



TEACHER EVALUATION MANUAL (EDUCATEAlabama)

Special Thanks to Elmore County Schools, Curriculum Department and the Alabama State Department of Education for most of the content in this manual.

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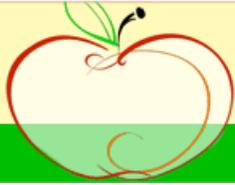
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*A copy of these resources can be found at Alabama Professional Education Personnel Evaluation Website: www.alabamapepe.com and at the Gadsden City Schools website: www.gcs.k12.al.us. There will be a link on the website for EducateAlabama documents.



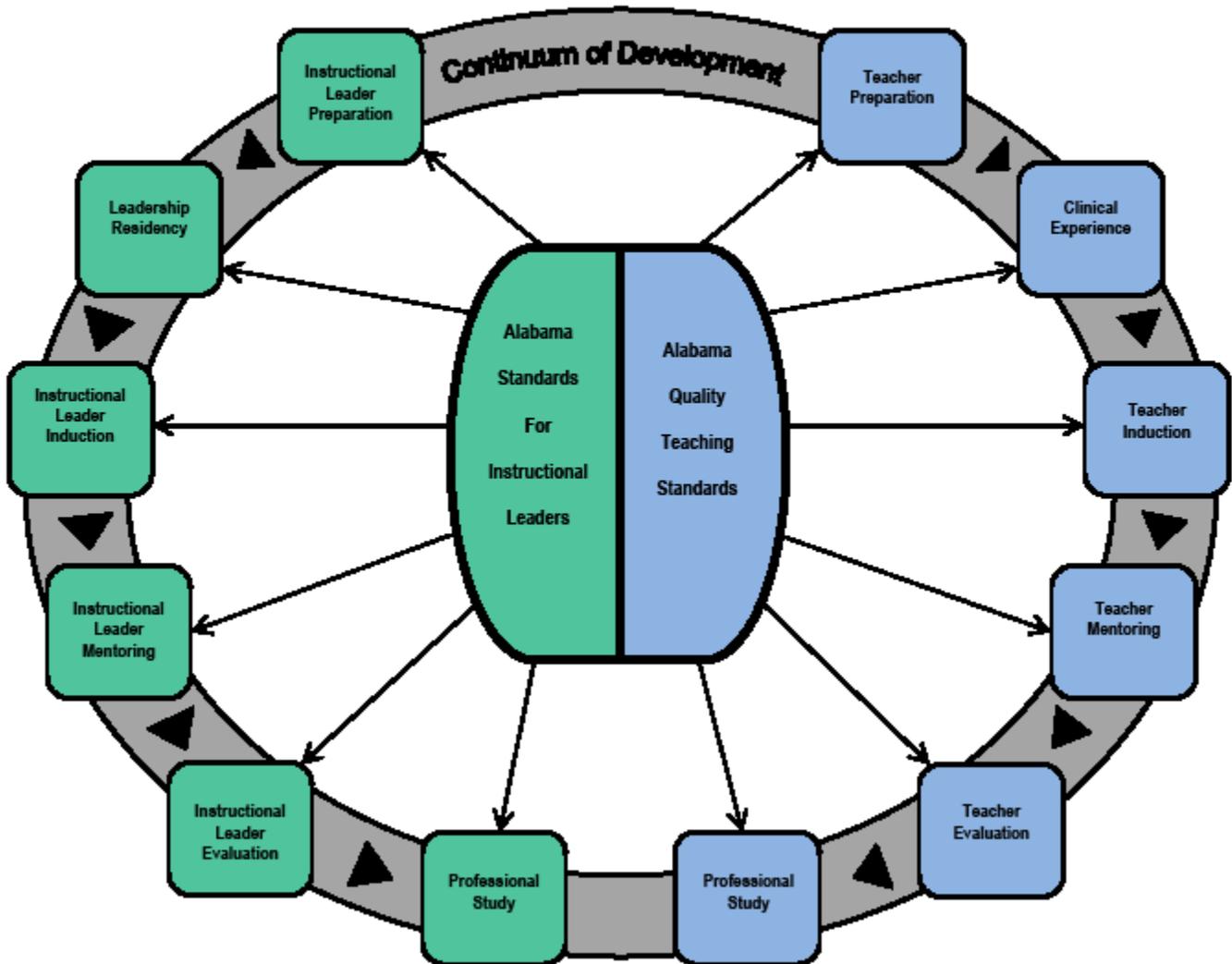
EDUCATE Alabama

Alabama Professional Learning Collaborative

Creating a Collaborative Culture for Alabama's Educators

The Common Core

The Key to a Standards-Driven Profession



Alabama Quality Teaching Standards

Pursuant to the mission of improving the academic achievement of all students in the public schools of Alabama, teachers will align their practices and professional learning with the following standards:

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.

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.

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.

Standard 4 – Diversity

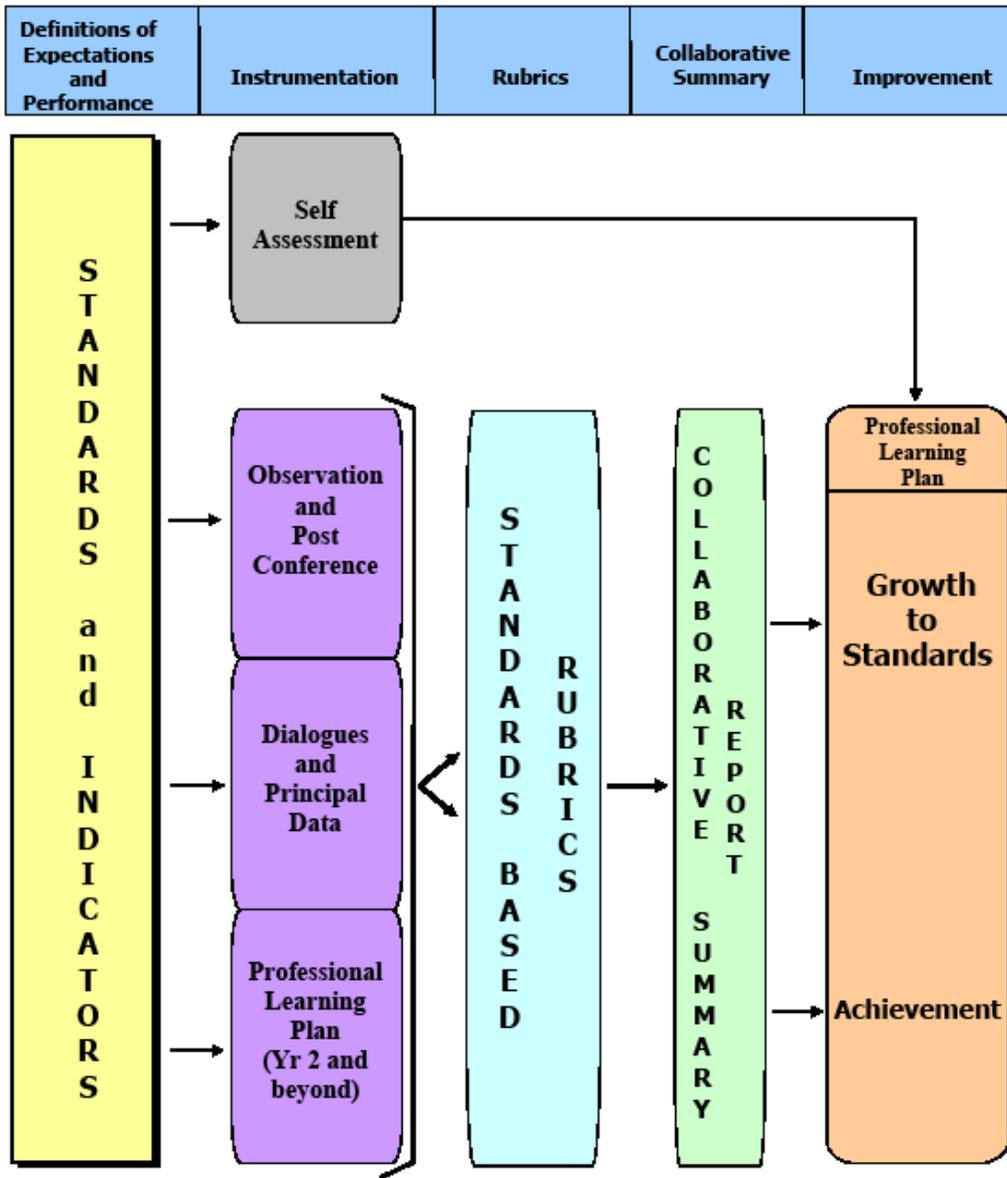
To improve the learning of all students, teachers differentiate instruction in ways that exhibit a deep understanding of how cultural, ethnic, and social background; second language learning; special needs; exceptionalities; and learning styles affect student motivation, cognitive processing, and academic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

Standard 5 – Professionalism

To increase the achievement of all students, teachers engage in continuous 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, local laws and policies.

How the Collaborative Evaluation Process Works

How the EDUCATEAlabama Collaborative Works



As you study the visual, note the following:

The foundation of the system is the Alabama Quality Teaching Standards (AQTS). Instruments, procedures, continua (rubrics), reports, and professional learning plans are all designed around the AQTS.

The evaluator only uses four sources of data and information: classroom observations, dialogues, evaluator first-hand data/information, and results of the previous professional learning plan.

Data and information collected are analyzed using standards based on continua (rubrics).

Analysis of available data and information result in ratings showing current practice (one of four levels) for each indicator. Indicator ratings identifying the levels of practice result in ratings for each standard.

The teacher being evaluated conducts a separate self-assessment (form provided). Data/information developed in this self-assessment can be shared at the time of the Collaborative Summary Conference and may influence final level of practice ratings.

The Collaborative Summary Report (CSR) and the teacher's self-assessment serve as the basis for the Professional Learning Plan, which reflects an awareness that all professional learning should lead to enhanced student learning and achievement and to the teachers' growth towards the Alabama Teaching Quality Standards (AQTS) that have been approved by the Alabama State Board of Education.

EDUCATEAlabama Overview

The new EDUCATEAlabama was approved by the Alabama State Board of Education during its May 14, 2009, Board Meeting, and during its July 20, 2009, board meeting.

The purpose of this new method of evaluating teachers is to provide administrators and teachers with a collaborative, formative tool to enhance teaching and learning. In addition, it is the goal of the new process to increase student achievement and to increase the graduation rate of students throughout the Gadsden City Schools.

This new teacher evaluation system was written to align with the Alabama Quality Teaching Standards (AQTs). These standards are considered as the foundation for teacher evaluation and teacher professional development for the years ahead. There are four performance levels for teachers: *Emerging*, *Applying*, *Integrating*, and *Innovating*. A more detailed explanation of each performance level rationale will be shared in the *Alabama State Department of Education (ALSDE) Guidelines and Procedures Section* of this Evaluation Manual.

The illustration below shows a comparison of EDUCATEAlabama and the Alabama Professional Education Personnel Evaluation Program (PEPE).

PEPE		EDUCATEAlabama
Self-Assessment	➔	Self-Assessment
Classroom Observations	➔	Classroom Observations
Structured Interview Supervisor's Review Form	➔	Dialogues and Principal Data
Evaluation Summary Report	➔	Collaborative Summary Report
Professional Development Plan	➔	Professional Learning Plan

No numerical scores will be awarded.

