Alabama Continuum for Teacher Development

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Introduction to the Alabama Continuum for Teacher Development

The Governor's Commission on Quality Teaching (GCQT) commenced work on January 17, 2006, with the charge from Governor Bob Riley "to examine, recommend, and work to implement laws, policies, and practices affecting teachers and teaching effectiveness to ensure student success in Alabama's public schools" and to "promote the aggressive recruitment, preparation, support, retention, and growth of quality teachers in order to raise student achievement in Alabama." The *Alabama Quality Teaching Standards,* which provide the framework for this Continuum, were an early product of the GCQT's work.

The GCQT based its work on research relating teaching quality to increased student achievement. The GCQT continues to grapple with this core issue and has focused on two primary components:

1. Improving the readiness of new teachers coming into the profession, and

2. Promoting the continual learning, growth, and effectiveness of teachers throughout their careers.

Through the combined support of Governor Riley and State Superintendent of Education, Dr. Joseph B. Morton, and in conjunction with the New Teacher Center at UCSC, the GCQT has created the *Alabama Continuum for Teacher Development* to help address and provide support for increased teacher learning and development through informed self-reflection.

Purpose

Based on the five Alabama Quality Teaching Standards (AQTS), the *Continuum* articulates a shared vision and common language of teaching excellence to guide an individual's career-long development within an environment of collegial support. It serves as a guiding tool to support teachers in their own professional reflection, self-assessment, and goal setting for professional learning and growth.

It is intended to support meaningful reflective conversations among teachers, mentors, coaches, and administrators and support them in setting professional goals and pursuing areas of professional development to reach those goals. It also serves as a focus for teacher preparation institutions and pre-service candidates.

The *Continuum* is one component of a comprehensive process for supporting the ongoing development of teaching practice. While it provides guidance in the gathering of formative data upon which to reflect, it is not intended as an evaluation or observation instrument. The *Continuum* presents a holistic view of teaching and was developed to:

- Delineate the diversity of knowledge and skills needed to meet the changing needs of Alabama's students

- Support the reflective practice and ongoing learning of all teachers

- Support an ongoing process of formative assessment of pre-service, beginning and experienced teacher's practice based on standards, evidence, and criteria

- Set goals for professional development over time

- Describe the development of high quality, effective teaching practices throughout a teacher's career

- Support a vision of quality teaching as one that fosters teacher leadership and ongoing collaboration and learning

- Encourage collaboration between classroom teachers and special educators so that all students have access to the general education curriculum and general learner standards

Making the *AQTS* Accessible to Pre-Service/Beginning and Experienced Teachers

The *Alabama Continuum for Teacher Development* has been developed to support high levels of teacher performance and student learning in classrooms throughout Alabama. It is a tool to make the AQTS more accessible to teachers throughout their teaching careers: from pre-service through induction and beyond.

During the pre-service stage, the AQTS and the *Continuum* will support prospective teachers' understanding and familiarity with the complex set of skills and abilities encompassed in Alabama's vision of high quality teaching. It's also intended to convey the ongoing, developmental nature of the learning process that educators engage in to attain the highest levels of effectiveness and to facilitate high levels of achievement for every student.

Throughout the induction stage, the *Continuum* is intended for use by mentors and beginning teachers to collaboratively interpret teaching practice and make informed decisions about their ongoing development as novice professionals.

Throughout their teaching careers, educators will use the *Continuum* to assess their current practice, envision next steps towards advancing it, and set specific and meaningful professional goals. The *Continuum* can guide ongoing data gathering that may be used to demonstrate growth and continually inform learning and development.

Ultimately, the *Continuum* serves as a powerful tool as teachers identify their areas of growth, move from assistance to autonomy, and become lifelong learners and teacher leaders.

Structure and Organization

The AQTS identifies key standards and **Indicators**. Many of the **Indicators** have been combined and not all **Indicators** of each standard are included in the *Continuum*. Please note that the *Continuum* is recommended as a strategy to *enhance, not supplant* the AQTS as developed by the Alabama Department of Education and the Governor's Commission on Quality Teaching.

The *Continuum* is organized to describe **five levels of development** of practice. These levels are labeled **Pre-Service and Beginning, Emerging, Applying, Integrating** and **Innovating**. The **Indicators** at each level describe what a teacher should know and be able to do at that level. It should be noted that while the "Pre-Service and Beginning" and "Emerging" columns describe the initial skills and abilities a novice teacher aims to develop over the course of their induction period, it is not assumed that beginning teachers will necessarily enter the profession at this level of practice in every standard **Indicator**.

To use the *Continuum,* read across each row of **descriptors** from left (Beginning) to right (Innovating) as the descriptors become more complex and more sophisticated. Any practice described on the left of the *Continuum* is carried across to those on the right, even if not explicitly stated.

The levels do not represent a *chronological* sequence in a teacher's growth, but each row describes *developmental* levels of performance. A teacher may be at an Emerging or Applying level of practice in some **Indicators** on the *Continuum* and at an Integrating or Innovating level in some others, no matter how many years she or he has been in the profession. In fact, it is not uncommon for accomplished teachers to self-assess and find themselves moving from right to left on the *Continuum* in response to new teaching contexts and challenges.

This *Continuum* is based on the assumption that growth in professional practice comes from intentional reflection and engagement in appropriate professional development opportunities and that a teacher develops expertise and leadership as a member of a community of learners focused on high achievement for all students.

Alabama Quality Teaching Standards (AQTS)

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 1: Rationale

Researchers identify a strong relationship between teachers' content knowledge and the achievement of their students. Three dimensions of content knowledge contribute to effective teaching: (1) deep knowledge of the academic disciplines related to the subjects of instruction, (2) an understanding of pedagogical content knowledge that is required to make the subject understandable and meaningful for all learners, and (3) knowledge of the state standards and district curriculum for subjects taught at particular instructional levels.

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 2: Rationale

Instruction and assessment are the vehicles by which teachers design and deliver rigorous and relevant learning experiences for all learners. Research provides compelling evidence relating student achievement to teachers' use of appropriate instructional strategies selected from a rich repertoire based in research and best practice. Researchers have also found a strong classroom learning culture that is strategically organized and managed to be essential to effective use of these strategies.

