Alabama Quality Teaching Standard 1, Content Knowledge: To improve the learning of all students, teachers master the disciplines related to their teaching fields including the central concepts, important facts and skills, and tools of inquiry; they anchor content in learning experiences that make the subject matter meaningful for all students.

1.1 Demonstrates deep knowledge of subject-matter content and an ability to organize related facts, concepts, and skills

Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
	…and	…and	…and	…and
☐ Demonstrates knowledge of the core concepts, facts, procedures, and skills comprising specific curricular areas related to teaching assignment.	☐ Uses knowledge of subject matter to plan rigorous and relevant units and lessons appropriate to the age and developmental level of all learners.	☐ Evaluates and uses a wide range of text-based and additional resources to differentiate content to motivate and academically challenge all learners.	☐ Uses expanded knowledge, including primary sources when appropriate, to support student understanding of key concepts, themes, multiple perspectives, and interrelationships. ☐ Works with colleagues to plan units and lessons that immerse learners actively in the discipline and to think analytically and creatively about the content. ☐ Reads academic journals and other sources to identify research findings and best practices related to a specific discipline and shares these with colleagues.	☐ Uses comprehensive knowledge of subject matter and student development to ensure that all students understand related facts and concepts within and across content areas. ☐ Collaborates with colleagues to incorporate research findings into unit and lesson designs. ☐ Writes for academic journals and other outlets, including the Web, to report successful innovations implemented by members of the school community.

1.2 Activates learners' prior knowledge, experience, and interests and uses this information to plan content and to help individual students attain learning goals

Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
☐ Assesses and uses students' prior knowledge and understandings to inform the planning and delivery of instruction. ☐ Connects new content to learners' interests and life experiences	…and ☐ Designs a variety of assessments, including pretests and informal measures, to determine pre-instructional levels of students' knowledge and skills—and uses results to differentiate instruction.	…and ☐ Plans and delivers relevant learning activities that build upon student knowledge, as accessed through purposeful questioning. ☐ Identifies learner misconceptions about content and modifies activities to scaffold new understandings.	…and ☐ Works with team members to design, implement, and assess project-based learning experiences for students that relate to student interests and deepen students' knowledge and understanding of content. ☐ Engages colleagues and students in formulating questions and designing learning activities that draw upon and respond to learners' varied experiences, knowledge, and interests.	…and ☐ Leads colleagues in reflection and assessment focused on the extent to which they are deepening students' understanding of content knowledge and strategically linking student experiences, knowledge, and interests to content throughout instruction. ☐ Supports colleagues in the analysis of factors influencing learner performance and in acting on results.

1.3 Connects the curriculum to other content areas and real-life settings to promote retention and relevance

Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
	…and	…and	…and	…and
☐ Demonstrates knowledge of the importance of making the curriculum relevant to learners. ☐ Seeks and utilizes opportunities to identify real-life connections across the curriculum.	☐ Poses carefully conceived questions that help learners connect content to previous learning and to other subject areas. ☐ Assists students, as needed, in identifying relevant connections. ☐ Engages students in exploring real-world issues and solving authentic problems using digital tools and resources. ☐ Designs, develops, and assesses lessons and units that are learner centered and reflective of best practices in teaching and learning with technology (e.g., project-based learning).	☐ Designs and presents units of study and lessons that demonstrate connections to key concepts and skills across disciplines. ☐ Teaches rigorous and relevant lessons that connect learners to content and ensure deep understanding.	☐ Works with colleagues to integrate academic disciplines and connect life themes, skills, and situations throughout instruction. ☐ Uses a variety of responsive instructional methods to support learners in building relevant connections within and across academic disciplines.	☐ Collaborates with colleagues to plan, assess, and revise a systematically integrated curriculum that engages all learners in relevant academic challenge across academic disciplines and results in learner success.

1.4 Designs instructional activities based on state content standards

Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
☐ Plans instructional activities that align with Alabama's Courses of Study.	…and ☐ Designs learning activities that integrate multiple content standards. ☐ Communicates clearly the connections between the standards and the knowledge and skills being taught. ☐ Designs, develops, and evaluates digital-age learning experiences and assessments.	…and ☐ Uses multiple resources, including textbooks, to develop coherent short- and long- range plans that are aligned with content standards. ☐ Formulates essential questions to organize and focus content for students. ☐ Differentiates plans to support all learners in accessing state content standards.	…and ☐ Collaborates with colleagues in using a wide range of materials and methods to plan and implement instructional activities that promote learners' deep understanding of content and enable them to demonstrate the knowledge and skills embedded in state standards.	…and ☐ Facilitates teams of teachers in the creation of 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 the curriculum being taught.

1.5 Provides instructional accommodations, modifications, and adaptations to meet the needs of each individual learner

Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
☐ Addresses identified learner needs in designing instructional plans using available resources and materials.	…and ☐ Selects and incorporates alternative curricular materials to accommodate various levels of learner readiness.	…and ☐ Modifies instructional strategies, materials, and resources to provide appropriate support and challenge for each learner based on ongoing formative assessments. ☐ Analyzes student assessments with colleagues to identify learner needs and modifies instruction accordingly.	…and ☐ Collaborates with colleagues in the identification and use of an extensive repertoire of instructional adaptations to enhance and advance learning opportunities for each learner. Works with colleagues to monitor and assess the effectiveness of these adaptations on student learning; makes modifications as indicated. ☐ Adapts content delivery based on student learning styles and interests to ensure achievement of learning goals for all students. ☐ Collaborates with colleagues to assess student work and identify a wide variety of modifications in instructional resources and delivery methods.	…and ☐ Provides leadership to engage colleagues in the design, implementation, analysis, and refinement of lesson accommodations and modifications that ensure success for all learners.

Alabama Quality Teaching Standard 2, Teaching and Learning: To increase the achievement of every student, teachers draw upon a thorough understanding of learning and development; recognize the role of families in supporting learning; design a student-centered learning environment; and use research-based instructional and assessment strategies that motivate, engage, and maximize the learning of all students.

