

**EDUCATEAlabama TEACHER EVALUATION RESOURCES**

**AQTS: INDIVIDUALIZATION**

<b>Standards/Indicators</b>	<b>Expected Efforts/Activities</b>
<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)