



STATE OF ALABAMA
DEPARTMENT OF EDUCATION



Joseph B. Morton
State Superintendent
of Education

October 22, 2010

Alabama
State Board
of Education

MEMORANDUM

Governor Bob Riley
President

TO: Selected School Counselors and School Librarians

Randy McKinney
District I
Vice President

FROM: John S. Bell
Leadership and Evaluation Coordinator

Betty Peters
District II

RE: EDUCATEAlabama

Stephanie W. Bell
District III

This memorandum is to inform you of an opportunity to review and give feedback on the EDUCATEAlabama Continuum of Practice that aligns to your field. Thank you to the many practitioners who spent hours in August and September in Montgomery aligning the EDUCATEAlabama Continuum to your practice. The revised continuum will be made available through numerous avenues including an online presence and opportunities through state association meetings. We remind you that changes may only be made to the descriptions of practice on the Continuum. The five Alabama Quality Teaching Standards may not be changed. Please take time to review the documents and respond according to the process below:

Dr. Ethel H. Hall
District IV
Vice President
Emerita

School Librarians: Send your recommendations to Terry Atchison at tatchison@alsde.edu

Ella B. Bell
District V

School Counselors: Send your recommendations to Meg Smith at msmith@alsde.edu

David F. Byers, Jr.
District VI

If you have a response, please send it no later than December 17, 2010.

Gary Warren
District VII

JSB/DJ

Dr. Mary Jane Caylor
District VIII
President Pro Tem

cc Dr. Thomas R. Bice
Dr. Eddie R. Johnson
Mr. Feagin Johnson, Jr.

Joseph B. Morton
Secretary and
Executive Officer

Draft

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

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

STATUS				
<p><input type="checkbox"/> Knows the core concepts, facts, procedures, and skills comprising specific curricular areas related to counseling assignment.</p>	<p>... and</p> <p><input type="checkbox"/> Uses knowledge of subject matter to plan rigorous and relevant units and lessons appropriate to the age and developmental level of all learners.</p>	<p>...and</p> <p><input type="checkbox"/> Evaluates and uses a wide range of resources to motivate and academically challenge all learners.</p>	<p>...and</p> <p><input type="checkbox"/> Uses expanded knowledge, including primary sources when appropriate, to support student understanding of key concepts, themes, multiple perspectives, and interrelationships.</p> <p><input type="checkbox"/> Works with colleagues to plan units and lessons that immerse learners actively in the discipline and to think analytically and creatively about the content.</p> <p><input type="checkbox"/> Reads professional counseling journals and other sources to identify research findings and best practices related to a specific discipline and shares these with colleagues.</p>	<p>...and</p> <p><input type="checkbox"/> Uses comprehensive knowledge of subject matter and student development to ensure that all students understand related facts and concepts within and across content areas.</p> <p><input type="checkbox"/> Collaborates and consults with colleagues to incorporate research findings into unit and lesson designs.</p> <p><input type="checkbox"/> Writes for professional counseling journals and other outlets, including the Web, to report successful innovations implemented by members of the school community.</p>

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

STATUS				
<ul style="list-style-type: none"> □ Assesses and uses students' prior knowledge and understandings to inform the planning and delivery of the counseling program. □ Values and uses learners' interests and experiences when introducing new content. 	<p>...and</p> <ul style="list-style-type: none"> □ Selects or designs a variety of assessments, including pretests and informal measures, to determine students' knowledge and skills—and uses results to plan and implement the counseling program. 	<p>...and</p> <ul style="list-style-type: none"> □ Plans and delivers relevant learning activities that build upon student knowledge, as accessed through purposeful questioning. □ Identifies learner misconceptions about content and modifies activities to scaffold new understandings. 	<p>...and</p> <ul style="list-style-type: none"> □ Works with stakeholders (teachers, parents, and community leaders, etc.) to design, implement, and assess project-based learning experiences for students that relate to student interests and deepen students' knowledge and understanding of content. □ Engages colleagues and students in formulating questions and designing learning activities that draw upon and respond to learners' varied experiences, knowledge, and interests. 	<p>...and</p> <ul style="list-style-type: none"> □ Leads colleagues in reflection and assessment focused on the extent to which they are deepening students' understanding of content knowledge and strategically linking student experiences, knowledge, and interests. Supports colleagues in the analysis of factors influencing learner performance and in acting on results.

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

STATUS				
<ul style="list-style-type: none"> <input type="checkbox"/> Knows the importance of making the counseling curriculum relevant to learners. <input type="checkbox"/> Seeks and utilizes opportunities to identify real-life connections across the counseling curriculum. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Poses carefully conceived questions that help learners connect content to previous learning and to other subject areas. <input type="checkbox"/> Assists students, as needed, in identifying relevant connections across the counseling domains. <input type="checkbox"/> Engages students in exploring real-world issues and solving authentic problems using digital tools and resources. <input type="checkbox"/> Designs, develops, and assesses lessons and units that are learner-centered and reflective of best practices in teaching and learning with technology (e.g., project-based learning). 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Designs and presents classroom guidance lessons that demonstrate connections to key concepts and skills across disciplines. <input type="checkbox"/> Presents rigorous and relevant guidance activities that connect learners to content and ensure deep understanding. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Works with colleagues to integrate counseling domains and connect life themes, skills, and situations throughout instruction. <input type="checkbox"/> Uses a variety of responsive instructional methods to support learners in building relevant connections within and across counseling domains. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with stakeholders to plan, assess, and revise the guidance program to engages all learners in relevant academic challenge across academic disciplines and results in learner success.

1.4 Designs instructional activities based on state content standards

STATUS				
<ul style="list-style-type: none"> □ Plans instructional activities that align with the Comprehensive Counseling and Guidance Model for Alabama Public Schools (State Plan) and the American School Counselor Association (ASCA) National Model. 	<p>...and</p> <ul style="list-style-type: none"> □ Designs learning activities that integrate multiple content standards. □ Communicates clearly the connections between the standards and the knowledge and skills being taught. □ Designs, develops, and evaluates technology-based learning experiences and assessments. 	<p>...and</p> <ul style="list-style-type: none"> □ Uses multiple resources, to develop coherent short- and long- range plans that are aligned with guidance curriculum scope and sequence in the State Plan. □ Formulates essential questions to organize and focus content for students. □ Differentiates plans to support all learners in accessing the Guidance curriculum scope and sequence in the State Plan standards. 	<p>...and</p> <ul style="list-style-type: none"> □ Collaborates and consults with colleagues in using a wide range of materials and methods to plan and implement counseling activities that promote learners' deep understanding of content and enable them to demonstrate the knowledge and skills embedded in the State Plan. 	<p>...and</p> <ul style="list-style-type: none"> □ Facilitates teams of teachers and stakeholders in the creation of varied and differentiated opportunities for learners to develop, monitor, and extend learning related to State Plan. □ Provides leadership that engages colleagues and stakeholders in program evaluation of the counseling program to ensure alignment with the State Plan.

