action research with colleagues to identify areas of professional development needed to improve teaching and learning. **(A)**
- Constructs short-term and long-term objectives for improvement of student achievement and implements plans for their accomplishment.
- Applies research findings to instruction. **(INT)**
- Organizes and leads colleagues in developing professional goals targeting student needs and achievement gains. **(INN)**
- 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. **(INN)**

5.3 *Participates as a professional learning community member in advancing school improvement initiatives.*

Definition	Items
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- Shares resources with colleagues to enhance teaching and learning. **(B/E)**
- Analyzes student assessment data with colleagues to identify instructional gaps/challenges and helps to generate and implement solutions. **(E)**
- Assists families/guardians in acquiring resources to enhance students' learning. **(E)**
- 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. **(A)**
- Facilitates inquiry-based professional learning communities school wide. **(INT)**
- Serves as a teacher leader, guiding the professional learning community in identifying strategies and acquiring services to ensure success for all learners. **(INT)**
- Leads standards-based learning activities for colleagues, parents/guardians, and the community that will foster educational improvement initiatives. **(INN)**
- Assumes increased leadership in advancing reform initiatives at school, district, and state levels. **(INN)**

5.4 *Promotes professional ethics and integrity*

<u>Definition</u>	<u>Items</u>
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- Adheres to the “Alabama Educator Code of Ethics”. **(E)**
- Exhibits professional conduct ensuring student safety, maintenance of records, and ethical use of technology and other resources. **(E)**
- Treats confidential information about students, staff and school affairs in a professional and ethical manner. **(E)**
- Demonstrates respect, interest in, consideration for those with whom he/she interacts. **(E/A)**
- Adjusts activities and schedules when necessary to accommodate other programs and activities. **(A)**
- Completes assigned tasks and responsibilities on time. **(A)**
- Schedules meetings and appointments with regard to the schedules of others and is punctual. **(A)**
- Models and promotes high levels of integrity and ethical practice. **(INT)**
- Leads colleagues in developing and maintaining a schoolwide environment of integrity and ethical practice. **(INN)**

5.5 *Complies with local, state, and Federal regulations and policies*

<u>Definition</u>	<u>Items</u>
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- Complies with local, state, and Federal requirements related to students’ and teachers’ rights. **(E)**
- Complies with laws and policies regarding exceptional and at risk learners
- Complies with requirements of student plans (IEPs, 504 plans, etc.). **(E)**
- Develops and implements classroom adaptations in accordance with student plans. **(E)**
- Works collaboratively with colleagues, administrators, support staff and district personnel to ensure schoolwide compliance with local, state, and Federal regulations and requirements. **(A)**
- Models safe, responsible, legal and ethical uses of technology and adherence to school and district policies in this area. **(A)**
- 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. **(INT)**
- Engages colleagues in identifying areas of compliance that need to be strengthened and/or modified within the school, district, and/or state. **(INN)**

EDUCATEAlabama TEACHER EVALUATION RESOURCES

AQTS: COLLABORATION

Standards/Indicators	Expected Efforts/Activities
<i>1.0 Content Knowledge</i>	
1.1	Collaborative planning of units and lessons to immerse learners in the/a discipline and promote analytical and creative thinking. (INT)
1.1	Collaboration to incorporate research findings into unit/lesson designs. (INN)
1.2	Collaborative efforts with colleagues to identify factors influencing student learning and act on results. (INN)
1.3	Collaborative planning, assessment, and revision of integrated curricula. (INN)
1.4	Collaboration in use of methods and resources to promote learners' deep understanding of content and demonstration of knowledge and skills embedded in state standards. (INN)
1.5	Collaborative assessment of student work and subsequent modification of instructional resources and delivery methods. (INT)
<i>2.0 Teaching and Learning</i>	
<i>2a Organization and Management</i>	
2a.2	Collaborates with colleagues to collect, analyze, and modify approaches to improvement of school climate. (INT)
2a.2	Works with colleagues to ensure fair, respectful interactions with families/guardians, colleagues, and administrators. (INN)
2a.3	Works with learners and colleagues to identify factors effecting school safety and make ongoing improvements to support a positive learning environment schoolwide. (INT)
<i>2b Instructional Strategies</i>	
2b.1	Collaborates with colleagues, family/caregivers, and learners to establish developmentally appropriate and academically challenging goals for learners. (INT)
2b.2	Assists colleagues in recognizing and using the positive impact of learners' involvement in assessing and planning their own progress. (INT)
2b.2	Supports and assists colleagues in implementing learner goal-setting and self-assessment strategies. (INN)
2b.3	Works with colleagues to analyze the impact of lesson design on learner achievement across groups and contexts and to modify instruction based on results. (INT)
2b.3	Supports and assists colleagues in integrating research-based instructional strategies through modeling and coaching. (INT)

Standards/Indicators	Expected Efforts/Activities
<i>2c. Assessment</i>	
2c.1	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/caregivers. (INT)
2c.2	Works with colleagues to develop and refine common summative assessment options. (INT)
2c.3 Shares/discusses	assessment results with learners and families/caregivers in ways that accurately represent performance.)(E)
2c.4	Collaborates with colleagues to analyze standard assessment data in order to identify grade level and school patterns and trends among sub groups and content areas. (INT)
<i>3.0 Literacy</i>	
<i>3a. Oral and Written Communication</i>	
3a.1	Collaborates with colleagues to learn and practice effective communication skills (listening, questioning, etc.) that will characterize interactions with learners, families/caregivers, peers, and others schoolwide. (INT)
3a.1	Works with colleagues to ensure that all spoken and written communications from the school to learners, families/caregivers, and the community are accurate, clear, professional, and accessible to all who need them. (INN)
3a.1	Works with colleagues to develop and maintain a professional learning community in which adults engage in inquiry and dialogue. (INN)
3a.2	Works with colleagues to enhance communication skills, abilities, and styles schoolwide. (INT)
3a.2	Joins with colleagues to study the effects of verbal and nonverbal interactions within and among groups and to design ways of improving communications. (INN)
<i>3b Reading/Literacy Skills</i>	
3b.1	Works with colleagues to design age-appropriate activities and strategies that make content more accessible and improve learners' literacy skills. (INT)
3b.1	Collaborates with grade level and/or content area teams to seek out innovative techniques that improve learners' literacy skills across content areas. (INN)
3b.1	Participates with colleagues in literacy-related action research and acts on results. (INN)
3b.2	Collaborates with colleagues to design and refine lessons that integrate literacy instruction into content instruction. (INN)
<i>3c Mathematical Knowledge & Skills</i>	
3c.1	Collaborates with mathematics teachers and those in other disciplines to design engaging problem-solving experiences across the curriculum. (INT)
3c.1	Works with colleagues to develop and sustain learning environments that value analytical thinking and improve learners' ability to articulate content – related issues mathematically, when appropriate. (INN)