Organization and Management of Learning Environment

2.1 Designs a classroom organization and management system built upon sound, age-appropriate expectations and research-based strategies for promoting positive behaviors

Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
	...and	...and	...and	...and
□ Establishes rules and procedures for classroom management. □ Utilizes sound classroom organization and management strategies. □ Implements organization and management strategies in response to specific classroom issues or individual learner needs. □ Provides encouragement to learners for positive behaviors.	□ Directly teaches, models, and reinforces clear, age-appropriate expectations for behavior. □ Provides regular acknowledgement of and positive reinforcement for expected behaviors. □ Responds appropriately to disruptive behavior based on the established system and the learners involved.	□ Implements an organizational and management system that is appropriate and responsive to classroom and individual needs, including equitable and effective student access to available technologies. □ Uses research-based strategies to prevent or lessen disruptive behavior and to reinforce positive behaviors. □ Encourages learner involvement in maintaining positive behaviors.	□ Works with colleagues to create schoolwide expectations to ensure positive, responsible behavior among learners within and outside classrooms. □ Collects and analyzes classroom behavior data and makes modifications to facilitate positive learning environments.	□ Advocates for schoolwide improvements in organizational and management systems that equitably reinforce expectations and consequences. □ Engages colleagues in implementing research-based strategies for promoting positive behaviors. □ Builds learners' capacity to take responsibility in maintaining and monitoring behavior for self and others.

2.2 Creates a positive climate that promotes respect and responsibility

Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
	…and	…and	…and	…and
☐ Establishes rapport with individual learners. ☐ Acknowledges student displays of respect and responsibility.	☐ Models respectful interactions with learners, families, and colleagues; cultivates positive rapport. ☐ Uses strategies to respond to, nurture, and reinforce respectful and responsible behaviors.	☐ Maintains positive relationships with all learners. ☐ Teaches a variety of contextualized strategies that promote respectful and responsible interactions between learners.	☐ Fosters learner participation in creating and maintaining a respectful and responsible learning culture. ☐ Supports learners in developing skills to respond to inequity and disrespect. ☐ Collaborates with colleagues to collect and analyze data for use in improving school climate.	☐ Leads colleagues in examining, interpreting, and applying behavioral research. ☐ Ensures positive and proactive interactions with learners, families, colleagues, and administration through shared responsibility.

2.3 Creates a safe, orderly, and stimulating learning environment that nurtures responsibility, motivation, and engagement of learners

Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
☐ Recognizes and responds to unsafe situations as they occur. ☐ Implements routines and procedures within the classroom, including plans for transitions. ☐ Identifies motivational techniques and utilizes available visuals to stimulate learner interest in topics of study.	…and ☐ Reviews safety considerations when planning lessons and implements safe practices. ☐ Teaches responsibility, routines, procedures, and transitions that contribute to an orderly environment. ☐ Models initiative and inquiry in ways that nurture learner motivation. Makes some adjustments during instruction to promote engagement. ☐ Facilitates and inspires student learning and creativity through a variety of engaging instructional practices, including the use of technology.	…and ☐ Anticipates potential problems to maintain a safe classroom at all times. ☐ Engages learners in activities that develop their awareness and responsibility for helping to manage, monitor, and support an orderly environment. ☐ Provides an enriching environment that stimulates, motivates and engages learners. Paces and adjusts instruction to ensure continual engagement.	…and ☐ Engages with learners and colleagues to examine underlying factors affecting school safety and to make ongoing improvements that support a positive learning environment schoolwide. ☐ Draws upon a wide repertoire of skills to nurture motivation and engagement in all learners.	…and ☐ Leads colleagues in the design and implementation of research-based strategies that promote positive, safe, and orderly environments for learning. ☐ Engages learners in extending studies of content, based on learner curiosity and motivation.

2.4 Develops challenging, standards-based academic goals for each learner, using knowledge of cognitive, social, and emotional development

Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
	…and	…and	…and	…and
☐ Identifies cognitive, social, and emotional needs of learners. ☐ Follows required guidelines in standards-based instruction for establishing academic learning goals.	☐ Demonstrates a basic understanding of how learners' cognitive, social, and emotional development influences learning. ☐ Identifies and refines challenging academic goals based on knowledge of learners' readiness for standards-based instruction.	☐ Utilizes understanding of each learner's cognitive, social, and emotional development to identify readiness for standards-based instruction. ☐ Designs challenging academic goals for each learner based on the learner's current developmental readiness and on the teacher's understanding of long-range academic goals.	☐ Collaborates with colleagues, families/guardians, and learners to establish developmentally appropriate and academically challenging goals for each learner. ☐ Ensures that all short- and long-term standards-based instructional goals are clear and accessible to all learners and families/guardians. ☐ Engages students in setting their own academic goals and in communicating them to parents, peers, and other interested parties.	☐ Engages with colleagues, families/guardians, and community professionals to examine and utilize research on cognitive, social, and emotional development. ☐ Provides leadership to colleagues schoolwide to establish challenging, standards-based goals that are differentiated to meet the needs of all learners.

2.5 Engages learners in developing and monitoring goals for their own learning and behavior

Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
☐ Establishes learning and behavior goals and communicates them to learners. ☐ Provides feedback on achievement of learning and behavior goals. ☐ Meets with individual learners to promote their increased responsibility in meeting goals.	…and ☐ Provides guided experiences using rubrics and other tools for learners to self-assess their learning and behavior. ☐ Teaches learners skills that support them in examining evidence of learning; encourages them to share in responsibility for own progress.	…and ☐ Creates instructional activities that enable learners to set and monitor academic and behavioral goals. ☐ Provides opportunities for learners to demonstrate and reflect on academic and behavior progress. ☐ Reflects regularly on the extent to which each student is increasing his or her ability to assume responsibility for learning and behavior.	…and ☐ Coaches colleagues to recognize the positive impact of actively involving learners in monitoring their own progress. ☐ Engages all learners in taking responsibility for monitoring their progress toward short- and long-term goals. Supports learners in communicating their progress to family/guardians and others as appropriate.	…and ☐ Integrates learner self-assessment and metacognitive reflection activities into learning experiences and shares results with colleagues. ☐ Supports colleagues in implementing learner goal-setting and self-assessment strategies.

