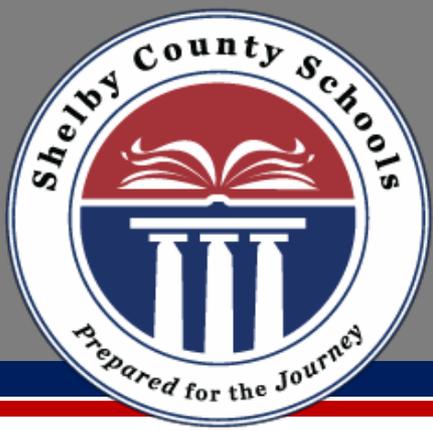


Shelby County Board of Education

# Educator Effectiveness Model

Alabama State Department of Education



# Overview

# Background

## Alabama Plan 2020

Highlighted goals for the following areas: learners, support systems, professionals, and school systems

## Professionals Goal

1. Every child is taught by a well-prepared, resourced, supported, and effective teacher. 2. Every school is led by a well-prepared, resourced, supported, and effective leader. 3. Every school system is led by a prepared and supported visionary instructional leader

## Educator Effectiveness

In line with Alabama Plan 2020, a new section called Educator Effectiveness was established at the state level

## Educate Alabama

New components have been added to Educate Alabama to support effective teaching and learning

## New Components

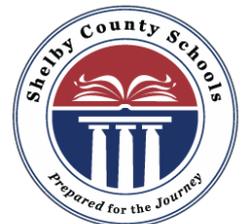
Each district in the state is responsible for developing their own documents to support the 3 new components:

- Professional Commitment
- Professional Practice
- Engagement and Learning

Educator Effectiveness promotes and supports the effective preparation, development, and improvement of Alabama's teachers and instructional leaders to insure that through effective professional practice, all students graduate college and/or career ready.

-Alabama State Department of Education

Alabama Plan 2020: Develop and implement a professional growth evaluation system for teachers and leaders that includes multiple measures of student growth and achievement



# Educator Effectiveness Overview

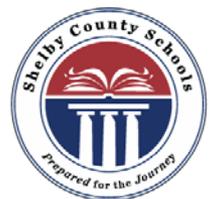
## Rationale

- Educator Effectiveness promotes and supports the effective preparation, development, and improvement of Alabama's teachers and instructional leaders to insure that through effective professional practice, all students graduate college and/or career ready.