Standards/Indicators	Expected Efforts/Activities
3c.2	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. (INN)
<i>3d Technology</i>	
3d.1	Collaborates with colleagues to evaluate, adapt, design, and integrate technological resources into instructional activities. (INN)
3d.2	Works with colleagues to design and refine instructional activities that develop learners' skills in locating, relating, evaluating, and using electronic resources effectively. (INN)
3d.2	Works with colleagues to develop a learning environment that increases learners' technological skills. (INT)
<i>4.0 Diversity</i>	
<i>4a. Cultural, Ethnic, Social Diversity</i>	
4a.2	Works with colleagues to engage and involve all learners and families/caregivers in the school community. (INN)
4a.3	Collaborates with colleagues to overcome potential instructional bias through a variety of strategies (e.g., flexible grouping, differentiation, broadening curriculum perspectives alternative assessments). (INT)
<i>4b Language Diversity</i>	
4b.1	Works with colleagues and community to provide language support services to learners, as available. (B)
4b.1	Collaborates with colleagues to provide systematic support for second language learners, including use of native language, schoolwide. (INT)
4b.1	Works with colleagues to build greater schoolwide understanding of the role linguistic background plays in the learning process. (INN)
4b.2	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. (INT)
4b.2	Works with colleagues to ensure that all second language learners are making appropriate progress in mastery of curriculum. (INN)
4b.3	Collaborates with colleagues in analyzing student work for both academic and language problems. (INT)
<i>4c Special Needs</i>	
4c.2	Advocates for and works with colleagues to create inclusive learning communities that are adaptive and differentiated and demonstrate respect and value for exceptional learners and their contributions to the classroom community. (INN)
<i>4d Learning Styles</i>	
4d.1	Works with colleagues to develop regular, systematic assessments of all students' learning styles and multiple intelligences. (INN)
4d.2	Collaborates with colleagues to design lessons and units of study that balance and integrate all learning modalities and allow for choice. (INT)

Standards/Indicators	Expected Efforts/Activities
5.0 <i>Professionalism</i>	
5.1	Teams with colleagues to improve and differentiate instruction for individuals and groups. (A)
5.1	Participates in/leads grade level, school and system efforts to strengthen collaborations that will benefit all groups of learners. (INN)
5.2	Engage in action research with colleagues to identify areas of professional development needed to improve teaching and learning. (A)
5.2	Collaborates with other school leaders to develop and maintain an environment of standards-based inquiry, reflective practice, and collaborative learning focused on improvement of teaching and learning at the school and district levels. (INN)
5.3	Shares resources with colleagues to enhance teaching and learning. (B)
5.3	Analyzes student data with colleagues to identify instructional gaps/challenges and helps to generate and implement solutions. (E)
5.3	Assists families/guardians in acquiring resources to enhance students' learning. (E)
5.3	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. (A)
5.5	Works collaboratively with colleagues, administrators, supports staff and district personnel to ensure schoolwide compliance with local, state, and Federal regulations and requirements. (A)

Under Revision 2010-2011

EDUCATEAlabama TEACHER EVALUATION RESOURCES

AQTS: LEADERSHIP

Standards/Indicators	Expected Efforts/Activities
<i>1.0 Content Knowledge</i>	
1.1	Introduces students and colleagues to current advances related to the discipline, knowledge of which has been gained from journals, websites, and other sources. (INN)
1.2	Engages colleagues and students in formulation of questions and learning activities that draw upon and respond to learners' varied experiences, knowledge, and interests. (INT)
1.2	Works with/leads colleagues to identify factors influencing student learning and acts on those results. (INN)
1.4	Provides leadership that engages colleagues in ongoing analysis and mapping of curriculum to ensure alignment of state standards with content being taught. (INN)
1.5	Engages/leads colleagues in the design, implementation, analysis, and refinement of lesson accommodation and modifications that ensure success for all learners. (INN)
<i>2.0 Teaching and Learning</i>	
<i>2a Organization and Management of Learning Environment</i>	
2a.1	Engages colleagues in review of research-based strategies for promoting positive behavior. (INN)
2a.1	Advocates for school-wide improvement in organizational and management systems. (INN)
2a.2	Engages/leads colleagues in examining research and participating in training on fair, equitable, and respectful education. (INN)
2a.3	Engages/leads colleagues in the design and implementation of strategies that promote positive, focused environments for learning. (INN)
<i>2b Using Instructional Strategies to Engage Learners</i>	
2b.1	Engages colleagues, families/guardians and community professionals in examining and studying research on cognitive, social, and emotional development. (INN)
2b.1	Works with/leads colleagues school-wide in establishing challenging standards-based goals that are differentiated to meet the needs of all learners. (INN)
2b.3	Leads curriculum design teams in developing coherent and comprehensive units and lessons that are responsive to the needs of diverse learners. (INN)
2b.3	Initiates action research efforts with colleagues to identify, select, and modify instructional strategies and resources that ensure success for each learner. (INN)

Standards/Indicators	Expected Efforts/Activities
2b.4	Engages colleagues in the design of differentiated learning activities to optimize each learner's growth and achievement. (INT)
2b.4	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. (INT)
2b.4	Works with/leads colleagues in designing responsive, differentiated instructional activities based on analysis of student work and/or performance. (INN)
2b.4	Advocates for curricular and instructional adaptations and resources that address the needs of individual and diverse learners school-wide. (INN)
2b.4	Leads colleagues in professional learning activities that improve instruction. (INN)
<i>2c. Assessment of Learning</i>	
2c.1	Works with/leads school and district personnel in designing formative assessment practices. (INN)
2c.2	Participates in/leads collaborative efforts to create, calibrate, and evaluate summative assessments. (INN)
2c.3	Convenes families/guardians and school personnel to discuss data and co-develop meaningful plans to enhance learner success. (INT)
2c.3	Works with/leads colleagues in improvement of data systems and record keeping and their use. (INN)
2c.4	Leads colleagues in analyses of test data and development of responses (instructional improvements) at the site and district levels. (INN)
2c.4	Advocates for equitable and learner appropriate testing contexts for all students. (INN)
<i>4.0 Diversity</i>	
<i>4a. Cultural, Ethnic, and Social Diversity</i>	
4a.1	Models for and coaches colleagues in expanding culturally responsive curriculum and instruction in the school and district. (INN)
4a.3	Works with/leads colleagues in influencing school culture on issues of race, culture, gender, linguistic background and socioeconomic status (INN)
<i>4b Language Diversity</i>	
4b.1	Advocates for school-wide outreach to second language families/guardians. (INN)
4b.3	Models for and coaches colleagues in approaches to differentiated instruction that facilitate both cognitive and linguistic development. (INN)
<i>4c Social Needs</i>	
4c.1	Advocates within the school district and broader community to ensure that all groups of exceptional learners have access to appropriate learning opportunities and resources. (INN)
4c.1	Works with/leads colleagues in identifying and accommodating exceptionality among students. (INN)