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

STATUS				
<ul style="list-style-type: none"> <input type="checkbox"/> Considers various needs in designing individualized student counseling plans using available resources and materials. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Selects and incorporates alternative resources to accommodate various levels of learner readiness. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Modifies instructional strategies, materials, and resources to provide appropriate support and challenge for each learner based on ongoing formative assessments. <input type="checkbox"/> Analyzes student assessments with colleagues to identify learner needs and modifies instruction accordingly. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborates and consults with colleagues in the identification and use of an extensive repertoire of instructional adaptations to enhance and advance learning opportunities for each learner. Works with colleagues to monitor and assess the effectiveness of these adaptations on student learning; makes modifications as indicated. <input type="checkbox"/> Adapts content delivery based on student learning styles and interests to ensure achievement of learning goals for all students. <input type="checkbox"/> Collaborates and consults with colleagues to assess student work and identify a wide variety of modifications in instructional resources and delivery methods. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides leadership to engage colleagues in the design, implementation, analysis, and refinement of lesson accommodations and modifications that ensure success for all learners.

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

Organization and Management of Learning Environment

2.1 Designs individual or group instruction built upon sound, age-appropriate expectations and research-based strategies for promoting positive behaviors

STATUS				
<ul style="list-style-type: none"> <input type="checkbox"/> Establishes rules and procedures for delivery of content. <input type="checkbox"/> Knows and uses sound classroom organization and management strategies. <input type="checkbox"/> Implements organization and management strategies in response to specific classroom issues or individual learner needs. <input type="checkbox"/> Provides encouragement to learners for positive behaviors. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Directly teaches, models, and reinforces clear, age-appropriate expectations for behavior. <input type="checkbox"/> Provides regular acknowledgement of and positive reinforcement for expected behaviors. <input type="checkbox"/> Responds appropriately to disruptive behavior based on the established system and the learners involved. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implements an organizational and management system that is appropriate and responsive to classroom and individual needs, including equitable and effective student access to available technologies <input type="checkbox"/> Uses research-based strategies to prevent or lessen disruptive behavior and to reinforce positive behaviors. <input type="checkbox"/> Encourages learner involvement in maintaining positive behaviors. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborates and consults with colleagues to create schoolwide expectations to ensure positive, responsible behavior among learners within and outside classrooms. <input type="checkbox"/> 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Advocates for schoolwide improvements in organizational and management systems that equitably reinforce expectations and consequences. <input type="checkbox"/> Engages colleagues in implementing research-based strategies for promoting positive behaviors. <input type="checkbox"/> Builds learners' capacity to take responsibility in maintaining and monitoring behavior for self and others.

2.2 Creates a positive climate that promotes respect and responsibility

STATUS				
<ul style="list-style-type: none"> <input type="checkbox"/> Establishes rapport with individual learners. <input type="checkbox"/> Acknowledges student displays of respect and responsibility. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Models respectful interactions with learners, families, and colleagues; cultivates positive rapport. <input type="checkbox"/> Uses strategies to respond to, nurture, and reinforce respectful and responsible behaviors. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Maintains positive relationships with all learners. <input type="checkbox"/> Teaches a variety of contextualized strategies that promote respectful and responsible interactions between learners. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Fosters learner participation in creating and maintaining a respectful and responsible learning culture. <input type="checkbox"/> Supports learners in developing skills to respond to inequity and disrespect. <input type="checkbox"/> Collaborates and consults with colleagues to collect and analyze data for use in improving school climate. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborates and consults with colleagues in examining, interpreting, and applying behavioral research. <input type="checkbox"/> Ensures positive and proactive interactions with learners, families, colleagues, and administration through shared responsibility.

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

STATUS				
<ul style="list-style-type: none"> <input type="checkbox"/> Recognizes and responds to unsafe situations as they occur. <input type="checkbox"/> Implements routines and procedures within the guidance program delivery, including plans for transition. <input type="checkbox"/> Identifies motivational techniques and utilizes available visuals to stimulate learner interest in topics of study. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Reviews safety considerations when planning lessons and implements safe practices. <input type="checkbox"/> Teaches responsibility, routines, procedures, and transitions that contribute to an orderly environment. <input type="checkbox"/> Models initiative and inquiry in ways that nurture learner motivation. Makes some adjustments during instruction to promote engagement. <input type="checkbox"/> Facilitates and inspires student learning and creativity through a variety of engaging instructional practices, including the use of technology. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Anticipates potential problems to maintain a safe classroom at all times. <input type="checkbox"/> Engages learners in activities that develop their awareness and responsibility for helping to manage, monitor, and support an orderly environment. <input type="checkbox"/> Provides an enriching environment that stimulates, motivates, and engages learners. Paces and adjusts instruction to ensure continual engagement. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Engages with learners and colleagues to examine underlying factors affecting school safety and to make ongoing improvements that support a positive learning environment schoolwide. <input type="checkbox"/> Draws upon a wide repertoire of skills to nurture motivation and engagement in all learners. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leads, collaborates, and consults colleagues in the design and implementation of research-based strategies that promote positive, safe, and orderly environments for learning. <input type="checkbox"/> Engages learners in extending studies of content, based on learner curiosity and motivation.