2.6 Designs coherent lessons that integrate a variety of appropriate and effective instructional strategies

Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
☐ Teaches lessons provided in available curriculum and resources. ☐ Implements corresponding instructional strategies.	…and ☐ Designs lessons that follow a logical sequence and provide learners with clear outcomes and learning tasks. ☐ Selects specific effective instructional strategies, including those that incorporate current and emerging Web-based technologies that support content understanding and meet the needs of individual learners.	…and ☐ Works with colleagues to analyze the impact of lesson design on learner achievement across groups and in varying contexts; adapts instruction based on results. ☐ Utilizes a variety of lesson structures to design learning activities that promote a thorough understanding of content. ☐ Applies a variety of research-based instructional strategies that are appropriately matched to the content being taught and that engage all learners in meaningful ways.	…and ☐ Supports colleagues in integrating research-based instructional strategies through modeling and coaching.	…and ☐ Leads curriculum design teams to develop 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.

2.7 Creates learning activities that optimize each individual's growth and achievement within a supportive environment

Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
	…and	…and	…and	…and
☐ Creates learning activities using available teaching resources and scope and sequence guides. ☐ Uses effective questioning strategies to engage learners in thinking about and learning the content. ☐ Supports and encourages individual learners to achieve. Becomes informed about additional resources, including existing and emerging digital tools and content, to support learners.	☐ Selects specific instructional strategies that reflect high expectations and are responsive to the characteristics of various groups of learners. ☐ Formulates and uses questions to engage students in thinking at all cognitive levels and in mastering the content. ☐ Models a belief that all learners can achieve and persists in supporting each learner's success. ☐ Plans and implements equitable and effective student access to available technologies and other resources to enhance student learning.	☐ Holds high expectations for each learner and differentiates and scaffolds instructional practices to move all learners forward in their growth and development. ☐ Encourages and teaches learners to formulate questions to guide their learning. Uses effective questioning strategies to facilitate learner interactions and discussions. ☐ Presents concepts and principles at various levels of complexity to optimize the growth of learners at all levels of development. ☐ Uses a wide range of student response strategies to ensure that all students are engaged in thinking about and responding to instructional questions.	☐ Engages colleagues in the design of differentiated learning activities to optimize each learner's growth and achievement. ☐ Leads colleagues in the formulation of essential questions that cross the disciplines and that enable learners to integrate knowledge from different sources and make meaningful connections across content areas. ☐ Works with colleagues to sustain their commitment to seeking approaches that support the optimal achievement of each learner.	☐ Leads colleagues in the analysis of student work and/or performances to design responsive and differentiated instructional activities that meet individual learner needs and ensure success. ☐ Advocates for curricular and instructional adaptations and resources that support the needs of individual and diverse learners schoolwide. ☐ Models effective questioning skills when leading colleagues in professional learning activities related to improved instruction.

Assessment of Learning

2.8 Uses formative assessments to provide specific and timely feedback to assist learners in meeting learning targets and to adjust instruction

Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
	…and	…and	…and	…and
☐ Administers required district and site assessments to monitor progress in relation to content standards. ☐ Shares assessment results with learners within established timelines. ☐ Recognizes when students are confused and responds by reteaching lessons when necessary.	☐ Selects and implements informal assessments aligned to curricular objectives. ☐ Provides results for learners so that they may make adjustments prior to the next assessment to meet learning targets. ☐ Implements checks for understanding.	☐ Designs informal and formal assessments to monitor progress and to inform the planning and delivery of instruction. ☐ Utilizes multiple methods to provide specific and timely feedback to learners; as a result, students improve in meeting learning targets. ☐ Embeds, proactively and routinely, a variety of strategies that check for understanding; adapts lessons accordingly throughout instruction. ☐ Collects and reflects upon evidence to inform and modify short- and long-range plans that are differentiated to support all learners.	☐ Collaborates with colleagues and learners to develop a wide variety of ongoing assessments and to refine methods of providing feedback to learners. ☐ Models use of a comprehensive repertoire of formative assessment tools designed to guide instructional decisions. ☐ Collaborates with colleagues to develop strategies that build learners' capacity to effectively use feedback from assessments to meet learning targets. ☐ Actively contributes to data team meetings and uses results for own instructional planning.	☐ Provides consultative support to school and district personnel related to effective formative assessment practices. ☐ Engages teams of teachers in the design of common formative assessment tools, including classroom questions, student performances, and others. ☐ Facilitates data team meetings designed to examine evidence related to the effectiveness of instructional strategies; leads colleagues in using results to modify and/or differentiate instruction as needed.

2.9 Uses summative assessments to measure learner attainment of specified learning targets

Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
☐ Administers required school and district summative assessments.	…and ☐ Collects summative assessment data aligned to content goals and benchmarks; notes successes, challenges, and differences in learners.	…and ☐ Demonstrates understandings of why and when to select and integrate various summative assessments into the instructional cycle. ☐ Collaborates with colleagues to develop common assessments, and to analyze results to improve instruction. ☐ Analyzes data results for all learners to inform improvements in the design of summative assessments.	…and ☐ Facilitates colleagues in grade–level and/or content team reviews of summative data. ☐ Engages with colleagues to develop and refine common summative assessment options to demonstrate learners' knowledge and skills and to respond to learners' needs in relation to learning targets.	…and ☐ Leads collaborative efforts to create, calibrate, and evaluate summative assessments for grade-level and/or content teams based on specific targets or benchmarks.

