

## Alabama Quality Teaching Standards (Abbreviated Version)

<b>Standard 1: Content Knowledge</b>	<b>Standard 2: Teaching and Learning</b>	<b>Standard 3: Literacy</b>	<b>Standard 4: Diversity</b>
<p>1.1 Possesses deep knowledge of subject-matter content and ability to organize related facts, concepts, and skills</p> <p>1.2 Activates learners' prior knowledge to introduce content</p> <p>1.3 Connects curriculum to other content and real-life settings to promote retention and relevance</p> <p>1.4 Designs instructional activities based on state content standards</p> <p>1.5 Provides instructional accommodations, modifications, and adaptations to meet the needs of each individual learner</p>	<p><b>Organization and Management of Learning Environment</b></p> <p>2.1 Designs a classroom organization and management system built upon age-appropriate expectations and research-based strategies</p> <p>2.2 Creates a climate that promotes fairness and respect</p> <p>2.3 Creates a safe, orderly, and stimulating learning environment that nurtures motivation and engagement of learners</p> <p><b>Using Instructional Strategies to Engage Learners</b></p> <p>2.4 Develops challenging, standards-based academic goals for each learner</p> <p>2.5 Engages learners in developing and monitoring goals for their own learning and behavior</p> <p>2.6 Designs lessons that integrate a variety of effective instructional strategies</p> <p>2.7 Creates learning activities that optimize and support each individual's growth and achievement</p> <p><b>Assessment of Learning</b></p> <p>2.8 Uses formative assessment to provide specific and timely feedback to assist learners and to adjust instruction</p> <p>2.9 Uses summative assessments to measure learner attainment of specified learning targets</p> <p>2.10 Maintains evidence and records of learning to communicate progress</p> <p>2.11 Analyzes disaggregated standardized assessment results to inform planning for individual learners and classes</p>	<p><b>Oral and Written Communications</b></p> <p>3.1 Demonstrates standard oral and written communications</p> <p>3.2 Fosters and responds to effective verbal and nonverbal communications during instruction</p> <p><b>Development of Reading Skills and Accessing K-12 Literary Resources</b></p> <p>3.3 Uses age-appropriate instructional strategies to improve learners' skills in fluency, vocabulary and comprehension</p> <p>3.4 Integrates narrative and expository reading strategies across the curriculum</p> <p><b>Development and Application of Mathematical Knowledge and Skills Across Content Areas</b></p> <p>3.5 Solves mathematical problems across subject areas using different strategies, to verify and interpret results, and to draw conclusions</p> <p>3.6 Communicates mathematical concepts, processes, and symbols within the content taught</p> <p><b>Utilizing Technology</b></p> <p>3.7 Identifies and integrates available emerging technology into the teaching of all content areas</p> <p>3.8 Facilitates learners' individual and collaborative use of technology and evaluates their technological proficiency</p>	<p><b>Cultural, Ethnic, and Social Diversity</b></p> <p>4.1 Develops culturally responsive curriculum and instruction</p> <p>4.2 Communicates in ways that demonstrate sensitivity to diversity</p> <p>4.3 Demonstrates an understanding of how personal and cultural biases can affect teaching and learning</p> <p><b>Language Diversity</b></p> <p>4.4 Supports learners to accelerate language acquisition</p> <p>4.5 Guides 2<sup>nd</sup> language acquisition and utilizes English Language Development (ELD) strategies</p> <p>4.6 Differentiates between learner difficulties related to cognitive or skill development and those that relate to language learning</p> <p><b>Special Needs</b></p> <p>4.7 Understands and recognizes the characteristics of exceptionality in learning to assist in appropriate identification and interventions</p> <p>4.8 Facilitates inclusive learning environments that support and address the needs of learners</p> <p><b>Learning Styles</b></p> <p>4.9 Helps students access their own learning styles and build upon strengths</p> <p>4.10 Designs learning experiences that engage all learning styles and multiple intelligences.</p>
<p><b>Standard 5: Professionalism</b></p>			
<p>5.1 Collaborates with stakeholders to facilitate student learning and well-being</p> <p>5.2 Engages in ongoing professional learning to move practice forward</p> <p>5.3 Participates as a teacher leader and professional learning community member to advance school improvement initiatives</p> <p>5.4 Promotes professional ethics and integrity</p> <p>5.5 Complies with local, state, and federal regulations and policies</p>			