Using Instructional Strategies to Engage Learners

2.4 Implements academic, career, personal/social development, and standards-based academic goals for learners, using knowledge of cognitive, social, and emotional development

STATUS				
<ul style="list-style-type: none"> <input type="checkbox"/> Identifies cognitive, social, and emotional needs of learners. <input type="checkbox"/> Follows required guidelines in standards-based instruction.. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates a basic understanding of how learners' cognitive, social, and emotional development influences learning. <input type="checkbox"/> Identifies and refines challenging academic, career, and personal/social goals based on knowledge of learners' readiness for standards-based instruction. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Utilizes understanding of each learner's cognitive, social, and emotional development to identify readiness for standards-based instruction. <input type="checkbox"/> Designs challenging academic, career, and personal/social goals for each learner based on the learner's current developmental readiness. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborates and consults with colleagues, families/guardians, and learners to establish developmentally appropriate and academic, career, and personal/social challenging goals for each learner. <input type="checkbox"/> Ensures that all short- and long-term standards-based instructional goals are clear and accessible to all learners and families/guardians. <input type="checkbox"/> Engages students in setting their own academic goals and in communicating them to parents, peers, and other interested parties. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leads the collaboration and consultation with colleagues, families/guardians, and community professionals to examine and utilize research on cognitive, social, and emotional development. <input type="checkbox"/> Provides leadership and collaborates and consults with colleagues schoolwide to establish challenging, standards-based goals that are differentiated to meet the needs of all learners.

2.5 Engages learners in developing and monitoring goals for their own academic, career, and personal/social growth

STATUS				
<ul style="list-style-type: none"> □ 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. 	<p>...and</p> <ul style="list-style-type: none"> □ Provides guided experiences and tools for each learner to self-assess their academic, career, and personal/social development. □ Teaches learners skills that support them in examining evidence of learning; encourages them to share in responsibility for their own progress. 	<p>...and</p> <ul style="list-style-type: none"> □ Creates instructional activities that enable learners to set and monitor academic, career, and personal/social goals. □ Provides opportunities for learners to demonstrate and reflect on academic and behavioral progress. □ Reflects regularly on the extent to which each student is increasing his or her ability to assume responsibility for academic, career, and personal/social goals. 	<p>...and</p> <ul style="list-style-type: none"> □ Collaborates with colleagues to recognize the positive impact of actively involving learners in monitoring their own progress. □ Engages learners in taking responsibility for monitoring their progress toward short- and long-term goals. Supports learners in communicating their progress to family/guardians and others as appropriate. 	<p>...and</p> <ul style="list-style-type: none"> □ Advocates for the integration of learner self-assessment and metacognitive-reflection activities into schoolwide policy and practice. Leads, collaborates and consults with colleagues in implementing learner goal-setting and self-assessment strategies.

2.6 Designs and implements coherent lessons that integrate a variety of appropriate and effective guidance and counseling strategies in the academic, career, and personal/social domains

STATUS				
<ul style="list-style-type: none"> <input type="checkbox"/> Teaches lessons provided in available curriculum and resources. <input type="checkbox"/> Implements corresponding guidance and counseling strategies. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Designs lessons that follow a logical sequence and provide learners with clear outcomes and learning tasks. <input type="checkbox"/> Selects specific, effective guidance and counseling strategies, including those that incorporate current and emerging Web-based technologies that support content understanding and meet the needs of individual learners. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with colleagues to determine the impact of lesson design on learner achievement .Utilizes a variety of lesson structures to design learning activities that promote a thorough understanding of content. <input type="checkbox"/> Applies a variety of research-based guidance and counseling strategies that are appropriately matched to the content being taught and that engage all learners in meaningful ways. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with colleagues in integrating research-based guidance and counseling strategies. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leads, collaborates, and consults with colleagues and guidance advisory council to develop coherent and comprehensive counseling units and lessons that are responsive to the needs of diverse learners. <input type="checkbox"/> Initiates research efforts with colleagues to identify, select, and modify guidance and counseling strategies and resources to assist learner.

2.7 Creates learning activities that optimize each learner’s growth and achievement within a supportive environment

STATUS				
<ul style="list-style-type: none"> <input type="checkbox"/> Creates learning activities using available counseling resources and scope and sequence guides. <input type="checkbox"/> Understands the use of effective questioning strategies to engage learners in thinking about and learning the content. <input type="checkbox"/> Supports and encourages individual learners to achieve. Becomes informed about resources to support learners, including existing and emerging technologies and content. 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Selects specific, instructional strategies that reflect high expectations and are responsive to the characteristics of various groups of learners. <input type="checkbox"/> Formulates and uses questions to engage students in thinking at all cognitive levels and in mastering the content. <input type="checkbox"/> Models a belief that all learners can achieve and persists in supporting each learner’s success. <input type="checkbox"/> Plans and implements equitable and effective student access to technologies and other resources that enhance student growth and achievement. 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Holds high expectations for each learner and differentiates and scaffolds instructional practices to move all learners forward in their growth and development. <input type="checkbox"/> Encourages and teaches learners to formulate questions to guide their learning. Uses effective questioning strategies to facilitate learner interactions and discussions. <input type="checkbox"/> Presents concepts and principles at various levels of complexity to optimize the growth of learners at all levels of development. <input type="checkbox"/> Uses a wide range of student response strategies to ensure that all students are engaged in thinking about and responding to instructional questions. 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with colleagues in the design of differentiated learning activities to optimize each learner’s growth and achievement. <input type="checkbox"/> Collaborates with colleagues in the formulation of essential questions that cross the disciplines and that enable learners to integrate knowledge from different sources and make meaningful connections across content areas. <input type="checkbox"/> Collaborates with colleagues to sustain their commitment to seeking approaches that support the optimal achievement of each learner. 	<p style="text-align: center;">...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leads colleagues in the analysis of student work and/or performances to design responsive and differentiated instructional activities that meet individual learner needs and ensure success. <input type="checkbox"/> Advocates for curricular and instructional adaptations and resources that support the needs of individual and diverse learners schoolwide. <input type="checkbox"/> Models effective questioning skills when leading colleagues in professional learning activities related to improved instruction.