2.10 Maintains evidence and records of learning performance to communicate progress

Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
□ Collects and records required documentation of student learning aligned with content standards using available resources and technologies. □ Shares assessment feedback with learners, families/guardians, and appropriate school personnel at required reporting periods.	…and □ Analyzes evidence of student learning, utilizing records that accurately represent learning performance. □ Discusses specific results in terms of strengths and challenges with learners and families/guardians.	…and □ Uses a variety of methods to collect evidence of learning and maintains records. □ Uses available technologies to maximize effective use of data with a variety of audiences. □ Communicates learner progress in a timely and specific manner to families/guardians. □ Solicits feedback from families/guardians on a regular basis and offers resources that support ongoing progress.	…and □ Provides families/guardians and learners with current examples of evidence of learning. □ Convenes families/guardians and school personnel to discuss student data and to co-develop meaningful plans to enhance learner success.	…and □ Coaches and supports colleagues in improving practices to collect, record, and share learning performance data. □ Leads colleagues in reflections focused on the adequacy of progress reporting mechanisms and, when appropriate, in the revision or design of these mechanisms.

2.11 *Analyzes and uses disaggregated standardized assessment results to inform planning for individual learners and classes*

Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
☐ Reviews standardized assessment data and uses basic understandings of individual and class performance for planning.	…and ☐ Understands the purposes and limitations of standardized tests. ☐ Utilizes standardized assessment data results to set instructional goals for individual learners and for subgroups represented in disaggregated data.	…and ☐ Demonstrates understandings of standardized assessment-related issues including (but not limited to) validity, reliability, and bias. ☐ Reflects on evidence to guide short- and long-term planning to meet performance goals for individual learners and subgroups.	…and ☐ Works collaboratively to analyze standardized assessment data to find school patterns and trends among subgroups and within content areas. ☐ Uses analysis to guide ongoing modifications in instruction that result in increases in learner achievement.	…and ☐ Leads colleagues in professional learning activities to analyze test data and to develop next steps at the school and district levels. ☐ Advocates for equitable and supportive testing contexts for all learners.

Alabama Quality Teaching Standard 3, Literacy: To improve student learning and achievement, teachers use knowledge of effective oral and written communications, reading, mathematics, and technology to facilitate and support direct instruction, active inquiry, collaboration, and positive interaction.

Oral and Written Communications

3.1 Demonstrates standard oral and written communications and integrates appropriate communication strategies

Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
	…and	…and	…and	…and
☐ Uses standard spoken and written language to support clear communications with learners, families/guardians, colleagues, and other audiences. ☐ Listens actively to speaker and seeks to understand different perspectives. ☐ Uses questioning strategies to solicit specific information and to clarify understanding.	☐ Uses standard spoken and written language and a variety of digital- age communications in ways that are well matched to the content or to the information being exchanged. ☐ Listens to others and reflects on how best to respond. ☐ Works with colleagues to ensure that all spoken and written communications from the school to learners, families/guardians, and the community are accurate, clear, and accessible to all.	☐ Responds to the speaker using communication strategies that may include paraphrasing to ensure understanding, questioning for clarification, extending an idea for further discussion, or suggesting additional viewpoints or possibilities to be considered. ☐ Facilitates discussion using strategies to ensure effective interactions between and among individuals.	☐ Monitors and modifies spoken and written communications based on self-reflection and feedback from others. ☐ Collaborates with colleagues to learn and practice effective listening and questioning skills that guide and support effective interactions with others and promote high-quality learning environments.	☐ Supports colleagues in the development of learning environments in which learners utilize questioning techniques that promote inquiry and engagement. ☐ Facilitates the development of a professional learning community in which adults engage in active inquiry and dialogue.

3.2 Fosters and responds to effective verbal and nonverbal communications during instruction

Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
	…and	…and	…and	…and
☐ Recognizes when learners are confused during instruction and responds with additional support. ☐ Uses assistive technologies provided for individual learners to facilitate communication.	☐ Notices most verbal and nonverbal indicators of learner understanding and confusion. Is especially attentive to learners with assistive devices. ☐ Teaches methods for effective verbal and nonverbal communications. ☐ Responds in ways that model expectations for verbal and nonverbal communications.	☐ Models and teaches effective verbal, nonverbal, and media communication techniques. ☐ Creates a learning environment where all learners initiate effective verbal and nonverbal communications to further understanding and critical thinking. ☐ Responds to learners in ways that maintain individual and group focus, promote understanding, and encourage individual learner persistence and perseverance in tackling difficult tasks.	☐ Works with colleagues to enhance their communication abilities and styles.	☐ Engages with colleagues to study the effects of verbal and nonverbal responses within groups and to design methods to improve communications.

3.3 Uses age-appropriate instructional strategies to improve learners' skills in critical literacy components

Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
☐ Uses appropriate instructional strategies to support learners in reading and comprehending curriculum within and across content areas. ☐ Seeks supports for struggling learners.	…and ☐ Provides explicit vocabulary instruction in content areas and employs strategies to improve learner skills in comprehension of subject matter. ☐ Begins to utilize appropriate strategies and supplemental resources to meet the instructional needs of diverse learners.	…and ☐ Implements appropriate instructional strategies to support all learners in increasing literacy skills across content areas. ☐ Monitors learner progress in both content knowledge and literacy skills. ☐ Works with colleagues to design appropriate instructional activities and grouping strategies that make content more accessible and improve learners' literacy skills.	…and ☐ Engages learners in monitoring fluency and comprehension of texts and other materials; both in advocating for their needs and in celebrating their progress. ☐ Collaborates with grade-level and/or content-area teams to seek out innovative techniques that improve learners' literacy skills across content areas.	…and ☐ Leads colleagues in action research focused on the improvement of literacy across the curriculum and facilitates the use of results to improve instruction.