-Alabama State Department of Education

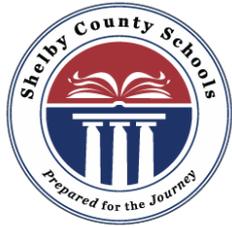
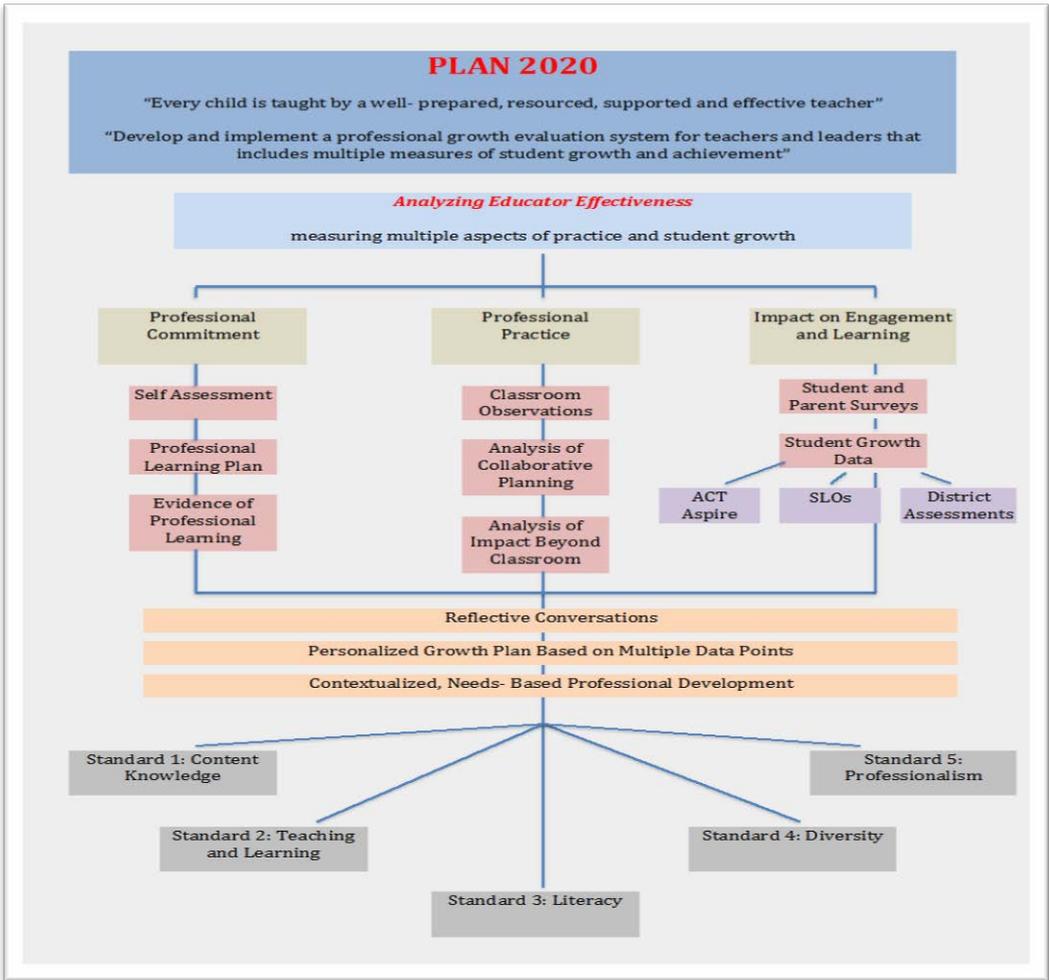
## Process

- The process will focus on three key areas: Professional Commitment, Professional Practice, and Impact on Student Engagement and Learning; all of these areas comprise the full educator effectiveness process.
- Rubrics have been developed to guide the Educator Effectiveness process for Shelby County Schools.
- 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 complete the Professional Commitment Section on a yearly basis, ensuring that all teachers have yearly growth plans.
- In addition, all teachers, regardless of cycle, will have yearly conversations regarding Professional Showcase, Collaborative Learning, and Professional Dispositions.



# Framework

In line with Alabama Plan 2020, educator effectiveness will be assessed by measuring multiple aspects of practice and teacher growth: ① professional commitment, ② professional practice, and ③ impact on engagement and learning.



# Educator Effectiveness Overview



## Professional Commitment

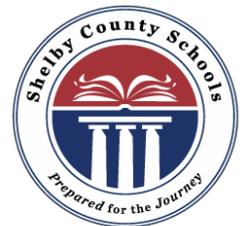
Self-Assessment  
Professional Learning Plan  
Evidence of Professional Learning

## Professional Practice

Observations  
Analysis of Collaborative Planning  
Professional Dispositions  
Professional Showcase

## Impact on Engagement and Learning

Student growth



# Teaching Effectiveness Sections

# Section I

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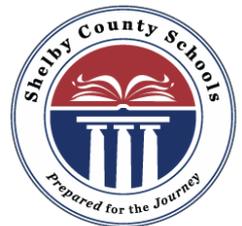
## Professional Commitment

Self-Assessment

Professional Learning Plan

Evidence of Professional Learning

- ❑ All teachers will engage in a self-assessment aligned to the Alabama Quality Teaching Standards, participate in a reflective conversation with an
- ❑ administrator concerning the self-assessment, create a Professional Learning Plan identifying areas of focus for the school year, and collect evidence of participation in activities that support identified learning goals.