Assessment of Learning

2.8 Uses formative assessment results to provide specific and timely feedback to assist learners in meeting indicators in the academic, career, and personal/social domains and to adjust instruction

STATUS				
<ul style="list-style-type: none"> <input type="checkbox"/> Accurately uses required district and site assessments to monitor progress in relation to content standards. <input type="checkbox"/> Shares assessment results with learners within established timelines. <input type="checkbox"/> Recognizes when students are confused and responds by reteaching lessons when necessary. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Selects and implements informal assessments aligned to curricular objectives. <input type="checkbox"/> Provides results for learners so that they may make adjustments prior to the next assessment to meet learning targets. <input type="checkbox"/> Implements checks for understanding. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses informal and formal assessments to monitor progress and to inform the planning and delivery of instruction. <input type="checkbox"/> Utilizes multiple methods to provide specific and timely feedback to learners; as a result, students improve in meeting learning targets. <input type="checkbox"/> Embeds, proactively and routinely, a variety of strategies that check for understanding; adapts lessons accordingly throughout instruction. <input type="checkbox"/> Collects and reflects upon evidence to inform and modify short- and long-range plans that are differentiated to support all learners. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborates and consults with colleagues and learners to develop a wide variety of ongoing assessments and to refine methods of providing feedback to learners. <input type="checkbox"/> Models use of a comprehensive repertoire of formative assessment tools designed to comply with the State Plan. <input type="checkbox"/> Collaborates and consults with colleagues to develop strategies that build learners' capacity to effectively use feedback from assessments to meet learning targets. <input type="checkbox"/> Actively contributes to data team meetings and uses results for own instructional planning. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborates and consults with school and district personnel related to effective formative assessment practices. <input type="checkbox"/> Supports teams of teachers in the design of common formative assessment tools, including classroom questions, student performances, and others. <input type="checkbox"/> Facilitates or participates in data team meetings designed to examine evidence related to the effectiveness of instructional strategies; leads colleagues in using results to modify and/or differentiate instruction as needed.

2.9 Uses summative assessments to measure learner attainment of specified learning targets in the academic, career, and personal/social domains.

STATUS				
<ul style="list-style-type: none"> □ Accurately uses required school and district summative assessments to monitor progress in relation to content standards. 	<p>...and</p> <ul style="list-style-type: none"> □ Collects summative assessment data aligned to content goals and benchmarks; notes successes, challenges, and differences in learners. 	<p>...and</p> <ul style="list-style-type: none"> □ Demonstrates understandings of why and when to select and integrate various summative assessments into the counseling program. □ Collaborates with colleagues to develop common assessments, and to analyze results to improve instruction. □ Analyzes data results for all learners to inform improvements in the design of summative assessments. 	<p>...and</p> <ul style="list-style-type: none"> □ Facilitates colleagues in grade-level and/or content team reviews of summative data. □ Engages with colleagues to develop and refine common summative assessment options to demonstrate learners' knowledge and skills and to respond to learners' needs in relation to learning targets. 	<p>...and</p> <ul style="list-style-type: none"> □ Leads collaborative efforts to create, calibrate, and evaluate summative assessments for grade-level and/or content teams based on specific targets or benchmarks.

2.10 Maintains evidence and records of learning performance to communicate progress

STATUS				
<ul style="list-style-type: none"> <input type="checkbox"/> Collects and records required documentation of student learning aligned with content standards using available resources and technologies. <input type="checkbox"/> Shares assessment feedback with learners, families/guardians, and appropriate school personnel at required reporting periods. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyzes evidence of student learning, utilizing records that accurately represent learning performance. <input type="checkbox"/> Discusses specific results in terms of strengths and challenges with learners and families/guardians. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses a variety of methods to collect evidence of learning and maintains records. <input type="checkbox"/> Uses available technologies to maximize effective use of data with a variety of audiences. <input type="checkbox"/> Communicates learner progress in a timely and specific manner to families/guardians. <input type="checkbox"/> Solicits feedback from families/guardians on a regular basis and offers resources that support ongoing progress. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides families/guardians and learners with current examples of evidence of learning. <input type="checkbox"/> Convenes families/guardians and school personnel to discuss student data and to co-develop meaningful plans to enhance learner success. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with and supports colleagues in improving practices to collect, record, and share learning performance data. <input type="checkbox"/> Leads colleagues in reflections focused on the adequacy of progress reporting mechanisms and, when appropriate, in the revision or design of these mechanisms.

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

STATUS				
<ul style="list-style-type: none"> □ Reviews standardized assessment data and uses basic understandings of individual and class performance for planning. 	<p>...and</p> <ul style="list-style-type: none"> □ Understands the purposes and limitations of standardized tests. □ Utilizes standardized assessment data results to set instructional goals for individual learners and for subgroups represented in disaggregated data. 	<p>...and</p> <ul style="list-style-type: none"> □ Demonstrates understandings of standardized assessment-related issues including (but not limited to) validity, reliability, and bias. □ Reflects on evidence to guide short- and long-term planning to meet performance goals for individual learners and subgroups. 	<p>...and</p> <ul style="list-style-type: none"> □ Works collaboratively to analyze standardized assessment data to find school patterns and trends among subgroups and within content areas. □ Uses analysis to guide ongoing modifications in instruction that result in increases in learner achievement. 	<p>...and</p> <ul style="list-style-type: none"> □ Leads colleagues in professional learning activities to analyze test data and to develop next steps at the school and district levels. □ Advocates for equitable and supportive testing contexts for all learners.

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

Oral and Written Communications

3.1 Demonstrates standard oral and written communications and advocates for the integration of appropriate communication strategies

STATUS				
<ul style="list-style-type: none"> <input type="checkbox"/> Uses standard spoken and written language to support clear communications with learners, families/guardians, colleagues, and other audiences. <input type="checkbox"/> Listens actively to others to understand different perspectives and reflects on how best to respond. Uses questioning strategies to solicit specific information and to clarify understanding. <input type="checkbox"/> Uses communication strategies that may include paraphrasing to ensure understanding, questioning for clarification, extending an idea for further discussion, or suggesting additional 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Monitors and modifies spoken and written communications based on self-reflection and feedback from others. <input type="checkbox"/> Uses standard spoken and written language and a variety of digital-age communications in ways that are well matched to the content or to the information being exchanged. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Supports colleagues in the development of learning environments in which learners utilize questioning techniques that promote inquiry and engagement. <input type="checkbox"/> 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. <input type="checkbox"/> 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborates 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. <input type="checkbox"/> 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> <input type="checkbox"/> Facilitates the development of a professional learning community in which adults engage in active inquiry and dialogue.

viewpoints or possibilities to be considered.

- Facilitates discussion using strategies to ensure effective interactions between and among individuals.