Standards/Indicators	Expected Efforts/Activities
4c.2	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. (INN)
<i>4d Learning Styles</i>	
4d.1	Works with/leads colleagues in collaborative efforts to identify and/or develop valid self-assessment tools and protocols for student use. (INN)
4d.2	Models use of and advocates for research-based instructional strategies and resources that accommodate diverse learning styles and multiple intelligences. (INN)
4d.2	Initiates with colleagues action research which will identify the effectiveness of various instructional strategies in facilitating learning and achievement of students with diverse learning styles. (INN)
<i>5.0 Professionalism</i>	
5.1	Leads school-home-community interactions that produce collaboration and training for optimal student learning. (INT)
5.1	Initiates and facilitates parent/guardian participation in classroom and school decision-making. (INN)
5.1	Participates in/leads grade level, school, and system efforts to strengthen collaborations that will benefit all groups of learners. (INN)
5.2	Organizes and leads colleagues in developing professional goals targeting student needs and achievement gains. (INN)
5.3	Facilitates inquiry-based professional learning communities school-wide. (INT)
5.3	Serves as a teacher leader, guiding the professional learning community in identifying strategies and acquiring services to ensure success for all learners. (INT)
5.3	Leads standards-based learning activities for colleagues, parents/guardians, and the community that will foster educational improvement initiatives. (INN)
5.3	Assumes increased leadership in advancing reform initiatives at school, district, and state levels. (INN)
5.4	Leads colleagues in developing and maintaining a school-wide environment of integrity and ethical practices. (INN)
5.5	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. (INT)
5.5	Engages colleagues in identifying areas of compliance that need to be strengthened and/or modified within the school, district, and/or state. (INN)

EDUCATEAlabama TEACHER EVALUATION RESOURCES

AQTS: INDIVIDUALIZATION

Standards/Indicators	Expected Efforts/Activities
<i>1.0 Content Knowledge</i>	
1.4	Enables all learners to meet state content standards through differentiated planning for individual differences. (A)
1.5	Identifies individual differences among learners in his/her classroom. (E)
1.5	Selects and incorporates alternative curricular materials and resources to accommodate different levels of learner readiness. (E)
1.5	Modifies instructional strategies, materials, and resources to support and challenge each learner. (A)
1.5	Selects and incorporates alternative curricular materials, resources, and delivery systems based on students' individual differences; e.g., learning styles, interests, motivation, language capability. (INT)
1.5	Employs an extensive repertoire of instructional and curricular adaptations to enhance and advance learning opportunities for each learner. (INN)
<i>2.0 Teaching and Learning</i>	
<i>2a. Organization and Management</i>	
2a.1	Designs and implements classroom organization and management system that is age-appropriate and responsive to class and individual needs. (A)
2a.2	Establishes rapport with individual learners. (B/E)
<i>2b. Using Instructional Strategies to Engage Learners</i>	
2b.1	Identifies cognitive, social, and emotional needs of learners and uses them to identify levels of readiness. (B/E)
2b.1	Defines challenging academic goals for each learner based on his/her current developmental readiness and long-range academic goals. (A)
2b.2	Meets with individual learners to encourage and promote their responsibility in meeting goals. (B/E)
2b.2	Engages each learner in taking responsibility for setting academic and behavior goals and monitoring his/her progress toward their achievement. (INT)
2b.4	Communicates high expectations for each learner and differentiates instructional practice to move each learner forward in his/her growth and development. (A)
2b.4	Presents concepts and principles at different levels of complexity to optimize growth of learners at varied levels of development. (A)
<i>2c. Assessment of Learning</i>	
2c.2	Varies assessment methods in accordance with individual needs of and differences in learners. (A)
2c.4	Utilizes disaggregated, standardized assessment data to set instructional goals for individuals, sub-groups, and classes. (E)

AQTS: Individualization

<i>3.0 Literacy</i>	
<i>3a. Oral and Written Communication</i>	
3a.1	Uses modes of communication which ensure effective interactions and discussions with individuals and/or groups involved. (A)
3a.2	Uses assistive devices provided to individual learners and is attentive to expressed needs of those learners. (/E)
<i>3b. Literacy</i>	
3b.1	Uses a variety of strategies and resources to meet the literacy needs of diverse learners. (E)
3b.2	Encourages learners to read widely and helps them seek out resources matched to their interests and abilities. (A)
3b.2	Integrates literacy instruction throughout curriculum based on understanding of learner skill levels and literacy demands of narrative and expository resources. (INT)
<i>3d. Technology</i>	
3d.1	Plans and uses technology to address individual differences and needs. (A)
3d.2	Assesses learners' abilities in the use of technology and differentiates use accordingly. (E)
3d.2	Engages individuals and groups in learning experiences requiring the use of technology. (A)

Under Revision 2010-2011

EDUCATEAlabama Collaborative Teacher Evaluation Continuum

Standard 1: Content Knowledge

	Emerging	Applying	Integrating	Innovating
1.1 Deep knowledge of subject-matter	<ul style="list-style-type: none"> Uses knowledge of subject matter to design rigorous units and lessons. Teaches appropriate to age and developmental levels. 	<ul style="list-style-type: none"> Incorporates a range of text-based and additional resources (print, non-print, technology based) to motivate and academically challenge all learners. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 and colleagues 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	<ul style="list-style-type: none"> Uses students' prior knowledge to introduce lessons, connect learners to key concepts, and deepen understanding. Uses students' interests and experiences when introducing content 	<ul style="list-style-type: none"> Plans and delivers lessons that access student knowledge through questioning. Identifies learner misconceptions concerning content and modifies activities to develop new understandings. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Uses questions and other strategies to help learners connect content to previous learning, other subject areas, and real-life problem solving. Demonstrates relevant connections within and across content areas for learners, as needed. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Works with colleagues to integrate academic disciplines. 	<ul style="list-style-type: none"> Collaborates with colleagues to plan, assess, and revise integrated curricula.
1.4 Designs instructional activities based on state content standards	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.

EDUCATE Alabama Collaborative Teacher Evaluation Continuum

Standard 1: Content Knowledge

	Emerging	Applying	Integrating	Innovating
1.5 Provides instructional accommodations, modifications, and adaptations to meet the needs of each individual learner	<ul style="list-style-type: none"> Identifies individual differences among learners in his/her classroom. Selects and incorporates alternative curricular materials and resources to accommodate different levels of learner readiness. 	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Establishes rapport with individual learners. Acknowledges and responds to incidents of unfairness and disrespect. Models equitable and respectful interactions with learners, families, and colleagues. 	<ul style="list-style-type: none"> Maintains positive relationships with all learners. Teaches strategies that promote fair and respectful interactions among learners and in multiple contexts. 	<ul style="list-style-type: none"> 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 data, analyze, and modify approaches to improvement of school climate. 	<ul style="list-style-type: none"> 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.

EDUCATE Alabama Collaborative Teacher Evaluation Continuum

Standard 2: Teaching and Learning

Standard 2a: Organization and Management of the Learning Environment

	Emerging	Applying	Integrating	Innovating
2a3 Creates a safe, orderly, and stimulating learning environment that engages and motivates learners	<ul style="list-style-type: none"> Recognizes and 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Draws upon a wide repertoire of skills to motivate and engage all learners. Works with learners and colleagues to identify factors affecting school safety and make ongoing improvements to support a positive learning environment school wide. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Defines challenging academic goals for each learner based on his/her current developmental readiness and long-range academic goals. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.

