The Office of Educator Effectiveness

Dr. Mark Kirkemier, Director
Raphaella Archie, Educator in Residence
Stephanie Dillard-McClain, Educator in Residence
Introduction to Educator Effectiveness Framework

Module 1
Every Student Succeeds Act

What does it say?
Alabama’s 2020 Professionals

- Alabama’s 2020 Learners
- Alabama’s 2020 Professionals
- Alabama’s 2020 Support Systems
- Alabama’s 2020 Schools/Systems
Alabama’s 2020 Professionals

Every child is taught by a well-prepared, resourced, supported, and effective teacher.
Plan 2020 STRATEGIES for Professionals

Develop and implement a professional growth evaluation system for teachers and leaders that includes multiple measures of student growth and achievement.
“Organizations learn through individuals who learn.”

-Peter Senge
Evolution of Evaluation in Alabama

• **PEPE**
  – Compliance
  – Scripting
  – Over-Ranking

• **Educate Alabama**
  – Self-Assessment
  – Professional Learning Plan
  – Evidence

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

• Flexibility and Freedom
• Framework
• Contextually Significant Process
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.”
Characteristics of 2020 Teachers

- Well-Prepared
- Resourced
- Supported
- Effective
Educator Effectiveness

- **Pillar 1**: Professional Commitment
- **Pillar 2**: Professional Practice
- **Pillar 3**: Impact on Engagement and Learning
## Educator Effectiveness Framework

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- Aligned with the Alabama Quality Teaching Standards
- Reflective Conversations
- Personalized Growth Plan Based on Multiple Data Points
- Contextualized Needs-Based Professional Development
Big Picture

• Think outside the box to engage teachers, leaders, and community stakeholders

• Think about the needs of your teachers—how will you growth teachers so they can grow students?
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