3.4 Integrates narrative and expository reading strategies across the curriculum

Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
☐ Teaches literacy strategies by following available guidelines in content-area manuals and texts.	…and ☐ Begins to model appropriate strategies for reading narrative and expository text across the disciplines to support access to the curriculum. ☐ Communicates the value of literacy skills across all disciplines.	…and ☐ Consistently teaches literacy skills for narrative and expository texts within the content areas to ensure that each learner has access to the curriculum. ☐ Encourages learners to read widely and supports learners in seeking out resources matched to their interests and abilities.	…and ☐ Collaborates with colleagues to integrate literacy instruction throughout the curriculum based on a thorough understanding of learner skill levels and knowledge of the literacy demands in narrative and expository resources. ☐ Works with colleagues to identify and use a broad range of narrative and expository resources to foster motivation and to support learners' self-directed learning.	…and ☐ Leads colleagues in the design and refinement of lessons that integrate literacy instruction within content instruction and promote high levels of literacy throughout the school and/or district.

Development and Application of Mathematical Knowledge and Skills across Content Areas

3.5 Solves mathematical problems across subject areas using a variety of strategies to verify and interpret results and to draw conclusions

Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
	…and	…and	…and	…and
☐ Begins to notice and use opportunities for mathematical problem solving to further students' understanding of content across disciplines. ☐ Encourages learners to approach mathematical problem solving in various ways.	☐ Models appropriate mathematical problem solving using a variety of strategies appropriate to the learners and the content being taught. ☐ Guides learners in the identification of specific mathematical information that contributes to interpretations of data and conclusions.	☐ Plans and implements mathematically based instructional activities to enhance learner understanding of content and to ensure that learners develop abilities to solve complex problems across disciplines. ☐ Supports learners in thinking critically about mathematical information in order to identify problematic issues, interpret data accurately, and pose solutions.	☐ Collaborates with mathematics teachers and those of other disciplines to design engaging problem-solving experiences for learners. ☐ Works with colleagues to plan, implement, and scaffold challenging mathematical problem-solving experiences that are appropriate to the content for all learners.	☐ Models for and coaches colleagues in the use of mathematical problem solving across disciplines. ☐ Assists colleagues in developing and nurturing learning environments that value analytical thinking and improve learners' ability to articulate content-related issues mathematically and to solve problems collaboratively.

3.6 Communicates mathematical concepts, processes, and symbols within the content taught

Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
	…and	…and	…and	…and
☐ Utilizes available resources to communicate mathematical concepts, processes, and symbols.	☐ Identifies the importance of mathematical processes and symbols; and uses them throughout instruction as appropriate to the content.	☐ Teaches mathematical vocabulary and concepts explicitly as they apply within and across disciplines.	☐ Ensures that students develop fluency in the application of mathematical concepts and utilize processes and symbols with ease within and across content areas.	☐ Engages 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.

3.7 Identifies and integrates available emerging technologies into the teaching of all content areas

Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
	…and	…and	…and	…and
☐ Uses available site-based technological resources to support instruction. ☐ Selects additional technological resources primarily based on suggestions from colleagues. ☐ Identifies, evaluates, and uses technological resources and technical assistance, i.e., those available online and on-site within a school and district setting.	☐ Expands knowledge of existing and emerging technological resources and assesses their potential use to enhance instructional and learning activities. ☐ Incorporates technological resources into standards-based lesson planning. ☐ Models digital-age work and learning by exhibiting knowledge, skills, and work processes representative of an innovative professional in a global society.	☐ Integrates multiple technological resources into instruction to enhance learners' understanding of content. ☐ Plans the use of technology to support curriculum in ways that address individual learning needs. ☐ Uses technological tools (including, but not limited to, spreadsheets, Web page development, digital video, the Internet, and e-mail) for instruction, student assessment, management, reporting purposes, and communication with parents/guardians of students.	☐ Engages with colleagues to expand knowledge and use of hardware and software resources to better meet the needs of all learners. ☐ Involves students and colleagues in the evaluation of technological resources and data to determine quality of information and possible bias.	☐ Collaborates with colleagues to evaluate, adapt, design, and integrate technological resources routinely into instructional activities. ☐ Embeds technology into all adopted curriculum to enhance and extend learning opportunities for all students.

3.8 Facilitates learners' individual and collaborative use of technology and evaluates their technological proficiency

Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
☐ Provides students with available hardware and software to support content learning, completion of assignments, and/or practice of basic skills.	…and ☐ Teaches procedures and routines that provide practice in using technology for academic purposes. ☐ Provides some differentiation for students based on assessed abilities to use technological resources appropriately.	…and ☐ Engages individuals and groups in learning experiences that are supported through the use of technology to locate, collect, create, produce, communicate, and present information. ☐ Works to improve student abilities to utilize technological resources by using systematic assessments of their technological proficiency in independent work and in collaborative groups.	…and ☐ Works with colleagues to nurture learning environments that increase students' skills and abilities to use technology independently and in cooperative groups. ☐ Collaborates with colleagues to identify, develop, and utilize self-assessment tools and other resources that support students' evaluation of their proficiency in the use of technology.	…and ☐ Works with colleagues to design and refine individual and collaborative instructional activities that support students in locating, selecting, evaluating, and using technological resources effectively.

Alabama Quality Teaching Standard 4, Diversity: To improve the learning of all students, teachers differentiate instruction in ways that exhibit a deep understanding of how cultural, ethnic, and social background; second language learning; special needs; exceptionalities; and learning styles affect student motivation, cognitive processing, and academic performance.