No numerical scores will be awarded for a teacher's performance on the standards and indicators. Rather, a teacher's current level of practice (*Emerging, Applying, Integrating, and Innovating*) in each of the 39 performance indicators will be collaboratively identified by the evaluator and the teacher, using data and information collected by the evaluator and supplied by the teacher. A continuum (rubric) defining each level of practice in each indicator is provided to analyze data and available information and determine the level of practice represented. A copy can be found in the *ALSDE Resources and Materials Section* of this manual.

The focus is continuous learning and continuous improvement, not scores.

The titles of the four levels of practice (the continuum of *Emerging, Applying, Integrating, and Innovating*) which serve as the means for identifying current practice should suggest immediately that the evaluator and the teacher are seeking to identify types of professional learning/professional growth that can take place in the area of practice under consideration. There are no numbers and composite rating that imply that this one individual is a good teacher and another is not. The assumption is that all teachers will seek to become *Applying or Integrating*, and ultimately *Innovating* teachers in all areas defined by the AQTS. There is no one acceptable pattern of levels of practice, only the expectation that we are all committed to learning, growth, and improvement over time. EDUCATEAlabama ratings for designating the levels of practice on the continuum should be the basis for identifying where we are and where we want to go and mapping a plan for getting there.

EDUCATEAlabama has fewer data collection instruments and procedures than PEPE.

Data collection instruments and procedures in the EDUCATEAlabama evaluation process have been greatly reduced. The process involves:

- two unannounced classroom observations (45 minutes recommended),
- the use of evaluator firsthand knowledge (similar to the supervisor review process in PEPE),
- teacher/evaluator dialogues for performance indicators where classroom observation data and evaluator first hand knowledge are insufficient (quite different from the PEPE structured interview), and
- data/information generated from fulfillment of the previous Professional Learning Plan (process similar to PEPE).

EDUCATEAlabama has fewer forms than PEPE. EDUCATEAlabama utilizes a Teacher Observation Record and Observation Post Conference Record, a form that can be used to record Dialogue notes, a Collaborative Summary Report, and

a Professional Learning Plan. Evaluators will receive training in the use of the forms in subsequent modules.

The EDUCATEAlabama rating process is holistic.

The EDUCATEAlabama rating process is holistic; i.e., data sets (observations, dialogues, etc.) will not be rated separately as continuum practice designations but rather compiled into the Collaborative Summary Report (CSR). One set of indicator and standards continuum designations will be entered on the CSR after the evaluator has analyzed all data/information available for a performance indicator, using the continuum supplied for analysis purposes. The evaluator can modify the ratings on the CSR, if warranted, based on new data/information provided by the teacher at the time of the Collaborative Summary Conference. The CSR then becomes the basis for collaborative development of a Professional Learning Plan (PLP). The evaluator will be trained in the holistic rating process, completion of the CSR, and completion of the PLP in subsequent modules.

**CERTIFIED EMPLOYEE EVALUATION
AND PROFESSIONAL DEVELOPMENT PLAN**

Non-tenured Employees

Each non-tenured employee will be evaluated annually according to the guidelines of the Professional Education Personnel Evaluation plan. This evaluation will be used for professional development only.

Each employee will be evaluated twice annually using the local evaluation instrument. (Classroom observations carried out under the PEPE plan will be sufficient to complete the local evaluation instrument. No additional classroom observations will be necessary.)

Additional observations may be scheduled if the evaluator feels these are warranted.

Tenured, Certified Employees

All tenured, certified employees currently included in the Professional Education Personnel Evaluation plan will complete a full cycle evaluation every three years. The state evaluation will be for professional development purposes only.

During the same year of the full cycle each tenured employee will be evaluated under the local evaluation plan. Only one local evaluation instrument will be required. No additional classroom observations will be necessary.

During the two years in which the full cycle is not required tenured employees will complete only the requirements of the state plan.

All certified employees not currently covered by the Professional Education Personnel Evaluation system will continue to be evaluated according to the current local evaluation system requirements which include twice annually for a non-tenured employee and once annually for a tenured employee.

Additional observations may be scheduled if the evaluator feels these are warranted.

ADOPTED: 10/7/97

Guidelines and Procedures for Implementing EDUCATEAlabama

Functions

EDUCATEAlabama will:

- Be a formative evaluation system designed to provide data about a teacher's current performance based on the Alabama Teacher Quality Standards (AQTS) and that can be used to set expectations, goals, and plans for teacher professional growth.
- Use the wording aligned to the Teacher Development Continuum to demonstrate levels of performance at the *Emerging, Applying, Integrating, or Innovating* level (as defined in EDUCATEAlabama Continuum) and not numerical ratings. A copy of the EDUCATEAlabama Continuum can be found within the *ALSDE Resources and Materials Section* of this manual.
- Address the five Alabama Quality Teaching Standards and their 39 indicators. The new evaluation process will employ holistic ratings. The number of forms used in the evaluation process has been minimized, and levels of performance will appear only on the Collaborative Summary Report (CSR).
- Define the expectations for levels of performance for each indicator. They are very similar to the Alabama Teacher Development Continuum used in the Alabama Mentoring Program. The EDUCATEAlabama Continuum has four levels of performance rather than five.
- Use a self-assessment based on the Alabama Quality Teaching Standards (AQTS) and the levels of performance provided in the EDUCATEAlabama Continuum.
- Include a minimum of two unannounced observations for all teachers. Anecdotal notes and the observation checklist will be used rather than scripting required in the PEPE Observation process.
- Use Dialogue and Principal Data rather than the Structured Interview and the Supervisor's Review Form from the PEPE evaluation process.
- Build a Collaborative Summary Report (CSR) compiling all data gathered during the evaluation process and determine a holistic level of performance based on the EDUCATEAlabama Continuum.
- Use a Professional Learning Plan (PLP) focused on two indicators determined as a result of the evaluation process. A stand-alone student achievement goal will not be written because all Alabama Quality Teaching Standards are focused on improving student achievement. The PLP has been revised for clarity but has the same expectations of teacher growth and development. A copy of the PLP can be found in the *ALSDE Resource and Materials Section* of this manual.

Conducting the Evaluation Process

The evaluation process for EDUCATEAlabama should be conducted over one academic year. In the case of beginning (non-tenured) teachers, the full evaluation process must be conducted annually until they obtain tenure in their positions. Once a teacher has earned tenure, he/she may, at the discretion of his/her evaluator, be placed on a multi-year evaluation cycle consisting of a full, basic evaluation followed by one or a maximum of two years of activities and reflections in accordance with an annual Professional Learning Plan (PLP). A copy of the PLP can be found in the *ALSDE Resource and Material Section* of this manual.

During the 2009-2010 school year, all non-tenured teachers will need to be evaluated. All other teachers will continue with their current "PEPE" cycle. Principals (or program directors) with extremely uneven tenured teacher cycles may use this one time opportunity to balance their three-year school evaluation cycle. The principal or program administrator must inform the System-Level Evaluation Coordinator of the evaluation cycle that will be implemented within their school (or program) for the 2009-2010 school year. The principal or program administrator must also submit a copy of his/her school or program evaluation cycle indicating where ALL teachers are in the evaluation process.

Other educator groups who are generally classified as teachers (library media specialists, guidance counselors, [et.al.](#)) do not yet have new EDUCATEAlabama systems. They will remain in PEPE until their systems are developed.

Evaluation Steps Time Frame

Orientation

Orientation August-September
All teachers evaluated must be given an orientation on the evaluation process and requirements no later than September 30th. Also, a copy of the evaluation manual is available for each teacher on the employee page at www.gcs.k12.al.us.

Self-Assessment

Self-Assessment August-September
Teachers should complete the Self-Assessment before the formal data collection has begun. In addition, if the teacher wishes to discuss the Self-Assessment with his/her evaluator, the conversation should not take place until the Collaborative Summary Report is completed at the end of the formal evaluation. The self-assessment should not be used as part of the teacher's formal evaluation process.

Conducting Classroom Observations

Observations will be a minimum of 45 minutes. For block schedules, the evaluator will alternate observing the first or last half of the class between the two required observations. Walkthroughs are not to be used as EDUCATEAlabama observations. However, information gleaned from the walkthroughs may be used for principal data. For example, an evaluator observing the same teacher during the morning and afternoon may see a different level of performance. In order to get a clear picture of a teacher's overall performance, the evaluator should vary the observation times consistently with the entire staff.

The observations are not rated; they will be used at the end of the evaluation process to yield a rating on the Collaborative Summary Report. Observations are **unannounced** and may be conducted by school administrators and Central Office personnel. *Observation data must be either collected or transferred to an electronic format.*

First Classroom Observation * October

The first classroom observation for tenured and non-tenured teachers should be conducted during the month of October. All components (Teacher Observation Record and Teacher Post-Observation Conference Record) of the observation should be completed no later than the last day of October. Although an extended period to return the observation and conduct the post-conference is permissible, administrators are reminded that the more immediate the feedback, the more effective it is.

* For the **2009-2010 school year ONLY**, the first observation should be conducted between October 1 and November 30. After 2009-2010, observations can begin anytime after the start of school and must be completed by October 31.

NOTE: Evaluators are reminded that novice teachers will benefit from the opportunity to acclimate to the classroom prior to their first observation.

Second Classroom Observation February

The second classroom observations for tenured and non-tenured teachers should be conducted during the month of February. All components (Teacher Observation Record and Teacher Post-Observation Conference Record) of the observation should be completed no later than last day of February. Again, although an extended period to return the observation and conduct the post-conference is permissible, administrators are reminded that the more immediate the feedback, the more effective it is.

NOTE: The evaluator has the discretion to conduct additional observations, if necessary or desired.

Dialogue Data

Dialogue Data **February-March*
Dialogue is an additional way to gather information. In addition, dialogue will be completed for indicators and standards not easily observed. There could be one dialogue, or there could be multiple shorter dialogues. The dialogue answers any unanswered or unobserved questions and is somewhat similar to a PEPE clarifying interview. A Dialogue Data Form can be found within the *ALSDE Resources and Materials* section of this manual, and an a Documentation for Other Data Sources form can be found in the *LEA Resources and Materials* section of this manual.

*For the **2009-2010 school year ONLY**, principal dialogue data will be conducted by the evaluator with the second post-observation conference because of the timing of the evaluator training for conducting dialogues to gain the appropriate data. After 2009-2010, dialogues can start earlier in the school year.

Collaborative Summary Report

The Collaborative Summary Report (CSR) is a document which builds over the year of the teacher's full evaluation cycle. When the evaluator completes the first observation, he/she will record the highlights from his/her anecdotal notes. The same process will occur after Observation 2. If the evaluator has identified an area of focus during the first observation and it was still an area of focus in Observation 2, the evaluator may decide to address this concern during dialogue or a third observation. Evaluators keep in mind that the goals of the CSR are as follows:

- To share with the teacher the results of the evaluation process;
- To solicit the teacher's insights and comments;
- To complete with the teacher a Professional Learning Plan.

