Standard 1: Content Knowledge

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

Practice Level: 3 - Applying

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

Practice Level: 3 - Applying

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

Practice Level: 3 - Applying

Indicator: 1.4
Designs instructional activities based on state content standards

Practice Level: 3 - Applying

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

Practice Level: 3 - Applying
Standard 2: Teaching and Learning

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

Practice Level: 4 - Integrating

Indicator: 2.2
Creates a positive climate that promotes respect and responsibility

Practice Level: 4 - Integrating

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

Practice Level: 3 - Applying

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

Practice Level: 3 - Applying

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

Practice Level: 4 - Integrating

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

Practice Level: 3 - Applying

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

Practice Level: 2 - Emerging

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

Practice Level: 3 - Applying

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

Practice Level: 4 - Integrating
Indicator: 2.10
Maintains evidence and records of learning performance to communicate progress

Practice Level: 4 - Integrating

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

Practice Level: 4 - Integrating
Standard 3: Literacy

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

Practice Level: 3 - Applying

Indicator: 3.2
Fosters and responds to effective verbal and nonverbal communications during instruction

Practice Level: 3 - Applying

Indicator: 3.3
Uses age-appropriate instructional strategies to improve learners’ skills in critical literacy components

Practice Level: 2 - Emerging

Indicator: 3.4
Integrates narrative and expository reading strategies across the curriculum

Practice Level: 3 - Applying

Indicator: 3.5
Solves mathematical problems across subject areas using a variety of strategies to verify and interpret results and to draw conclusions

Practice Level: 1 - Pre-Service and Beginning

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

Practice Level: 1 - Pre-Service and Beginning

Indicator: 3.7
Identifies and integrates available emerging technologies into the teaching of all content areas

Practice Level: 2 - Emerging

Indicator: 3.8
Facilitates learners’ individual and collaborative use of technology and evaluates their technological proficiency

Practice Level: 2 - Emerging
Standard 4: Diversity

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

*Practice Level: 2 - Emerging*

**Indicator: 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

*Practice Level: 3 - Applying*

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

*Practice Level: 3 - Applying*

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

*Practice Level: 1 - Pre-Service and Beginning*

**Indicator: 4.5**
Guides second-language acquisition and utilizes English Language Proficiency strategies to support learning

*Practice Level: 2 - Emerging*

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

*Practice Level: 2 - Emerging*

**Indicator: 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

*Practice Level: 2 - Emerging*

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

*Practice Level: 2 - Emerging*

**Indicator: 4.9**
Helps students assess their own learning styles and build upon identified strengths
Indicator: 4.10
Designs learning experiences that engage all learning styles and multiple intelligences

Practice Level: 3 - Applying
Standard 5: Professionalism

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

Practice Level: 3 - Applying

Indicator: 5.2
Engages in ongoing professional learning to move practice forward

Practice Level: 3 - Applying

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

Practice Level: 3 - Applying

Indicator: 5.4
Promotes professional ethics and integrity

Practice Level: 3 - Applying

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

Practice Level: 3 - Applying
Professional Learning Plan (PLP)

Indicator: 3.7

Educator Learning:

Self-Assessed Level of Practice= Emerging 8/2012

Successful mastery level completion AQTS Standards 3 & 4 introductory (interdisciplinary) online e-Learning for Educators/PD Title #:EDU4415E Teaching World Languages Using Web 2.0 Skills to:

1) Use Web 2.0 tools to support teaching/learning of the 5 C’s identified in Standards for Foreign Language Learning from American Council on Teaching of Foreign Languages (ACTFL): Communication, Cultures, Comparisons, Connections, & Communities;

2) Explore tools (blogs, social bookmarking, asynchronous text/audio discussions, multimedia sharing sites, podcasts; &

3) Integration of tools into key instruction/assessment curricular goals.

Implementation of Educator Learning:

Based on acquisition of course content, the following skills and strategies will be observable:

1) Demonstrate effective use of Web 2.0 tools to support world language instruction with assigned students;

2) Use technology to effectively:
   a) Improve students’ communication skills (e.g., listening, speaking, & writing); and
   b) Foster student exploration/comparison of other cultures;

3) Identify resources to build connections with other content areas; &

4) Ensure students demonstrate safe, responsible Internet use.