DRAFT

3.2 Models and advocates effective verbal and nonverbal communications during guidance instruction

STATUS				
<ul style="list-style-type: none"> <input type="checkbox"/> Recognizes when learners are confused during counseling and responds with additional support. <input type="checkbox"/> Notices most verbal and nonverbal indicators of learner understanding and confusion. Is especially attentive to learners with assistive devices. <input type="checkbox"/> Responds to learners in ways that maintain individual and group focus, promote understanding, and encourage individual learner persistence and perseverance in tackling difficult tasks. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses assistive technologies provided for individual learners to facilitate communication. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Creates a learning environment where all learners initiate effective verbal and nonverbal communications to further understanding and critical thinking. <input type="checkbox"/> Models and teaches students effective verbal and nonverbal communication techniques including the appropriate use of technology. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborates and consults with colleagues to enhance their communication abilities and styles. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leads in the design of methods to improve communication in the responsible uses of technology.

Development of Reading Skills and Accessing K-12 Literary Resources

3.3 Uses developmentally appropriate guidance and counseling strategies to improve learners' skills in critical literacy components

STATUS				
<ul style="list-style-type: none"> <input type="checkbox"/> Identifies appropriate counseling strategies to support learners in reading and comprehending curriculum within and across content areas. <input type="checkbox"/> Employs strategies to improve learner skills in comprehension of subject matter. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implements appropriate counseling strategies to support all learners in increasing literacy skills across content areas. <input type="checkbox"/> Begins to utilize appropriate strategies and supplemental resources to meet the instructional needs of diverse learners. <input type="checkbox"/> Seeks supports for struggling learners. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Monitors learner progress in both content knowledge and literacy skills. <input type="checkbox"/> Works with colleagues to design appropriate counseling activities and grouping strategies that make content more accessible and improve learners' literacy skills. <input type="checkbox"/> Engages learners in monitoring their progress, advocates for their needs, and celebrates their progress. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborates and consults with grade-level and/or content-area teams to seek out innovative techniques that improve learners' literacy skills across content areas. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leads colleagues in action research focused on the improvement of literacy across the curriculum and facilitates the use of results to improve instruction.

3.4 Advocates for the integration of narrative and expository reading strategies across the curriculum

STATUS				
<p><input type="checkbox"/> Encourages learners to read widely and supports learners in seeking out resources matched to their interests and abilities.</p>	<p>...and</p> <p><input type="checkbox"/> Communicates the value of literacy skills across all disciplines.</p>	<p>...and</p> <p><input type="checkbox"/> Collaborates with colleagues to ensure integration of literacy instruction throughout the curriculum based on a thorough understanding of learner skill levels and knowledge of the literacy demands in narrative and expository resources.</p> <p><input type="checkbox"/> Works with colleagues to identify and use a broad range of narrative and expository resources to foster motivation and to support learners' self-directed learning.</p>	<p>...and</p> <p><input type="checkbox"/> Supports and collaborates with colleagues in the design and refinement of lessons that integrate literacy instruction within content instruction and promote high levels of literacy throughout the school and/or district.</p> <p><input type="checkbox"/> Consults with colleagues to promote high levels of literacy throughout the school and district using schoolwide achievement and data.</p>	<p>...and</p> <p><input type="checkbox"/> Advocates for the policies and practices that ensure high levels of literacy throughout the school and/or district.</p>

Development and Application of Mathematical Knowledge and Skills Across Content Areas

3. Uses a variety of strategies to verify and interpret results and to draw conclusions

STATUS				
<ul style="list-style-type: none"> <input type="checkbox"/> Uses opportunities for mathematical problem solving to further students' understanding of content across disciplines. <input type="checkbox"/> Encourages learners to approach mathematical problem solving in various ways. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Models appropriate mathematical problem solving using a variety of strategies appropriate to the learners and the content being taught. <input type="checkbox"/> Guides learners in the identification of specific mathematical information that contributes to interpretations of data and conclusions. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensures that learners develop abilities to solve complex problems across disciplines. <input type="checkbox"/> Supports learners in thinking critically about mathematical information in order to identify problematic issues, interpret data accurately, and pose solutions. <input type="checkbox"/> Collaborates with mathematics teachers and those of other disciplines to design engaging problem-solving experiences for learners. <input type="checkbox"/> Ensures that learners have access to developmentally appropriate mathematical instruction. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Works with colleagues to plan, implement, and scaffold challenging mathematical problem-solving experiences that are appropriate to the content for all learners. <input type="checkbox"/> Assists colleagues in developing and nurturing learning environments that value analytical thinking and improve learners' ability to articulate content-related issues mathematically and to solve problems collaboratively. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses schoolwide data to advocate for evidenced based practices that promote analytic thinking and ensure student learning.

3.6 Communicates mathematical concepts, processes, and symbols as appropriate within the context of guidance and counseling

STATUS				
<ul style="list-style-type: none"> <input type="checkbox"/> Identifies the importance of mathematical process and symbols and uses them throughout the instruction as appropriate within the State Plan. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses mathematical processes and symbols throughout instruction as appropriate to the content. <input type="checkbox"/> Utilizes school data to communicate mathematical concepts, processes, and symbols. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teaches mathematical vocabulary and concepts explicitly as they apply within the State Plan. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ensures that students develop fluency in the application of mathematical concepts and utilize processes and symbols with ease within the State Plan. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Engages with colleagues across grade levels and content areas to ensure instructional activities integrate mathematical concepts, processes, and symbols consistently and in meaningful ways.

Utilizing Technology

3.7 Identifies and integrates available emerging technologies into the implementation of the State Plan.

STATUS				
<ul style="list-style-type: none"> <input type="checkbox"/> Uses available site-based technological resources to support instruction. <input type="checkbox"/> Selects additional technological resources primarily based on suggestions from colleagues. <input type="checkbox"/> Identifies, evaluates, and uses technological resources and technical assistance (i.e., those available online and on-site within a school and district setting). 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Expands knowledge of existing and emerging technological resources and assesses their potential use to enhance instructional and learning activities. <input type="checkbox"/> Incorporates technological resources into standards-based lesson planning. <input type="checkbox"/> Models digital-age work and learning by exhibiting knowledge, skills, and work processes representative of an innovative professional in a global society. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Integrates multiple technological resources to enhance learners' understanding of content. <input type="checkbox"/> Plans the use of technology to support the guidance curriculum in ways that address individual learning needs. <input type="checkbox"/> Uses technological tools (including, but not limited to, spreadsheets, Web page development, digital video, the Internet, and e-mail) for counseling, student assessment, management, reporting purposes, and communication with parents/guardians of students. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Engages with colleagues to expand knowledge and use of hardware and software resources to better meet the needs of all learners. <input type="checkbox"/> Involves students and colleagues in the evaluation of technological resources and data to determine quality of information and possible bias. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with colleagues to evaluate, adapt, design, and integrate technological resources routinely into instructional activities. <input type="checkbox"/> Advocates for embedding technology into all adopted curriculum to enhance and extend learning opportunities for all students.

