

**COMPETENCIES, INDICATORS, AND DEFINITIONS
FOR TEACHERS**

**The Alabama Department of Education
Gordon Persons Building
50 North Ripley Street
Montgomery, Alabama 36130-3901**

**Dr. Ed Richardson
State Superintendent of Education**

Proposed Revision 2001

ALABAMA PROFESSIONAL EDUCATION PERSONNEL EVALUATION PROGRAM TEACHER COMPETENCIES

1.0 PREPARATION FOR INSTRUCTION

Effective teachers plan carefully for instruction. That planning includes selection of both goals and objectives to be accomplished, identification of creative, innovative activities to accomplish the objectives and accommodate differences in learners, and preparation of instructional resources, to support learning. *Preparation for instruction also includes planning for the use of appropriate and effective strategies and practices in teaching and learning with technology.*

1.1 Selects/States Long-Range Goals and Short-Term Measurable Objectives

- selects long-range goals from state and/or local curriculum guides and sources
- selects/states and sequences short-term, measurable objectives in accordance with learner needs and program goals
- selects objectives from approved state and/or school system sources

1.2 Identifies Various Instructional Strategies

- integrates knowledge and skills across curriculum areas
- **plans creative and innovative activities appropriate to objectives, including the use of technology**
- identifies teaching-learning activities to accommodate individual differences/exceptionalities among learners (e.g., achievement and ability levels, interests, learning styles)
- plans instruction consistent with developmental level of students (physical, social, emotional, and cognitive)

1.3 Prepares Instructional Resources for Use

- selects and uses resources that are directly related to the purpose(s) and objectives of the lesson and the skills/concepts to be mastered
- selects and uses resources that further clarify the lesson (remediation, reinforcement, or enrichment)
- selects and uses resources appropriate to student differences (ability, achievement, interests, learning styles)
- **selects and uses technology/media, bulletin boards, models, realia, and/or displays**
- sequences materials in appropriate order and locates them for distribution when needed
- makes sure that equipment is in working order and ready for use when needed
- *plans for ensuring equitable and effective student access to available technology and other resources*

NOTE: Red text indicates technology reference in existing teacher evaluation criteria. Blue-highlighted text indicates increased emphasis of technology that is currently being piloted.

2.0 PRESENTATION OF ORGANIZED INSTRUCTION

Effective teachers organize instruction. They introduce students to lessons, give clear directions, develop lesson content systematically, provide appropriate summarizations of knowledge and student practice of skills **and employ or discuss the use of technology**.

2.1 Orients Student to the Lesson

- secures student attention
- states purposes of lesson and its objectives
- identifies contents/skills to be mastered
- relates current lesson content to previous and future lesson content

2.2 Gives Clear Directions

- gives concise, but sufficient, directions
- presents directions in logical sequence
- presents directions (written and oral) in easy to follow form
- provides examples of how to do task
- identifies steps in the task
- receives minimum number of procedural questions

2.3 Develops the Lesson

- explains concepts, terms, vocabulary, principles
- presents content to fit objectives
- presents content in logical pattern and sequence
- provides examples or illustrations from life experiences and current events
- questions effectively
- provides smooth transitions from one activity to another
- relates content to other subject areas

- uses technology when appropriate

- facilitates students' individual and collaborative use of technologies during instruction

2.4 Provides Practice and Summarization

- provides guided practice when appropriate
- assigns independent practice (in-school, at-home activities) when appropriate
- provides review at appropriate points

2.5 Demonstrates Knowledge of Subject Matter and Pedagogy

- uses accurate, up-to-date information
- establishes relationships among facts, concepts, principles, skills
- emphasizes main ideas, central themes
- identifies/questions misconceptions, and faulty logic
- responds accurately to student questions
- uses multiple representations and explanations

3.0 ASSESSMENT OF STUDENT PERFORMANCE

Effective teachers skillfully evaluate student performance and use assessment results to improve their instruction. They are expert in measuring student progress, providing feedback about performance to students and reporting student progress to others who need to know.

3.1 Monitors Student Performance

- checks student understanding, processes, products
- solicits questions
- requests student demonstration of task/skill
- asks questions requiring comprehension, application, evaluation of concept/skill

3.2 Measures Student Progress Systematically

- assesses level of performance and progress regularly
- uses variety of appropriate assessment methods and instruments, *including online and computer adaptive assessments*
- uses assessment strategies to involve students in self-assessment activities

3.3 Provides Feedback About Student Performance

- acknowledges participation and response
- affirms correct responses
- praises specific behaviors and accomplishments
- provides specific, corrective statements to inappropriate responses
- makes specific recommendations for improvement

3.4 Uses Assessment Results

- uses assessment data to determine achievement of objectives
- uses assessment data to modify objectives, content, instructional strategies
- clarifies/elaborates direction and explanations
- reteaches when necessary using alternative strategies, activities and/or materials
- adjusts pacing of instruction and activities for individuals/groups when necessary
- uses assessment data in reporting progress and accomplishment to students, parents/guardians professional staff by multiple means (report cards, progress reports, notes, conferences, etc.)

4.0 CLASSROOM MANAGEMENT

Effective teachers manage class time and student behavior. They maximize instructional time and minimize disruptions to instruction.

