



Mobile County

PUBLIC SCHOOLS

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Every Child a Graduate. Every Graduate Prepared.



Teaching Effectiveness > EDUCATEAlabama: General Information

EDUCATEAlabama (EA) is a formative system designed to provide information about a teacher's/ educator's current level of practice within the Alabama Continuum for Teacher Development, which is based on the Alabama Quality Teaching Standards (AQTS), Alabama Administrative Code §290-3-3-.04. The AQTS constitutes the foundation of the teaching profession while the Continuum is a tool used to guide teacher/educator reflection, self-assessment, and goal setting for professional learning and growth. Pursuant to the Alabama Administrative Code §290-3-2-.01(28), EA supports sustained and collaborative activities for teachers/educators designed to increase the academic achievement of all students. The activities must be consistent with the Alabama Standards for Professional Development, Alabama Administrative Code §290-4-3-.01(3). The activities must strengthen pedagogical knowledge and promote the acquisition of research-based strategies. For currently employed Alabama teachers/educators, the activities chosen to improve practice must be supported by data from local schools. Professional Learning Plans (PLPs) must be approved by the employing superintendent.

General Information			Reports	Training
Title	Description	Modified		
Announcement - Login Changes to EDUCATEAlabama	Login changes to EDUCATEAlabama have been made to increase protection to your ALSDE account and to improve performance of the EA login experience.	10/15/2015		
EA At A Glance	Background and history behind EDUCATEAlabama	7/20/2016		
EA Terminology and Acronyms	Document covering terminology and acronyms for the EA process	7/20/2016		
EA 2016-2017 Implementation Timeline	Timeline for implementation of the EA process	7/20/2016		
EA Website Information & Technical Support 2016-2017	This document describes how to reach technical support on issues involving accessing and/or using the EDUCATEAlabama evaluation site	7/20/2016		

EDUCATEAlabama (EA) At A Glance

Adopted by the [Alabama State Board of Education](#) in May 2009, then piloted in 2009-2010, EA is a formative system designed to provide information about a teacher's/ educator's current level of practice within the [Alabama Continuum for Teacher Development](#), which is based on the [Alabama Quality Teaching Standards](#) (AQTS), *Alabama Administrative Code §290-3-3-.04*. The AQTS constitutes the foundation of the teaching profession while the Continuum is a tool used to guide teacher/educator reflection, self-assessment, and goal setting for professional learning and growth.

Pursuant to the *Alabama Administrative Code §290-3-2-.01(28)*, EA supports sustained and collaborative activities for teachers/educators designed to increase the academic achievement of all students. The activities must be consistent with the [Alabama Standards for Effective Professional Development](#), *Alabama Administrative Code §290-4-3-.01(3)*. The activities must strengthen pedagogical knowledge and promote the acquisition of research-based strategies. For currently employed Alabama teachers/educators, the activities chosen to improve practice must be supported by data from local schools. Professional Learning Plans (PLPs) must be approved by the employing superintendent.

2009 Development

A group of stakeholders, comprised of Alabama instructional leaders and teachers/educators, worked diligently in 2009 to develop the EA process. As a result of that committee's work, the EDUCATEAlabama Professional Learning Collaborative was chosen to replace the Professional Education Personnel Evaluation (PEPE) Program as the evaluation process needed to meet the state's 1988 requirement of personnel evaluation for Alabama's teachers/educators.

2009-2010 Pilot

The EA process, a formative system designed to provide data about a teacher's/educator's current level of practice within the Alabama Continuum for Teacher Development based on the Alabama Quality Teaching Standards, was piloted statewide in 2009-2010. As the process implies, EA is a professional learning collaborative. Data were used by the instructional leader and teacher/educator to set expectations, goals, and a plan of action for teacher/educator professional growth and learning. Instructional leaders and teachers/educators received training to implement the process through a series of online training modules. This training was an approved professional study by the [Alabama Council for Leadership Development](#) (ACLD). Upon successful completion of this [ACLD approved professional study](#), instructional leaders seeking to maintain Alabama instructional leader certification, earned a [ACLD approved Professional Learning Unit](#) (PLU).

