

Conceptual Framework References	Alabama Standard/Rule 290-3-3-.52.01	Institution:	Assessment	
			When/Where to be Assessed	Score
		290-3-3-.52.01 Teacher Leader		
	(5)	Curriculum of a Teacher Leader Program.		
	(5)(a)	Content knowledge. ... Prospective teacher leaders demonstrate the <u>ability to</u> :		0.00
1.7	(5)(a)1.	Use comprehensive knowledge of subject matter and student development to provide resources and coaching to colleagues designed to enhance their ability to select, organize, and present factual, conceptual, and procedural knowledge in ways that deepen all students' understanding within and across content areas.	LTE 645	0
1.6	(5)(a)2.	Promote instructional teams' understanding of the importance of student preconceptions of new content and facilitate development of questions to surface preconceptions and strategies designed to correct misconceptions.	LTE 647	0
1.3	(5)(a)3.	Structure opportunities for colleagues to inquire into the extent to which they are deepening students' understanding of content knowledge by strategically linking student experiences, knowledge, and interests to content throughout instruction (e.g., through action research or structured reflection).	LTE 699	0
1.5	(5)(a)4.	Collaborate with colleagues to plan, assess, and revise a systematically integrated curriculum, both horizontally and vertically, that engages all students in rigorous, relevant academic challenge across academic disciplines.	LTE 645	0
1.7	(5)(a)5.	Facilitate teams of teachers in the creation of varied and differentiated opportunities for learners to develop, monitor, and extend learning related to State standards.	LTE 645	0
1.4	(5)(a)6.	Provide leadership to engage colleagues in the design, implementation, analysis, and refinement of lesson accommodations and modifications that ensure success for all learners.	LTE 645	0

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	(5)(b)	Teaching and learning. ... Prospective teacher leaders demonstrate the <u>ability to</u>:		0.00
3.5	(5)(b)1.	Engage colleagues in designing, implementing, and monitoring research-based strategies that nurture positive academic and social behaviors.	LTE 699	0
3.2	(5)(b)2.	Lead all stakeholders, including students, parents, educators, and community members to develop learners' capacity to take responsibility for maintaining and monitoring behavior of self and others.	LTE 646	0
3.1	(5)(b)3.	Lead colleagues in examining, interpreting, and applying behavioral research that promotes respect and responsibility by and for all members of the district, school, and classroom communities.	LTE 699	0
3.5	(5)(b)4.	Lead colleagues in the design and implementation of research-based strategies that promote positive, safe, and orderly environments that nurture self-efficacy, motivation, and engagement of all students.	LTE 699	0
3.3	(5)(b)5.	Engage with colleagues, families/guardians, and community professionals to examine and utilize research on cognitive, social, and emotional development to set high academic goals for all learners.	LTE 646	0
3.4	(5)(b)6.	Provide leadership to colleagues schoolwide to engage students in setting challenging, standards-based goals that are differentiated to meet individual needs.	LTE 645	0
3.4	(5)(b)7.	Lead colleagues in the analysis of student work and/or performances to design responsive and differentiated instructional activities that meet individual and diverse learner needs and ensure success.	LTE 647	0
3.4	(5)(b)8.	Develop and model the use of a comprehensive repertoire of formative assessment tools designed to guide instructional decisions.	LTE 699	0

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3.4	(5)(b)9.	Engage with colleagues to develop and refine common summative assessment options to demonstrate students' knowledge and skills and to respond to students' needs in relation to learning targets.	LTE 645	0
3.4	(5)(b)10.	Coach and support colleagues in improving practices to collect, record, and share learning performance data.	LTE 647	0
3.4	(5)(b)11.	Use analysis to guide ongoing schoolwide instructional modifications that result in higher student achievement.	LTE 699	0

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	(5)(c)	Literacy. ... Prospective teacher leaders demonstrate the <u>ability to</u>:		0.00
1.2	(5)(c)1.	Collaborate 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.	RED 648	0
1.3	(5)(c)2.	Support colleagues in the development of learning environments in which learners utilize questioning techniques that promote inquiry and engagement.	RED 648	0
1.6	(5)(c)3.	Model effective questioning skills and facilitate the development of a professional learning community in which adults engage in active inquiry and dialogue.	RED 648	0
1.7	(5)(c)4.	Collaborate with grade-level and/or content-area teams to develop or seek out innovative techniques that improve learners' literacy skills across content areas.	RED 648	0
1.3	(5)(c)5.	Observe colleagues and provide formative feedback to support improvement in the integration and differentiation of literacy instruction in the content areas.	RED 648	0
1.7	(5)(c)6.	Design model lessons and schedule opportunities for colleagues to observe differentiation of literacy skills across content areas.	RED 648	0
3.4	(5)(c)7.	Lead colleagues in action research focused on the teaching of literacy across the curriculum and facilitate the use of results to improve instruction.	RED 648	0
1.6	(5)(c)8.	Collaborate with mathematics teachers and those of other disciplines to design engaging problem-solving experiences for learners.	LTE 647	0
1.7	(5)(c)9.	Engage with teams of teachers across grade levels and content areas to design and implement instructional activities that integrate mathematical concepts, processes, and symbols consistently and in meaningful ways.	LTE 645	0