Cultural, Ethnic, and Social Diversity

4.1 Develops culturally responsive curriculum and instruction in response to differences in individual experiences; cultural, ethnic, gender, and linguistic diversity; and socioeconomic status

Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
	…and	…and	. . and	. . . and
☐ Listens actively to speaker and seeks to understand different perspectives. ☐ Selects instructional strategies, resources, and technologies with some consideration for diverse learners.	☐ Plans, delivers, and evaluates lessons that reflect positive regard for the culture, gender, linguistic background, and socioeconomic status of students and families/guardians. ☐ Incorporates into the learning environment visuals, readings, and other materials that reflect student diversity. ☐ Designs and manages content to facilitate learning experiences utilizing technologies that are responsive to a diversity of students, learning styles, and special needs.	☐ Makes curriculum and content standards meaningful to diverse learners through planning, implementing, and evaluating differentiated instructional activities that specifically connect to and reflect students' cultures and backgrounds. ☐ Includes lessons that teach about the contributions of people of diverse cultures and backgrounds. ☐ Invites students to contribute resources that augment curriculum and reflect culture and other aspects of diversity. ☐ Supports students in articulating how lessons reflect the relevance of the curriculum in their lives.	☐ Shares curricula, units, and lesson designs that improve learner engagement and achievement among diverse learners. ☐ Works with colleagues to design strategies to engage learners in lessons that are relevant to their lives and that value their background experiences.	☐ Models and coaches colleagues in expanding culturally responsive curricula and instruction in the school and district. ☐ Builds capacity in learners and colleagues to utilize the assets– that each learner brings to the learning community based on their backgrounds and experiences.

4.2 Communicates in ways that demonstrate sensitivity to diversity and that acknowledge and respond to various cultural, ethnic, and social modes of communication and participation

Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
☐ Follows available guidelines for periodic communications with families/guardians. ☐ Utilizes differentiated communication modes with students and their families/guardians based on identified needs. ☐ Varies instruction to increase student participation.	…and ☐ Considers diverse communication patterns among students and their families/guardians and adapts and adjusts language selection and types of questions asked in ways that support positive interactions. ☐ Notices patterns of participation and utilizes strategies to support equitable participation.	…and ☐ Seeks greater knowledge and understanding of communication patterns through conversations with colleagues and family/guardians, as well as through community visits, school resources, or study. ☐ Uses strategies designed to ensure that all students feel safe participating in class and have equitable opportunities in learning activities.	…and ☐ Reflects with colleagues to refine communication skills and flexibility in interactions to ensure effective outcomes for students and families/guardians. ☐ Works with colleagues to identify, utilize, and evaluate an extensive repertoire of strategies and technologies to ensure full participation and engagement of all students.	…and ☐ Facilitates opportunities for colleagues to engage with and involve diverse populations represented in the schoolwide community. ☐ Coaches colleagues in building students' capacity to take responsibility for maintaining a learning environment that fosters safe and equitable participation for all.

4.3 Demonstrates and applies to own practice an understanding of how personal and cultural biases can affect teaching and learning

Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
	…and	…and	…and	…and
☐ Recognizes the need to consider own assumptions, attitudes, and expectations about students. ☐ Begins to reflect on possible personal biases and their impact on learning.	☐ Acknowledges potential personal biases based on an understanding of the differences between own background and that of students. ☐ Reflects on personal and cultural biases and identifies areas of strength and growth.	☐ Reads, attends workshops, and asks questions of people different from self to increase understanding of diverse cultures and backgrounds. ☐ Develops instructional strategies that diminish negative and increase positive impacts on learning based on analysis of own personal/cultural biases. ☐ Implements instructional strategies that avoid biases, stereotypes, and generalizations and that reflect current understanding of own personal/cultural biases.	☐ Collaborates with colleagues to overcome some of the effects of institutional biases in the classroom by using strategies such as flexible grouping, differentiation, broad curricular perspectives, and alternative assessments. ☐ Structures opportunities for colleagues to surface viewpoints regarding personal and cultural biases based on experience and other evidence in the classroom and in the school. Collaboratively develops responses.	☐ Takes leadership with colleagues in positively influencing school culture on issues of race, culture, gender, linguistic background, and socioeconomic status. ☐ Works with colleagues to develop strategies that empower students to recognize, analyze, and overcome the effects of institutional bias.

4.4 Supports learners to accelerate language acquisition by utilizing their native language and linguistic background

Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
	…and	…and	…and	…and
☐ Explores ways in which students' native language and linguistic background can be used during instruction. ☐ Works with colleagues and the community to provide native language support services to students, if available.	☐ Provides opportunities for second-language learners to use their native language to support understanding of skills and concepts. ☐ Makes academic connections to native languages to support transfer of learning whenever possible. ☐ Refers to native language as a positive asset and resource in learning.	☐ Increases understanding of basic structures of native languages represented by students to better utilize first-language connections during instruction. ☐ Plans and provides instructional opportunities for students to utilize their linguistic backgrounds to support thorough understanding of content.	☐ Collaborates with colleagues to systematically provide supports for language learners, including use of native language. ☐ Works with colleagues to build language learners' capacity to actively reference and utilize their linguistic backgrounds to accelerate learning.	☐ Builds greater understanding of the role of linguistic background in the learning process and coaches colleagues to implement effective strategies. ☐ Advocates for schoolwide outreach to families/guardians whose first language is not English.

4.5 Guides second-language acquisition and utilizes English Language Proficiency strategies to support learning

Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
	…and	…and	…and	…and
☐ Utilizes available program materials for second-language instruction. ☐ Uses some ELP strategies for content instruction.	☐ Considers accessibility of program materials with regard to the language proficiency levels of second-language learners and adapts materials accordingly. ☐ Uses some visuals and regular modeling to augment auditory directions and information.	☐ Uses a variety of ELP strategies to make adopted program materials more accessible to students of all language proficiency levels. ☐ Provides a variety of visuals and modeling during content instruction to support English language learners at all levels. ☐ Establishes routines for students to ensure their academic use of visuals and other references to promote engagement in whole-class, small-group, and individual work.	☐ Engages with colleagues to organize and implement available second-language resources/curriculum so that English language learners are regularly provided an instructional sequence that meets their language needs.	☐ Works with colleagues to ensure that all English language learners are supported in their language growth by the curriculum and are making appropriate progress.