2010-2011 Online Process

Based on the EA Survey 2010, conducted online in July 2010, over 1,000 practitioners responded with compelling suggestions for improving the EA professional learning collaborative. In response, the Alabama State Department of Education (ALSDE) created the EA Work Group, comprised of 18 practitioners (superintendents, assistant superintendents, central office staff, principals, assistant principals, teachers/educators, counselors, and librarians) representing all state board districts, to revise the EA process. Based on the work group's recommendations the SDE, in collaboration with the Alabama Supercomputer Authority (ASA), developed the EA online process, with implementation beginning with 14 face-to-face trainings provided statewide in the fall 2010 for Local Education Agency (LEA) instructional leaders and teachers/educators. LEAs accessed and began implementing the online process in December 2010, formatively assessing all regular classroom educators and selected special educators during the 2010-2011 school year.

EDUCATEAlabama At A Glance *continued*

2011-2012 Improvement and Expansion

Effective August 2011, all teachers/educators in LEAs implementing EA, were formatively assessed through the EA online process. All teachers/educators include regular classroom teachers, school counselors, school librarians, Alabama Reading Initiative (ARI) coaches, and all special educators, including psychometrists/psychologists, speech-language pathologists, pre-kindergarten special educators, and special educators teaching students who generally take the Alabama Alternate Assessment (AAA).

New to the EA online process, school counselors and school librarians requested a Continuum that specifically related the AQTs to their respective professions. As a result, EA counselor and librarian work groups, comprised of LEA, SDE, counselor and librarian professional association representatives, and university personnel, developed the [Counselor](#) and [Librarian](#) Continua. Both Continua serve as the EA self-assessment for each profession. All other teachers and educators continue to use the original Continuum to self-assess their professional practice.

During 2011-2012, the SDE, in collaboration with ASA and selected LEA practitioners, hosted a series of instructional and informational webinars for all EA Users and interested individuals on the various components of the EA online process.

[EA Survey 2012](#) was conducted online in March 2012. Over 3,000 practitioners responded with specific suggestions for improving EA and requesting further training on the process. In response, the SDE and ASA further refined the process. As a result, EA Users should experience an improved online process in 2012-2013.

2012-2013 Continuous Growth

Dr. Thomas R. Bice, State Superintendent of Education, emphasized [The Importance of EDUCATEAlabama and LEADAlabama](#) in a videotaped message that was delivered to all EA Users statewide via electronic correspondence, face-to-face trainings, and state publications.

Seven (7) regional EA Trainings were provided statewide in July 2012 for all LEA EA Users, professional association representatives, SDE/other agency personnel, university professionals, and interested individuals. Trainings emphasized the importance of 1) effective EA implementation for all users; 2) careful self-assessment by teachers/educators; 3) timely, ongoing dialogues between instructional leaders and teachers/educators; 4) quality Professional Learning Plans developed collaboratively; 5) participation in professional growth opportunities; and compelling Supporting Evidence entries demonstrating professional growth occurred during the year, ultimately impacting student achievement. Trainings also included information on the latest technology improvements to the online process, and panel discussions featuring EA Users as they shared their EA successes, challenges, and plan for professional growth while effectively implementing EA in the upcoming school year.

A new [Alabama Supercomputer Authority \(ASA\) Helpdesk](#) toll-free number and e-mail was established for all EA users seeking technical support for any component of the EA online process, replacing the former method for requesting assistance via the ALSDE EDUCATE/LEADAlabama Section and [Information Systems](#) (IS) Helpdesk.

[EA Survey 2013](#) was conducted online in March 2013. Close to 4,000 practitioners responded with specific comments and recommendations for improving EA, specifically requesting greater professional learning opportunities for all educators. In response, the ALSDE and Alabama Supercomputer Authority further refined specific online components of the process for implementation in the upcoming school year.