EDUCATEAlabama Collaborative Teacher Evaluation Continuum

Standard 2: Teaching and Learning

Standard 2b: Using Instructional Strategies to Engage Learners

	Emerging	Applying	Integrating	Innovating
2b3 Designs coherent lessons that integrate a variety of appropriate and effective instructional strategies	<ul style="list-style-type: none"> 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 individual learners. 	<ul style="list-style-type: none"> Applies a variety of research-based instructional strategies that are appropriately matched to content being taught and to learners. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 learner.
2b4. Creates learning activities that optimize each individual's growth and achievement within a supportive environment	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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.

EDUCATEAlabama Collaborative Teacher Evaluation Continuum

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

	Emerging	Applying	Integrating	Innovating
2c2. Uses summative assessments to measure learner attainment of specified learning targets	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Participates in collegial grade level/content team review 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. 	<ul style="list-style-type: none"> Participates in/leads collaborative efforts to create, calibrate, and evaluate summative assessments.
2c3. Maintains evidence and records of learning performance to communicate progress	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Uses a variety of methods to collect evidence of student learning and maintain records. 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.

EDUCATEAlabama Collaborative Teacher Evaluation Continuum

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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Uses mode/modes of communication which ensure effective interactions and discussions 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. Works with colleagues to develop and maintain a professional learning community in which adults engage in active inquiry and dialogue.
3a2. Fosters and responds effectively to verbal and nonverbal communications during instruction and uses assistive technologies as appropriate	<ul style="list-style-type: none"> Uses assistive devices provided to individual learners and is attentive to expressed needs of those learners. Recognizes learner nonverbal expressions of understanding, confusion, and need and responds appropriately. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Models and teaches effective and appropriate verbal, nonverbal, and media-based communication techniques. Works with colleagues to enhance communication abilities and styles schoolwide. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 literacy needs of diverse learners. 	<ul style="list-style-type: none"> Monitors learner progress in literacy skills, as well as content knowledge. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.

EDUCATEAlabama Collaborative Teacher Evaluation Continuum

Standard 3: Literacy

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

	Emerging	Applying	Integrating	Innovating
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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.) 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Encourages learners to approach mathematical problem solving in various ways. 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Develops learning environments that foster student collaboration in problem solving. Models for and coaches colleagues in the use of mathematical problem solving across disciplines. Works with colleagues to develop 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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Teaches mathematical vocabulary and concepts applicable within and across content areas. 	<ul style="list-style-type: none"> Develops learner fluency in the application of mathematical concepts, processes, and symbols. 	<ul style="list-style-type: none"> 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.

EDUCATE Alabama Collaborative Teacher Evaluation Continuum

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	<ul style="list-style-type: none"> Uses available technological resources to support instruction. Integrates technological resources into standards-based unit and lesson planning. 	<ul style="list-style-type: none"> Integrates multiple technological resources into instruction. Plans and uses technology to address individual learner differences and needs. Uses technological tools such as spreadsheets, webpage, digital video, Internet, and e-mail for instruction, assessment, management, reporting, and communicates with parents/guardians. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Works with colleagues to develop a learning environment that increases learners' technological skills. Engages learners in self-assessment of proficiency using a variety of tools and resources. 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.

EDUCATEAlabama Collaborative Teacher Evaluation Continuum

Standard 4: Diversity

Standard 4a. Cultural, Ethnic, and Social Diversity

	Emerging	Applying	Integrating	Innovating
4a2. Communicates in ways that demonstrate sensitivity to diversity and that acknowledge and are responsive to different cultural, ethnic and social needs of communication and participation.	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Helps learners understand connections between native language structures and vocabulary and English structures and vocabulary during instruction. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.

EDUCATEAlabama Collaborative Teacher Evaluation Continuum

Standard 4: Diversity

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

	Emerging	Applying	Integrating	Innovating
4b2. Guides second language acquisition and utilizes English Language Development (ELD) strategies to support learning.	<ul style="list-style-type: none"> Uses available program materials for second language instruction. Adapts program materials to language proficiency levels of second language learners. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Anticipates needs and adjusts lessons based on learner exceptionalities and needs. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Advocates within the school district, and broader community to ensure that all groups of exceptional learners have access to appropriate learning opportunities and resources. Works with/leads colleagues in identifying and accommodating exceptionality among students.

EDUCATEAlabama Collaborative Teacher Evaluation Continuum

Standard 4: Diversity Standard 4c: Special Needs

	Emerging	Applying	Integrating	Innovating
4c2. Develops and maintains inclusive learning environments that address the needs of exceptional learners	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Provides higher order thinking activities adapted to the academic and social needs of exceptional learners. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Provides learners with opportunities to explain their learning style strengths and needs to peers, teacher, families/guardians. Articulates and celebrates the diversity of learning styles represented in the classroom. 	<ul style="list-style-type: none"> Integrates formal and informal learning style assessments into instruction. Helps learners internalize assessment results and choose study skills and strategies that complement their learning strengths. 	<ul style="list-style-type: none"> 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.
4d2. Designs learning experiences that engage learning styles and multiple intelligences.	<ul style="list-style-type: none"> Selects and delivers research-based instructional strategies and materials designed to meet the needs of a variety of learning styles (perceptual, cognitive, social) and multiple intelligences represented in the classroom. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Collaborates with colleagues to design lessons and units of study that balance and integrate all learning modalities and allow for choice. 	<ul style="list-style-type: none"> Models use of and advocates for research-based instructional strategies and resources that accommodate diverse learning styles and multiple intelligences. Initiates with colleagues action research which will identify the effectiveness of various instructional strategies in facilitating learning and achievement of students with diverse learning styles.

EDUCATEAlabama Collaborative Teacher Evaluation Continuum

Standard 5: Professionalism

	Emerging	Applying	Integrating	Innovating
5.1. Collaborates with stakeholders to facilitate student learning and well being.	<ul style="list-style-type: none"> 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. <p>Anticipates instructional challenges and initiates communication with parents/guardians.</p> <ul style="list-style-type: none"> Interacts with colleagues to share responsibility for meeting learners' needs through collaborative conversations and planning. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Develops ongoing partnerships with parents/guardians and learners and evaluates their success. Leads school-home-community interactions that produce collaboration and teaming for optimal student learning. 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Applies research findings to instruction. 	<ul style="list-style-type: none"> 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.
5.3 Participates as a professional learning community member in advancing school improvement initiatives.	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. (<ul style="list-style-type: none"> 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.