Standard 3: Literacy

To improve student learning and achievement, teachers at all levels K-12 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 3: Rationale

Research clearly indicates that one of the strongest correlates to effective teaching is a high level of literacy. Not only do effective teachers demonstrate effective use of the spoken and written language, reading, mathematics, and technology, they also model and actively teach their students the age-level fundamentals and advanced skills in reading, writing, and oral communications across all content areas. Additionally, in this culture where technology is ubiquitous, teachers demonstrate mastery of appropriate instructional technology and integrate technology into instruction of their subject areas.

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 4: Rationale

Teachers who respect and build upon diversity create a learning environment in which all students feel valued and supported in their learning. Respect for diversity grows out of knowledge of differences, including differences in students' cultural, ethnic, language, social, and experiential backgrounds; differences in their physical, emotional, and social development; differences in their readiness for a particular curricular goal; and differences in their learning styles and strengths. Teachers have a rich understanding of these and other important areas of diversity as well as knowledge of curricular and instructional modifications that improve the learning of the wide range of individual learners in their classrooms.

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, and local laws and policies.

Standard 5: Rationale

Current research relates teacher collaboration, shared responsibility for student learning, and job-embedded learning in professional community to higher levels of student achievement. This research challenges the independence and isolation that have historically characterized the teaching profession and calls for deprivatization of practice. An underlying premise of professional learning communities is the power of ongoing, continuous learning that takes place in a culture where risk and experimentation are rewarded. In schools where there is a strong professional community, teachers actively participate in creating and sustaining such a learning environment and in maintaining its focus upon improved student learning. Beyond collaboration, teachers exhibit professionalism by demonstrating a personal commitment to continuous learning and improvement; by adhering to high ethical standards; and by maintaining currency with regard to federal, state, and local laws and policies. Teachers assume increased leadership for schoolwide improvement initiatives and for mentoring of colleagues as they move along their professional pathways.

Levels of Teacher Development and Practice

Pre-Service and Beginning: At this level, the *teacher candidate* is informed by the *Pre-Service and Beginning* column on the **Continuum** and strives to apply this level within the limited context of a supported, guided student teaching experience. The teacher candidate engages in ongoing learning in the classroom and clinical settings. Through multiple and varied opportunities for guided practice in K-12 settings, the teacher candidate applies what he or she has learned about teaching. The teacher candidate receives ongoing formative feedback that enables him or her to begin to reflect on individual teaching practice and its impact on student learning. The teacher candidate emerges from the pre-service experience with the requisite knowledge and skills necessary to assume a full-time position in the profession.

With full responsibility for the classroom and as teacher of record, the *beginning teacher* works to internalize and apply what he or she has learned about teaching. The teacher develops a working knowledge of both academic standards and assessments and begins to reflect on teaching practice and its impact on student learning.

At the Beginning level of practice, the teacher relies on ongoing assistance from a mentor and/or more experienced colleagues for support and guidance.

Emerging: At the Emerging level of practice, the teacher draws upon ongoing assistance and support from a mentor and other experienced colleagues to expand and enrich his or her knowledge and skills. The teacher utilizes teaching theories and episodic classroom experiences to adjust and modify instruction. The Emerging teacher becomes increasingly self-directed and independent in professional practice, which is focused upon his or her classroom and each student therein.

Applying: At the Applying level of practice, the career teacher operates at high levels of autonomy in their practice, easily internalizing and applying what he or she has learned about effective teaching. Utilizing a heightened awareness of students' academic and behavioral patterns, the career teacher anticipates students' learning needs and responsively contextualizes classroom experiences, both in the moment and in instructional planning. The career teacher systematically collects and uses data to demonstrate the impact of his or her teaching on student achievement. The career teacher builds upon varied professional learning opportunities to enhance personal practice while working collaboratively with colleagues to advance student learning.

Integrating: At the Integrating level of practice, the master teacher's highly developed skills and self-efficacy enable him or her to integrate complex elements of curriculum, instruction, and assessment to maximize student engagement and learning. The master teacher's students consistently demonstrate increases in their learning and achievement. Often a leader among peers, the master teacher collaborates reflectively in learning communities to move classroom and school-wide practices forward through aligned professional learning. The master teacher works to guide and develop colleagues through such activities as mentoring of beginning teachers, coaching of peers, guiding of apprentice and intern teachers, and other leadership roles. The master teacher cultivates the classroom as a community of learners in which students are highly engaged and motivated, and skillfully adjusts practice depending upon varied contexts.

Innovating: At the Innovating level of practice the teacher leader is consistently creating in all areas of teaching and learning. The teacher leader facilitates the complex integration of teaching and learning and continues to innovate in his or her own teaching to support students' increases in learning and achievement. The teacher leader initiates and provides leadership for collaborative learning communities that are engaged in enhancing curriculum, developing innovative instructional delivery techniques, and fostering positive learning cultures in a variety of educational settings. A leader in the school, district and local community, the teacher leader contributes to the broader education community through such activities as professional development, classroom-based research, and articles in professional journals.

AQTS Standard One: Content Knowledge

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

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

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

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

	Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
1.1 Demonstrates deep knowledge of subject-matter content and ability to organize related facts, concepts, and skills	Knows the core concepts, facts, and procedures comprising subject matter and their relationship to specific curricular areas.	Uses knowledge of subject matter to design rigorous and relevant units and lessons appropriate to the age and developmental levels of all learners.	Evaluates a wide range of text-based and additional resources to differentiate content to motivate and academically challenge all learners.	Uses expanded knowledge of subject matter to support student understanding of key concepts, themes, multiple perspectives, and inter-relationships. 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.	Uses comprehensive knowledge of subject matter and student development to ensure that all learners understand related facts and concepts within and across content areas. Reads academic journals and other sources continuously for current advances related to discipline. Collaborates with colleagues to incorporate research findings into unit and lesson designs.

