

EDUCATOR EFFECTIVENESS

Overview of Teaching Effectiveness Process



Process Frequency

The process will focus on three key areas: Professional Commitment, Professional Practice, and Impact on Student Engagement and Growth; all of these areas comprise the full educator effectiveness process. At least 1/3 of tenured teachers in a school and all non-tenured teachers should be completing the requirements of these three sections in a given school year. If a tenured teacher's performance is determined as ineffective, the full educator effectiveness process must be implemented the following year. All teachers, regardless of cycle, will create the Professional Commitment Section on a yearly basis, ensuring that all teachers have yearly growth plans.

Self-Assessment: The EDUCATEAlabama Self-Assessment is completed and used to focus a conversation with the instructional leader about professional practice and areas needing improvement. When data are available, the self-assessment should reflect concerns over student growth data (online and interactive).

Collaborative Dialogue: A conversation with the instructional leader is completed to inform the Professional Learning Plan. The teacher and instructional leader determine the content of the Professional Learning Plan. When data are available, the Collaborative Dialogue should reflect concerns over student growth data (online and interactive).

Professional Learning Plan (PLP): This collaboratively developed plan must be completed to include professional learning goals tied to Alabama Quality Teaching Standard Indicators needing improvement. When data are available, the PLP should reflect concerns over student growth data. All PLPs should focus on goals and activities that will improve educator practice. Numerous online professional development opportunities are attached to every indicator to support teacher professional growth. These online opportunities include modules from the IRIS Center at Vanderbilt University (online and interactive).

Evidence: A Professional Learning Plan completely enacted with evidence of active work towards improvement for each selected Standard Indicator that is expected to lead to improved student growth is the evidence (online and interactive).

Section II: Professional Practice (1/3)

All non-tenured teachers and at least 1/3 of tenured teachers will collaborate with administrators and colleagues to identify strengths and weaknesses in practice aligned to the Alabama Quality Teaching Standards. Teachers and administrators will analyze multiple components of practice utilizing LEA developed rubrics that not only differentiate for quality but also clearly describe pathways for teacher growth. Conversations will be centered on data collected from two observations, analysis of instructional design, and a teacher's professional showcase.

- Classroom Observations of LEA or Teacher Choice
 - Announced observation with pre and post conference
 - Analysis of walk-through data
 - Videotape with reflection and analysis
 - Unannounced observation

- Analysis of Instructional Design (Collaboration) of LEA or Teacher Choice
 - Lesson development through vertical teaming
 - Lesson development through professional learning communities
 - Lesson development through action research
 - Lesson development through response to data team meetings
 - Lesson development through response to progress monitoring
- Professional Showcase
 - Demonstration of ongoing teacher leadership
 - Demonstration of ongoing learning
 - Demonstration of professional accomplishment
 - Demonstration of student honors resulting from teacher's practice

Two Observations	Instructional Design and Impact	Professional Showcase	Total
20%	10%	5%	35%

Section III: Impact on Engagement and Learning (1/3)

Quantitative data for all non-tenured teachers and at least 1/3 of tenured teachers will be combined with data from Professional Practice and Professional Commitment to create a multi-dimensional picture of teaching effectiveness. This will include data on student engagement from observations, survey data from parents and/or students, and student growth data from various assessments.

Districts should use the design phase to discuss what student data is meaningful in determining student growth. What measures do teachers and leaders want to use to help inform not only practice but also evaluate the impact of teaching on student growth.

Surveys	Student Growth Data	Total
10%	25%	35%

