

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)

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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)

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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)