Anticipated/Expected Evidence:

Provide:

1) Synopsis of all course readings, specifically related to the Standards for Foreign Language Learning from the ACTFL;

2) Tangible evidence of:
   a) Effective use of Web 2.0 tools in daily instruction supporting world language instruction;
   b) Student listening/speaking/writing samples via various Web 2.0 tools as referenced above; &
   c) Engagement w/other learning communities locally/internationally;

3) Identification/effective use of specific resources to build connections w/other content areas; &

4) Completion/implementation of a lesson plan incorporating a minimum to two Web 2.0 tools introduced in the course.

Anticipated/Expected Impact:

- Educator Outcomes-I will:
  1) Understand how Web 2.0 tools support world language instruction, as evidenced in Implementation/Expected Evidence above; and
  2) Implement and share a lesson plan with professional colleagues that incorporates at least two or more Web 2.0 tools.
Professional Learning Plan (PLP)

- **Student Outcomes:** Students will:
  1) Demonstrate improved communication skills, as evidenced above;
  2) Participate in using Web 2.0 tools, effectively demonstrating exploration/comparison of other cultures; and
  3) Demonstrate responsible, safe Internet use, resulting in no infraction of system policies.

**Indicator: 4.4**

Educator Learning:

- **Self-Assessed Level of Practice =**
  Pre-Service/Beginning 8/2012

Successful mastery level completion AQTS Standards 3 & 4 introductory (interdisciplinary) online *e-Learning for Educators/PD Title #:EDU4499E Teaching Your First English Language Learners* to:

1) Gain knowledge on social/academic language, classroom culture, & English language proficiency standards;
2) Learn effective strategies for teaching English language learners (ELLs); &
3) Explore resources, effective strategies, and classroom activities for ELLs.

Implementation of Educator Learning:

Based on acquisition of course content, the following strategies/activities will be observable:

1) ID stages of 2nd language acquisition & use TESOL/WIDA Language Proficiency Standards to design language objectives for all learners;

2) Effective use of strategies for English and content for ELLs;

3) Academic language/vocabulary building activities for ELLs and all learners, based on ID/selection of academic vocabulary/English;

4) Share on-line resources w/course members to support ELL instruction; &

5) Participate in course discussion forums regarding effective ELL instructional strategies.

**Anticipated/Expected Evidence:**

Provide:

1) Synopsis of identified stages of 2nd language acquisition, using TESOL/WIDA Language Proficiency Standards;

2) Tangible evidence of:
   a) Effective use specific strategies used in assisting ELL w/English acquisition and content;
   
   b) Specific academic vocabulary lists identified/used for academic language/vocabulary building activities for all learners & ELLs;
   
   c) Synopsis of on-line resource identification/use/sharing w/ colleagues, supporting use of effective strategies;

3) Evidence of participation/outcome(s) of discussion forums regarding effective use of strategies for ELLs; &

4) Incorporation of specific strategies/activities in lesson plans.
Professional Learning Plan (PLP)

Anticipated/Expected Impact:

- **Educator Outcomes:** I will demonstrate:
  1) Understanding of and ability to identify stages of 2\textsuperscript{nd} language acquisition, as referenced above;
  
  2) Effective use of online resources and collaboration w/course members & fellow educators to influence lesson planning, resulting in improved English acquisition for ELLs and other students.