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1.2	(5)(c)10.	Support individual and team efforts to ensure that learners develop fluency in the application of mathematical concepts and utilize processes and symbols with ease within and across content areas.	LTE 645	0
1.1	(5)(c)11.	Collaborate with teams of teachers to evaluate, adapt, design, and integrate technological resources routinely into instructional activities to enhance and extend learning opportunities for students and colleagues.	LTE 645	0
1.1	(5)(c)12.	Work with colleagues to design and refine individual and collaborative instructional activities that support all stakeholders in locating, selecting, evaluating, and using technological resources effectively.	LTE 646	0

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	(5)(d)	Diversity. ... Prospective teacher leaders demonstrate the <u>ability to</u>:		0.00
1.3	(5)(d)1.	Model and coach colleagues in expanding culturally responsive curricula and instruction in the school and district.	RED 648	0
2.2	(5)(d)2.	Work with colleagues to design strategies to engage learners in lessons that are relevant to their lives and that reflect value of their background experiences.	LTE 645	0
1.3	(5)(d)3.	Coach colleagues in building learners' capacity to take responsibility for maintaining a learning environment that fosters safe and equitable participation for all.	LTE 647	0
1.5	(5)(d)4.	Collaborate with colleagues in using strategies such as flexible grouping, differentiation, broad curricular perspectives, and alternative assessments to help ensure objective instruction and assessment.	LTE 647	0
1.4	(5)(d)5.	Work with colleagues to build English language learners' capacity to actively reference and utilize their linguistic backgrounds to accelerate learning.	RED 648	0
2.2	(5)(d)6.	Advocate for schoolwide outreach to families/guardians whose first language is not English.	LTE 646	0
1.4	(5)(d)7.	Collaborate with colleagues to analyze student work for both academic and language errors.	LTE 647	0
1.4	(5)(d)8.	Provide modeling and coaching for colleagues on approaches to differentiated instruction that support learners' cognitive and linguistic development.	RED 648	0
1.4	(5)(d)9.	Lead colleagues in reflecting on how they can encourage students to identify their needs for accommodations and modifications before and during lessons.	LTE 647	0

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1.3	(5)(d)10.	Employ and share with colleagues a variety of differentiated strategies that develop student capacity for independent learning, collaboration, and whole-class participation.	LTE 647	0
1.3	(5)(d)11.	Lead colleagues in collaborative efforts to identify and/or develop effective self-assessment tools and protocols to enhance learners' confidence and self-knowledge.	LTE 647	0
1.4	(5)(d)12.	Collaborate with colleagues to design lessons and units of study that provide opportunities to utilize all learning modalities and allow for choice in meeting the needs of diverse learners.	LTE 645	0

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	(5)(e)	Professionalism. ... Prospective teacher leaders demonstrate the ability to:		0.00
2.2	(5)(e)1.	Initiate and facilitate parental/guardian participation in the larger education process and in shared decision making at the school, community, and district levels.	LTE 646	0
2.3	(5)(e)2.	Work with administrators to nurture a network of instructional teams who share responsibility for mobilizing all stakeholders for ongoing improvement of opportunities for all students.	LTE 646	0
1.2	(5)(e)3.	Collaborate with other school leaders to foster an environment of standards-based inquiry, reflective practice, and collaborative learning in order to improve teaching and learning at the school and district levels.	LTE 646	0
3.1	(5)(e)4.	Initiate ongoing action research, based upon reflective classroom observations and ongoing professional learning, and apply research findings to support student success.	LTE 699	0
1.2	(5)(e)5.	Model the use of Alabama Professional Development Standards while leading professional learning for colleagues.	LTE 647	0
1.2	(5)(e)6.	Facilitate and/or lead standards-based professional learning activities for colleagues, families, and the community that support quality implementation of educational improvement initiatives.	LTE 646	0
1.2	(5)(e)7.	Demonstrate a deep understanding of the Alabama Educator Code of Ethics, including professional conduct related to student safety, maintenance of records, and ethical use of technology and other resources.	LTE 647	0
1.2	(5)(e)8.	Model ethical conduct and facilitate dialogue among colleagues on relevant ethical issues facing educators at the local, state, and national levels and advocate for positive solutions.	LTE 647	0

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2.2	(5)(e)9.	Enlist colleagues in relevant dialogue regarding federal, state, and local regulations, requirements, and legislation, with emphasis on their implications for classroom teaching and learning.	LTE 645	0