Collaborative Summary Report *April-May*
When completing the Collaborative Summary Report (CSR), the evaluator will use the EDUCATEAlabama Continuum to determine the levels of performance for each indicator. A copy of the EDUCATEAlabama Continuum can be found in the *ALSDE Resources and Materials Section* of this manual. There are 39 indicators for the Alabama Quality Teaching Standards (AQTS), which present a challenge to observe them all during the observation; therefore, during the observation, the evaluator will ONLY make notes about the indicators observed. When completing the CSR, the cells on which the evaluator types his/her information will expand to allow the evaluator to enter as much data as needed. As stated earlier, a copy of the CSR can be downloaded from the PEPE website: www.alabamapepe.com or the Gadsden City Schools website: www.gcs.k12.al.us.

In the Dialogue/Principal Data Section of the CSR, the evaluator can denote areas of strengths and focus. If the evaluator is going to document an area of focus for this section, the teacher should be aware of the concern prior to receiving it on the CSR under the principal data. For example, if the evaluator identifies an area and wants to note this under area of focus, he/she should have talked with the teacher regarding his/her concern before the end of the school year to help build trust between the evaluator and the teacher, to identify areas of concern and make recommendations for continuous improvement.

Examples of principal data could be suggestions for making improvements on benchmark assessment data, observation of a teacher working with parents, cafeteria or other duty activity, notes from grade level meetings, etc.

The indicator levels of performance will be identified based on a consideration of all data in relation to the EDUCATEAlabama Continuum. A holistic level will be identified for each standard based on a pattern of performance for all indicators under the standard. The levels of performance are not identified until the end of the evaluation process.

Professional Learning Plan

Professional Learning Plan..... April-May

At the completion of the evaluation process, the evaluator and teacher should develop a Professional Learning Plan. This plan should result from conversations based on a combination of the self-assessment utilizing the rubrics provided, the Collaborative Summary Report (CSR), and subject-area/grade-levels/school-wide student achievement. It should focus on the knowledge and practices that would assist the educator to achieve the professional learning needed to progress to higher levels of teaching practices found on the Alabama Quality Teaching Standards (AQTs) rubrics. The plan should typically address no more than two indicators, providing time for deep learning to occur in both areas. The indicators chosen should be prioritized based on agreed-upon needs.

Again, there is not a stand-alone student achievement goal because all standards are tied to student achievement. The targeted goals should be measurable. The end-of-cycle comments should reflect the impact on personal practice and student learning. This section should provide supporting data to illustrate the impact on personal practice and student learning. All certificated staff will continue to have PLPs annually. Staff not on full evaluation during the 2009-2010 school year will work with their leaders to develop PLPs. A copy of the Professional Learning Plan can be found in the *ALSDE Resources and Materials Section* of this manual.

**Gadsden City Schools
Resources and Materials**

Standard 1: Content Knowledge

	Emerging	Applying	Integrating	Innovating
1.1 Deep knowledge of subject-matter	<ul style="list-style-type: none"> <input type="checkbox"/> Uses knowledge of subject matter to design rigorous units and lessons. <input type="checkbox"/> Teaches appropriate to age and developmental levels. 	<ul style="list-style-type: none"> <input type="checkbox"/> Incorporates resources to motivate and academically challenge all learners. 	<ul style="list-style-type: none"> <input type="checkbox"/> Focuses instruction on key concepts, themes, multiple perspectives, and interrelationships in subject matter, as well as facts. <input type="checkbox"/> 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"> <input type="checkbox"/> Uses comprehensive knowledge of subject matter and student development to ensure that all learners understand related facts and concepts within and across content areas. <input type="checkbox"/> Introduces students to current advances related to the discipline, knowledge of which has been gained from journals, websites, and other sources. <input type="checkbox"/> 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"> <input type="checkbox"/> Uses students' prior knowledge to introduce lessons, connect learners to key concepts, and deepen understanding. 	<ul style="list-style-type: none"> <input type="checkbox"/> Plans and delivers lessons that access student knowledge through questioning. <input type="checkbox"/> Identifies learner misconceptions concerning content and modifies activities to develop new understandings. 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses multiple methods to continually gain new information about students upon which to develop content and instruction and meet learning goals for all learners. <input type="checkbox"/> 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"> <input type="checkbox"/> Contextualizes and deepens students' understanding of content knowledge. <input type="checkbox"/> 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"> <input type="checkbox"/> Uses questions and other strategies to help learners connect content to previous learning, other subject areas, and real-life problem solving. <input type="checkbox"/> Demonstrates relevant connections for learners, as needed. 	<ul style="list-style-type: none"> <input type="checkbox"/> Organizes and presents units of study and lessons that demonstrate connections to key concepts and skills from other disciplines. <input type="checkbox"/> Teaches rigorous and relevant lessons that engage students in applying key concepts and skills across disciplines. 	<ul style="list-style-type: none"> <input type="checkbox"/> Works with colleagues to integrate academic disciplines. 	<ul style="list-style-type: none"> <input type="checkbox"/> 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"> <input type="checkbox"/> Plans instructional activities that align with Alabama's Courses of Study. <input type="checkbox"/> Designs learning activities that integrate multiple content standards. <input type="checkbox"/> Communicates clearly the connections between the standards and the knowledge and skills being taught. 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses multiple resources, including textbooks, to develop plans (units, lesson) that are aligned with content standards. 	<ul style="list-style-type: none"> <input type="checkbox"/> Enables all learners to meet state content standards through differentiated planning for individual differences. <input type="checkbox"/> 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"> <input type="checkbox"/> Creates varied and differentiated opportunities for learners to develop, monitor, and extend learning related to state standards. <input type="checkbox"/> Provides leadership that engages colleagues in ongoing analysis and mapping of curriculum to ensure alignment of state standards with content being taught.
1.5 Provides instructional accommodations, modifications, and adaptations to meet the needs of each individual learner	<ul style="list-style-type: none"> <input type="checkbox"/> Identifies individual differences among learners in his/her classroom. <input type="checkbox"/> Selects and incorporates alternative curricular materials and resources to accommodate different levels of learner readiness. 	<ul style="list-style-type: none"> <input type="checkbox"/> Modifies instructional strategies, materials and resources to support and challenge each learner. <input type="checkbox"/> Analyzes student assessments with colleagues to identify learner needs and make modifications accordingly (needs assessment). 	<ul style="list-style-type: none"> <input type="checkbox"/> Selects and incorporates alternative curricular materials, resources, and delivery systems based on students' individual differences; e.g., learning styles, interests, motivation, language capability. <input type="checkbox"/> 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"> <input type="checkbox"/> Employs an extensive repertoire of instructional and curricular adaptations to enhance and advance learning opportunities for each learner. <input type="checkbox"/> 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"> <input type="checkbox"/> Establishes and enforces rules for classroom management. <input type="checkbox"/> Implements organization and management strategies in response to specific classroom issues and/or individual learner needs. <input type="checkbox"/> Provides encouragement to learners for positive behaviors. <input type="checkbox"/> Clearly communicates and continually reinforces age- appropriate expectations for behavior. <input type="checkbox"/> Responds appropriately to disruptive behavior based on the established system/learners involved. 	<ul style="list-style-type: none"> <input type="checkbox"/> Designs/implements a classroom organization and management system that is age-appropriate and responsive to class and individual needs. <input type="checkbox"/> Uses research-based strategies to prevent or lessen disruptive behavior and reinforce positive behavior. <input type="checkbox"/> Encourages learner involvement in maintaining positive behaviors. 	<ul style="list-style-type: none"> <input type="checkbox"/> Works with colleagues to systematize school- wide organization and management to ensure positive behaviors among learners within and outside of classrooms. <input type="checkbox"/> 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"> <input type="checkbox"/> Builds learners' capacity to take responsibility for maintaining and monitoring behavior of self /others. <input type="checkbox"/> Engages colleagues in review of research-based strategies for promoting positive behavior. <input type="checkbox"/> 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"> <input type="checkbox"/> Establishes rapport with individual learners. <input type="checkbox"/> Acknowledges and responds to incidents of unfairness and disrespect. <input type="checkbox"/> Models equitable and respectful interactions with learners. 	<ul style="list-style-type: none"> <input type="checkbox"/> Maintains positive relationships with all learners. <input type="checkbox"/> Teaches strategies that promote fair and respectful interactions among learners and in multiple contexts. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teaches skills to respond to inequity and disrespect. <input type="checkbox"/> Fosters learner participation in creating and maintaining a fair and respectful school climate. <input type="checkbox"/> Collects and analyzes data on the range of learner behaviors and makes modifications to facilitate positive learning environments for all learners. <input type="checkbox"/> Collaborates with colleagues to collect, analyze, and modify approaches to improvement of school climate. 	<ul style="list-style-type: none"> <input type="checkbox"/> Engages/leads colleagues in examining research and participating in training on fair, equitable, and respectful education. <input type="checkbox"/> Works with colleagues to ensure that there are fair and respectful interactions with learners, families/ guardians, colleagues, and administrators.
2a3 Creates a safe, orderly, and stimulating learning environment that engages and motivates learners	<ul style="list-style-type: none"> <input type="checkbox"/> Responds to unsafe situations as they occur. <input type="checkbox"/> Teaches routines and procedures within the classroom, including plans for transitions and emergency situations. <input type="checkbox"/> Models initiative and inquiry in ways that engage and motivate learners. 	<ul style="list-style-type: none"> <input type="checkbox"/> Maintains a safe, secure, and orderly classroom at all times. <input type="checkbox"/> Engages learners in managing, monitoring, and supporting an orderly environment. <input type="checkbox"/> Provides an enriching environment that stimulates, motivates, and engages learners. 	<ul style="list-style-type: none"> <input type="checkbox"/> Draws upon a wide repertoire of skills to motivate and engage all learners. <input type="checkbox"/> 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"> <input type="checkbox"/> Engages/leads colleagues in the design and implementation of strategies that promote positive, focused environments for learning. <input type="checkbox"/> 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"> <input type="checkbox"/> Follows required guidelines in standards-based instruction for establishing academic learning goals. <input type="checkbox"/> Identifies cognitive, social and emotional needs of learners and uses them to identify levels of readiness. 	<ul style="list-style-type: none"> <input type="checkbox"/> 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"> <input type="checkbox"/> Ensures that all short- and long-term standards-based instructional goals are clear and accessible to all learners and families/guardians. <input type="checkbox"/> Collaborates with colleagues, family/guardians, and learners to establish developmentally appropriate and academically challenging goals for all learners. <input type="checkbox"/> Engages students in setting their own academic goals and communicating them to parents, peers, and other interested parties. 	<ul style="list-style-type: none"> <input type="checkbox"/> Engages colleagues, families/guardians, and community professionals in examining and utilizing research on cognitive, social, and emotional development. <input type="checkbox"/> Works with/leads colleagues school-wide in establishing challenging, standards-based goals that are differentiated to meet the needs of all learners.