Content Knowledge

AQTS Standard One: Content Knowledge

	Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
1.2 Activates learners' prior knowledge, experience, and interests and uses this information to plan content and help individual students attain learning goals	Values and uses learners' interests and experiences when introducing new content.	Uses students' prior knowledge to introduce lessons, connect learners to key concepts, and deepen understanding.	Plans and delivers relevant learning activities that build upon student knowledge as accessed through purposeful questioning. Identifies learner misconceptions concerning content and modifies activities to scaffold new understandings.	Uses multiple methods to gain ongoing information about students to modify and enhance content instruction and meet learning goals for all learners. Engages colleagues and students to formulate questions and plan learning activities that draw upon and respond to learners' varied experiences, knowledge, and interests.	Contextualizes and deepens students' understanding of content knowledge and strategically links student experiences, knowledge, and interests throughout content instruction. Leads colleagues to examine factors influencing student learning. Engages with colleagues to analyze factors that influence learner performance and acts on the results.
1.3 Connects curriculum to other content areas and real-life settings to promote retention and relevance	Knows the importance of making curriculum relevant to learners. Utilizes opportunities to identify real life connections across curriculum.	Poses carefully conceptualized questions that help learners connect content to previous learning and to other subject areas. Demonstrates relevant connections for learners as needed.	Organizes and presents units of study and lessons that demonstrate connections to key concepts and skills across disciplines. Teaches rigorous and relevant lessons that connect learners' to content and ensure deep understanding.	Works with colleagues to integrate academic disciplines and connect life themes, skills, and situations throughout instruction. Uses a variety of responsive instructional methods to support learners in building relevant connections within and across academic disciplines.	Collaborates with colleagues to plan, assess, and revise systematically integrated curriculum that engages all learners in relevant academic challenge across academic disciplines and results in learner success.

Content Knowledge

 Alabama Continuum for Teacher Development

AQTS Standard One: Content Knowledge

	Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
1.4 Designs instructional activities based on state content standards	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.	Uses multiple resources, including student textbook, to develop coherent short- and long-range plans that are aligned with content standards.	Differentiates plans to support all learners in accessing state content standards. Collaborates with colleagues in using a wide range of materials and methods to plan and implement instructional activities that promote learners' deep understanding of content and demonstration of knowledge and skills embedded in state standards.	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 curriculum being taught.
1.5 Provides instructional accommodations, modifications, and adaptations to meet the needs of each individual learner	Considers various learner needs in designing instructional plans using available resources and materials.	Selects and incorporates alternative curricular materials to accommodate different levels of learner readiness.	Modifies instructional strategies, materials, and resources to provide appropriate support and challenge for each learner based on ongoing formative assessments. Analyzes student assessments with colleagues to identify learner needs and make modifications accordingly.	Adapts content delivery based on student learning style and interests to ensure achievement of learning goals for all students. Collaborates with colleagues to assess student work and identify a wide variety of modifications in instructional resources and delivery methods.	Employs an extensive repertoire of instructional adaptations to enhance and advance learning opportunities for each learner. Provides leadership to engage colleagues in the design, implementation, analysis, and refinement of lesson accommodations and modifications that ensure success for all learners.

Content Knowledge

AQTS Standard Two: Teaching and Learning

The teacher understands how individuals grow, develop, and learn and provides learning opportunities that support the intellectual, social, and personal development of all students.

Organization and Management of Learning Environment

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

2.2 Creates a climate that promotes fairness and respect

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

Using Instructional Strategies to Engage Learners

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

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

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

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

Assessment of Learning

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

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

2.10 Maintains evidence and records of learning performance to communicate progress

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

AQTS Standard Two: Teaching and Learning

	Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
Organization and Management of Learning Environment **2.1 Designs a classroom organization and management system built upon sound, age-appropriate expectations and research-based strategies for promoting positive behavior**	Establishes rules for classroom management. Implements organization and management strategies in response to specific classroom issues or individual learner needs. Provides encouragement to learners for positive behaviors.	Communicates and reinforces clear age-appropriate expectations for behavior. Responds appropriately to disruptive behavior based on the established system and the learners involved.	Implements an organizational 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.	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 range of learner behaviors and makes modifications to facilitate positive learning environments among all learners.	Engages colleagues in review of research-based strategies for promoting positive behavior. Advocates for school-wide improvements in organizational and management systems that equitably reinforce expectations and consequences. Builds learners' capacity to take responsibility for maintaining and monitoring behavior of self and others.
2.2 Creates a climate that promotes fairness and respect	Establishes rapport with individual learners. Acknowledges incidents of unfairness and disrespect.	Models equitable and respectful interactions with learners and cultivates positive rapport. Uses some strategies to respond to unfairness and/or disrespect.	Maintains positive relationships with all learners. Teaches a variety of strategies that promote fair and respectful interactions between learners and in multiple contexts.	Fosters learner participation in creating and maintaining a fair and respectful school climate and supports them in developing skills to respond to inequity and disrespect. Collaborates with colleagues to collect, analyze, and modify approaches to improve school climate.	Leads colleagues in examining research and participating in trainings on fair, equitable, and respectful education. Shares responsibility with colleagues to ensure that there are fair and respectful interactions with learners, families/guardians, colleagues, and administration.

Teaching and Learning

   Alabama Continuum for Teacher Development

AQTS Standard Two: Teaching and Learning

	Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
Organization and Management of Learning Environment **2.3 Creates a safe, orderly, and stimulating learning environment that nurtures motivation and engagement of learners**	Responds to unsafe situations as they occur. Implements routines and procedures within the classroom, including plans for transitions. Identifies motivational techniques and utilizes available visuals to stimulate learner interest in topics of study.	Reviews safety considerations when planning lessons and implements safe practices. Teaches routines, procedures, and transitions that contribute to an orderly environment. Models initiative and inquiry in ways that nurture learner motivation. Makes some adjustments during instruction to promote engagement.	Maintains a safe classroom at all times. Engages learners in managing, monitoring, and supporting an orderly environment. Provides an enriching environment that stimulates, motivates, and engages learners. Paces and adjusts instruction to ensure continual engagement.	Engages with learners and colleagues to examine underlying factors effecting school safety and make ongoing improvements to support a positive learning environment school wide. Draws upon a wide repertoire of skills to nurture motivation and engagement in all learners.	Leads colleagues in the design and implementation of research-based strategies that promote positive and focused environments for learning. Engages learners in extending studies of content based on learner curiosity and motivation.
Using Instructional Strategies to Engage Learners **2.4 Develops challenging, standards-based academic goals for each learner using knowledge of cognitive, social, and emotional development**	Identifies cognitive, social and emotional needs of learners. Follows required guidelines in standards-based instruction for establishing academic learning goals.	Demonstrates basic understanding of how learners' cognitive, social, and emotional development influences learning. Identifies and refines challenging academic goals based on knowledge of learners' readiness for standards-based instruction.	Utilizes understanding of each learner's cognitive, social, and emotional development to identify readiness for standards-based instruction. Designs challenging academic goals for each learner based on current developmental readiness and understanding of long-range academic goals.	Collaborates with colleagues, families/guardians, and learners to establish developmentally appropriate and academically challenging goals for each learner. Ensures that all short- and long-term standards-based instructional goals are clear and accessible to all learners and families/guardians. Engages students in setting their own academic goals and in communicating them to parents, peers, and other interested parties.	Engages with colleagues, families/guardians, and community professionals to examine and utilize research on cognitive, social, and emotional development. Provides leadership to colleagues school-wide to establish challenging, standards-based goals that are differentiated to meet the needs of all learners.