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

STATUS				
<ul style="list-style-type: none"> <input type="checkbox"/> Uses available hardware and software to support content learning, completion of assignments, and/or practice of basic skills. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides practice in using technology for academic purposes. <input type="checkbox"/> Provides some differentiation for students based on assessed abilities to use technological resources appropriately. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Engages individuals and groups in learning experiences that are supported through the use of technology to locate, collect, create, produce, communicate, and present information. <input type="checkbox"/> Works to improve student abilities to utilize technological resources based on systematic assessments of their technological skills. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with colleagues to identify, develop, and utilize self-assessment tools and other resources that support students' evaluation of their proficiency in the use of technology. <input type="checkbox"/> Works with colleagues to nurture learning environments that increase students' skills and abilities to use technology independently and in cooperative groups. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with colleagues to design and refine individual and collaborative instructional activities that support students in locating, selecting, evaluating, and using technological resources effectively.

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

Cultural, Ethnic, and Social Diversity

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

STATUS				
<ul style="list-style-type: none"> <input type="checkbox"/> Listens actively and seeks to understand different perspectives. <input type="checkbox"/> Selects instructional strategies, resources, and technologies with some consideration for diverse learners. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plans, delivers, and evaluates lessons that reflect positive regard for the culture, gender, linguistic background, and socioeconomic status of students and families/guardians. <input type="checkbox"/> Incorporates into the learning environment visuals, readings, and other materials that reflect student diversity. <input type="checkbox"/> Facilitates learning experiences utilizing technologies that are responsive to diversity of students, learning styles, and special needs. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Makes guidance curriculum and content standards meaningful to diverse learners through planning, implementing, and evaluating differentiated guidance activities that specifically connect to and reflect students' cultures and backgrounds. <input type="checkbox"/> Includes guidance lessons that teach about the contributions of people of diverse cultures and backgrounds. <input type="checkbox"/> Invites students to contribute resources that augment guidance curriculum and reflect culture and other aspects of diversity. <input type="checkbox"/> Supports students in articulating how guidance 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Monitors and modifies spoken and written communications based on self-reflection and feedback from others. <input type="checkbox"/> 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. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Advocates for the development of learning environments that promote inquiry and student engagement. <input type="checkbox"/> Facilitates the development of a professional learning community in which adults engage in active inquiry and dialogue.

lessons reflect the
relevance of the curriculum
in their lives.

Draft

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

STATUS				
<ul style="list-style-type: none"> <input type="checkbox"/> Follows available guidelines for periodic communications with families/guardians. <input type="checkbox"/> Is aware of the differences in communication modes between self and students and their families/guardians. <input type="checkbox"/> Varies strategies to increase student participation. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Considers diverse communication patterns among students and their families/guardians and adapts and adjusts language selection and types of questions asked in ways that support positive interactions. <input type="checkbox"/> Notices patterns of participation and utilizes strategies to support equitable participation. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Seeks greater knowledge and understanding of communication patterns through conversations with colleagues and family/guardians, as well as through community visits, school resources, or study. <input type="checkbox"/> Uses behavioral strategies designed to ensure that all students feel safe participating in class and have equitable opportunities in learning activities. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborates and consults with colleagues to refine communication skills and flexibility in interactions to ensure effective outcomes for students and families/guardians. <input type="checkbox"/> Collaborates and consults with colleagues to identify, utilize, and evaluate an extensive repertoire of strategies and technologies to ensure full participation and engagement of all students. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Creates and facilitates opportunities for colleagues to engage with and involve diverse populations represented in the schoolwide community. <input type="checkbox"/> Coaches colleagues in building students' capacity to take responsibility for maintaining a learning environment that fosters safe and equitable participation for all.

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

STATUS				
<ul style="list-style-type: none"> <input type="checkbox"/> Is aware of the need to consider own assumptions, attitudes, and expectations about students. <input type="checkbox"/> Begins to reflect on possible personal biases and their impact on learning. <input type="checkbox"/> Reads, attends workshops, and asks questions of people different from self to increase understanding of diverse cultures and backgrounds. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Acknowledges potential personal biases based on an understanding of the differences between own background and that of students. <input type="checkbox"/> Reflects on personal and cultural biases and identifies areas of strength and growth. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develops strategies that diminish negative and increase positive impacts on learning based on analysis of own personal/cultural biases. <input type="checkbox"/> Models behaviors that avoid biases, stereotypes, and generalizations and that reflect current understanding of own personal/cultural biases. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with colleagues to overcome some of the effects of institutional biases in the classroom by using strategies such as flexible grouping, differentiation, broad curricular perspectives, and alternative assessments. <input type="checkbox"/> Structures opportunities for colleagues to surface viewpoints regarding personal and cultural biases based on experience and other evidence in the classroom and in the school. Collaboratively develops responses. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Takes leadership with colleagues in positively influencing school culture on issues of race, culture, gender, linguistic background, and socioeconomic status. <input type="checkbox"/> Collaborates and consults with colleagues to develop and implement innovative strategies that empower students 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 cultural background

STATUS				
<ul style="list-style-type: none"> <input type="checkbox"/> Recognizes the value of using students' native language and linguistic background during guidance lessons. <input type="checkbox"/> Works with colleagues and the community to provide native language support services to students, if available. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides opportunities for second-language learners to use their native language to support understanding of skills and concepts. <input type="checkbox"/> Makes academic, career, and personal/social connections to native languages to support transfer of learning whenever possible. <input type="checkbox"/> Refers to native language as a positive asset and resource in learning. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plans and provides opportunities for students to utilize their linguistic backgrounds to support thorough understanding of content. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborates with colleagues to support language learners' capacity to actively reference and utilize their cultural backgrounds to accelerate learning. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Builds greater understanding of the role of linguistic background in the learning process and coaches colleagues to implement action of effective strategies. <input type="checkbox"/> Advocates for schoolwide outreach to families/guardians whose first language is not English.