# Section II

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## Professional Practice

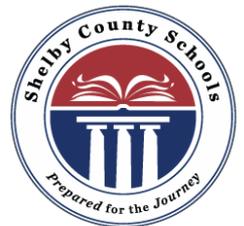
Observations

Analysis of Collaborative Planning

Professional Dispositions

Professional Showcase

- ❑ Teachers and administrators will analyze multiple components of practice utilizing LEA developed rubrics (Shelby County Instructional 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 collaborative planning, professional dispositions, and a teacher's professional showcase.



# Section II

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## Professional Practice

Observations  
Analysis of Collaborative Planning  
Professional Dispositions  
Professional Showcase

## Professional Practice Areas

Classroom Observations

Demonstration of effective teaching to support student learning

2- 30 minute unannounced observations with post observation conference and teacher reflection -Shelby County Observation Rubrics

Analysis of Collaborative Planning

Demonstration of ongoing teacher learning through collaboration and professional development

Professional Dispositions

Demonstration of professionalism and commitment to continuous improvement by adhering to high ethical standards

Professional Showcase

Demonstration of ongoing teacher leadership

End of the Year Conference

Summary of evidence from observations, analysis of collaborative planning, professional dispositions, and a teacher's professional showcase



# Section II

## Professional Practice Areas

### **Classroom Observations**

Demonstration of effective teaching to support student learning

2- 30 minute unannounced observations with post observation conference and teacher reflection

### **Analysis of Collaborative Planning**

Demonstration of ongoing teacher learning through collaboration and professional development

### **Professional Dispositions**

Demonstration of professionalism and commitment to continuous improvement by adhering to high ethical standards

### **Professional Showcase**

Demonstration of ongoing teacher leadership

### **End of the Year Conference**

Summary of evidence from observations, analysis of collaborative planning, professional dispositions, and a teacher's professional showcase

## Documentation-Forms Needed

- Shelby County Instructional Rubrics-8 Key Indicators
- Teacher Reflection Form
- Post Observation Feedback Form
  
- Collaborative Planning Rubric
  
- Professional Dispositions Rubric
  
- Professional Showcase Rubric
- Teacher Professional Showcase Record
  
- End of the Year Summary Report



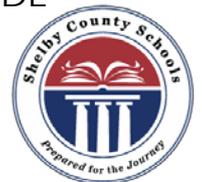
# Section III

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## Impact on Engagement and Learning

Student growth

- ❑ 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 multidimensional picture of teaching effectiveness. This will include data on student engagement from observations and student growth data from various assessments, etc.
- ❑ Our district will use the design phase to discuss what student data is meaningful in determining student growth.
- ❑ Our district began implementing Section I- Professional Commitment and Section II- Professional Practice during the 2016-2017 school year.
- ❑ Section III-Impact on Engagement and Learning will be developed during the design phase and implemented fully in 2018-2019. Awaiting ALSDE specifics about this piece.



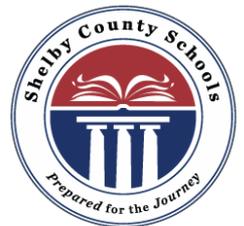
# Statement of Effective Teaching and Rubric Development

# Shelby County

# Statement of Effective Teaching

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Effective educators possess and demonstrate **integrity**, high levels of **professionalism**, and **ethical practice**. These qualities directly affect daily interactions with all stakeholders and foster **positive relationships**. The educator ensures a safe, structured learning environment with **high expectations** for themselves and students. They plan **high-quality instruction** that supports every student in meeting rigorous learning goals by drawing upon knowledge of content, curriculum, pedagogy, and understanding of learners. **Diversity** and individual differences are respected in order to promote inclusive learning environments which enable each learner to meet high standards. Educators understand and utilize **multiple methods of assessment** to **engage learners** in their **own growth**, to **monitor learning progress**, and to guide the teachers' and learners' decision making. Effective educators engage in **self-reflection** and **collaborate** with colleagues in order to plan and deliver **purposeful, differentiated instruction**. They pursue **professional development** and implement **best practices** to enhance teaching and learning.