Standard 2: Teaching and Learning

Standard 2b: Using Instructional Strategies to Engage Learners

	Emerging	Applying	Integrating	Innovating
2b2 Engages learners in developing and monitoring goals for their own learning and behavior	<ul style="list-style-type: none"> <input type="checkbox"/> Establishes learning/behavior goals and communicates them to learners. <input type="checkbox"/> Provides feedback on achievement of learning and behavior goals. <input type="checkbox"/> Meets with individual learners to encourage and promote their responsibility in meeting goals. <input type="checkbox"/> Provides guided experiences using rubrics and other tools that enable learners to self-assess their learning and behavior. <input type="checkbox"/> Teaches learners skills that enable them to examine evidence of learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Provides opportunities for learners to demonstrate and reflect on academic and behavioral progress. <input type="checkbox"/> Creates instructional activities that enable learners to set and monitor academic and behavioral goals. 	<ul style="list-style-type: none"> <input type="checkbox"/> Regularly assesses the extent to which students are increasing their ability to assume responsibility for their own learning and behavior. <input type="checkbox"/> 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. <input type="checkbox"/> Teaches learners how to communicate their progress to family/guardians and others. <input type="checkbox"/> 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"> <input type="checkbox"/> Integrates learners' self-assessment and reflection into learning activities and shares results with colleagues. <input type="checkbox"/> Supports and assists colleagues in implementing learner goal-setting and self-assessment strategies.
2b3 Designs coherent lessons that integrate a variety of appropriate and effective instructional strategies	<ul style="list-style-type: none"> <input type="checkbox"/> Teaches lessons provided in available curriculum resources. <input type="checkbox"/> Designs lessons that follow a logical sequence and provides learners with clearly defined outcomes and learning tasks. <input type="checkbox"/> Selects instructional strategies that support content understanding and meet the needs of learners. 	<ul style="list-style-type: none"> <input type="checkbox"/> 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"> <input type="checkbox"/> Works with colleagues to analyze the impact of lesson design on learner achievement across groups and contexts and to modify instruction based on results. <input type="checkbox"/> Supports and assists colleagues in integrating research-based instructional strategies through modeling and coaching. 	<ul style="list-style-type: none"> <input type="checkbox"/> Leads curriculum design teams in developing coherent and comprehensive units and lessons that are responsive to the needs of diverse learners. <input type="checkbox"/> 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"> <input type="checkbox"/> Creates learning activities using available teaching resources and curriculum guides. <input type="checkbox"/> Selects instructional strategies that reflect high expectations and are responsive to the characteristics of sub-groups of learners. <input type="checkbox"/> Formulates and uses questions to engage students in higher order thinking and content mastery, and foster learner interactions. 	<ul style="list-style-type: none"> <input type="checkbox"/> Paces and adjusts instruction to ensure continual engagement of all learners. <input type="checkbox"/> Communicates high expectations for each learner and differentiates instructional practices to move each learner forward in his/her growth and development. <input type="checkbox"/> Encourages and teaches learners to formulate questions to guide their learning. <input type="checkbox"/> 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"> <input type="checkbox"/> Engages colleagues in the design of differentiated learning activities to optimize each learner's growth/achievement. <input type="checkbox"/> Engages colleagues in the design of differentiated learning activities to optimize each learner's growth and achievement. <input type="checkbox"/> 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"> <input type="checkbox"/> Works with/leads colleagues in designing responsive, differentiated instructional activities based on analysis of student work and/or performances. <input type="checkbox"/> Advocates for curricular and instructional adaptations and resources that address the needs of individual and diverse learners school-wide. <input type="checkbox"/> 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	<ul style="list-style-type: none"> <input type="checkbox"/> Implements required district and school assessments to monitor progress toward achievement of content standards. <input type="checkbox"/> Shares assessment results with learners following required timelines. <input type="checkbox"/> Recognizes confusion and/or lack of understanding among learners and reteaches. <input type="checkbox"/> Selects/develops/implements informal assessments aligned to instructional 	<ul style="list-style-type: none"> <input type="checkbox"/> Teaches students how to use assessment results to make adjustments and meet learning targets. <input type="checkbox"/> Uses formal and informal assessment results to inform planning and delivery of instruction. 	<ul style="list-style-type: none"> <input type="checkbox"/> Collects and uses data to inform and modify short and long-range plans for all learners. (INT) <input type="checkbox"/> 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"> <input type="checkbox"/> Demonstrates use of feedback from assessments to assist in meeting learning targets. <input type="checkbox"/> Models use of a repertoire of formative assessment tools designed to guide teaching and learning. <input type="checkbox"/> Works with/leads school and district personnel in designing formative assessment practices.

to adjust instruction.	objectives to monitor student progress toward achievement of learning goals.			
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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"> <input type="checkbox"/> Administers required school, district, and state summative assessments. <input type="checkbox"/> 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"> <input type="checkbox"/> Uses a variety of assessment methods and instruments, including online and computer adaptive assessments where appropriate. <input type="checkbox"/> Varies assessment methods in accordance with individual needs of and differences in learners. <input type="checkbox"/> Develops and implements a systematic, coherent assessment plan for each unit of instruction. 	<ul style="list-style-type: none"> <input type="checkbox"/> Participates in collegial grade level/content team reviews of summative data. <input type="checkbox"/> Analyzes assessment results for all learners to inform improvements in design of summative assessments. <input type="checkbox"/> Works with colleagues to develop and refine common summative assessment options. 	<ul style="list-style-type: none"> <input type="checkbox"/> 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"> <input type="checkbox"/> Collects and records required documentation of student learning, using available technologies. <input type="checkbox"/> Analyzes evidence of student learning and constructs records of student learning that accurately represent performance. <input type="checkbox"/> Shares/discusses assessment results with learners and families/guardians in ways that clearly indicate strengths and weaknesses/needs. 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses a variety of methods to collect evidence of student learning. <input type="checkbox"/> Demonstrates learner attainment of specified learning targets/objectives resulting from his/her instruction using pre-/post-assessment methods. <input type="checkbox"/> Uses technologies available to maximize use of data with a variety of audiences. <input type="checkbox"/> 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"> <input type="checkbox"/> Provides learners and families/guardians with current evidence, examples of student learning and progress. <input type="checkbox"/> Convenes families/guardians and school personnel to discuss data and co-develop meaningful plans to enhance learner success. 	<ul style="list-style-type: none"> <input type="checkbox"/> 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"> <input type="checkbox"/> Demonstrates ability to read and explain standardized test reports. <input type="checkbox"/> Reviews standardized assessment data and uses them in planning. <input type="checkbox"/> Utilizes disaggregated, standardized assessment data to set instructional goals for individuals, sub-groups, and classes. 	<ul style="list-style-type: none"> <input type="checkbox"/> 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"> <input type="checkbox"/> 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. <input type="checkbox"/> Uses available data to guide systemic changes in instruction that result in continuous improvement in student achievement. 	<ul style="list-style-type: none"> <input type="checkbox"/> Leads colleagues in analyses of test data and development of responses (instructional improvements) at the site and district levels. <input type="checkbox"/> Advocates for equitable and learner appropriate testing contexts for all students.

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"> <input type="checkbox"/> 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. <input type="checkbox"/> 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. <input type="checkbox"/> Listens attentively to others. <input type="checkbox"/> Uses questioning strategies to solicit specific information and clarify understanding. 	<ul style="list-style-type: none"> <input type="checkbox"/> Uses mode/modes of communication which ensure effective interactions with individuals and/or groups involved. <input type="checkbox"/> 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"> <input type="checkbox"/> Monitors and modifies spoken and written communications using self-reflection and feedback from others. <input type="checkbox"/> 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"> <input type="checkbox"/> 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. <input type="checkbox"/> Develops learning environments in which learners learn and use communication techniques (questioning, paraphrasing, listening, etc.) that promote inquiry, engagement, and productive interactions.

Standard 3: Literacy

Standard 3a: Oral and Written Communication

3a2 Fosters and responds effectively to verbal and nonverbal communications during instruction and uses assistive technologies as appropriate	<ul style="list-style-type: none"> <input type="checkbox"/> Uses assistive devices provided to individual learners and is attentive to expressed needs of those learners. <input type="checkbox"/> Responds to learner verbal expressions of understanding, confusion, and need. <input type="checkbox"/> Recognizes learner nonverbal expressions of understanding, confusion, and need and responds appropriately. 	<ul style="list-style-type: none"> <input type="checkbox"/> Creates a learning environment where all learners initiate appropriate verbal and nonverbal communications to enhance understanding, critical thinking, and positive relationships. <input type="checkbox"/> Responds to learners verbally and nonverbally in ways that maintain individual and group focus and on-task behavior. 	<ul style="list-style-type: none"> <input type="checkbox"/> Models and teaches effective verbal, nonverbal, and media-based communication techniques. <input type="checkbox"/> Works with colleagues to enhance communication abilities and styles schoolwide. 	<ul style="list-style-type: none"> <input type="checkbox"/> Joins with colleagues to study the effects of verbal and nonverbal interactions within and among groups and to design ways of improving communications.
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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"> <input type="checkbox"/> Seeks support for struggling readers to improve reading skills, fluency, etc. <input type="checkbox"/> Uses available, age-appropriate materials and instructional strategies to assist learners in reading and curriculum comprehension within and across content areas. <input type="checkbox"/> Provides vocabulary instruction in content areas. <input type="checkbox"/> Uses a variety of strategies and resources to meet the needs of diverse learners. 	<ul style="list-style-type: none"> <input type="checkbox"/> Monitors learner progress in literacy skills, as well as content knowledge. 	<ul style="list-style-type: none"> <input type="checkbox"/> Engages learners in monitoring their literacy skills and their comprehension of texts and resources, in advocating their needs, and in celebrating their progress. <input type="checkbox"/> 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"> <input type="checkbox"/> Collaborates with grade level and/or content area teams to seek out innovative techniques that improve learners' literacy skills across content areas. <input type="checkbox"/> Participates with colleagues in literacy-related action research and acts on results.

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"> <input type="checkbox"/> Communicates the value of literacy skills across all disciplines. <input type="checkbox"/> Models age- appropriate strategies for reading narrative and expository text in his/her discipline and across disciplines. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teaches and reinforces reading strategies within content area instruction to ensure that each learner has access to the curriculum. <input type="checkbox"/> Encourages learners to read widely and helps them seek out resources matched to their interests and abilities. 	<ul style="list-style-type: none"> <input type="checkbox"/> Integrates literacy instruction throughout curriculum based on understanding of learner skill levels and literacy demands of narrative and expository resources. <input type="checkbox"/> 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"> <input type="checkbox"/> Collaborates with colleagues to design and refine lessons that integrate literacy instruction into content instruction.
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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"> <input type="checkbox"/> Models age appropriate mathematical problem solving using a variety of strategies appropriate to content taught. <input type="checkbox"/> 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"> <input type="checkbox"/> 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. <input type="checkbox"/> 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"> <input type="checkbox"/> Collaborates with mathematics teachers and those in other disciplines to design engaging problem-solving experiences across the curriculum. <input type="checkbox"/> Plans, implements, and scaffolds challenging mathematical problem- solving experiences for all learners appropriate to the content. 	<ul style="list-style-type: none"> <input type="checkbox"/> Develops learning environments that foster student collaboration in problem solving. <input type="checkbox"/> Models for and coaches colleagues in the use of mathematical problem solving across disciplines. <input type="checkbox"/> Develops 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"> <input type="checkbox"/> Utilizes available resources to communicate mathematical concepts, processes, and symbols embedded in the content taught. <input type="checkbox"/> Uses mathematical processes and symbols throughout instruction, as appropriate to the content. 	<ul style="list-style-type: none"> <input type="checkbox"/> Teaches mathematical vocabulary and concepts applicable within and across content areas. 	<ul style="list-style-type: none"> <input type="checkbox"/> Develop learner fluency in the application of mathematical concepts, processes, and symbols. 	<ul style="list-style-type: none"> <input type="checkbox"/> 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.