4.5 Supports second-language acquisition and utilizes English Language Proficiency strategies to support learning in guidance lessons

STATUS				
<ul style="list-style-type: none"> <input type="checkbox"/> Utilizes available program materials for second-language instruction. <input type="checkbox"/> Uses some ELP strategies during guidance lessons. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Considers accessibility of program materials with regard to the language proficiency levels of second-language learners and adapts guidance materials accordingly. <input type="checkbox"/> Uses some visuals and regular modeling to augment auditory directions and information for guidance lessons. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses a variety of ELP strategies to make adopted program materials more accessible to students of all language proficiency levels. <input type="checkbox"/> Provides a variety of visuals and modeling during content instruction to support English language learners at all levels. <input type="checkbox"/> Establishes routines for students to ensure their academic use of visuals and other references to promote engagement in whole-class, small-group, and individual work. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Advocates for the availability of second-language resources so that English-language learners are provided a sequence that meets their language needs. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborates and consults with colleagues to ensure that all English-language learners are supported in their language growth and are making appropriate progress.

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

STATUS				
<ul style="list-style-type: none"> <input type="checkbox"/> Assists in identifying students with difficulties in learning. <input type="checkbox"/> Assists in identifying all materials to support skill development in guidance lessons. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Is aware of types of student errors made in transition to English. Seeks the support of colleagues as needed. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Plans guidance lessons that incorporate specific language support. <input type="checkbox"/> Identifies student misunderstandings during guidance lessons and utilizes questioning and other methods to support students in explaining their logic. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborates and consults with colleagues to analyze student progress for academic, career, and personal/social development. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides leadership for colleagues on approaches to differentiated instruction that supports students' academic, career, and personal/social development.

Special Needs

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

STATUS				
<ul style="list-style-type: none"> <input type="checkbox"/> Assists in identifying at-risk students, gifted students, and those with disabilities. <input type="checkbox"/> Has a basic understanding of laws and policies regarding exceptional learners. <input type="checkbox"/> Supports IEPs and 504 plans. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognizes characteristics of exceptional learner groups. <input type="checkbox"/> Follows school procedures for appropriate referral of students for assessment. <input type="checkbox"/> Complies with laws and policies regarding exceptional and at-risk students. <input type="checkbox"/> Follows school procedures for appropriate behavioral input for student assessment referrals. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides consultation for making timely referrals for exceptional learner groups. <input type="checkbox"/> Participates in the development and implementation of students' individual plans, modifications, and accommodations in collaboration with support staff. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Collaborates and consults with colleagues to enhance schoolwide understanding of referral processes and community resources to actively promote student success. <input type="checkbox"/> Works with teams of teachers to expand knowledge of behavioral accommodations and interventions to ensure success among exceptional students. <input type="checkbox"/> Supports colleagues in reflecting on how they can encourage students to identify their needs for behavioral accommodations and modifications. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Advocates within the school, the district, and the broader community to ensure that all groups of exceptional students have access to all appropriate learning opportunities and resources.

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

STATUS				
<ul style="list-style-type: none"> <input type="checkbox"/> Varies some guidance activities to provide options for students with learning differences and disabilities. <input type="checkbox"/> Provides some visuals as behavioral references, using available resources. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Incorporates some differentiated learning strategies for behavior that promote inclusion and allow for student choice. <input type="checkbox"/> Develops visuals to augment auditory directions and information for guidance lessons. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides higher-order thinking activities adapted to the academic and social needs of students with learning differences in guidance lessons. <input type="checkbox"/> Provides modeling and step-by-step visuals as supports for students with learning differences in guidance lessons. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Employs a variety of behavioral differentiated strategies that develop student capacity for independent learning, collaboration, and whole-class participation. Shares these strategies with colleagues. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Models inclusive behavioral strategies and discusses them with colleagues. <input type="checkbox"/> Advocates for inclusive learning environments that are adaptive and differentiated, that respect and value the educational and social contributions that exceptional students bring to the classroom community.

Learning Styles

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

STATUS				
<p><input type="checkbox"/> Demonstrates understanding of the research on learning styles and multiple intelligences, and considers ways these influence students' academic growth and access to content.</p>	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Gathers information about individual students' learning styles and intelligences in order to plan and deliver appropriate guidance lessons. <input type="checkbox"/> Engages individual students in assessing their own learning styles and in understanding their learning strengths and those of classmates. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Uses a variety of self-assessment tools to support students in understanding their individual learning strengths. <input type="checkbox"/> Provides students with opportunities to articulate their learning style strengths and needs to peers, teachers, and families/guardians. <input type="checkbox"/> Articulates and celebrates the diverse learning styles represented in the classroom. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Integrates formal and informal learning style self-assessments. <input type="checkbox"/> Helps students internalize assessment results and proactively choose study skills and strategies that complement their learning strengths. <input type="checkbox"/> Evaluates the effectiveness of these strategies and shares results with stakeholders. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leads colleagues in collaborative efforts to identify and/or develop effective self-assessment tools and protocols to enhance students' confidence and self-knowledge.

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

STATUS				
<p><input type="checkbox"/> Selects guidance resources that address some of the learning styles and intelligences represented in classroom.</p>	<p>...and</p> <p><input type="checkbox"/> Selects and delivers research-based guidance behavioral strategies and materials designed to meet the needs of the wide variety of learning styles and intelligences represented in the classroom.</p>	<p>...and</p> <p><input type="checkbox"/> Analyzes results of individual learning style assessments to design guidance lessons and units of study that are engaging and responsive to all students' needs.</p> <p><input type="checkbox"/> Provides students with opportunities to choose learning experiences that build upon and optimize their learning styles and strengths.</p>	<p>...and</p> <p><input type="checkbox"/> Collaborates and consults with colleagues to design guidance lessons and units of study that balance and integrate all learning modalities and allow for choice in order to meet the needs of diverse students.</p>	<p>...and</p> <p><input type="checkbox"/> Models use of and advocates consistently for research-based guidance/behavioral strategies and resources that address the needs of diverse learning styles and multiple intelligences.</p>