4.1 Manages Class Time

- begins instruction promptly
- completes non-instructional duties with minimal loss of instruction time
- disseminates materials and supplies and uses equipment with minimal loss of instructional time
- discourages or redirects student digressions
- follows planned sequence of activities with minimum teacher digressions
- minimizes time students spend waiting with nothing to do
- makes effective use of time
- returns students to task quickly after unavoidable interruptions

4.2 Manages Student Behavior

- establishes classroom rules and procedures
- requires and monitors student adherence to rules and procedures
- anticipates conditions which can lead to inappropriate student behavior and uses intervention strategies
- uses verbal and nonverbal (proximity, eye contact, etc.) skills to control student conduct
- stops inappropriate behavior using reasonable sanctions
- rewards (verbally and nonverbally) appropriate student conduct

5.0 POSITIVE LEARNING CLIMATE

Effective teachers establish positive learning climates by involving students in classroom interactions, constantly communicating high expectations for student performance, expressing positive affect, and minimizing negative messages.

5.1 Involves Students in Interaction

- encourages active participation
- ensures equitable participation
- establishes and maintains effective positive rapport with/between/among students
- elicits responses
- encourages students to help each other and share ideas
- accepts and uses student ideas, questions, and responses
- seeks alternative responses
- refers student ideas and questions to other students
- engages students in generating knowledge and testing hypotheses
- varies roles in instructional process (facilitator, coach, audience) in relation to content and purposes of instructional needs of students

5.2 Communicates High Expectations

- establishes and maintains timelines for task completions
- establishes and maintains standards for consistency, correctness, neatness, and form
- holds students accountable for assigned activities
- encourages students to deliver quality performance and products
- indicates confidence in students' ability to learn

5.3 Expresses Positive Affect/Minimizes Negative Affect

- expresses enthusiasm verbally and nonverbally
- uses positive verbal language
- uses positive nonverbal cues
- demonstrates respect and consideration for all students
- accepts student responses without ridicule
- avoids use of sarcasm/derogatory statements (verbal and nonverbal)
- avoids personal criticism of students
- avoids emotional outbursts

5.4 Maintains Physical Environment Conducive to Learning within Limitations of Facilities Provided

- arranges furniture and equipment to facilitate movement and learning
- uses assigned facilities to accommodate different types of activities
- creates an attractive physical environment

6.0 COMMUNICATION

Effective teachers are effective communicators. They speak and write clearly, coherently, and correctly.

6.1 Speaks Clearly, Correctly, and Coherently

- uses standard speech
- pronounces words correctly
- adjusts rate of speaking when needed /requested
- adjusts pitch for emphasis
- organizes presentations
- uses vocabulary and style appropriate to level of students
- speaks fluently

6.2 Writes Clearly, Correctly, and Coherently

- spells words correctly
- uses correct grammar and mechanics
- writes legibly
- uses vocabulary and style appropriate to level of audience
- organizes written information

7.0 PROFESSIONAL DEVELOPMENT AND LEADERSHIP

Effective teachers seek to grow in professional knowledge and skills. Further, they seek ways to become leaders in improving their school, school system and profession.

7.1 Improves Professional Knowledge and Skills

- participates in professional organizations
- participates in school system and state professional development programs and/or attends state, regional, and national conferences
- participates in a professional development program to improve job performance
- takes formal course work or obtains advanced degree(s)/certification
- uses ideas from books, professional journals, **websites, internet dialog with colleagues**, and professional organizations to improve teaching

7.2 Takes A Leadership Role in Improving Education

- provides leadership in identifying and resolving issues and problems facing education (local, state, regional, national)
- provides leadership in establishing and/or achieving school/school system goals

- initiates activities and projects in the school/school system
- conducts workshops/training sessions
- shares ideas, materials, and resources with peers and others
- participates in shared decision-making in the school

8.0 PERFORMANCE OF PROFESSIONAL RESPONSIBILITIES

Effective teachers perform their responsibilities in an efficient and timely manner. They complete tasks on time; adhere to laws, policies, and regulations; and they consistently exhibit professionalism and cooperative behavior.

8.1 Completes Job Requirements According to Established Timelines

- completes assigned task on schedule
- is punctual for school, classes, meetings, conferences, and other scheduled activities
- adheres to local personnel policies and procedures (e.g. attendance, leave)

8.2 Adheres to Written Local and State Board Policies and Federal Laws and Regulations

- maintains accurate, up-to-date records, including student progress records
- establishes procedures consistent with established policies, laws, and regulations
- recommends actions in accordance with applicable laws, policies, and regulations
- supports established laws, policies, and procedures when dealing with school personnel, students, and parents/guardians

8.3 Exhibits Professionalism with Peers, Administrators, Parents/Guardians

- treats confidential information about students, staff, and school affairs in a professional and ethical manner
- demonstrates respect, interest, and consideration for those with whom he/she interacts
- assists in school planning when requested
- participates in collegial efforts without giving up individual rights to dissent or to work to effect change
- handles contacts with parents/guardians in a professional, ethical manner

8.4 Promotes Cooperation with Parents/Guardians and Between School and Community

- adjusts activities and schedules when necessary to accommodate other programs or activities
- holds conferences at times mutually convenient to all participants
- uses community resources to supplement program
- encourages parents/guardians to participate in the school
- participates in school-related, parent-/guardian-directed meetings when appropriate
- acts as an advocate for students
- seeks outside help for students, as needed