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"> <input type="checkbox"/> Integrates technological resources into standards-based unit and lesson planning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Integrates multiple technological resources into instruction. <input type="checkbox"/> Plans and uses technology to address individual learner differences and needs. 	<ul style="list-style-type: none"> <input type="checkbox"/> Involves learners in the evaluation of technological resources and data/information generated from/by them. <input type="checkbox"/> 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"> <input type="checkbox"/> Collaborates with colleagues to evaluate, adapt, design, and integrate technological resources into instructional activities. <input type="checkbox"/> Embeds technology into all curriculum to enhance and expand learning opportunities for all learners.
3d2 Facilitates learners' individual and	<ul style="list-style-type: none"> <input type="checkbox"/> Provides learners with available hardware and software to support content-learning, completion of assignments, and/or practice 	<ul style="list-style-type: none"> <input type="checkbox"/> Engages individuals and groups in learning experiences requiring the use of technology. 	<ul style="list-style-type: none"> <input type="checkbox"/> Develops a learning environment that increases learners' technological skills. <input type="checkbox"/> Engages learners in self-assessment of 	<ul style="list-style-type: none"> <input type="checkbox"/> Works with colleagues to design and refine instructional activities that develop learners' skills in locating, selecting,

collaborative use of technology and evaluates their technological proficiency.	<p>of basic skills.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teaches procedures and routines that provide practice in using technology for academic purposes. <input type="checkbox"/> Assesses learners' abilities in the use of technology and differentiates use accordingly. 	<ul style="list-style-type: none"> <input type="checkbox"/> Works to improve learner abilities to use technology in independent work and collaborative groups using systematic assessments as the basis.) 	proficiency using a variety of tools and resources.	evaluating, and using electronic resources effectively.
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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"> <input type="checkbox"/> 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. <input type="checkbox"/> Incorporates into the learning environment resources (readings, visuals, other) that reflect learner diversity. 	<ul style="list-style-type: none"> <input type="checkbox"/> Makes curriculum and content standards meaningful to diverse learners by designing differentiated instructional activities that connect to and reflect learners' culture and background. <input type="checkbox"/> Includes lessons that teach the contributions of people of diverse cultures and backgrounds to the content area. <input type="checkbox"/> Invites learners to contribute resources that reflect culture and the aspects of diversity to augment the curriculum. 	<ul style="list-style-type: none"> <input type="checkbox"/> Engages diverse learners in lessons that have relevance to their lives and that develop their insight into their background experiences. <input type="checkbox"/> Shares curriculum units and lesson designs that improve engagement and achievement of diverse learners. 	<ul style="list-style-type: none"> <input type="checkbox"/> Models for, and coaches colleagues in expanding culturally responsive curriculum and instruction in the school and district. <input type="checkbox"/> Helps learners and colleagues utilize the assets each brings the learning community from their background and experiences.
4a2 Communicates in ways that demonstrate sensitivity to diversity and that acknowledges and are responsive to different cultural, ethnic and social needs of communication and participation.	<ul style="list-style-type: none"> <input type="checkbox"/> Follows available guidelines for periodic communications with families/guardians. <input type="checkbox"/> 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. <input type="checkbox"/> 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"> <input type="checkbox"/> 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.). <input type="checkbox"/> Designs instruction to ensure that all learners have equitable opportunities to participate and feel safe in doing so. 	<ul style="list-style-type: none"> <input type="checkbox"/> Continually works to refine communication skills needed to reach and teach diverse learners. <input type="checkbox"/> Uses an extensive repertoire of strategies and technologies to ensure engagement and participation of all learners. 	<ul style="list-style-type: none"> <input type="checkbox"/> Works with colleagues to engage and involve all learners and families/guardians in the school community. <input type="checkbox"/> 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"> <input type="checkbox"/> Identifies differences between own background and that of learners and potential personal biases that may result. <input type="checkbox"/> Identifies areas of strength, need, and growth in working with diverse learners and families/guardians. 	<ul style="list-style-type: none"> <input type="checkbox"/> Seeks increased understanding of diverse cultures and backgrounds through print and non-print resources, workshops, conversations with persons different from self, etc. <input type="checkbox"/> Implements instructional strategies that avoid use of bias, stereotypes, and generalizations and that reflect current 	<ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Collaborates with colleagues to overcome potential instructional bias through a variety of strategies (e.g., flexible grouping, 	<ul style="list-style-type: none"> <input type="checkbox"/> Works with/leads colleagues in influencing school culture on issues of race, culture, gender, linguistic background and socioeconomic status).

understanding of own biases.

differentiation, broadening curriculum perspectives, alternative assessments).

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"> <input type="checkbox"/> Works with colleagues and community to provide language support services to learners, as available. <input type="checkbox"/> Provides opportunities for second language learners to use their native language to enhance understanding of concepts and skills. <input type="checkbox"/> Connects curriculum content and instruction to native languages to support transfer of learning, when possible. <input type="checkbox"/> Promotes native language as an asset and resource in learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Helps learners understand connections between native language structures and vocabulary and English structures and vocabulary during instruction. 	<ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with colleagues to provide systematic support for second language learners, including use of native language, school wide. <input type="checkbox"/> Builds second language learners capacity to reference and use their linguistic background to accelerate learning. 	<ul style="list-style-type: none"> <input type="checkbox"/> Works with colleagues to build greater school wide understanding of the role linguistic background plays in the learning process. <input type="checkbox"/> Advocates for school wide outreach to second language families/guardians.
4b2 Guides second language acquisition and utilizes English Language Development (ELD) strategies to support learning.	<ul style="list-style-type: none"> <input type="checkbox"/> Uses available program materials for second language instruction. <input type="checkbox"/> Applies program materials to language proficiency levels of second language learners. <input type="checkbox"/> Uses visuals and modeling to augment auditory directions and information. 	<ul style="list-style-type: none"> <input type="checkbox"/> 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"> <input type="checkbox"/> 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. <input type="checkbox"/> 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"> <input type="checkbox"/> 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"> <input type="checkbox"/> Identifies learners with learning difficulties and uses available materials to reteach skills and concepts. <input type="checkbox"/> Reviews and sorts learner errors by type; i.e., typical errors and language-based errors. 	<ul style="list-style-type: none"> <input type="checkbox"/> Plans and delivers lessons that incorporate language supports based on assessments of language assessment and learner language-based errors. <input type="checkbox"/> Provides cognitive and/or linguistic scaffolds for learners during instruction. 	<ul style="list-style-type: none"> <input type="checkbox"/> Identifies learner misunderstandings during instruction and uses questions and other methods to cause learners to explain their logic and identify cause(s) of misunderstandings. <input type="checkbox"/> Collaborates with colleagues in analyzing student work for both academic and language problems. 	<ul style="list-style-type: none"> <input type="checkbox"/> 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 exceptionalities 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"> <input type="checkbox"/> Implements IEPs, 504 plans, BBST, and other plans with support of other staff, as needed. <input type="checkbox"/> Recognizes characteristics of exceptional learners and follows school procedures for referral for assessment in a timely manner. 	<ul style="list-style-type: none"> <input type="checkbox"/> Anticipates needs and adjusts lessons based on learner exceptionalities and needs. 	<ul style="list-style-type: none"> <input type="checkbox"/> Encourages learners to identify their needs for accommodations and modifications before and during instruction. <input type="checkbox"/> Actively promotes learner success, drawing upon the referral process and available community resources. <input type="checkbox"/> Continually seeks to expand knowledge of accommodations and interventions that will ensure achievement of exceptional learners. 	<ul style="list-style-type: none"> <input type="checkbox"/> Advocates within the school district, and broader community to ensure that all groups of exceptional learners have access to appropriate learning opportunities and resources.
4c2 Develops and maintains inclusive learning environments that address the needs of exceptional learners	<ul style="list-style-type: none"> <input type="checkbox"/> Incorporates into lessons and units instructional activities that provide options for exceptional learners. <input type="checkbox"/> Provides modeling and visuals that augment auditory directions and information, addressing the needs of all exceptional learners. 	<ul style="list-style-type: none"> <input type="checkbox"/> Provides higher order thinking activities adapted to the academic and social needs of exceptional learners. 	<ul style="list-style-type: none"> <input type="checkbox"/> Employs a variety of visual and other supports in learning activities that ensure high levels of success for exceptional learners. <input type="checkbox"/> Employs a variety of differentiated strategies and activities that develop learner capacity for independent learning, collaboration, and whole class participation. <input type="checkbox"/> Models inclusive strategies for and discusses them with colleagues. 	<ul style="list-style-type: none"> <input type="checkbox"/> 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"> <input type="checkbox"/> Gathers information about individual learning styles (particularly perceptual styles) and multiple intelligences in order to plan and deliver appropriate instruction. <input type="checkbox"/> 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"> <input type="checkbox"/> Provides learners with opportunities to explain their learning style strengths and needs to peers, teacher, and families/guardians. 	<ul style="list-style-type: none"> <input type="checkbox"/> Articulates and celebrates the diversity of learning styles represented in the classroom. <input type="checkbox"/> Helps learners internalize assessment results and choose study skills and strategies that complement their learning strengths. 	<ul style="list-style-type: none"> <input type="checkbox"/> Works with/leads colleagues in collaborative efforts to identify and/or develop valid self-assessment tools and protocols for student use. <input type="checkbox"/> 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	<ul style="list-style-type: none"> <input type="checkbox"/> Selects and delivers research-based instructional strategies and materials designed to meet the needs of a variety of learning styles (perceptual, cognitive, and social) and multiple intelligences 	<ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> Provides learners opportunities to choose 	<ul style="list-style-type: none"> <input type="checkbox"/> 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"> <input type="checkbox"/> Models use of and advocates for research-based instructional strategies and resources that accommodate diverse learning styles and multiple intelligences. <input type="checkbox"/> Initiate with colleagues action research

intelligences.	represented in the classroom.	learning experiences that build upon and optimize their learning style strengths. <input type="checkbox"/> Teaches learners how to strengthen and/or compensate for learning style weaknesses.		which will identify the effectiveness of various instructional strategies in facilitating learning and achievement of students with diverse learning styles.
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Standard 5: Professionalism

	Emerging	Applying	Integrating	Innovating
5.1 Collaborates with stakeholders to facilitate student learning and well being.	<input type="checkbox"/> 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. <input type="checkbox"/> Communicates with colleagues and shares available resources. <input type="checkbox"/> Anticipates instructional challenges and initiates communication with parents/guardians. <input type="checkbox"/> Interacts with colleagues to share responsibility for meeting learners' needs through collaborative conversations and planning.	<input type="checkbox"/> Provides opportunities for families to actively participate in the classroom and school. <input type="checkbox"/> Establishes ongoing two-way communication with families/guardians and solicits input to enhance learners' success. <input type="checkbox"/> Teams with colleagues to improve and differentiate instruction for individuals and groups.	<input type="checkbox"/> Leads school-home-community interactions that produce collaboration and teaming for optimal student learning.	<input type="checkbox"/> Initiates and facilitates parent/guardian participation in classroom and school decision-making. <input type="checkbox"/> 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.	<input type="checkbox"/> Sets individual professional goals and develops learning plans based on self-reflection and evaluation data. <input type="checkbox"/> Participates in professional development activities related to classroom, school, district, and state goals. <input type="checkbox"/> Uses ideas gained from professional literature, websites, organizations, and colleagues to improve teaching and learning.	<input type="checkbox"/> Constructs short-term and long-term objectives for improvement of student achievement and implements plans for their accomplishment. <input type="checkbox"/> Engages in action research with colleagues to identify areas of professional development needed to improve teaching and learning.	<input type="checkbox"/> Applies research findings to instruction.	<input type="checkbox"/> Organizes and leads colleagues in developing professional goals targeting student needs and achievement gains. <input type="checkbox"/> 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.