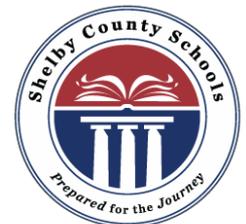


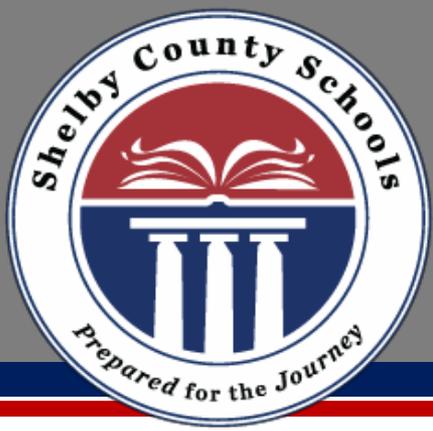
# Key Indicators

Effective instruction in Shelby County Schools will be guided by 8 key indicators. These indicators are aligned with the Alabama Quality Teaching Standards.



Key Indicator 1: Professional Knowledge
Key Indicator 2: Instructional Planning
Key Indicator 3: Instructional Strategies
Key Indicator 4: Assessment Strategies
Key Indicator 5: Assessment Uses
Key Indicator 6: Diversity
Key Indicator 7: Classroom Culture
Key Indicator 8: Classroom Management





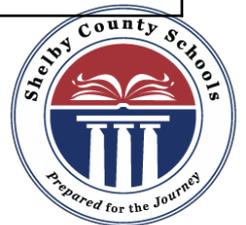
# Instruments

# Educator Effectiveness Instruments

All instruments for the Educator Effectiveness process can be found in the Shelby County Educator Effectiveness [Overview and Instruments Document](#).

## Instruments

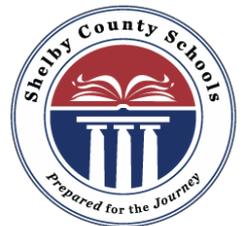
- Shelby County Instructional Rubrics-8 Key Indicators
- Post Observation Feedback Form
- Teacher Reflection Form
- Collaborative Planning Rubric
- Professional Dispositions Rubric
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- Teacher Professional Showcase Record
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# NEW ONLINE PROCESS

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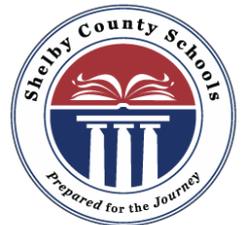
All components for the Educator Effectiveness process will now be completed online through a system called Talent**PERFORM**.



# QUICK FACTS



- o PERFORM is a cloud based software solution which allows us to house the tasks related to the annual evaluation cycle. It allows us to “greenify” the Educator Effectiveness process by eliminating copying and paperwork.
- o PERFORM will replace Educate Alabama. All Educator Effectiveness documents (same forms as last year) will be housed and maintained in PERFORM. All documents - Onelocation!
- o We have created our own self-assessment (tied to our rubrics) and PLP template.
- o We will continue to login to the AIM portal only.



# LOGIN AND TRAINING MATERIALS

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## LOGIN

To login go to:

<https://shelbyboe.tedk12.com/perform>

Use the link that reads “logging in for the first time,” input your email address, and it should send you your initial instructions for getting logged in and changing your password.

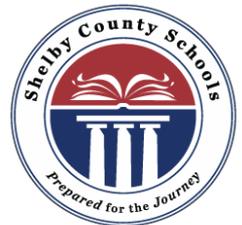
## VIDEO

Provides a short 5 minute overview

<http://www.kaltura.com/tiny/2zw9e>

## TEACHER QUICK START GUIDE

You will also receive a Teacher Quick Start Guide.



# Self Assessment, PLP, Professional Showcase

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Self-Assessment Due: August 18, 2017

PLP Due: August 25, 2017

Professional Showcase Due : March 1, 2018