2013-present
EDUCATEAlabama and LEADAlabama Working Together to Embrace Alabama's Plan 2020

Dr. Thomas R. Bice, State Superintendent of Education emphasizes the importance of Alabama's instructional leaders and educators effectively addressing objectives and strategies in the [State Board of Education Plan 2020 for Professionals](#) via the [EDUCATEAlabama](#) and [LEADAlabama](#) formative assessment online processes.

Four (4) regional EA-LEAD Trainings were provided statewide in July 2013 for all LEA EA and LEAD Users, professional association representatives, SDE/other agency personnel, university professionals, and interested individuals. Trainings featured selected school system practitioners emphasizing the importance of quality implementation of EA and LEAD as related to 1) Alabama State Board of Education Plan 2020; 2) College- and Career-Ready Standards implementation; 3) Local Education Agency (LEA) professional learning vision; 4) School Continuous Improvement Plan (CIP); and 5) Individual professional learning needs based on careful self-assessment, and student/school/system/other data.

Since the inception of EA, many LEA practitioners expressed the need for an alternate process for formatively assess school psychologists and school psychometrists. In response to this need, please review the ALSDE [School Psychologist and School Psychometrists EDUCATEAlabama in 2013-2014](#) memorandum, establishing guidelines for future development and implementation of a formative assessment process for this professional group.

The [ALSDE](#) and [Alabama Supercomputer Authority](#) (ASA) announced in 2013 the EDUCATEAlabama training site. The training site will provide university teacher preparation programs the opportunity to include EDUCATEAlabama as a component of their teaching curriculum.

*State Fiscal Stabilization Fund - American Recovery and Reinvestment Act (ARRA)
Alabama does not link student achievement data to teacher or leader evaluation.*

EDUCATEAlabama (EA) Implementation *Timeline 2016-2017

*Based on LEA school calendars submitted to the SDE reflecting local begin/end dates

STEPS	BEGIN BY	COMPLETION BY	RESPONSIBLE
STEP 1: ED DIR STEP 2: LOGIN STEP 3: PROFILE	8/1/2016	9/2/2016	ALL REVIEWERS, ALL EVALUATORS, AND ALL EVALUATEES
STEP 4: SELF-ASSESSMENT	8/1/2016, if login has been updated	9/16/2016	ALL EVALUATEES WITH ALL EVALUATORS' GUIDANCE
STEP 5: DIALOGUE STEP 6: PLP	9/19/2016	10/21/2016	ALL EVALUATEES AND ALL EVALUATORS
STEP 7: SUPPORTING EVIDENCE	10/21/2016	ONGOING UNTIL SCHOOL CLOSES OR 7/31/2017	ALL EVALUATEES AND ALL EVALUATORS REVIEWERS, AS APPROPRIATE
STEP 8: CLOSE-OUT	NO EARLIER THAN 5/6/2017	NOT AFTER 7/31/2017	PRIMARY EVALUATORS
ALL REVIEWERS			
RESPONSIBLE FOR SYSTEMWIDE/SCHOOL-BASED/EVALUATEE IMPLEMENTATION			
ALL STEPS 1-8	ENSURE STEPS BEGIN ON TIME	ENSURE STEPS COMPLETED ON TIME	ENSURE EVALUATEE/EVALUATOR SUPPORT FOR EFFECTIVE EA IMPLEMENTATION

