

Statewide Data Report EDUCATEAlabama Assessed Practice Level by Alabama Evaluatees 2011

EDUCATEAlabama
Alabama Professional Learning Collaborative

EDUCATEAlabama (EA) is Alabama's online formative assessment process designed to provide information about an evaluatee's current level of practice within the Alabama Continuum for Development, which is based on the Alabama Quality Teaching Standards (AQTs). The AQTs constitutes the foundation of the teaching profession while the Continuum is a tool used to guide educator reflection, self-assessment, and goal setting for professional learning and growth.

For more information visit <http://www.alex.state.al.us/leadership>

The following report provides statewide data based on Alabama public school evaluatees' self assessment of their level of teaching practice based on their completion of the Evaluatee Self Assessment within the EA online process in:

2011 - 2012

Reporting Key

Data-All Teaching Standards	Evaluatees self assess their level of teaching practice for each of the 39 indicators (1.1 - 5.5) by completing the Evaluatee Self Assessment which is based on the Alabama Continuum for Teacher Development.
Teaching Standard 1	Content Knowledge (Indicators 1.1 -1.5), Continuum
Teaching Standard 2	Teaching and Learning (Indicators 2.1 - 2.11), Continuum
Teaching Standard 3	Literacy (Indicators 3.1 - 3.8), Continuum
Teaching Standard 4	Diversity (Indicators 4.1 - 4.10), Continuum
Teaching Standard 5	Professionalism (Indicators 5.1 - 5.5), Continuum

Indicator Number

Specific indicator number selected from all 39 indicators within the Evaluatee Self Assessment based on the Continuum

Pre-Service/Beginning

Emerging

Applying

Integrating

Innovating

The Continuum is organized to describe five increasingly complex and sophisticated levels of development of practice listed on the left. The indicators at each level describe what an evaluatee should know and be able to do at that level. These indicators are cumulative and include those stated in previous levels. While the "Pre-Service/Beginning" and "Emerging" columns describe the skills and Emerging abilities that novice evaluatees aim to develop during their induction period, it is not assumed that beginning evaluatees will necessarily enter the profession at this level of practice for every standard indicator.

The levels do not represent a chronological sequence in an evaluatee's growth. Each describes a developmental level of performance. An evaluatee may be at an "Emerging" or "Applying" level of practice for some indicators on the Continuum, and at an "Integrating" or "Innovating" level for other indicators, regardless of his/her years of experience. It is not uncommon for accomplished evaluatees to self-assess and find themselves at varying levels of practice in response to new Innovating contexts and challenges.

Please go to the Continuum to view complete descriptors of the five levels of evaluatee development and practice.

1.1 - 5.5 Indicators

Each of the 39 Indicators are listed individually for each teaching standard based on the Continuum.

Educators Selecting

Number of Alabama evaluatees selecting the level of practice for each indicator listed in their Evaluatee Self Assessment reflecting the teaching standards based on the Continuum.

University Report Card Data from EDUCATEAlabama

(NOTE: One must refer to the Alabama Continuum for Teacher Development to understand these data.)

Reading the Report

- The first two columns are the name of your novice teacher graduate
- The university name appears next
- Teaching experience is next. Zero represents less than one year. One, two or three may also appear indicating completion of one or more years of teaching experience.
- Across the top of the page, numbers corresponding to the Alabama Quality Teaching Standard (AQTS) Indicators appear. For instance, 1.1 refers to AQTS 1, Indicator 1.
- Under each indicator is the number corresponding to the level of practice chosen by the teacher during the self-assessment in EDUCATEAlabama to describe his/her teaching practice. These numbers refer to the descriptions of practice in the Alabama Continuum of Teacher Development. The numbers are not like PEPE numbers. They have no value except that they correspond with the descriptions of practice on the Continuum. For instance, if under 1.1, the number 3 appears, that means that the teacher self-assessed his/her practice at the Applying level and the cumulative descriptions in Beginning, Emerging, and Applying are how the teacher perceives his/her practice for that specific Standard Indicator. One should refer to the Alabama Continuum for Teacher Development to understand what this means. For Standard 1, Indicator 1, a 3 means that the teacher believes his/her practice may be described by all of the description in level 1 - Beginning, level 2 - Emerging, and level 3 - Applying. For Indicator 1.1 the following would describe the teacher's practice if a 3 appears:

From the Alabama Continuum for Teacher Development this teacher is saying that they:

- Demonstrate knowledge of the core concepts, facts, procedures, and skills comprising specific curricular areas related to teaching assignment.

AND

- Use knowledge of subject matter to plan rigorous and relevant units and lessons appropriate to the age and developmental level of all learners.

AND

- Evaluate and use a wide range of text-based and additional resources to differentiate content to motivate and academically challenge all learners.

Although it is suggested that all Standard Indicators be reviewed for each teacher, it is especially important to note Standard Indicators for which a teacher has described his/her practice at level 1 – Beginning. There are many reasons why this description might have been used. For instance, a new teacher may not yet be comfortable with a specific Standard Indicator. These data do represent perceptions of novice teachers. In other cases, some challenge may be influencing a teacher to feel that he/she is not as prepared, i.e., introduction of English Language Learners for the first time to the classroom. However, it is important for the preparation program to notice trends in teacher perceptions of practice. If patterns develop that indicate multiple graduates do not feel as prepared on a particular Standard Indicator, it may mean that the approach to teaching that Standard in the preparation program should be reviewed.