4.6 Differentiates between learner difficulties related to cognitive or skill development and difficulties related to language learning

Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
☐ Identifies students with difficulties in learning. ☐ Uses available materials to re-teach skills and concepts.	…and ☐ Reviews and sorts types of student errors using knowledge of second-language development levels and knowledge of typical errors made by students in transition to English based on their native language structure. ☐ Seeks the support of colleagues as needed.	…and ☐ Plans lessons that incorporate specific language supports based on assessments of language levels and student misunderstandings and/or miscues. ☐ Provides appropriate cognitive or linguistic scaffolds for students during instruction. ☐ Identifies student misunderstandings during instruction and utilizes questioning and other methods to support students in explaining their logic.	…and ☐ Collaborates with colleagues to analyze student work for both academic and language errors.	…and ☐ Provides modeling and coaching for colleagues on approaches to differentiated instruction that support students' cognitive and linguistic development.

Special Needs

4.7 Understands and recognizes the characteristics of exceptionality in learning, including the range of physical and mental disabilities, social and emotional disorders, giftedness, dyslexia, and attention deficit disorder, in order to assist in appropriate identification and intervention

Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
	…and	…and	…and	…and
☐ Assists in identifying at-risk students, gifted students, and those with disabilities. ☐ Demonstrates a basic understanding of laws and policies regarding exceptional learners. ☐ Implements IEPs and 504 plans with support from staff.	☐ Recognizes characteristics of exceptional learner groups. Follows school procedures for appropriate referral of students for assessment. ☐ Implements IEPs and 504 plans, and complies with laws and policies regarding exceptional and at-risk students. ☐ Modifies some lessons to address students' strengths and needs.	☐ Makes timely referrals based on a thorough understanding of the characteristics of exceptional learner groups. ☐ Develops and implements students' individual plans, modifications, and accommodations in collaboration with support staff. ☐ Anticipates needs for adjustments in lessons based on students' assessed strengths and needs.	☐ Collaborates with colleagues to enhance schoolwide understanding of referral processes and community resources to actively promote student success. ☐ Works with teams of teachers to expand knowledge of accommodations and interventions to ensure achievement among exceptional students. ☐ Leads colleagues in reflecting on how they can encourage students to identify their needs for accommodations and modifications before and during lessons.	☐ Advocates within the school, the district, and the broader community to ensure that all groups of exceptional students have access to all appropriate learning opportunities and resources.

4.8 Facilitates inclusive learning environments that support and address the needs of learners with learning differences and disabilities

Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
☐ Varies some instructional activities to provide options for students with learning differences and disabilities. ☐ Provides some visuals as environmental references, using available resources.	…and ☐ Incorporates some differentiated learning strategies that promote inclusion and allow for student choice. ☐ Develops visuals to augment auditory directions and information.	…and ☐ Provides higher-order thinking activities adapted to the academic and social needs of students with learning differences. ☐ Provides modeling and step-by-step visuals as supports for students with learning differences.	…and ☐ Employs a variety of differentiated strategies that develop student capacity for independent learning, collaboration, and whole-class participation. Shares these strategies with colleagues. ☐ Uses a wide range of engaging visual scaffolds and supports in all learning activities to ensure high levels of success for exceptional students. Shares these supports with colleagues.	…and ☐ Models inclusive strategies and discusses them with colleagues. ☐ Advocates for inclusive learning environments that are adaptive and differentiated, that respect and value the educational and social contributions that exceptional students bring to the classroom community.

Learning Styles

4.9 Helps students assess their own learning styles and build upon identified strengths

Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
	…and	…and	…and	…and
☐ Demonstrates understanding of the research on learning styles and multiple intelligences, and considers ways these influence students' academic growth and access to content.	☐ Gathers information about individual students' learning styles and intelligences in order to plan and deliver appropriate instruction. ☐ Engages individual students in assessing their own learning styles and in understanding their learning strengths and those of classmates.	☐ Uses a variety of self-assessment tools to support students in understanding their individual learning strengths. ☐ Provides students with opportunities to articulate their learning style strengths and needs to peers, teachers, and families/guardians. ☐ Articulates and celebrates the diverse learning styles represented in the classroom.	☐ Integrates formal and informal learning style self-assessments into instruction continually. Helps students internalize assessment results and proactively choose study skills and strategies that complement their learning strengths. Evaluates the effectiveness of these strategies and shares results with colleagues.	☐ Leads colleagues in collaborative efforts to identify and/or develop effective self- assessment tools and protocols to enhance students' confidence and self-knowledge.

4.10 Designs learning experiences that engage all learning styles and multiple intelligences

Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
☐ Selects instructional strategies and resources that address some of the learning styles and intelligences represented in classroom.	…and ☐ Selects and delivers research-based instructional strategies and materials designed to meet the needs of the wide variety of learning styles and intelligences represented in the classroom.	…and ☐ Analyzes results of individual learning style assessments to design lessons and units of study that are engaging and responsive to all students' needs. ☐ Provides students with opportunities to choose learning experiences that build upon and optimize their learning styles and strengths.	…and ☐ Collaborates with colleagues to design lessons and units of study that balance and integrate all learning modalities and allow for choice in order to meet the needs of diverse students.	…and ☐ Models use of and advocates consistently for research-based instructional strategies and resources that address the needs of diverse learning styles and multiple intelligences.

Alabama Quality Teaching Standard 5, Professionalism: To increase the achievement of all students, teachers engage in continual learning and self-improvement; collaborate with colleagues to create and adopt research-based best practices to achieve ongoing classroom and school improvement; and adhere to the Alabama Educator Code of Ethics and federal, state, and local laws and policies.

