Alabama Quality Teaching Standards
Evidence of Observation Activity (H2)

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	

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Evidence of Observation Activity (H2)

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.

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	
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	

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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	
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	

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Standard 3: Literacy
To improve student learning and achievement, teachers at all levels K-1 use knowledge of effective oral and written communications, reading, mathematics, and technology to facilitate and support direct instruction, active inquiry, collaboration, and positive interaction.

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	
3.3 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	
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	
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	

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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.

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

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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	
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	