Teaching and Learning

 Alabama Continuum for Teacher Development

AQTS Standard Two: Teaching and Learning

	Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
Using Instructional Strategies to Engage Learners **2.5 Engages learners in developing and monitoring goals for their own learning and behavior**	Establishes learning and behavior goals and communicates them to learners. Provides feedback on achievement of learning and behavior goals. Meets with individual learners to promote their increased responsibility in meeting goals.	Provides guided experiences using rubrics and other tools for learners to self-assess their learning and behavior. Teaches learners skills that support them in examining evidence of learning. Encourages them to share in responsibility for own progress.	Creates instructional activities that enable learners to set and monitor academic and behavioral goals. Provides opportunities for learners to demonstrate and reflect on academic and behavior progress. Regularly reflects on the extent to which the students are increasing their ability to assume responsibility for their own learning and behavior.	Coaches colleagues to recognize the positive impact of actively involving learners in their own progress. Engages each learner in taking responsibility for monitoring their progress towards both short- and long-term goals. Supports learners to communicate their progress with family/guardians and others as appropriate.	Integrates learner self-assessment and meta-cognitive reflection activities into learning experiences and shares results with colleagues. Supports colleagues to implement learner goal-setting and self-assessment strategies.
2.6 Designs coherent lessons that integrate a variety of appropriate and effective instructional strategies	Teaches lessons provided in available curriculum and resources. Implements corresponding instructional strategies.	Designs lessons that follow a logical sequence and provide learners with clear outcomes and learning tasks. Selects specific effective instructional strategies that support content understanding and meet the needs of learners.	Utilizes a variety of lesson structures to design learning activities that promote thorough understanding of content. Applies a variety of researched-based instructional strategies that are appropriately matched to the content being taught and that engage all learners in meaningful ways.	Works with colleagues to analyze the impact of lesson design on learner achievement across groups and in varying contexts, adapting instruction based on results. Supports colleagues in integrating research-based instructional strategies through modeling and coaching.	Leads curriculum design teams to develop coherent and comprehensive units and lessons that are responsive to the needs of diverse learners. Initiates action research efforts with colleagues to identify, select and modify instructional strategies and resources that ensure success for each learner.

Teaching and Learning

     Alabama Continuum for Teacher Development

AQTS Standard Two: Teaching and Learning

Using Instructional Strategies to Engage Learners

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

Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
Creates learning activities using available teaching resources and scope and sequence guides. Understands use of effective questioning strategies to engage learners in thinking about and learning the content. Supports and encourages individual learners to achieve. Becomes informed about additional resources to support learners.	Selects specific instructional strategies that reflect high expectations and are responsive to the characteristics of groups of learners. Formulates and uses questions to engage students in thinking at higher cognitive levels and in mastering the content. Models a belief that all learners can achieve and persists in supporting each learner to be successful.	Holds high expectations for each learner and differentiates and scaffolds instructional practices to move each learner forward in their growth and development. Encourages and teaches learners to formulate questions to guide their learning. Uses effective questioning strategies to facilitate learner interactions and discussions. Presents concepts and principles at different levels of complexity to optimize growth of learners at varied levels of development.	Engages colleagues in the design of differentiated learning activities to optimize each learner's growth and achievement. Leads colleagues in the formulation of essential questions that cross the disciplines and that enable learners to integrate knowledge from different sources and make meaningful connections. Works with colleagues to sustain their commitment seeking approaches that support the optimal achievement of each learner.	Leads colleagues in analysis of student work and/or performances to design responsive and differentiated instructional activities that meet individual learner needs and ensures success. Advocates for curricular and instructional adaptations and resources that best support the needs of individual and diverse learners school-wide. Models effective questioning skills while leading colleagues in professional learning activities related to improved instruction.

Teaching and Learning

 Alabama Continuum for Teacher Development

AQTS Standard Two: Teaching and Learning

	Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
Assessment of Learning **2.8 Uses formative assessments to provide specific and timely feedback to assist learners in meeting learning targets and to adjust instruction**	Implements required district and site assessments to monitor progress in relation to content standards. Shares assessment results with learners following required timelines. Recognizes confusion in students and reteaches lessons.	Selects and implements informal assessments aligned to curricular objectives. Provides results for learners so that they may make adjustments and meet learning targets. Implements some checks for understanding.	Designs informal and formal assessments to monitor progress and inform planning and instruction. Utilizes multiple methods to share specific and timely feedback to learners that results in their improvement in meeting learning targets. Embeds, proactively and routinely, a variety of strategies that check for understanding and adapts lessons accordingly throughout instruction.	Collaborates with colleagues and learners to develop a wide variety of ongoing assessments and to refine methods of providing feedback to learners. Collects and reflects upon evidence to inform and modify short- and long-range plans that are further differentiated to support all learners.	Models use of a comprehensive repertoire of formative assessment tools designed to guide instructional decisions. Builds learner capacity to effectively use feedback from assessments to meet learning targets. Provides consultative support to school and district personnel related to effective formative assessment practices.
2.9 Uses summative assessments to measure learner attainment of specified learning targets	Administers required school and district summative assessments.	Collects summative assessment data aligned to content goals and benchmarks and notes successes, challenges, and differences in learners.	Demonstrates understandings of why and when to select and integrate varied summative assessments into the instruction cycle. Collaborates with colleagues to develop common assessments, and to analyze results to improve instruction. Analyzes data results for all learners to inform improvements in design of summative assessments.	Participates in collegial grade level/content team reviews of summative data. Engages with colleagues to develop and refine common summative assessment options to demonstrate learner knowledge and skills and respond to their needs in relation to learning targets.	Leads collaborative efforts to create, calibrate, and evaluate summative assessments for grade level and/or content teams based on specific targets or benchmarks.