5.1   Collaborates with stakeholders to facilitate student learning and well-being

Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
	…and	…and	…and	…and
☐ Communicates with families/guardians to share learning goals. Responds to issues as they arise. ☐ Has basic communication processes and protocols in place. ☐ Communicates with colleagues and shares resources for each student's growth, including learners with an Individual Education Program and/or 504 Plan.	☐ Anticipates instructional challenges and takes initiative to proactively communicate with parents/guardians. ☐ Varies communication methods to connect effectively with all families and caregivers. ☐ Interacts with colleagues to share responsibility for meeting the diverse needs of each student through collaborative conversations and planning. ☐ Uses technology tools for reporting purposes and for communication with parents/guardians of students.	☐ Engages students with parents/guardians in purposeful learning activities. ☐ Provides opportunities for families to actively participate in the classroom and in school activities. ☐ Establishes ongoing two-way communications with families, and solicits input to advance each student's plan for success. ☐ Teams with colleagues to effectively differentiate instruction to improve and accelerate individual and group learning.	☐ Develops ongoing partnerships with parents/guardians and students to extend individual and class learning beyond the classroom and home through communication that results in co-planning efforts. Evaluates the success of these initiatives and shares with colleagues.	☐ Initiates and facilitates parental/guardian participation in the larger education process and in shared decision making at the school, community, and district levels. ☐ Conducts grade-level, school-level, and system-level efforts to strengthen collaborative endeavors on behalf of all students, with particular attention to the needs of subgroups of learners.

5.2 Engages in ongoing professional learning to move practice forward

Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
	…and	…and	…and	…and
☐ Sets required individual professional learning goals. ☐ Participates in job-embedded professional development related to school, district, and state goals. ☐ Plans for ongoing personal professional learning that is aligned with the Alabama definition and standards for professional development.	☐ Articulates professional learning goals and commits to a learning plan based on self-reflection and other formative assessments. ☐ Utilizes current professional literature, best practices, and collegial relationships to improve as a teacher and as a learner. ☐ Continually improves professional practice, models lifelong learning, and exhibits leadership in schools and professional communities by promoting and demonstrating the effective use of digital tools and resources.	☐ Constructs and implements long-term and short-term learning goals based on student needs. ☐ Engages in action research with colleagues for the purpose of examining and advancing one's practice to achieve professional goals. ☐ Utilizes nontraditional avenues (e.g., online professional development opportunities, Web-based information, online collaboration with other educators and experts) to provide and/or embed professional development in their learning community.	☐ Modifies short- and long-term professional goals by analyzing and reflecting on evidence of student learning and on self-assessments of professional teaching practice. ☐ Initiates ongoing action research based upon reflective classroom observations and ongoing professional learning. Applies research findings to support student success. ☐ Helps colleagues understand Alabama's definition and standards for professional development and apply these in planning their own professional learning.	☐ Organizes and leads colleagues in identifying and developing professional goals around student needs and outcomes. ☐ Collaborates with other school leaders to foster an environment of standards-based inquiry, reflective practice, and collaborative learning in order to improve teaching and learning at the school and district levels. ☐ Models the use of Alabama Professional Development Standards while leading professional learning for colleagues.

5.3 Participates as a teacher leader and professional learning community member to advance school improvement initiatives

Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
	…and	…and	…and	…and
☐ Shares resources with colleagues, families, and community members to improve learning for all students.	☐ Analyzes benchmark assessment data with colleagues to identify instructional gaps and challenges. Generates possible solutions, and plans and implements next steps. ☐ Engages students and families in the implementation and monitoring of next steps to advance student achievement	☐ Engages with colleagues and other stakeholders to develop and implement schoolwide initiatives that address achievement gaps and enhance learning for individual students and across classrooms and grade levels.	☐ Facilitates schoolwide, inquiry-based professional learning communities that explore patterns and gaps in academic achievement. Based on findings, guides professional learning community in identifying content- specific and instructional strategies to ensure success for all students and to narrow achievement gaps.	☐ Leads standards-based professional learning activities for colleagues, families, and the community that support quality implementation of educational improvement initiatives. Assumes increased leadership to advance reform initiatives at the school, district, state, and national levels.

5.4 Promotes professional ethics and integrity

Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
	…and	…and	…and	…and
☐ Demonstrates understandings of the Alabama Educator Code of Ethics, including professional conduct related to student safety, maintenance of records, and ethical use of technological and other resources. ☐ Demonstrates commitment to ethical and equitable practices for all students.	☐ Practices appropriate professional behaviors and dispositions to foster safe, positive, and productive interactions with students, colleagues, families, and the community. ☐ Monitors one's integrity through individual and collaborative reflection that focuses on maintenance of records and on the safe, legal, and ethical use of technological and other resources.	☐ Continually challenges self intellectually and professionally. ☐ Implements school and district acceptable use policies, including fair-use and copyright guidelines and Internet user protection policies.	☐ Models and promotes high levels of integrity and ethical practices. ☐ Articulates and discusses ethical issues with colleagues. ☐ Engages in an ongoing cycle of reflection, collaboration, and advocacy in order to revise own practices and beliefs.	☐ Facilitates dialogue among colleagues on relevant ethical issues facing educators at the local, state, and national levels. Advocates for positive solutions. ☐ Leads colleagues in an ongoing cycle of reflection, collaboration, and advocacy in order to advance quality teaching at the school and district levels.

5.5 Complies with local, state, and federal regulations and policies

Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
☐ Locates information and identifies key contacts to access laws and policies. ☐ Builds an understanding of local, state, and federal requirements related to students' and teachers' rights and student plans, including IEPs. ☐ Complies with local, state, and federal requirements related to students' and teachers' rights and student plans, including IEPs.	…and ☐ Develops classroom adaptations according to student plans. ☐ Accesses resources and/or referral services available to support student plans.	…and ☐ Works collaboratively with colleagues and support staff to ensure compliance with local, state, and federal regulations and requirements. ☐ Models the safe, responsible, legal, and ethical use of technology; implements school and district acceptable use policies.	…and ☐ Enlists colleagues in relevant dialogue regarding new regulations and requirements and their implications for classroom teaching and learning. ☐ Advocates for all students' equitable learning opportunities and access to resources.	…and ☐ Engages colleagues to identify areas of compliance that need to be addressed and/or modified.