EDUCATEAlabama Collaborative Teacher Evaluation Continuum

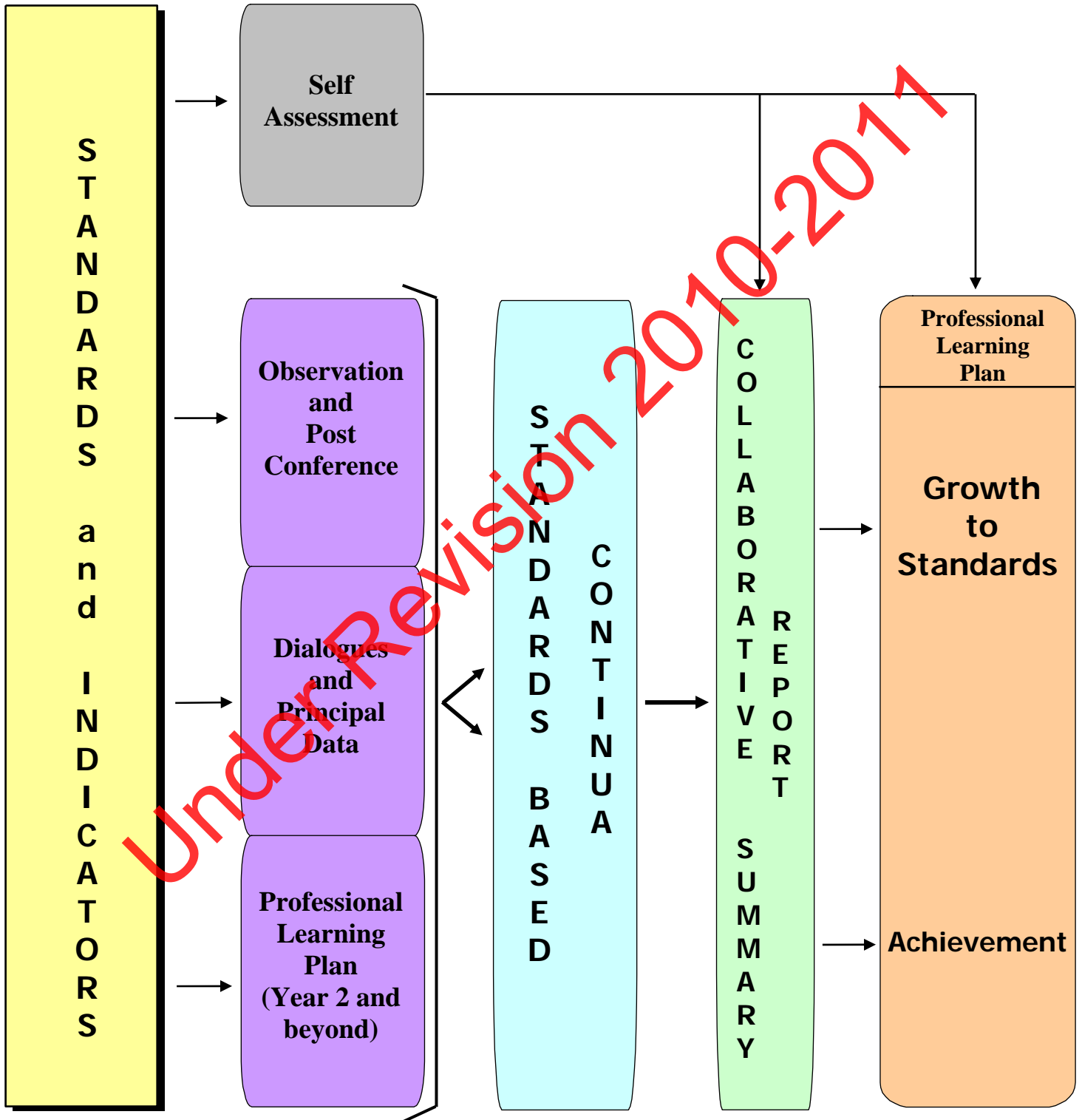
Standard 5: Professionalism

	Emerging	Applying	Integrating	Innovating
5.4 Promotes professional ethics and integrity	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Models and promotes high levels of integrity and ethical practice. 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Works collaboratively with colleagues, administrators, support staff and district personnel to ensure schoolwide compliance with local, state, and Federal regulations and requirements. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Engages colleagues in identifying areas of compliance that need to be strengthened and/or modified within the school, district, and/or state.

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How the EDUCATEAlabama Collaborative Process Works

Definitions of Expectations and Performance	Instrumentation	Continua	Collaborative Summary	Improvement
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**EDUCATEALABAMA
TEACHER SELF ASSESSMENT**

Teacher: _____

Date: _____

School System: _____

School: _____

Level of Practice

Use the EDUCATEAlabama Continuum provided and the data available for each indicator to determine the level of practice for that indicator.	Emerging	Applying	Integrating	Innovating

Standard 1: Content Knowledge				
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1.1	Demonstrates deep knowledge of subject-matter content and ability to organize related facts/concepts/skills				
1.2	Activates learners' prior knowledge, experience, and interests and uses this information				
1.3	Connects curriculum to other content areas and real-life settings to promote retention and relevance				
1.4	Designs instructional activities based on state content standards				
1.5	Instructional accommodations, modifications, and adaptations meet the needs of each individual learner				

	Documentation
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1.1	
1.2	
1.3	
1.4	
1.5	

Additional Comments:

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Teacher: _____

Level of Practice

Use the EDUCATEAlabama Continua provided and the data available for each indicator to determine the level of practice for that indicator.		Emerging	Applying	Integrating	Innovating
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				
Documentation					
2a					
2b					
2c					
Additional Comments:					

Under Revision 2010-2011

Teacher: _____

Level of Practice

Use the EDUCATEAlabama Continua provided and the data available for each indicator to determine the level of practice for that indicator.		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				
Documentation					
3a					
3b					
3c					
3d					
Additional Comments:					

Under Revision 2010-2011

Teacher: _____

Evaluat

or: _____

Level of Practice

Use the EDUCATEAlabama Continua provided and the data available for each indicator to determine the level of practice for that indicator.		Emerging	Applying	Integrating	Innovating
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				
Documentation					
4a					
4b					
4c					
4d					
Additional Comments:					

Under Revision 2010-2011

Teacher: _____

Level of Practice

Use the EDUCATEAlabama Continua provided and the data available for each indicator to determine the level of practice for that indicator.		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					
Documentation					
5.1					
5.2					
5.3					
5.4					
5.5					
Additional Comments:					

Areas for Action: 1.

2.