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AQTS Standard Two: Teaching and Learning

	Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
Assessment of Learning **2.10 Maintains evidence and records of learning performance to communicate progress**	Collects and records required documentation of student learning aligned with content standards using available resources and technology. Shares assessment feedback with learners, families/guardians, and appropriate school personnel at required reporting periods.	Analyzes evidence of student learning and considers records that accurately represent learning performance. Discusses specific results in terms of strengths and challenges with learners and families/guardians.	Uses a variety of methods to collect evidence of learning and keeps records. Uses technologies available to maximize effective use of data with a variety of audiences. Communicates learner progress that is timely and specific to families/guardians. Solicits input on a regular basis and offers resources that support ongoing progress.	Provides families/guardians and learners with current examples of evidence of learning. Convenes families/guardians and school personnel to discuss student data and co-develop meaningful plans to enhance learner success.	Coaches and supports colleagues in improving practices to collect, record, and share learning performance data.
2.11 Analyzes and uses disaggregated standardized assessment results to inform planning for individual learners and classes	Reviews standardized assessment data and uses basic understandings of individual and class performance for planning.	Understands purposes and limitations of standardized tests. Utilizes standardized assessment data results to set instructional goals for individual learners and groups represented in disaggregated data.	Demonstrates understandings of standardized assessment-related issues including but not limited to validity, reliability, and bias. Reflects on evidence to guide short- and long-term planning to meet goals for individuals and identified groups.	Works collaboratively to analyze standardized assessment data to find school patterns and trends among subgroups and within content areas. Uses analysis to guide systemic modifications in instruction that result in improvements in learner achievement.	Leads colleagues in professional activities to analyze test data and develop next steps at the site and district levels. Advocates for equitable and supportive testing contexts for all learners.

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AQTS Standard Three: Literacy

To improve student learning and achievement, teachers at all levels K-12 use knowledge of effective oral and written communications, reading, mathematics, and technology to facilitate and support direct instruction, active inquiry, collaboration, and positive interaction. Teachers maintain current knowledge of and provide K-12 age-appropriate literacy strategies that improve learners' pace of learning and competence in reading, writing, speaking, and listening. Within and across content areas and at all levels, K-12 teachers actively use mathematical concepts, processes, and symbols to ensure that learners gain both foundational knowledge of math and problem solving abilities.

Oral and Written Communications

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

3.2 Fosters and responds to effective verbal and nonverbal communications during instruction and uses assistive technologies as appropriate

Development of Reading Skills and Accessing K-12 Literary Resources

3.1 Uses age-appropriate instructional strategies to improve learners' skills in fluency, vocabulary, and comprehension

3.4 Integrates narrative and expository reading strategies across the curriculum to ensure learner access to content area resources and to motivate learners to utilize reading widely and independently

Development and Application of Mathematical Knowledge and Skills across Content Areas

3.5 Solves mathematical problems across subject areas using different strategies, to verify and interpret results, and to draw conclusion

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

Utilizing Technology

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

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

AQTS Standard Three: Literacy

	Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
Oral and Written Communications **3.1 Demonstrates standard oral and written communications and integrates appropriate communication strategies**	Uses standard spoken and written language to support clear communications with learners, families/ guardians, colleagues and other audiences. Listens to speaker and uses some questioning strategies to clarify own understanding.	Uses standard spoken and written communications in ways that are well matched to the content or to the information being exchanged. Listens with intention to understand the interests and needs of others. Uses questioning strategies to solicit specific information and clarify understanding.	Models standard modes of communication to ensure effective interactions with individuals and groups. Listens to others and reflects on how best to follow with a response. Responds to the speaker using communication strategies that may include paraphrasing to ensure understanding, questioning for clarification, extending an idea for further discussion, or suggesting additional viewpoints or possibilities to be considered.	Monitors and modifies spoken and written communications based on self-reflection and feedback from others. Collaborates with colleagues to learn and practice effective listening and questioning skills that guide and support effective interactions with others and promote high quality learning environments.	Works with colleagues to ensure that all spoken and written communications from the school to learners, families/ guardians, and the community are accurate, clear, and accessible to all. Facilitates the development of learning environments in which learners utilize questioning techniques that promote inquiry and engagement.
3.2 Fosters and responds to effective verbal and nonverbal communications during instruction and uses assistive technologies as appropriate	Recognizes confusion in some learners during instruction and responds with additional support. Uses assistive technologies provided for individual learners to facilitate communication.	Notices most verbal and nonverbal indicators of learner understanding and confusion. Is especially attentive to learners with assistive devices. Teaches some methods for effective verbal and nonverbal communications. Responds in ways that model expectations for verbal and nonverbal communications.	Fosters a learning environment where all learners initiate effective verbal and nonverbal communications to promote further understanding and critical thinking. Responds to learners in ways that maintain individual and group focus, understanding, and ability to work at task.	Models and teaches effective verbal, nonverbal and media communication techniques. Works with colleagues to enhance communication abilities and styles.	Engages with colleagues to study the effects of verbal and nonverbal responses within groups and to design methods to improve communications.

Literacy

   Alabama Continuum for Teacher Development

AQTS Standard Three: Literacy

	Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
Development of Reading Skills and Accessing K-12 Literary Resources **3.3 Uses age-appropriate instructional strategies to improve learners' skills in fluency, vocabulary, and comprehension**	Uses available age-appropriate instructional strategies to support learners to read and comprehend curriculum within and across content areas. Seeks supports for struggling learners to improve fluency.	Provides explicit vocabulary instruction in content areas and employs strategies to improve learner skills in comprehension of subject matter. Utilizes some strategies and other resources to meet instructional needs of diverse learners.	Implements age-appropriate instructional strategies to support all learners in improving skills of fluency, vocabulary, and comprehension skills across content areas. Monitors learner progress in both content knowledge and literacy skills.	Works with colleagues to design age-appropriate instructional activities and grouping strategies that make content more accessible and improve learners' literacy skills. Engages learners in monitoring fluency and comprehension of texts and resources and in advocating for their needs and celebrating their progress.	Collaborates with grade level and/or content area teams to seek out innovative techniques that improve learners' literacy skills across content areas. Participates with colleagues in action research and acts on results.
3.4 Integrates narrative and expository reading strategies across the curriculum to ensure learner access to content area resources and to motivate learners to utilize reading widely and independently	Teaches reading strategies by following available guidelines in manuals and texts.	Models some age-appropriate strategies for reading narrative and expository text across the disciplines to support access to the curriculum. Communicates the value of literacy skills across all disciplines.	Teaches literacy skill development within content area instruction to ensure that each learner has access to the curriculum. Encourages learners to read widely and supports learners to seek out resources matched to their interests and abilities.	Integrates literacy instruction throughout curriculum based on thorough understanding of learner skill levels and knowledge of literacy demands in narrative and expository resources. Provides a broad range of narrative and expository resources to foster motivation and support learners' self-directed learning.	Collaborates with colleagues to design and refine lessons that integrate literacy instruction within content instruction and promote high levels of literacy throughout the school/district.

