

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)

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1.5 Provides instructional accommodations, modifications, and adaptations to meet the needs of each individual learner	<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. (INN)
Standard 2: Teaching and Learning	
Standard 2a: Organization and Management of the Learning Environment	
2a.1 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. (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)
2a.2 Creates a climate that promotes fairness and respect	<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)

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<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. (INT) • 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)

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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)

<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. (E) • Engages individuals and groups in learning experiences requiring the use of technology. (A)

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)