

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)

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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)

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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)