Literacy

 Alabama Continuum for Teacher Development

AQTS Standard Three: Literacy

	Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
Development and Application of Mathematical Knowledge and Skills across Content Areas **3.5 Solves mathematical problems across subject areas using different strategies to verify and interpret results, and to draw conclusions**	Begins to notice and use opportunities for mathematical problem solving to further understanding of content across disciplines. Encourages learners to approach mathematical problem solving in various ways.	Models age appropriate mathematical problem solving using a variety of strategies appropriate to content taught. Teaches methods to test results and guides learners to identify specific mathematical information that contributes to interpretations of data and conclusions.	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. Supports learners to think critically about mathematical information in order to identify problematic issues, interpret data accurately, and pose solutions.	Collaborates with mathematics teachers and those of other disciplines to design engaging problem-solving experiences for learners. Plans, implements, and scaffolds challenging mathematical problem-solving experiences for all learners appropriate to the content.	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 and to collaboratively problem solve.
3.6 Communicates mathematical concepts, processes, and symbols within the content taught	Utilizes available resources to communicate mathematical concepts, processes, and symbols.	Identifies the importance of and uses mathematical processes and symbols throughout instruction as appropriate to the content.	Teaches mathematical vocabulary and concepts explicitly as they apply within and across disciplines.	Ensures that learners develop fluency in the application of mathematical concepts and utilize processes and symbols with ease within and across content areas.	Engages with colleagues across grade levels and content areas to design and implement instructional activities that integrate mathematical concepts, processes, and symbols consistently and in meaningful ways.

Literacy

 Alabama Continuum for Teacher Development

AQTS Standard Three: Literacy

	Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
Utilizing Technology **3.7 Identifies and integrates available emerging technology into the teaching of all content areas**	Uses available site-based technological resources to support instruction. Selects additional technological resources primarily based on suggestions from colleagues.	Expands knowledge of existing and emerging technological resources and considers their potential use to enhance instructional activities. Incorporates technological resources into standards-based lesson planning.	Integrates multiple technological resources into instruction to enhance learners' understanding of content. Plans use of technology to support curriculum in ways that address individual learning needs.	Engages with colleagues to expand knowledge and use of hardware and software resources to better meet the needs of all learners. Involves learners in the evaluation of technological resources and data to determine quality of information and possible bias.	Collaborates with colleagues to evaluate, adapt, design, and integrate technological resources routinely into instructional activities. Embeds technology into all adopted curriculum to enhance and extend learning opportunities for all learners.
3.8 Facilitates learners' individual and collaborative use of technology and evaluates their technological proficiency	Provides learners with some 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. Provides some differentiation for learners based on assessed abilities to appropriately use technological resources.	Engages individuals and groups in learning experiences that are supported through the use of technology. Works to improve learner abilities to utilize technological resources by using systematic assessments of learner technological proficiency in independent work and in collaborative groups.	Facilitates a learning environment that increases learners' skills and abilities to use technology independently and in cooperative groups. Utilizes self-assessment tools and other resources to support learners' evaluation of proficiency in use of technology.	Works with colleagues to design and refine individual and collaborative instructional activities that support learners in locating, selecting, evaluating, and using electronic resources effectively.

Literacy

AQTS Standard Four: 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.

Culture, Ethnic and Social Diversity

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

4.2 Communicates in ways that demonstrate sensitivity to diversity and that acknowledge and are responsive to different cultural, ethnic, and social modes of communication and participation

Language Diversity

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

4.5 Guides second language acquisition and utilizes English Language Development (ELD) strategies to support learning

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

Special Needs

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

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

Learning Styles

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

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

AQTS Standard Four: Diversity

	Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
Culture, Ethnic and Social Diversity **4.1 Develops culturally responsive curriculum and instruction in response to differences in individual experiences, cultural, ethnic, gender, and linguistic diversity, and socio-economic status**	Is aware of the diverse cultural, ethnic groups, and language backgrounds represented among learners. Selects instructional strategies, resources, and technologies with some consideration for diverse learners.	Plans lessons that reflect positive regard for the culture, gender, linguistic background, and socio-economic status of learners and their families/guardians. Incorporates into learning environment visuals, readings, and other materials that reflect learner diversity.	Makes curriculum and content standards meaningful to diverse learners by designing differentiated instructional activities that specifically connect to and reflect learners' culture and background. Includes lessons that teach the contributions of people of diverse cultures and backgrounds and that provide opportunities for learners to develop understandings, empathy, multiple perspectives, and self-knowledge. Invites learners to contribute resources that augment curriculum and reflect culture and other aspects of diversity.	Shares curriculum, units, and lesson designs that improve learner engagement and achievement among diverse learners. Supports learners to articulate how lessons reflect relevance of curriculum in their lives. Engages learners in lessons that have relevance to learners' lives and that reflect insight into their background experiences.	Models and coaches colleagues in expanding culturally responsive curriculum and instruction in school and district. Builds capacity in learners and colleagues to utilize the assets that each learner brings to the learning community based on their backgrounds and experiences.
4.2 Communicates in ways that demonstrate sensitivity to diversity and that acknowledge and are responsive to different cultural, ethnic, and social modes of communication and participation	Follows available guidelines for periodic communications with families/guardians. Is aware of differences in communication modes between self and learners and their families/guardians. Varies instruction to increase learner participation.	Considers diverse communication patterns among learners and their families/guardians and adapts and adjusts language selection and types of questions asked in ways that support positive interactions. Notices patterns of participation and provides equitable participation structures for some activities.	Seeks greater knowledge and understanding of communication patterns through conversations with colleagues, family/guardians, as well as through community visits, school resources, or study. Uses strategies designed to ensure that all learners feel safe to participate and have equitable opportunities in learning activities.	Works to refine communication skills and flexibility in interactions to ensure effective outcomes for learners and families/guardians. Utilizes an extensive repertoire of strategies and technologies to ensure full participation and engagement of all learners.	Facilitates opportunities for colleagues to engage with and involve the diversity represented in the school-wide community. Builds learners' capacity to take responsibility for maintaining an environment that provides for safe and equitable participation for all learners.