- **Student Outcomes:** Students will:
  1) Demonstrate improved English acquisition and related content base on improved performance indicated via subjective/objective assessment tools.
Evidence Summary

**Indicator: 3.7**

Type: Instructional Practice  
Date: 10/22/2012  
Commentor: Test, Teacher  
Comment Text:

I just started my background reading for the *e-Learning for Educators* course I am taking this fall ([EDU4415: Teaching World Languages Using Web 2.0 Skills](#)). I am finding a wealth of resources at the [ACTFL Site](#). I have a much better understanding of the 5 Cs (Communication, Cultures, Comparisons, Connections, & Communities) which are identified in the Standards for Foreign Language Learning. You may read a great summary of the Standards and 5 Cs at [Foreign Language Standards Executive Summary](#). While browsing ACTFL site, I read about alignment of these standards to the core curriculum standards at [Alignment to Core Curriculum Standards](#). As I read, I realize how much I need to learn. I have questions about some of the content, so am going to share the above information with our ELL teacher, to see if she is able to provide clarification. I know improving technology knowledge and skills, and focusing on the many needs of our increased ELL student population are a focus at our school this year. *I’d be glad to share what I’m learning as I work through this course, but am just doing my “background” homework right now. I would appreciate your feedback on the above site and two readings. Would this information be beneficial for the rest of our teachers?*

Type: Instructional Practice  
Date: 10/22/2012  
Commentor: Test, Principal  
Comment Text:

Thanks for sharing the links and readings. I found the executive summary helpful in establishing a basic understanding of your course of study this fall. *After reading the Alignment to Core Curriculum Standards, I have some questions, as well. Were you able to discuss the above with Mrs. J (ELL teacher)? If yes, was she able to provide clarification as to the relevance in Alabama’s schools?*

I believe sharing with the rest of the staff will be beneficial. However, before you share with all, *I’ll drop by your classroom this week to discuss! I can’t help but notice, this seems to support the work you are doing on AQTS Standard 4 Diversity, Indicator 4.4!* It is good to see you laying the groundwork by “digging into” the literature and reaching out to your colleagues. *Exciting study! See you later this week.*

Type: Student Data  
Date: 10/29/2012  
Commentor: Test, Teacher  
Comment Text:

**PROVIDE YOUR EVALUATOR WITH SOME BASELINE "DATA" (ANECDOTAL EVIDENCE/SUBJECTIVE ASSESSMENTS/OTHER) OF WHERE YOUR STUDENTS AND YOU ARE FUNCTIONING AS RELATED TO THIS INDICATOR AND YOUR SELF-ASSESSED LEVEL OF PRACTICE!!**
Evidence Summary

Plan to re-visit this entry in late winter/early spring to demonstrate how your students and you have grown!!

**HOW CAN YOU INVITE YOUR EVALUATOR TO RESPOND WITH A COMMENT?**

Type: Responsibilities or Position  
Date: 10/31/2012  
Commentor: Test, Principal  
Comment Text:

**DISCUSS EVALUATEE'S NEW ROLES/RESPONSIBILITIES ABOVE HIS/HER REGULAR EDUCATOR ROLE!!**

**INVITE EVALUATEE TO ADD A COMMENT, BY HOW YOU WRITE YOUR SE ENTRY!!**

Type: Observation  
Date: 11/06/2012  
Commentor: Test, Principal  
Comment Text:

**SPECIFIC ACTIONS/STRATEGIES/COMMENTS BASED ON "EMERGING" LEVEL OF PRACTICE SELECTED ABOVE...**

**ENCOURAGE EVALUATEE TO RESPOND TO YOUR ENTRY BY ASKING A QUESTION, EXTENDING AN "INVITATION!!"**

Type: Observation  
Date: 03/29/2013  
Commentor: Test, Principal  
Comment Text:

**OBSERVATION INCLUDES SPECIFIC REFERENCE THAT EVALUATEE IS GROWING FROM EMERGING TO APPLYING LEVEL OF PRACTICE...**

**THEN PROCEED TO IDENTIFY SPECIFIC ACTIONS/STRATEGIES THAT DEMONSTRATE THAT GROWTH.**

**AGAIN, INVITE EVALUATEE TO RESPOND WITH A COMMENT!!**

**Indicator: 4.4**
Evidence Summary

Type: Instructional Practice  
Date: 10/22/2012  
Commentor: Test, Teacher  
Comment Text:

I just want you to know that the e-Learning for Educators course I am taking this fall is laying the groundwork and indirectly supporting my growth on Standard 4 (Diversity), Indicator 4.4. I am glad I am taking the Web 2.0 course now, and am looking forward to starting the Teaching Your First English Language Learners ELL in January 2013. Knowing hindsight is 20/20, I wish I had taken this course before taking the Web 2.0 course! However, Mrs. J is giving me some great support with my new ELL students. Next time you are in my classroom, I want to show you a couple of resources she has provided, and how I am using them during the week.