Standard 5: Professionalism

	Emerging	Applying	Integrating	Innovating
5.3 Participates as a	<input type="checkbox"/> Shares resources with colleagues to	<input type="checkbox"/> Works with colleagues and other	<input type="checkbox"/> Facilitates inquiry-based professional	<input type="checkbox"/> Leads standards-based learning activities

<p>professional learning community member in advancing school improvement initiatives.</p>	<p>enhance teaching and learning.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyzes student assessment data with colleagues to identify instructional gaps/challenges and helps to generate and implement solutions. <input type="checkbox"/> Assists families/guardians in acquiring resources to enhance students' learning. 	<p>stakeholders to develop and implement schoolwide initiatives that address achievement gaps and enhance teaching and learning for all students at all levels.</p>	<p>learning communities school wide.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Serves as a teacher leader, guiding the professional learning community in identifying strategies and acquiring services to ensure success for all learners. 	<p>for colleagues, parents/guardians, and the community that will foster educational improvement initiatives.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Assumes increased leadership in advancing reform initiatives at school, district, and state levels.
<p>5.4 Promotes professional ethics and integrity</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Adheres to the "Alabama Educator Code of Ethics". <input type="checkbox"/> Exhibits professional conduct ensuring student safety, maintenance of records, and ethical use of technology and other resources. <input type="checkbox"/> Treats confidential information about students, staff and school affairs in a professional and ethical manner. <input type="checkbox"/> Demonstrates respect, interest in consideration for those with whom he/she interacts. 	<ul style="list-style-type: none"> <input type="checkbox"/> Completes assigned tasks and responsibilities on time. <input type="checkbox"/> Adjusts activities and schedules when necessary to accommodate other programs and activities. <input type="checkbox"/> Schedules meetings and appointments with regard to the schedules of others and is punctual. 	<ul style="list-style-type: none"> <input type="checkbox"/> Models and promotes high levels of integrity and ethical practice. 	<ul style="list-style-type: none"> <input type="checkbox"/> Leads colleagues in developing and maintaining a schoolwide environment of integrity and ethical practice.
<p>5.5 Complies with local, state, and Federal regulations and policies</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Complies with local, state, and Federal requirements related to students' and teachers' rights. <input type="checkbox"/> Complies with laws and policies regarding exceptional and at risk learners <input type="checkbox"/> Complies with requirements of student plans (IEPs, 504 plans, etc.). <input type="checkbox"/> Develops and implements classroom adaptations in accordance with student plans. 	<ul style="list-style-type: none"> <input type="checkbox"/> 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"> <input type="checkbox"/> 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"> <input type="checkbox"/> Engages colleagues in identifying areas of compliance that need to be strengthened and/or modified within the school, district, and/or state.

GADSDEN CITY SCHOOLS

Steps in the Evaluation Process

STEPS	TEACHER	EVALUATOR	FORMS NEEDED
Self-Assessment	The teacher will be given a rubric-like form to complete prior to being observed. The rubric needs to be completed at the beginning of each school year.	The self-assessment is kept by the teacher for documentation and future reference. However, the teacher has the option to share his or her self-assessment with the evaluator.	<ul style="list-style-type: none"> • Self-Assessment Form
Classroom Observations	<p>The teacher will have 2 or more unannounced observations:</p> <p>1st – October-November</p> <p>2nd –February-March</p>	<p>The observation will last a minimum of 45 minutes.</p> <p>The evaluator will take anecdotal notes* and complete a check list to indicate which activities are observed in the classroom. After each observation, the evaluator will have a post-observation conference.</p>	<ul style="list-style-type: none"> • Observation Check List • Classroom Anecdotal Notes
Dialogues & Principal Data	Teacher could possibly discuss questions with the evaluator.	The evaluator will use this form in taking notes, recording conversations, committee meetings, etc.	<ul style="list-style-type: none"> • Dialogue Data Form
Collaborative Summary Report	To complete this form, the teacher will participate in a discussion with the evaluator at the conclusion of the evaluation process for the year.	The evaluator assesses the teacher through evaluating each of the EDUCATE Alabama standards. Part of the form is completed after each observation and includes data collected from dialogue and other sources.	<ul style="list-style-type: none"> • Collaborative Summary Report
Professional Learning Plan	The PLP is developed jointly with the evaluator and teacher working together to identify goals for the next school year.	The evaluator will lead the teacher to develop a successful PLP with realistic goals and activities. The evaluator will have final approval of the PLP.	<ul style="list-style-type: none"> • PLP Form

*Anecdotal notes take the place of scripting during classroom observations.

TEACHER _____
EVALUATOR _____

DATE _____

GADSDEN CITY SCHOOLS *Classroom Observation*

Standard 1: Content Knowledge

1.1 Knowledge of subject matter

- Knows subject matter
- Delivers developmentally appropriate lessons
- Engages learners in rigorous lessons
- Incorporates resources*
- Challenges all learners*

1.2 Activates learners' prior knowledge

- Uses students' prior knowledge
- Connects learners to key concepts to deepen understanding
- Incorporates relevant activities*
- Identifies misconceptions*
- Scaffolds to develop new understanding*

1.3 Connects curriculum to other content areas

- Connects content to previous learning
- Connects content to other subject areas
- Connects content to real-life problem solving
- Organizes and presents units of study and lessons that demonstrate connections across other disciplines*
- Teaches rigorous and relevant lessons*
- Engages students in applying key concepts/skills across curriculum*

1.4 Designs instruction based on ACOS

- Aligns activities with ACOS
- Integrates multiple content standards
- Communicates connections between standards and knowledge/skills
- Uses multiple resources in units/lessons*

1.5 Accommodations/modifications meet individual needs

- Identifies individual differences
- Accommodates differences in learners with appropriate resources
- Modifies instructional strategies to challenge learners*

Standard 2: Teaching and Learning Environment

2a - Organization and Management of the Learning

2a.1 Classroom Organization & Management

- Organizes classroom for optimum response
- Addresses positive and negative behavior appropriately
- Implements positive disciplinary strategies*

2a.2 Fair & respectful climate

- Models respectful interaction
- Establishes positive rapport
- Includes all learners
- Teaches behavioral strategies to promote a positive classroom*

2a.3 Safe, orderly, stimulating learning environment

- Implements school safety plan
- Establishes routines to involve students
- Questions to engage and motivate learners

- Students contribute to ensuring an orderly environment*
- Provides engaging, enriching, and stimulating environment*

2b – Using Instructional Strategies to Engage Learners

2b.1 Develops standards-based goals

- Teaches the ACOS and county curriculum guides
- Uses data to determine student needs
- Determines individualized, challenging academic goals*

2b.2 Student-developed learner goals

- Teacher establishes and communicates academic goals
- Provides feedback (individual and whole group)
- Uses rubrics/tools to enable student self-assessment
- Ensures that students set and reflect on academic and behavioral goals*

2b.3 Designs effective lesson plans

- Teaches mandated lessons (see 2b.1)
- Communicates objective(s) and learning tasks
- Selects appropriate instructional strategies
- Uses a variety of research-based instructional strategies*

2b.4 Learning activities for optimum student growth

- Moves beyond textbook
- Communicates high expectations for all subgroups
- Uses higher-order questioning
- Ensures all learners are on-task*
- Uses differentiated instruction for individual growth*
- Questioning by students enhances learning*
- Presents instruction at different levels*

2c – Assessment of Learning

2c.1 Formative assessment

- Implements required assessments and conducts progress monitoring
- Shares assessment results
- Checks for understanding
- Utilizes informal assessment to gauge progress
- Implements student self-assessment procedures*
- Uses assessment results to adjust instruction as needed

2c.2 Summative Assessment

- Administers required summative assessments*
- Develops appropriate summative assessments (grades 5-12)*
- At grades 5-12, uses a variety of assessment methods including online and computer technology
- Individualizes assessments meet student needs
- Implements sound assessment(s) for each instructional unit

Standard 3: Literacy

3a – Oral/Written Communication

3a.1 Standard oral/written communication

- Uses correct grammar, pronunciation
- Uses correct structure, volume, pacing
- Uses standard spoken communication (grammar, pronunciation, sentence structure, volume, pacing)
- Uses standard written communication (grammar, spelling, punctuation, sentence structure, paragraphs)
- Listens attentively
- Uses appropriate communication strategies (solicits specific information and clarifies understanding)
- Interacts effectively with individuals/groups*
- Enhances communication (questioning, paraphrasing, extending ideas, suggests additional viewpoints)*

3a.2 Verbal and nonverbal communication

- Provides attention to expressed needs of learners through assistive devices as provided
- Responds to verbal expressions
- Recognizes/responds to nonverbal expressions
- Creates a learning environment to initiate verbal and nonverbal communication (enhance understanding, critical thinking and positive relationships)*
- Responds with communication to maintain individual and group focus and on-task behavior*

3b – Reading Skills/Literacy**3b.1 Uses strategies to improve skills in fluency, vocabulary, and comprehension**

- Uses small groups for struggling readers
- Uses materials and strategies to assist learners in reading comprehension within and across subject areas
- Provides vocabulary instruction in content areas
- Uses a variety of resources and strategies to meet the needs of diverse learners
- Monitors learner progress in literacy skills as well as content knowledge*

3c – Development/Application of Math Skills**3c.1 Teaches problem solving with mathematical skills across subject areas**

- Guides learners to use math to interpret data and draw conclusions
- Integrates math problem-solving strategies in content areas
- Implements math activities to enhance instruction to include problem solving*

3c.2 communicates mathematical concepts within the content

- Communicates mathematical concepts in the content taught
- Uses mathematical processes and symbols
- Leads students to identify math issues across content areas*
- Teaches mathematical vocabulary and concepts across content areas*

3d – Technology**3d.1 Integrates technology into all content areas**

- Integrates technological resources
- Integrates multiple technological resources*
- Uses technology to address individual learner difference

3d.2 Facilitates learners' use of technology and evaluates their technological proficiency

- Uses technology for practice of basic skills
- Teaches procedures and routines in using technology
- Assesses learners' abilities
- Engages students in learning experiences requiring the use of technology*
- Works to improve learner abilities to use technology*

Standard 4: Diversity**4a Cultural/Ethnic/Social Diversity****4a.1 Develops culturally responsive curriculum**