Diversity

     Alabama Continuum for Teacher Development

AQTS Standard Four: Diversity

	Pre-Service and Beginning	**Emerging**	**Applying**	**Integrating**	**Innovating**
Culture, Ethnic and Social Diversity **4.3 Demonstrates and applies to own practice an understanding of how personal and cultural biases can affect teaching and learning**	Is aware of the need to consider own assumptions, attitudes, and expectations about learners. Begins to reflect on possible personal biases and their impact on learning.	Acknowledges potential personal biases based on understanding of the differences between own background and that of learners. Reflects on personal and cultural bias and identifies areas of strength and growth.	Reads, attends workshops, and asks questions of people different from self to raise understanding of diverse cultures and backgrounds. Develops instructional strategies that diminish negative and increase positive impacts on learning based on analysis of own personal/cultural bias. Implements instructional strategies that avoid use of bias, stereotypes, and generalizations and reflect current understanding of own personal/cultural biases.	Collaborates with colleagues to overcome some of the effects of institutional biases in the classroom by using strategies that include but are not limited to flexible grouping, differentiation, providing broader curricular perspectives, and using alternative assessments. Structures opportunities for individual learners and groups to surface viewpoints regarding personal and cultural biases based on experience and other evidence in the classroom and the school. Co-plans responses.	Takes leadership with colleagues in influencing school culture on issues of race, culture, gender, linguistic background, and socio-economic status. Empowers learners to recognize, analyze, and overcome the effects of institutional bias.
Language Diversity **4.4 Supports learners to accelerate language acquisition by utilizing their native language and linguistic background**	Recognizes the value of using learners' native language and linguistic background during instruction. Works with colleagues and community to provide native language support services to learners as available.	Provides opportunities for second language learners to use their native language to support understanding of skills and concepts. Makes academic connections to native languages to support transfer of learning when possible. Refers to native language as a positive asset and resource in learning.	Increases understanding of basic structures of native languages represented by learners to better utilize first language connections during instruction. Plans and provides instructional opportunities for learners to utilize their linguistic backgrounds to support thorough understanding of content.	Collaborates with colleagues to systematically provide supports for language learners, including use of native language. Builds language learners' capacity to actively reference and utilize their linguistic background to accelerate learning.	Builds greater understanding among colleagues of the role linguistic background plays in the learning process. Advocates for school-wide outreach to families/guardians whose first language is other than English.

Diversity

   Alabama Continuum for Teacher Development

AQTS Standard Four: Diversity

	Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
Language Diversity **4.5 Guides second language acquisition and utilizes English Language Development (ELD) strategies to support learning**	Utilizes available program materials for second language instruction. Uses some English Language Development (ELD) strategies for content instruction.	Considers accessibility of program materials with regard to language proficiency levels of second language learners and makes adaptations. Uses some visuals and regular modeling to augment auditory directions and information.	Uses a variety of ELD strategies to make adopted program materials more accessible to students of all language proficiency levels. Provides a variety of visuals and modeling during content instruction to support language learners at all levels.	Engages with colleagues to organize and implement available second language resources/curriculum so that language learners are regularly provided an instructional sequence that meets their language needs. Establishes routines for learners to ensure their academic use of visuals and other references to promote engagement in whole class, small group, and individual work.	Works with colleagues to ensure that all language learners are supported in their language growth by the curriculum and are making appropriate progress.
4.6 Differentiates between learner difficulties related to cognitive or skill development and those that relate to language learning	Identifies learners with difficulties in learning. Uses available materials to re-teach skills and concepts.	Reviews and sorts types of learner errors using knowledge of second language development levels and knowledge of typical errors made by learners in transition to English based on their native language structure. Seeks support of colleagues as needed.	Plans lessons that incorporate specific language supports based on assessments of language levels and learner misunderstandings and/or miscues. Provides appropriate cognitive or linguistic scaffolds for learners during instruction.	Collaborates with colleagues to analyze student work for both academic and language issues. Identifies learner misunderstandings during instruction and utilizes questioning and other methods to support learners in explaining their logic.	Provides modeling and coaching for colleagues on approaches to differentiated instruction that support learners cognitively and linguistically.

Diversity

 Alabama Continuum for Teacher Development

AQTS Standard Four: Diversity

	Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
Special Needs **4.7 Understands and recognizes the characteristics of exceptionality in learning, including the range of physical and mental disabilities, social and emotional disorders, and giftedness, dyslexia, and attention deficit disorder, in order to assist in appropriate identification and interventions**	Assists in identifying at-risk students, gifted students and those with disabilities, as appropriate. Has basic understanding of laws and policies regarding exceptional learners. Implement IEPs and 504 plans with support from staff as needed.	Recognizes characteristics of some exceptional learner groups. Follows school procedures for appropriate referral of learners for assessment, as needed. Implements IEPs and 504 plans and complies with laws and policies regarding exceptional and at-risk learners. Modifies some lessons to address learners' strengths and needs.	Makes timely referrals based on thorough understanding of the characteristics of exceptional learner groups. Develops and implements learners' individual plans, modifications, and accommodations, in collaboration with support staff. Anticipates needs to adjust lessons based on learners' assessed strengths and needs.	Uses understanding of referral process and community resources to actively promote learner success. Expands knowledge of accommodations and interventions to ensure achievement of exceptional learners. Encourages learners to identify their needs for accommodations and modifications before and during lessons.	Advocates within the school, district, and the broader community to ensure that all groups of exceptional learners have access to all appropriate learning opportunities and resources.
4.8 Facilitates inclusive learning environments that support and address the needs of learners with learning differences and disabilities	Varies some instructional activities to provide options for learners with learning differences and disabilities. Provides some visuals as environmental references using available resources.	Incorporates some differentiated learning strategies that promote inclusion and allow for learner choice. Develops visuals to augment auditory directions and information.	Provides higher-order thinking activities adapted to the academic and social needs of learners with learning differences. Provides modeling and step-by-step visuals as supports for learners with learning differences.	Employs a variety of differentiated strategies that develop learner capacity for independent learning, collaboration, and whole class participation. Uses wide range of engaging visual scaffolds and supports in all learning activities to ensure high levels of success for exceptional learners.	Models inclusive strategies and discusses them with colleagues. Advocates for inclusive learning environments that are adaptive and differentiated and that respect and value the educational and social contributions exceptional learners bring to the classroom community.