Additional Comments:

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 Conditions (to be specified by teacher)

Special Population Overcrowded Conditions Inadequate Technology

Inadequate Facilities Inadequate Resources Subject Change

Other: _____

Comments: _____ Specify

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 determine the levels of practice 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 _____

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ALABAMA TEACHER EVALUATION SYSTEM
AQTS: OBSERVATION

<u>Standards/Indicators</u>	<u>Definition Items</u>
1: Content Knowledge	
1.1 Demonstrates deep knowledge of subject-matter content and ability to organize related facts, concepts, and skills	<ul style="list-style-type: none"> • Teaches units and lessons appropriate to age and developmental levels of learners. (E) • Incorporates a range of text-based and additional resources (print, non-print, technology based) to motivate and academically challenge all learners. (A) • Focuses instruction on key concepts, themes, multiple perspectives, and interrelationships in subject matter, as well as facts. (INT)
1.2 Activates learners' prior knowledge, experience, and interests and uses this information to plan content and help individual students attain learning goals	<ul style="list-style-type: none"> • Uses students' prior knowledge to introduce lessons, connect learners to key concepts, and deepen understanding. (E) • Accesses student knowledge through questioning. (A) • Identifies learner misconceptions concerning content and modifies activities to develop new understandings. (A) • Uses students' interests and experiences when introducing content.
1.3 Connects curriculum to other content areas and real-life settings to promote retention and relevance	<ul style="list-style-type: none"> • Uses questions and other strategies to help learners connect content to previous learning, other subject areas, and real-life problem solving. (E) • Demonstrates relevant connections for learners, as needed. (E) • Organizes and presents units of study and lessons that demonstrate connections to key concepts and skills from other disciplines. (A) • Teaches rigorous and relevant lessons that engage students in applying key concepts and skills across disciplines. (A)
1.4 Designs instructional activities based on state content standards	<ul style="list-style-type: none"> • Delivers learning activities that align with Alabama's Courses of Study. (B/E) • Communicates clearly the connections between the standards and the knowledge and skills being taught. (E) • Creates varied and differentiated opportunities for learners to develop, monitor, and extend learning related to state standards. (INN)

AQTS: OBSERVATION

<u>Standards/Indicators</u>	<u>Definition Items</u>
<p>1.5 Provides instructional accommodations, modifications, and adaptations to meet the needs of each individual learner</p>	<ul style="list-style-type: none"> • Selects and incorporates alternative curricular materials and resources to accommodate different levels of learner readiness. (E) • Modifies instructional strategies, materials and resources to support and challenge each learner. (A) • Selects and incorporates alternative curricular materials, resources, and delivery systems based on students' individual differences; e.g., learning styles, interests, motivation, language capability. (INT) • Employs an extensive repertoire of instructional and curricular adaptations to enhance and advance learning opportunities for each learner. (INT)
<p>Standard 2: Teaching and Learning</p>	
<p>Standard 2a: Organization and Management of the Learning Environment</p>	
<p>2a.1 Designs a classroom organization and management system built upon sound, age-appropriate expectations and research-based strategies for promoting positive behavior</p>	<ul style="list-style-type: none"> • Establishes and enforces rules for classroom management. (B/E) • Implements organization and management strategies in response to specific classroom issues and/or individual learner needs. (B/E) • Provides encouragement to learners for positive behaviors. (B/E) • Clearly communicates and continually reinforces age-appropriate expectations for behavior. (E) • Responds appropriately to disruptive behavior based on the established system and the learners involved. (E) • Uses research-based strategies to prevent or lessen disruptive behavior and reinforce positive behavior. (A) • Encourages learner involvement in maintaining positive behaviors. (A)
<p>2a.2 Creates a climate that promotes fairness and respect</p>	<ul style="list-style-type: none"> • Establishes rapport with individual learners. (B/E) • Acknowledges and responds to incidents of unfairness and disrespect. (B/E) • Models equitable and respectful interactions with learners, families, and colleagues (E) • Models equitable and respectful interactions with learners. (E) • Maintains positive relationships with all learners. (A) • Fosters learner participation in creating and maintaining a fair and respectful school climate. (INT)

AQTS: OBSERVATION

<u>Standards/Indicators</u>	<u>Definition Items</u>
<p>2a.3 Creates a safe, orderly, and stimulating learning environment that engages and motivates learners</p>	<ul style="list-style-type: none"> • Responds to unsafe situations as they occur. (B/E) • Teaches routines and procedures within the classroom, including plans for transitions and emergency situations. (B/E) • Models initiative and inquiry in ways that engage and motivate learners. (E) • Maintains a safe, secure, and orderly classroom at all times. (A) • Engages learners in managing, monitoring, and supporting an orderly environment. (A) • Provides an enriching environment that stimulates, motivates, and engages learners. (A) • Draws upon a wide repertoire of skills to motivate and engage all learners. (INN) • Draws upon learners' curiosity and motivation to engage them in extended studies of content. (INN)
<p>Standard 2b: Using Instructional Strategies to Engage Learners</p>	
<p>2b.2 Engages learners in developing and maintaining goals for their own learning and behavior.</p>	<ul style="list-style-type: none"> • Establishes learning and behavior goals and communicates them to learners. (B/E) • Provides feedback on achievement of learning and behavior goals. (B/E) • Provides guided experiences using rubrics and other tools that enable learners to self-assess their learning and behavior. (E) • Provides opportunities for learners to demonstrate and reflect on academic and behavioral progress. (A) • Creates instructional activities that enable learners to set and monitor academic and behavioral goals. (A)
<p>2b.3 Designs coherent lessons that integrate a variety of appropriate and effective instructional strategies</p>	<ul style="list-style-type: none"> • Teaches lessons provided in available curriculum resources. (B/E) • Designs lessons that follow a logical sequence and provides learners with clearly defined outcomes and learning tasks. (E) • Selects instructional strategies that support content understanding and meet the needs of learners. (E) • Applies a variety of research-based instructional strategies that are appropriately matched to content being taught and to learners. (A)

Standards/Indicators	Definition Items
2b.4. Creates learning activities that optimize each individual's growth and achievement within a supportive environment	<ul style="list-style-type: none"> • Creates learning activities using available teaching resources and curriculum guides. (B/E) • Selects instructional strategies that reflect high expectations and are responsive to the characteristics of sub-groups of learners. (E) • Formulates and uses questions to engage students in higher order thinking and content mastery, and foster learner interactions. (E/A) • Paces and adjusts instruction to ensure continual engagement of all learners. (A) • Communicates high expectations for each learner and differentiates instructional practices to move each learner forward in his/her growth and development. (A) • Encourages and teaches learners to formulate questions to guide their learning. (A) • Presents concepts and principles at different levels of complexity to optimize growth of learners at varied levels of development. (A)
Standard 3: Literacy	
Standard 3a: Oral and Written Communication	
3a.1 Demonstrates standard oral and written communications and uses appropriate communication strategies	<ul style="list-style-type: none"> • Uses standard spoken communications (grammar, pronunciation, sentence structure, volume, pacing matched to content and audience). (E) • Uses standard written communications (grammar, spelling, punctuation, sentence structure, paragraphs matched to content and audience). (E) • Listens attentively to others. (E) • Uses questioning strategies to solicit specific information and clarify understanding. (E) • Uses mode/modes of communication which ensure effective interactions with individuals/groups involved. (A) • Responds to speakers using communication strategies that fit the situation and enhance communication, e.g., questioning, paraphrasing, extending ideas, suggesting additional viewpoints or possibilities. (A) • Develops learning environments in which learners learn and use communication techniques (questioning, paraphrasing, listening, etc.) that promote inquiry, engagement, and productive interactions. (INN)