## Communication Tips

### Listen, Listen, Listen

**Stop talking...**to others and to yourself. Keep the voice in your head quiet. You can't hear someone if you're listening to something else.

**Imagine the other's point of view.** Remember how it was when you were a first-year teacher. Better yet, try to imagine what it's like for this teacher. Can you imagine yourself saying these words? Having these emotions?

**Look, act, and be interested.** Turn your cell phone off—unless it is an emergency, and if so, alert the person to the fact. Don't doodle, look through papers, or have your eyes wandering around the room while he or she talks.

**Observe for the meaning behind the words.** What is not being said that might be more important? Can you read the body language? Fine tune your skills to be perceptive about concerns that aren't voiced.

**Don't interrupt.** No matter how badly you want to say something, try to wait until he or she finishes talking; then pause another three seconds to be sure they have completed their thoughts. Yes, it's hard; but this silence is golden!

**Speak only affirmatively while listening.** Don't make judgments, be critical, or disagree while he or she speaks.

**Paraphrase to ensure understanding.** Restate in your own words to be sure that you've got the meaning.

**Stop talking...**this is first, middle, and last!

### Feedback

**Affirmation.** Use this when you want to affirm a correct strategy or perception.

*"Yes, that's an appropriate way to deal with that situation. It's likely to help build a culture of respect among students."* **Note: you can't use this too much!**

**Suggestions.** When you want to provide an alternative for the beginning teacher to consider you might try:  
*Several teachers I know have tried... Some things to keep in mind when dealing with...  
Something you might consider trying is... Sometimes it's helpful if....*

**Inviting self-correction.** Use this when the teacher has suggested something that you believe is not correct.  
*Let's think through this together.... There might be another way to think about that...  
What if..*

**Corrective feedback.** Use this when it's necessary to give feedback about an idea that the teacher is not likely to "discover" on his or her own.  
*When John shouted out, it disturbed the others. You need to deal with that immediately.*

**Effective Praise** has four characteristics:

**Contingent** on a pre-determined behavior. When you're giving feedback on classroom management, don't "praise" the bulletin boards.

**Specific.** Give specific examples of what you found praiseworthy. *I thought it was effective when you gave an example from your own schooling. The kids seemed to relate to that; it showed your human side.* On the other hand, *"That was a great lesson"* isn't specific; it doesn't communicate what you found positive.

**Varied.** Don't use the same phrase over and over. Variety is the spice of life!

**Credible, Believable.** Teachers, like students, know when you mean it. Find something you can be sincere about to praise. or don't use praise at all.

### Probing Questions to Clarify and Extend

Asking clarifying questions communicates that the listener has **heard** what the speaker said, but does not fully understand it. Clarifying questions serve the purpose of

Gathering additional information	Discovering the meaning of specific language
Getting clear on reasoning used	Understanding connections between ideas
Developing or keeping a focus	

Possible stems include the following: *Would you tell me more about... I'd be interested in hearing more about... Could you give me an example of... Tell me what you mean when you say \_\_\_\_\_.  
I'm curious to know more about... I wonder about...I'm interested in...*

**Paraphrasing** also communicates that the listener has heard and **cares about understanding** what was said. To paraphrase, in your own words try to capture what the person said by **restating or summarizing**. Some stems include: *In other words... Let me see if I've got this. Are you saying...? What I'm hearing you say is... I've heard several ideas. Let me see if I can summarize accurately.*