- Demonstrate positive regard for various cultures, genders, linguistic backgrounds, and socioeconomic status through the selection of specific lessons
- Uses resources that reflect learner diversity

- Uses differentiated instructional activities that connect to and reflect learners' culture and background*
- Uses lessons that teach the contributions of people of diverse cultures/backgrounds to the content area*

4a.2 Respect for and sensitivity to diversity

- Adjusts communication to create positive interactions
- Various instructional activities to accommodate differences, when needed
- Lessons ensure that all learners have equitable opportunities to participate and feel safe in doing so*

4b Language Diversity**4b.1 Enables learners to accelerate language acquisition by using native language and background**

- Provides opportunities for second language learners to use their native language to enhance understanding of concepts and skills
- Connects curriculum content to native languages to support transfer of learning, when possible
- Helps learners understand connections between native language structures and vocabulary and English structures and vocabulary during instruction*

4b.2 Guides second language acquisition and utilizes English Language Development (ELD) strategies to support learning

- Uses available program materials for second language instruction
- Applies program materials to language proficiency levels of second language learners
- 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*

4b.3 Differentiates between learner difficulties related to cognitive/skill development and those related to language learning

- Uses available materials to reteach skills and concepts to students with learning difficulties
- Plans and delivers lessons that incorporate language supports based on language assessments and learner language-based errors*
- Provides cognitive and/or linguistic scaffolds for learners during instruction*

4c – Special Needs**4c.1 Recognizes characteristics of exceptionality in learning and provides appropriate interventions**

- Adjusts lessons based on learner exceptionalities and needs*

4c.2 Develops and maintains inclusive learning environments that address the needs of exceptional learners

- Incorporates instructional activities for exceptional learners
- Provides modeling and visuals that address the needs of all exceptional learner

Documentation for Other Data Sources

Standard/Indicator Not Observed	Data Source
Standard 1: Content Knowledge	
1.5 Accommodations/modifications meet individual needs <ul style="list-style-type: none"> • <i>Analyzes student assessment with colleagues to identify learner needs</i> 	
Standard 2: Teaching and Learning Environment	
2c.1 Formative assessment <ul style="list-style-type: none"> • Utilizes assessment data for lesson plans and instruction 	
2c.3 Recordkeeping and communication of progress <ul style="list-style-type: none"> • Maintains records in STI • Shares progress with students and parents • <i>Utilizes multiple sources of student data</i> • <i>Uses technology to communicate data to a variety of stakeholders</i> • <i>Communicates progress in a timely manner</i> • <i>Solicits stakeholder input on a regular basis</i> 	
Standard 4: Diversity	
4a.1 Develops culturally responsive curriculum <ul style="list-style-type: none"> • Invites learners to contribute resources that reflect culture and aspects of diversity 	
4a.2 Respect for and sensitivity to diversity <ul style="list-style-type: none"> • Follows guidelines for communication with families • <i>Seeks greater knowledge and understanding of communication patterns among learner groups in the schools</i> • <i>Ensures that all learners have equitable opportunities to participate in lessons and feel safe in doing so</i> 	
4a.3 Demonstrates understanding of how cultural biases can affect teaching and learning <ul style="list-style-type: none"> • Identifies differences and potential biases between teacher and learners • Identifies areas of strength, need, and growth in working with diverse learners and families • <i>Seeks increased understanding of diverse cultures through print and non-print resources, workshops, conversations with others, etc.</i> • <i>Uses instructional strategies that avoid use of bias, stereotypes, and generalizations and that reflect current understanding of own biases</i> 	
4b.1 Enables learners to accelerate language acquisition by using native language and background <ul style="list-style-type: none"> • Works with colleagues and community to provide language support services to learners, as available • Promotes native language as an asset and resource in learning 	

Standard/Indicator Not Observed	Data Source
4b.3 Differentiates between learner difficulties related to cognitive/skill development and those related to language learning <ul style="list-style-type: none"> • Identifies learners with learning difficulties • Reviews and sorts learner error by type (typical errors vs. language-related errors) 	
4c.1 Recognizes characteristics of exceptionality in learning and provides appropriate interventions <ul style="list-style-type: none"> • Implements IEPs, 504 plans, BBSST, and other plans as needed • Recognizes characteristics of exceptional learners • Follows school procedures for referral for assessment in a timely manner • <i>Adjusts lessons based on learner exceptionalities and needs</i> 	
4d.1 Student self-assessment of learning styles <ul style="list-style-type: none"> • Researches individual learning style and multiple intelligences to plan for effective instruction • Engages students in assessing their own and their students' learning styles • <i>Provides opportunities for learners to explain their learning style to stakeholders</i> 	
4d.2 Learning styles and multiple intelligences experiences <ul style="list-style-type: none"> • Employs instructional strategies to meet the needs of a variety of learning styles and multiple intelligences in the classroom • <i>Designs lessons and units employing learning styles and multiple intelligences represented in the classroom</i> • <i>Allows students to select learning experiences to optimize their learning styles</i> • <i>Teaches learners to improve learning style weaknesses</i> 	
Standard 5: Professionalism	
5.1 Collaborates with stakeholders to facilitate student learning and well being. <ul style="list-style-type: none"> • Communicates regularly with families regarding learner goals, performance, and needs and responds to issues as they arise • Communicates with colleagues; shares resources • Anticipates instructional challenges • Interacts with colleagues in collaborative conversations and planning • <i>Provides opportunities for families to participate in the classroom and school</i> • <i>Establishes two-way communication with families; solicits input to enhance learners' success</i> • <i>Teams with colleagues to differentiate instruction for individuals and groups</i> 	

Standard/Indicator Not Observed	Data Source
<p>5.2 Engages in ongoing professional learning to move practice forward.</p> <ul style="list-style-type: none"> • Sets individual professional goals • Participates in professional development activities • Uses ideas gained from professional publications and colleagues to improve teaching and learning • <i>Constructs short-term and long-term objectives for student improvement and develops action plan</i> • <i>Engages in action research with colleagues to identify needed professional development to improve teaching and learning</i> 	
<p>5.3 Participates as a professional learning community member in advancing school improvement initiatives.</p> <ul style="list-style-type: none"> • Shares resources with colleagues • Analyzes student assessment data with colleagues • Assists families in acquiring resources to enhance students' learning • <i>Works with colleagues and other stakeholders to develop and implement school-wide initiatives that address achievement gaps</i> 	
<p>5.4 Promotes professional ethics and integrity.</p> <ul style="list-style-type: none"> • Adheres to “Alabama Educator Code of Ethics” • Exhibits professional conduct • Treats confidential information appropriately • Demonstrates respect and consideration in interactions with others • <i>Completes assigned tasks/responsibilities on time</i> • <i>Employs flexible scheduling to accommodate other programs when necessary</i> • <i>Shows consideration of others when scheduling meetings and appointments</i> • <i>Demonstrates punctuality</i> 	
<p>5.5 Complies with local, state, and federal regulations and policies.</p> <ul style="list-style-type: none"> • Complies with legal 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 • <i>Collaborates with colleagues, administrators, support staff, and district personnel to ensure school-wide compliance with local, state, and federal regulations and requirements.</i> 	

**Alabama State Department of Education
Resources and Materials**

How to Access the Teacher Overview Modules

Teacher training on the EDUCATEAlabama evaluation process will be delivered via two presentations on the Internet and a face-to-face session with school administrators.

To access the online presentations, go to <http://www.alabamapepe.com>. Click on the icon for EDUCATEAlabama and proceed to the presentations. Each presentation will take approximately 45 minutes to complete.

EDUCATEAlabama
TEACHER OBSERVATION RECORD

Note: With the exception of the teacher as an identifier, you do not have to complete the demographics below if you have completed that information on the Post-Observation Conference Record and it is attached.

Teacher: _____ Evaluator: _____

School System: _____ School: _____ Date: _____

Subject/Grade: _____ No. of Students: _____ Start Time: _____

Observation No.: 1 2

1st Yr. Teacher

Non-tenured Teacher

Tenured Teacher

Special Condition (to be specified by teacher)

Special Population Overcrowded Conditions Inadequate Technology

Inadequate Facilities Inadequate Resources Subject Change

Other: _____
Specify

Comments:

Directions for Completing and Using Observation Data

1. During the observation, the observer records anecdotal notes regarding activities and behavior (teacher behavior, student behavior) in the classroom.
2. A form has been provided for recording anecdotal notes. It is likely that more than one form (page) per lesson will be needed.
3. After the lesson is completed, the observer should analyze his/her notes, recording in the column provided references (Standard and Indicator numbers) for the data/information recorded. The purpose of the analysis is to make completion of the Post-observation Conference Record and later the Collaborative Summary Report (CSR) easier.
4. To assist in completing analysis of anecdotal notes, a reference list of pertinent standards and indicators has been provided (see online resources).
5. Once analysis is completed, the Post-Observation Conference Record should be completed and the post-observation conference held.
6. When completing the teacher's CSR, the evaluator should use the anecdotal notes with references from all observations and the reference list of standards and indicators to generate evidence for observable performance indicators and holistically rate the performance on the indicators and standards using observation data and data available from other sources (dialogues, principal data, previous professional learning plans).

Observation Record: Anecdotal Notes

Educator's Name:

Page: _____

Evaluator's Name:

Standard/
Indicator

EDUCATEAlabama
Teacher Post-Observation Conference Record

Note: With the exception of the teacher as an identifier, you do not have to complete the demographics below if you have completed that information on the Post-Observation Conference Record and it is attached.

Teacher: _____ Evaluator: _____
(Provide evaluator name only if different from the name on the CSR form)

School System: _____ School: _____ Date: _____

Subject/Grade: _____ No. of Students: _____ Start Time: _____

Observation No.: 1 2 1st Yr. Teacher Non-tenured Teacher Tenured Teacher

Special Population Overcrowded Conditions Inadequate Technology Subject Change
 Inadequate Facilities Inadequate Resources Other _____
Specify

Comments:

-
1. What is the content/topic of the unit of instruction of which this lesson was a part?
 2. What has been previously taught (this unit)? What will be taught following this lesson (this unit)?
 3. How is this unit aligned with Alabama's Courses of Study?
 4. What were your specific objectives for this lesson?
 5. What learner differences exist in this class? What accommodations did you make for some or all of them in this lesson? This unit?
Differences: Special Needs Achievement Motivation Learning Styles
 Developmental Levels Interests Language(s) Other _____
 6. What student and teacher activities were planned for today?
 7. How and when will accomplishment of objectives be measured? (if not measured during the lesson)

Teacher Made Tests Commercially Made Tests Textbook Made Tests Standardized Tests
 System Developed Tests Homework Work Products/Projects Student Performance Other

8. Were student/teacher activities observed those planned? Yes No If not, why not?

9. Special conditions observed (other than those indicated by the teacher):

10. Strengths Observed:

Standard/Indicator/Rubric:

Comments/Suggestions:

11. Areas of Opportunities:

Standard/Indicator/Rubric:

Comments/Suggestions:

12. Teacher Comments:

13. Evaluator Comments:

Teacher's Signature/Date: _____ Evaluator's Signature/Date: _____

Educator's signature indicates this form has been reviewed and a Post-Observation Conference has been held. It does not necessarily indicate agreement with the evaluation comments.