Type: Instructional Practice  
Date: 10/22/2012  
Commentor: Test, Principal  
Comment Text:

When I drop by to discuss the ACTFL information and possibilities for sharing w/fellow educators, you can share the resources and strategies you are using, as a result of your collaboration w/ Mrs. J. Not only are you studying online, you are reaching out to your fellow teachers, as you learn how to effectively reach/teach your new ELL students.

It is truly a learning year for them and you...Keep up the good work!

Type: Student Data  
Date: 10/29/2012  
Commentor: Test, Teacher  
Comment Text:

Plan to re-visit this entry in late winter/early spring to demonstrate how your students and you have grown!!

How can you invite your evaluator to respond with a comment?

Type: Responsibilities or Position  
Date: 10/31/2012  
Commentor: Test, Principal
Evidence Summary

Comment Text:

DISCUSS EVALUATEE'S NEW ROLES/RESPONSIBILITIES ABOVE HIS/HER REGULAR EDUCATOR ROLE!!

INVITE EVALUATEE TO ADD A COMMENT, BY HOW YOU WRITE YOUR SE ENTRY!!

Type: Observation
Date: 11/06/2012
Commentor: Test, Principal
Comment Text:

SPECIFIC ACTIONS/STRATEGIES/COMMENTS BASED ON "EMERGING" LEVEL OF PRACTICE SELECTED ABOVE...

ENCOURAGE EVALUATEE TO RESPOND TO YOUR ENTRY BY ASKING A QUESTION, EXTENDING AN "INVITATION!!"

Type: Observation
Date: 03/29/2013
Commentor: Test, Principal
Comment Text:

OBSERVATION INCLUDES SPECIFIC REFERENCE THAT EVALUATEE IS GROWING FROM "BEGINNING" TO "EMERGING" LEVEL OF PRACTICE...

THEN PROCEED TO IDENTIFY SPECIFIC ACTIONS/STRATEGIES THAT DEMONSTRATE THAT GROWTH.

AGAIN, INVITE EVALUATEE TO RESPOND WITH A COMMENT!!

Other Comments

Type: Additional Indicator Comments
Date: 02/01/2013
Commentor: Test, Teacher
Comment Text:
As you have worked on indicator 4.4, you find that the e-Learning for Educator course is touching upon Standard 4 (Diversity), Indicator 4.5!

Enter how your growth and learning is impacting your students, and evidenced through Indicator 4.5!!

Invite your Evaluator to respond with a comment, by HOW you compose this entry!!

Type: General Comments
Date: 02/21/2013
Commentor: Test, Principal
Comment Text:

Saw you visiting with Joe B's mother this afternoon when she was picking him up after school.

So glad to see you were able to touch base with her, knowing you have been trying to reach her regarding Joe's recent, unexpected absences....

How did the conversation go?

Type: General Comments
Date: 05/31/2013
Commentor: Test, Teacher
Comment Text:

Thank you for your positive comments via your Evidence Summary Comment for the 2012-2013. The courses were challenging, but the time/effort were worth it as I grew in both knowledge and confidence. More importantly, because I grew as a teacher, my students, especially my ELL children, benefited greatly (as evidenced by their language acquisition...they have improved so much!!!)

Evidence Summary Comments

Comment Text:
Congratulations on successfully completing BOTH e-Learning for Educator courses during 2012-2013. Quite frankly, I was concerned that you may have "overloaded" yourself, but you proved my "fears" to be groundless! As a result of your growth, you confidence with effectively using technology to favorably impact all of your students, including your new ELL children, is evident. Knowing this is the first year you've taught ELL students, you have demonstrated an incredible ability to accept the challenge to learn and do what it takes to help each and every one of your students. That you sought guidance and resources from your fellow educators did not go un-noticed. Great growth...Looking forward to seeing you...
continue your professional learning journey.