## Module 1: Introduction to Educator Effectiveness Framework

<table>
<thead>
<tr>
<th>Activity Overview</th>
<th>Module Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Handout(s)</td>
<td>□ M1.H1</td>
</tr>
<tr>
<td>Additional Materials</td>
<td>□ Sticky notes</td>
</tr>
<tr>
<td>□ M1.H2</td>
<td></td>
</tr>
<tr>
<td>□ M1.H3</td>
<td></td>
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<td>□ Pens</td>
<td></td>
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<tr>
<td>✓ Review ESSA and PLAN 2020 strategies and expectations</td>
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</tr>
<tr>
<td>✓ Introduction to Alabama Framework</td>
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</tbody>
</table>

### Purpose

Provide supporting evidence regarding the change in the evaluation system as outlined by federal and state regulations.

### Presentation Slides

#### Slide 1: The Office of Educator Effective Contact Information

**The Office of Educator Effectiveness**

Dr. Mark Kirkemier, Director  
Raphaella Archie, Educator in Residence  
Stephanie Dillard-McClain, Educator in Residence

#### Slide 3: ESSA

**Say:** “The need for a new teacher evaluation system was dictated by the outlined expectations in ESSA (Every Student Succeed Act, 2015) and Alabama PLAN 2020

Distribute the NEA ESSA excerpt (**Handout M1: H1**) and ask team members to read through the document in its entirety. Ask team members to highlight anything that captures their attention.

**NOTE**

The following points of discussion may surface during discussion:

- “prescribing and influencing” – The new state model provides LEAs with freedom and flexibility as it relates to the construction of an evaluation system. Why? The needs of districts vary due to many factors.
- “student test scores” – The evaluation component is not solely comprised of student test score data. Evidence of student growth must also be documented and supported with multiple measures of data.
<table>
<thead>
<tr>
<th>Slide 4: PLAN 2020</th>
<th>Slide 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Alabama’s 2020 Professionals</strong></td>
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<tr>
<td>&quot;Every child is taught by a well-prepared, resourced, supported, and effective teacher.&quot;</td>
<td>&quot;As the ESSA article suggested, states should design a plan that supports teachers’ growth. Alabama’s educators/professionals are listed as one of Alabama’s PLAN2020 priorities.”</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Slide 6</th>
<th>Slide 7: How?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Plan 2020 STRATEGIES for Professionals</strong></td>
<td>&quot;Organizations learn through individuals who learn.” -Peter Senge</td>
</tr>
<tr>
<td>Develop and implement a professional growth evaluation system for teachers and leaders that includes multiple measures of student growth and achievement.</td>
<td>SAY: “Our goal is to design a ‘GROWTH’ system of evaluation.”</td>
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</tbody>
</table>

| Slide 7: How? | Say: “‘Organizations learn through individuals who learn.’ If we desire to grow our students, we then must continue to grow. We should be life-long learners and continue to perfect our practice.” |
Evolution of Evaluation in Alabama

• PEPE
  – Compliance
  – Scripting
  – Over-Ranking
• Educate Alabama
  – Self-Assessment
  – Professional Learning Plan
  – Evidence

A New Model

• Flexibility and Freedom
• Framework
• Contextually Significant Process

Plan 2020

• Plan 2020
  – Local education agency (LEA) design team will design components that align with a new framework

SAY: “As you all may know, the state of Alabama used PEPE in the past, which required that administrators scripted their classroom observations. During post-observation conferences, administrators and teachers would meet to discuss classroom practices. Final scores were often over-ranked due to the subjective nature of score assignments. As an attempt to provide more clarity regarding “scoring”, Educate Alabama was created. It also embraced the idea of teachers using the practice of self-assessment to identify areas of concern that can be addressed in their Professional Learning Plan.

In an effort to comply with Plan 2020, the new Educator Effectiveness model provides LEAs the freedom and flexibility to create the evaluation system that best meets their needs while adhering to a few framework parameters.

Plan 2020

• “Every child is taught by a well-prepared, resourced, supported, and effective teacher.”

• “Develop and implement a professional growth evaluation system for teachers and leaders that include multiple measures of student growth and achievement.”

SAY: “As outlined in PLAN 2020, every student in Alabama’s public schools will be taught by a well-prepared, resourced, supported, and effective teacher. What is a well-prepared, resourced, supported and effective teacher?”

Characteristics of 2020 Teachers

ACTIVITY

Give each participant 4 sticky notes. Each participant should identify the characteristics of a well-prepared, resourced, supported and effective teacher? (5 minutes)

Arrange participants in small groups and have them to compare their responses.

SAY: “Does your thinking align with others? Did you all have any outliers?”

SAY: “As you compared notes, you discovered the thoughts regarding well-prepared, resourced, supported and effective teachers seemed to be similar across our district. As we work together, our task will be to develop a professional growth evaluation system for our district that addresses areas of concern based on current research while aligning to
our specific needs. “

NOTE
Provide Handout M1.H3 to participants to save their sticky notes to use in subsequent modules.

Slides 12-13: Alabama Educator Effectiveness Framework

Provide a copy of Handout M1.H2 to team members

SAY: “This process will focus on three key areas (also to be mentioned as pillars): Professional Commitment, Professional Practice and Impact on Student Engagement and Growth.

Pillar I: Professional Commitment
All teachers, regardless of cycle-status (on-cycle or off-cycle), will complete the requirements of Pillar 1 each year. Those components are:

1. Self-Assessment with collaborative dialogue with their assigned observing administrator
2. Professional Learning Plan (PLP) with accompanying evidence

Pillar II: Professional Practice
At least 1/3 of each school’s tenured teachers and all non-tenured teachers should complete the requirements of Pillar 2. If a tenured teacher’s performance is deemed as ineffective, the full educator effectiveness process will be implemented the following year. Rubrics aligned to the Alabama Quality Teaching Standards will be used to identify strengths and areas of improvement to assist educators as they create a pathway of growth. The components for Pillar 2 are:

1. Observation Rubric
2. Instructional Design (Collaboration)
3. Professional Showcase

Pillar III: Impact on Student Engagement and Growth
All non-tenured teachers and at least 1/3 of tenured teachers will identify district-determined data that will provide a multidimensional view of teachers’ impact on student achievement.”

1. Surveys (Parent/Student)
2. Student Growth Data (District Determined)

Slide 14-15: Big Picture

SAY: “There are few things we should keep in mind as we move forward with the design process.”

Read slides 15 & 16
### Big Picture

- Create pathways and plans for growth
- Create a process that is not about compliance, but about the “work”
- Create a plan for your district to engage in conversations about growth using an accurate indication of a teacher's current level of practice

### Prepare for Next Session

Pack and store the following artifacts from Module 1

- Results from the AQTS exploration activity (Handout M1.H3)