

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.

EDUCATEAlabama 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.

EDUCATEAlabama 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 effecting 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 reviews 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.

EDUCATEAlabama 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 initiatives 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.