Check if additional notes or comments are attached.

Conference may be extended by mutual consent to include discussion (dialogues) of non-observable standards and indicators.

Alabama Quality Teaching Standards Levels of Performance

The Alabama Quality Teaching Standards (AQTs) identify four levels of performance on a Continuum for teacher assessment: Emerging, Applying, Integrating, and Innovating. These four levels represent developmental stages rather than chronological performance. A teacher may receive performance designations at all four levels depending on individual indicators. Professional practice rather than years of service (experience) determines level of performance. Therefore, a veteran teacher might receive ratings in the emerging range for some indicators which would indicate an area of focus for the Professional Learning Plan. Also, very competent teachers might earn Emerging if a new program is introduced (reading adoption, for example), a change in grade level or teaching assignment occurs, a school CIP emphasis is identified, or a new system emphasis is broached (Strategic Plan focus). The Governor's Commission on Quality Teaching asserted in 2007 that *[t]hroughout their teaching careers, educators will use the Continuum to assess their current practice, envision next steps towards advancing it, and set specific and meaning professional goals.*

Emerging – Teachers at this level work with mentors and/or colleagues for assistance and support to enrich their knowledge and skills. The teacher relies upon educational theory and classroom experiences to adjust and modify instruction. This teacher is increasingly self-directed and independent and heavily focused on his/her classroom and students.

Applying – Career teachers at this level operate with autonomy, consistently applying effective teaching practices. Because these teachers are aware of students' academic and behavioral patterns, they are proactive in anticipating student learning needs and responding to them with prior planning as well as in the moment. This teacher is adept in data collection and analysis and can demonstrate his/her impact on student achievement. This teacher is highly engaged in professional development and actively works with colleagues to promote student achievement.

Integrating – Master teachers at this level possess highly developed skills. These teachers are adaptable and easily adjust plans or practices in response to changing contexts. Due to their self-efficacy, they effectively implement challenging curricula, utilize interactive instructional strategies, and process assessment data. Their practices result in significant student engagement, learning, and achievement. Students in these teachers' classrooms consistently demonstrate academic growth. This teacher can be designated as a teacher leader, is a reflective participant in professional learning communities, and works to move the school forward through application of Best Practices. The master teacher may be a mentor to new teachers, peer coach, supervising teacher for interns, or a teacher leader in another capacity. In short, this teacher influences colleagues by the implementation of successful instructional practices and the modeling of professional demeanor. The classroom of the master teacher serves as a student professional learning community which exemplifies high degrees of student motivation, engagement, and achievement.

Innovating – Teachers at this level are highly creative and inventive in their own classrooms to increase student learning and achievement to the highest degree possible. They move beyond their own classrooms to facilitate colleagues' growth toward more complex teaching and learning and greater student achievement. As a leader, this teacher initiates and/or provides leadership of professional learning communities who collaborate on curriculum, innovative instructional strategies, and positive learning cultures. This teacher leads at the school, district, and community level and contributes to the educational profession through venues such as classroom research, the submission of educational articles, and professional development activities.

EDUCATEAlabama Continua

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 resources 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 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. 	<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 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. 	<ul style="list-style-type: none"> • Enables all learners to meet state content standards through differentiated planning for individual differences. • 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.
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. 	<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, 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.
2a3 Creates a safe, orderly, and stimulating learning environment that engages and motivates learners	<ul style="list-style-type: none"> 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.
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 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.

Standard 2: Teaching and Learning

Standard 2b: Using Instructional Strategies to Engage Learners

	Emerging	Applying	Integrating	Innovating
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. Selects/develops/implements informal assessments aligned to instructional objectives to monitor student progress toward achievement of learning goals. 	<ul style="list-style-type: none"> 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.
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.

Standard 2: Teaching and Learning
Standard 2c: Assessment of Learning

	Emerging	Applying	Integrating	Innovating
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. 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.

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 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.

Standard 3: Literacy

Standard 3a: Oral and Written Communication

	Emerging	Applying	Integrating	Innovating
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. • Responds to learner verbal expressions of understanding, confusion, and need. • 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 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 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.
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"> 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. Develops 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"> Develop 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.

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"> 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. 	<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"> Develops 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.
4a2. Communicates in ways that demonstrate sensitivity to diversity and that acknowledges 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. <p>Promotes native language as an asset and resource in learning.</p>	<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.
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. • Applies program materials to language proficiency levels of second language learners. • Uses visuals and modeling to augment auditory directions and information. 	<ul style="list-style-type: none"> • 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.
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, and families/guardians. 	<ul style="list-style-type: none"> • Articulates and celebrates the diversity of learning styles represented in the classroom. • 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.

Standard 4: Diversity
Standard 4d: Learning Styles

	Emerging	Applying	Integrating	Innovating
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, and 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. Initiate with colleagues action research which will identify the effectiveness of various instructional strategies in facilitating learning and achievement of students with diverse learning styles.

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 initiates 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"> 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.

Standard 5: Professionalism

	Emerging	Applying	Integrating	Innovating
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.
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.

EDUCATEALABAMA

DIALOGUE DATA

Educator: _____ Evaluator: _____ Date: _____

Dialogue Focus: _____
Standard/Indicator/Area

Notes:

COLLABORATIVE SUMMARY REPORT: TEACHERS

Teacher: _____ ID: _____ Evaluator: _____ ID: _____

School System: _____ School: _____ Date: _____

Levels of Practice

Use the rubric provided and the data available for each indicator to develop a level of practice. Use pattern analysis to generate a level of practice for the Standard.			Emerging	Applying	Integrating	Innovating
Standard 1: Content Knowledge						
1.1 Demonstrates deep knowledge of subject-matter content and ability to organize related facts/concepts/skills						
1.2 Activates learners' prior knowledge, experience, and interests and uses this information						
1.3 Connects curriculum to other content areas and real-life settings to promote retention and relevance						
1.4 Designs instructional activities based on state content standards						
1.5 Instructional accommodations, modifications, and adaptations meet the needs of each individual learner						
	Classroom Observation 1	Classroom Observation 2	Dialogue/Principal Data			
1.1						
1.2						
1.3						
1.4						
1.5						
Teacher/Evaluator Comments:						

Teacher: _____

Evaluator: _____

<i>Use the rubric provided and the data available for each indicator to develop a level of practice. Use pattern analysis to generate a level of practice for the Standard.</i>			Emerging	Applying	Integrating	Innovating
Standard 2: Teaching and Learning Environment						
Standard 2a: Organization and Management of the Learning						
2a.1	Classroom organization/management built upon expectations and research-based strategies for positive behavior					
2a.2	Creates a climate that promotes fairness and respect					
2a.3	Creates a safe, orderly, and stimulating learning environment that engages and motivates learners					
Standard 2b: Using Instructional Strategies to Engage Learners						
2b.1	Develops challenging, standards-based academic goals for each learner					
2b.2	Engages learners in developing and monitoring goals for their own learning and behavior					
2b.3	Designs coherent lessons that integrate a variety of appropriate and effective instructional strategies					
2b.4	Creates learning activities that optimize each individual's growth and achievement within a supportive environment					
Standard 2c: Assessment of Learning						
2c.1	Uses formative assessments to provide specific and timely feedback and to adjust instruction					
2c.2	Uses summative assessments to measure learner attainment of specified learning targets					
2c.3	Maintains evidence and records of learning performance to communicate progress					
2c.4	Analyzes/uses disaggregated assessment data to inform planning for individual learners and classes					
	Classroom Observation 1	Classroom Observation 2	Dialogue/Principal Data			
2a						
2b						
2c						
Teacher/Evaluator Comments:						

Teacher: _____

Evaluator: _____

<i>Use the rubric provided and the data available for each indicator to develop a level of practice. Use pattern analysis to generate a level of practice for the Standard.</i>			Emerging	Applying	Integrating	Innovating
Standard 3: Literacy						
Standard 3a: Oral and Written Communication						
3a.1	Demonstrates standard oral and written communications and uses appropriate communication strategies					
3a.2	Fosters/responds to verbal/nonverbal communications during instruction; uses assistive technologies as appropriate					
Standard 3b: Development of Reading Skills and Accessing K-12 Literacy Resources						
3b.1	Instructional strategies appropriate to learners/content area to improve learners' skills in fluency/vocabulary/comprehension					
3b.2	Integrates narrative/expository reading strategies across the curriculum					
Standard 3c: Development and Application of Mathematical Knowledge and Skills Across Content Areas						
3c.1	Teaches problem solving which requires mathematical skills within and across subject areas					
3c.2	Communicates mathematical concepts, processes, and symbols within the content taught					
Standard 3d: Utilizes Technology						
3d.1	Identifies and integrates available emerging technology into the teaching of all content areas					
3d.2	Facilitates learners' individual and collaborative use of technology and evaluates their technological proficiency					
	Classroom Observation 1	Classroom Observation 2	Dialogue/Principal Data			
3a						
3b						
3c						
3d						
Teacher/Evaluator Comments:						

Teacher: _____

Evaluator: _____

<i>Use the rubric provided and the data available for each indicator to develop a level of practice. Use pattern analysis to generate a level of practice for the Standard.</i>			Emerging	Applying	Integrating	Innovating
Standard 4: Diversity						
Standard 4a. Cultural, Ethnic, and Social Diversity						
4a.1	Develops culturally responsive curriculum and instruction in response to differences in individuals					
4a.2	Communicates in ways that demonstrate sensitivity to diversity and individual differences					
4a.3	Demonstrates and applies an understanding of how cultural biases can affect teaching and learning					
Standard 4b. Language Diversity						
4b.1	Enables learners to accelerate language acquisition by utilizing their native language and background					
4b.2	Guides second language acquisition and utilizes English Language Development strategies to support learning					
4b.3	Differentiates between learner difficulties related to cognitive/skill development and those related to language learning					
Standard 4c: Special Needs						
4c.1	Recognizes characteristics of exceptionality in learning; appropriate interventions					
4c.2	Develops and maintains inclusive learning environments that address the needs of exceptional learners					
Standard 4d: Learning Styles						
4d.1	Helps students assess their own learning styles and build upon identified strengths					
4d.2	Designs learning experiences that engage learning styles and multiple intelligences					
	Classroom Observation 1	Classroom Observation 2	Dialogue/Principal Data			
4a						
4b						
4c						
4d						
Teacher/Evaluator Comments:						

Teacher: _____

Evaluator: _____

<i>Use the rubric provided and the data available for each indicator to develop a level of practice. Use pattern analysis to generate a level of practice for the Standard.</i>		Emerging	Applying	Integrating	Innovating
Standard 5: Professionalism					
5.1	Collaborates with stakeholders to facilitate student learning and well being				
5.2	Engages in ongoing professional learning to move practice forward				
5.3	Participates as a professional learning community member in advancing school improvement initiatives				
5.4	Promotes professional ethics and integrity				
5.5	Complies with local, state, and Federal regulations and policies				
Dialogue/Principal Data					
5.1					
5.2					
5.3					
5.4					
5.5					
Teacher/Evaluator Comments:					

- Areas for Action:**
- 1.
 - 2.

Teacher/Evaluator Additional Comments:

Teacher Signature

Evaluator Signature

Teacher's signature does not necessarily indicate agreement with the results of the evaluation.