Diversity

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AQTS Standard Four: Diversity

	Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
Learning Styles **4.9 Helps students assess their own learning styles and build upon identified strengths**	Demonstrates understanding of the research on learning styles and multiple intelligences, and considers ways these influence learners' academic growth and access to content.	Gathers information about individual learning styles and intelligences in order to plan and deliver appropriate instruction. Engages individual students in assessing own learning styles and in understanding their learning strengths and those of classmates.	Uses a variety of self-assessment tools to support learners in understanding their individual learning strengths and differences. Provides learners with opportunities to articulate their learning style strengths and needs to peers, teachers, and families/guardians.	Integrates formal and informal learning style self-assessments into instruction continually. Helps learners internalize assessment results and proactively choose study skills and strategies that best complement their learning strengths and differences. Articulates and celebrates the diverse learning styles represented in the classroom.	Leads colleagues in collaborative efforts to identify and/or develop effective self-assessment tools and protocols to enhance learners' confidence and self-knowledge.
4.10 Designs learning experiences that engage all learning styles and multiple intelligences	Selects instructional strategies and resources that address some learning styles and intelligences represented in classroom.	Selects and delivers research-based instructional strategies and materials designed to meet the needs of the wide variety of learning styles and intelligences represented in the classroom.	Analyzes results of individual learning style inventories to design lessons and units of study that are engaging and responsive to all learners' needs. Provides learners with opportunities to choose learning experiences that build upon and optimize their learning style strengths.	Collaborates with colleagues to design lessons and units of study that balance and integrate all learning modalities and allow for choice in order to best meet the needs of diverse learners.	Models use of and advocates consistently for research-based instructional strategies and resources that best support the needs of diverse learning styles and multiple intelligences.

Diversity

 Alabama Continuum for Teacher Development

AQTS Standard Five: 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, and local laws and policies.

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 teacher leader and professional learning community member to advance school improvement initiatives

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

5.4 Promotes professional ethics and integrity

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

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

Professionalism

AQTS Standard Five: Professionalism

	Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
5.2 Engages in ongoing professional learning to move practice forward	Sets required individual professional goals. Participates in job-embedded professional development related to school, district, and state goals.	Articulates professional learning goals and commits to a learning plan based on self-reflection and other formative assessments. Utilizes current professional literature, best practices, and collegial relationships to improve as a teacher and a learner.	Constructs and implements long-term and short-term learning goals based on student needs. Engages in action research with colleagues for the purpose of examining and advancing one's practice to achieve professional goals.	Modifies short and long-term professional goals based on analysis of and reflection upon evidence of student learning and self-assessments of professional teaching practice. Initiates continual action research, based upon reflective classroom observations and ongoing professional learning. Applies research findings to support learner success.	Organizes and leads colleagues in identifying and developing professional goals around student needs and outcomes. Collaborates with other school leaders to foster an environment of standards-based inquiry, reflective practice, and collaborative learning in order to improve the teaching and learning at the school and district level.
5.3 Participates as a teacher leader and professional learning community member to advance school improvement initiatives	Shares resources with colleagues, families, and community members to enhance teaching and learning.	Analyzes benchmark assessment data with colleagues to identify instructional gaps/challenges. Generates possible solutions, and plans and implements next steps. Engages learners and families in implementation and monitoring of next steps.	Engages with colleagues and other stakeholders to develop and implement school-wide initiatives that address achievement gaps and enhance teaching and learning for individual students, classrooms, and grade levels.	Facilitates inquiry-based professional learning communities school-wide that explore patterns and gaps in academic achievement. Based on findings, guides professional learning community in identifying content-specific instructional strategies to ensure success for all learners.	Leads standards-based professional learning activities for colleagues, families, and the community that support quality implementation of educational improvement initiatives. Assumes increased leadership to advance reform initiatives at school, district, and state levels.

Professionalism

     Alabama Continuum for Teacher Development

AQTS Standard Five: Professionalism

	Pre-Service and Beginning	Emerging	Applying	Integrating	Innovating
5.4 Promotes professional ethics and integrity	Sets required individual professional goals. Participates in job-embedded professional development related to school, district, and state goals.	Demonstrates understanding of *Alabama Educator Code of Ethics* including professional conduct related to student safety, maintenance of records, and ethical use of technology and other resources.	Practices appropriate professional behaviors and dispositions to foster safe, positive, and productive interactions with students, colleagues, families, and the community. Monitors one's integrity through self-reflection and collaboration.	Demonstrates commitment to ethical and equitable practices for all students. Continually challenges self intellectually and professionally.	Models and promotes high levels of integrity and ethical practices. Articulates and discusses ethical issues with colleagues. Engages in ongoing cycle of reflection, collaboration, and advocacy in order to revise own practices and beliefs.
5.5 Complies with local, state, and federal regulations and policies	Locates information and identifies key contacts to access laws and policies. Builds understanding of local, state, and federal requirements related to students' and teachers' rights, and student plans, including those with IEPs.	Complies with local, state, and federal requirements related to students' and teachers' rights and student plans, including those with IEPs. Develops classroom adaptations according to student plans. Accesses resources and/or referral services available to support student plans.	Works collaboratively with colleagues and support staff to ensure compliance with local, state, and federal regulations and requirements.	Enlists colleagues in relevant dialogue regarding new regulations and requirements and their implications for classroom teaching and learning.	Engages colleagues to identify areas of compliance that need to be addressed and/or modified. Advocates for all students' equitable learning opportunities and access to resources.

Professionalism

 Alabama Continuum for Teacher Development
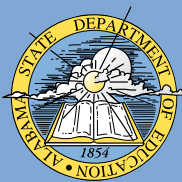
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