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<p>3a.2 Fosters and responds effectively to verbal and nonverbal communications during instruction and uses assistive technologies, as appropriate.</p>	<ul style="list-style-type: none"> • Uses assistive devices provided to individual learners and is attentive to expressed needs of those learners. (B/E) • Recognizes learner nonverbal expressions of understanding, confusion, and need and responds appropriately. (B/E) • Creates a learning environment where all learners initiate appropriate verbal and nonverbal communications to enhance understanding, critical thinking, and positive relationships. (A) • Responds to learners verbally and nonverbally in ways that maintain individual and group focus and on-task behavior. (A) • Models and teaches effective, appropriate verbal, nonverbal, and media-based communication techniques. (INT)
<p>Standard 3b: Development of Reading Skills and Accessing K-12 Literacy Resources, as Applicable to Subject Area</p>	
<p>3b.2 Integrates narrative and expository reading strategies across the curriculum</p>	<ul style="list-style-type: none"> • Communicates the value of literacy skills across all disciplines. (E) • Models age appropriate strategies for reading narrative and expository text in his/her discipline and across disciplines. (E) • Teaches and reinforces reading strategies within content area instruction. (A) • Encourages learners to read widely and helps them seek out resources matched to their interests and abilities. (A) • Integrates literacy instruction throughout curriculum based on understanding of learner skill levels and literacy demands of narrative and expository resources. (INT)
<p>Standard 3c: Development and Application of Mathematical Knowledge and Skills as Applicable to Subject Areas</p>	
<p>3c.1 Teaches problem solving which requires mathematical skills within and across subject areas</p>	<ul style="list-style-type: none"> • Models age appropriate mathematical problem solving using a variety of strategies appropriate to content taught. (E) • Guides learners to identify mathematical information that contributes to interpretations of data and conclusions and teaches methods to test results. (E) • Plans and implements mathematically based instructional activities to enhance content instruction and develop complex problem solving ability. (A) • Teaches learners to think critically about mathematical information in order to identify

	<p>problematic issues, interpret data accurately and pose solutions. (A)</p> <ul style="list-style-type: none"> Plans, implements, and scaffolds challenging mathematical problem-solving experiences for all learners appropriate to the content. (INT) Develops learning environments that foster student collaboration in problem solving. (INN)
3c.2 Communicates mathematical concepts, processes, and symbols within the content taught	<ul style="list-style-type: none"> Utilizes available resources to communicate mathematical concepts, processes, and symbols embedded in the content taught. (B/E) Uses mathematical processes and symbols throughout instruction, as appropriate to the content. (E) Teaches mathematical vocabulary and concepts applicable within and across content areas. (A) Develops learner fluency in the application of mathematical concepts, processes, and symbols. (INT)
Standard 3d: Utilizes Technology	
3d.1 Identifies and integrates available emerging technology into the teaching of all content areas	<ul style="list-style-type: none"> Integrates multiple technological resources into instruction. (A) Plans and uses technology to address individual learner differences and needs. (A) Embeds technology into all curriculum to enhance and expand learning opportunities for all learners. (INN)
3d.2 Facilitates learners' individual and collaborative use of technology and evaluates their technological proficiency	<ul style="list-style-type: none"> Provides learners with available hardware and software to support instruction and/or practice basic skills. (B/E) Teaches procedures and routines that provide practice in using technology. (E0) Engages individuals and groups in learning experiences requiring the use of technology. (A)

Under Revision 2010-2011

Standards/Indicators	Definition Items
Standard 4: Diversity	
Standard 4a. Cultural, Ethnic, and Social Diversity	
4a.1. Develops culturally responsive curriculum and instruction in response to differences in individual experiences, cultures, ethnicity, genders, languages, and socioeconomic status	<ul style="list-style-type: none"> • Incorporates into the learning environment resources (readings, visuals, other) that reflect learner diversity. (E) • Designs differentiated activities that connect to and reflect learners' culture and background. (A) • Includes lessons that teach the contributions of people of diverse cultures and backgrounds to the content area. (A) • Engages diverse learners in lessons that have relevancy to their lives and develops insight into background experiences. (INT)
4a.2. Communicates in ways that demonstrate sensitivity to diversity and that acknowledge and are responsive to different cultural, ethnic and social needs of communication and participation	<ul style="list-style-type: none"> • Adjusts his/her communication patterns (verbal and nonverbal) to differences among learner groups. (E) • Varies instructional methods and activities to accommodate differences, when needed. (E) • Identifies participation styles and patterns among learner groups and varies instructional methods and activities to accommodate differences, when needed. (E) • Designs instruction to ensure that all learners have equitable opportunities to participate and feel safe in doing so. (A) • Uses an extensive repertoire of strategies and technologies to ensure engagement and participation of all learners. (INT)
4a.3. Demonstrates and applies in his/her own practice an understanding of how cultural biases can affect teaching and learning	<ul style="list-style-type: none"> • Implements instructional strategies that avoid use of bias, stereotypes, and generalizations. (A) • 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. (INT)
Standard 4b: Language Diversity (Applies to schools and classrooms where language diversity exists, for others N/A)	
4b1. Enables learners to accelerate language acquisition by utilizing their native language and background	<ul style="list-style-type: none"> • Provides opportunities for second language learners to use their native language to enhance understanding of concepts and skills. (E) • Connects curriculum content and instruction to native languages to support transfer of learning, when possible. (E)

	<ul style="list-style-type: none"> • Promotes native language as an asset and resource in learning. (E) • Helps learners understand connections between native language structures and vocabulary and English structures and vocabulary during instruction. (A)
4b.2. Guides second language acquisition and utilizes English Language Development (ELD) strategies to support learning	<ul style="list-style-type: none"> • Uses available program materials for second language instruction. (B/E) • Applies program materials to language proficiency levels of second language learners. (E) • Uses visuals and modeling to augment auditory directions and information. (A) • Uses a variety of ELD strategies to make program materials more accessible to students at all language proficiency levels. (A) • Establishes routines with learners to ensure their use of visuals and other language resources. (INT)
4b.3. Differentiates between learner difficulties related to cognitive or skill development and those related to language learning	<ul style="list-style-type: none"> • Provides cognitive and/or linguistic scaffolds for learners during instruction. (A) • Plans and delivers lessons that incorporate language supports based on language assessment and learner language based errors. (E) • Identifies learner misunderstandings during instruction and uses questions and other methods to cause learners to explain their logic and identify cause(s) of misunderstandings. (INT)
Standard 4c: Special Needs	
4c.2. Develops and maintains inclusive learning environments that address the needs of exceptional learners	<ul style="list-style-type: none"> • Incorporates into lessons and units instructional activities that provide options for exceptional learners. (E) • Provides modeling and visuals that augment auditory directions and information. (E) • Provides higher order thinking activities adapted to the academic and social needs of exceptional learners. (A) • Employs a variety of visual and other supports in learning activities that ensure high levels of success for exceptional learners. (INT) • Employs a variety of differentiated strategies and activities that develop learner capacity for independent learning, collaboration, and whole class participation. (INT)