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

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

STATUS				
<ul style="list-style-type: none"> <input type="checkbox"/> Communicates with families/guardians to share learning goals. Responds to issues as they arise. <input type="checkbox"/> Has basic communication processes and protocols in place. <input type="checkbox"/> Communicates with colleagues and shares resources for each student's growth, including learners with an Individual Education Program and/or 504 Plan. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Anticipates challenges to academic, career, and personal social development and takes initiative to communicate with parents/guardians. <input type="checkbox"/> Varies communication methods to connect effectively with all families and caregivers. <input type="checkbox"/> Interacts with colleagues to share responsibility for meeting the diverse needs of each student through collaborative conversations and planning. <input type="checkbox"/> Uses technology tools for reporting purposes and for communication with parents/guardians of students. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provides students and parents/guardians with purposeful learning opportunities. <input type="checkbox"/> Provides opportunities for families to actively participate in counseling-related activities. <input type="checkbox"/> Establishes ongoing two-way communications with families, and solicits input to advance each student's plan for success. <input type="checkbox"/> Teams with colleagues to effectively improve and accelerate individual and group learning. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develops ongoing partnerships with parents/guardians and students to extend individual and group learning beyond the classroom and home through communication that results in co-planning efforts. <input type="checkbox"/> Evaluates the success of these initiatives and shares with colleagues. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Initiates and facilitates parental/guardian participation in the larger education process and in shared decision making at the school, community, and district levels. <input type="checkbox"/> Conducts grade-level, school-level, and system-level programs to strengthen collaborative endeavors on behalf of all students, with attention to the needs of learners.

5.2 Engages in ongoing professional learning to move practice forward

STATUS				
<ul style="list-style-type: none"> <input type="checkbox"/> Sets required individual professional learning goals. <input type="checkbox"/> Participates in job-embedded professional development related to school, district, and state goals. <input type="checkbox"/> Understands the need for ongoing professional learning as it relates to <i>the Comprehensive Counseling and Guidance Model for Alabama Schools</i>. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Articulates professional learning goals and commits to a learning plan based on self-reflection and other formative assessments. <input type="checkbox"/> Utilizes current professional literature, best practices, and collegial relationships to improve as a counselor and as a learner. <input type="checkbox"/> Continually improves professional practice, models lifelong learning, and exhibits leadership in schools and professional communities by promoting and demonstrating the effective use of technology and other resources. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Constructs and implements short- and long-term learning goals based on student needs. <input type="checkbox"/> Engages in action research with colleagues for the purpose of examining and advancing one's practice to achieve professional goals. <input type="checkbox"/> Utilizes nontraditional avenues (e.g., online professional development opportunities, Web-based information, online collaboration with other educators and experts) to provide and/or embed professional development in their learning community. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Modifies short- and long-term professional goals by analyzing and reflecting on evidence of student learning and on self-assessments of professional counseling practice. <input type="checkbox"/> Initiates ongoing action research based upon reflective classroom observations and ongoing professional learning. Applies research findings to support student success. <input type="checkbox"/> Helps colleagues understand <i>the Comprehensive Counseling and Guidance Model for Alabama Schools</i> and apply these in planning their own professional learning. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Organizes and leads colleagues in identifying and developing professional goals around student needs and outcomes. <input type="checkbox"/> Collaborates with other school leaders to foster an environment of standards-based inquiry, reflective practice, and collaborative learning in order to improve counseling and learning at the school and district levels. <input type="checkbox"/> Models the use of Alabama Professional Development Standards and <i>the Comprehensive Counseling and Guidance Model for Alabama Schools</i>.

5.3 Participates as a counselor and professional learning community member to advance school-improvement initiatives

STATUS				
<ul style="list-style-type: none"> <input type="checkbox"/> Shares resources with colleagues, families, and community members to improve learning for all students. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyzes benchmark assessment data with colleagues to identify instructional gaps and challenges. Generates possible solutions, and plans and implements next steps. <input type="checkbox"/> Engages students and families in the implementation and monitoring of next steps to advance student achievement 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Engages with colleagues and other stakeholders to develop and implement schoolwide initiatives that address achievement gaps and enhance learning for individual students and across classrooms and grade levels. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Facilitates schoolwide, inquiry-based professional learning communities that explore patterns and gaps in academic achievement. Based on findings, guides professional learning community in identifying content-specific and instructional strategies to ensure success for all students and to narrow achievement gaps. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Leads standards-based professional learning activities for colleagues, families, and the community that support quality implementation of educational improvement initiatives. Assumes increased leadership to advance reform initiatives at the school, district, state, and national levels.

5.4 Promotes professional ethics and integrity

STATUS				
<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates understandings of the Alabama Educator Code of Ethics, as well as the American School Counselor Association ethical standards for school counselors including professional conduct related to student safety, maintenance of records, and ethical use of technology and confidential information <input type="checkbox"/> Demonstrates commitment to ethical and equitable practices for all students. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Practices appropriate professional behaviors and dispositions to foster safe, positive, and productive interactions with students, colleagues, families, and the community. <input type="checkbox"/> Monitors one's integrity through individual and collaborative reflection that focuses on maintenance of records and on the safe, legal, and ethical use of technology and confidential information 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Continually challenges self intellectually and professionally. <input type="checkbox"/> Implements school and district acceptable use policies, including fair-use and copyright guidelines and Internet user protection policies. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Models and promotes high levels of integrity and ethical practices. <input type="checkbox"/> Articulates and discusses ethical issues with colleagues. <input type="checkbox"/> Engages in an ongoing cycle of reflection, collaboration, and advocacy in order to revise own practices and beliefs. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Facilitates dialogue among colleagues on relevant ethical issues facing educators at the local, state, and national levels. Advocates for positive solutions. <input type="checkbox"/> Leads colleagues in an ongoing cycle of reflection, collaboration, and advocacy in order to advance quality counseling at the school and district levels.

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

STATUS				
<ul style="list-style-type: none"> <input type="checkbox"/> Locates information and identifies key contacts to access laws and policies. <input type="checkbox"/> Builds an understanding of local, state, and federal requirements related to students' and educators' rights and responsibilities. <input type="checkbox"/> Complies with local, state, and federal requirements related to students' and educators' rights and responsibilities. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Develops counseling adaptations according to student plans/needs. <input type="checkbox"/> Accesses resources and/or referral services available to support student plans/needs. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Works collaboratively with colleagues and support staff to ensure compliance with local, state, and federal regulations and requirements. <input type="checkbox"/> Models the safe, responsible, legal, and ethical use of technology; implements school and district acceptable use policies. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Enlists colleagues in relevant dialogue regarding new regulations, requirements, and their implications for counseling. <input type="checkbox"/> Advocates for all students' equitable learning opportunities and access to resources. 	<p>...and</p> <ul style="list-style-type: none"> <input type="checkbox"/> Engages colleagues to identify areas of compliance that need to be addressed and/or modified.