TEACHER SUMMATIVE EVALUATION ITEM EXPLANATIONS

Mobile County Public Schools

<p><u>Attendance</u> The teacher is in attendance on a regular basis. The teacher uses SubFinder when absent.</p>
<p><u>Punctual</u> The teacher is on time and regularly signs in with the Kronos System at the beginning of the day.</p>
<p><u>Follows MCPSS Dress Code</u> The teacher follows the MCPSS Dress Code as published in the MCPSS Employee Handbook.</p>
<p><u>Promotes System Goals and Objectives</u> The teacher is aware of and seeks to promote the MCPSS' Mission, Vision and Core Values.</p>
<p><u>Maintains a Positive Learning Climate</u> The teacher displays a positive attitude toward the school staff, parents, and students. The teacher expresses Positive Affect and Minimizes Negative Affect. The teacher involves students in interaction and communicates high expectations.</p>
<p><u>Maintains a Physical Environment Conducive to Learning</u> The teacher's classroom is neat, organized, attractive and motivating to the students and visitors to the classroom.</p>
<p><u>Manages Student Behavior</u> The teacher follows the MCPSS Discipline Policy as published in the annual MCPSS Student Handbook and Code of Conduct. The teacher follows procedures as established in the local school. Student behavior is managed well when observed by administrators and supervisors.</p>
<p><u>Effective Delivery of Instruction</u> The teacher follows the Cycle of Instruction and is effective in the instructional strategies of delivery.</p>
<p><u>Assesses and Monitors Student Performance</u> Measures Student Progress Systematically. Provides appropriate feedback about Student Performance to parents by using Assessment Results to drive instruction.</p>
<p><u>Speaks Clearly, Correctly, and Coherently</u> In the delivery of instruction the teacher uses proper language appropriate to the grade level. The students can understand and follow the teacher's oral instruction.</p>
<p><u>Writes Clearly, Correctly, and Coherently</u> In the written delivery of instruction the teacher uses proper language appropriate to the grade level whether on visual media or on paper media. The students can understand and follow the teacher's written directions and/or feedback.</p>
<p><u>Completes job requirements according to established timelines</u> The teacher submits grades, and other paperwork within the established deadlines.</p>
<p><u>Adheres to written local and state board policies and federal laws and regulations</u> The teacher abides by all proper policies, laws and regulation in his/her practice of the profession.</p>
<p><u>Exhibits professionalism with students, peers, administrators, and parents/guardians</u> The teacher uses oral and written communication in a professional manner towards all stakeholders.</p>
<p><u>Follows directives of administrators and other supervisors in a professional and timely manner</u> The teacher follows all directives, assignments, and assigned tasks in a professional manner within established deadlines.</p>
<p><u>Uses School Time Effectively</u> The teacher uses classroom time appropriately and efficiently. Non-classroom time is used resourcefully and in keeping with its designated purposes.</p>
<p><u>Promotes Professional Ethics and Integrity</u> The teacher is honest and ethical in all of his/her dealings.</p>

For teachers not meeting standards, a Professional Learning Plan will be required for the subsequent school term related to those areas of lowest scores.

MOBILE COUNTY PUBLIC SCHOOL SYSTEM SUMMATIVE EVALUATION FORM

School: _____ Employee Number _____

Evaluatee: _____ Position: _____ Grade/Subject: _____

Tenured Not Tenured Composite Score: _____ Standards Met: Yes No

Rating Scale:

1-Unsatisfactory 2-Needs Improvement 3-Acceptable 4-Area of Strength 5-Demonstrates Excellence

ALL RATING SHOULD BE IN WHOLE NUMBERS, NO FRACTIONS

	1	2	3	4	5	Comments
Attendance						
Punctual						
Follows MCPSS Dress Code						
Promotes system goals and objectives						
Maintains a positive learning climate						
Maintains a physical environment conducive to learning						
Manages student behavior						
Effective delivery of instruction						
Monitors student performance						
Speaks clearly, correctly, and coherently						
Writes clearly, correctly, and coherently						
Completes job requirements according to established timelines						
Adheres to written local and state board policies and federal laws and regulations						
Exhibits professionalism with students, peers, administrators, parents/guardians						
Follows directives of administrators and other supervisors in a professional and timely manner						
Uses school time effectively						
Promotes professional ethics and integrity						

Comments: Evaluatee	Comments: Evaluator
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Evaluatee: _____ Date: _____

*Signing this form does not mean agreement by employee

Evaluator: _____ Date: _____

*A composite score of 51 is required to meet standards
Additional sheets may be added for comments

White Copy-Evaluatee

Yellow Copy-Evaluator

Pink Copy-Human Resources