Standards/Indicators	Definition Items
Standard 4d: Learning Styles	
4d.2. Designs learning experiences that engage learning styles and multiple intelligences	<ul style="list-style-type: none"> • Selects and delivers research-based instructional strategies and materials designed to meet the needs of a variety of learning styles (perceptual, cognitive, social) and multiple intelligences. (E) • Provides learners opportunities to choose learning experiences that build upon and optimize their learning style strengths. (A)

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EDUCATEAlabama
Teacher Post-Observation Conference Record

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 Year Teacher Non-tenured Teacher
 Tenured Teacher

Special Conditions (to be specified by teacher)

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

Comments:

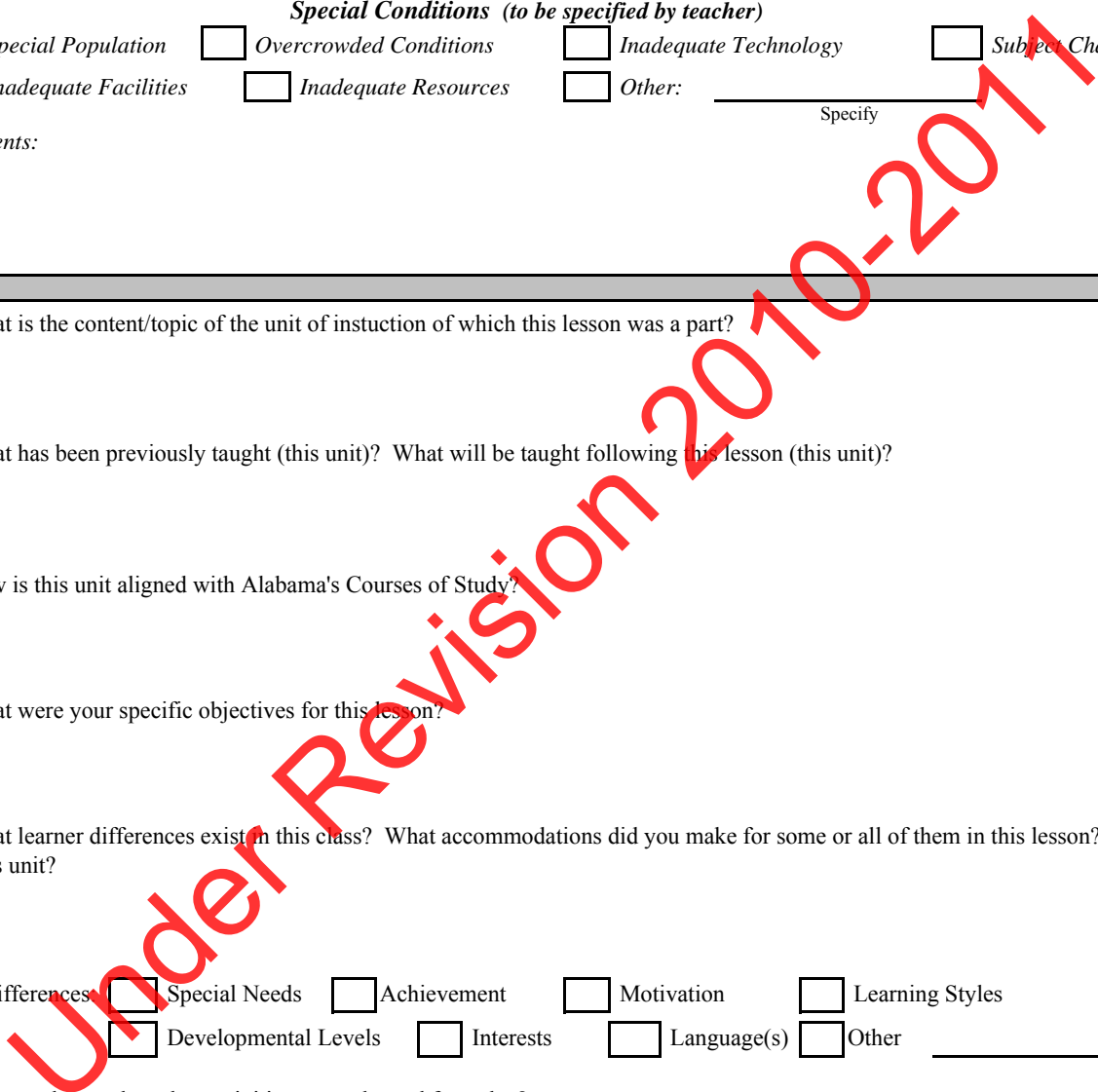
1. What is the content/topic of the unit of instruction of which this lesson was a part?
2. What has been previously taught (this unit)? What will be taught following this lesson (this unit)?
3. How is this unit aligned with Alabama's Courses of Study?
4. What were your specific objectives for this lesson?
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 Tests Standardized Tests
 System Developed Tests Homework Work Products/Projects Student Performance Other



8. Were student/teacher activities observed those planned? Yes No If no, indicate activities observed.

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

10. Strengths Observed:

Indicator/Level of Practice

Comments/Suggestions

11. Areas of Opportunities:

Indicator/Level of Practice

Comments/Suggestions

12. Teacher Comments:

13. Evaluator Comments :

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

Evaluator'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

Under Revision 2010-2011

EDUCATEALABAMA
DIALOGUE DATA

Educator: _____ Evaluator: _____ Date: _____

Dialogue Focus: _____
Standard/Indicator/Area

Notes:

Under Revision 2010-2011

**EDUCATEALABAMA
COLLABORATIVE SUMMARY REPORT: TEACHERS**

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

School System: _____ School: _____ Date: _____

Levels of Practice

Use the EDUCATEAlabama Continua provided and the data available for each indicator to determine the level of practice for that indicator.	Emerging	Applying	Integrating	Innovating

Standard 1: Content Knowledge				
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1.1	Demonstrates deep knowledge of subject-matter content and ability to organize related facts/concepts/skills				
1.2	Activates learners' prior knowledge, experience, and interests and uses this information				
1.3	Connects curriculum to other content areas and real-life settings to promote retention and relevance				
1.4	Designs instructional activities based on state content standards				
1.5	Instructional accommodations, modifications, and adaptations meet the needs of each individual learner				

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

Teacher/Evaluator Comments:

Under Revision 2010-2011

Teacher: _____ Evaluat _____ or: _____

Levels of Practice

Use the EDUCATEAlabama Continua provided and the data available for each indicator to determine the level of practice for that indicator.

Emerging	Applying	Integrating	Innovating
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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:

Under Revision 2010-2011

Teacher: _____ Evaluat _____ or: _____

Levels of Practice

Use the EDUCATEAlabama Continua provided and the data available for each indicator to determine the level of practice for that indicator.			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:						

Under Revision 2010-2011

Teacher: _____ Evaluat _____ or: _____

Levels of Practice

Use the EDUCATEAlabama Continua provided and the data available for each indicator to determine the level of practice for that indicator.

Emerging	Applying	Integrating	Innovating
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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: _____ Evaluat or: _____

Levels of Practice

Use the EDUCATEAlabama Continua provided and the data available for each indicator to determine the level of practice for that indicator.		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.

