The Alabama School Choice and Student Opportunity Act (Act 2015-3), Section 7(a)(8)(t), includes the following specific to educator performance evaluation:

Charter Authorizer Request for Proposals.

The request for proposals shall require charter applications to provide or describe the school’s leadership and teacher employment policies, including performance evaluation plans.

Effective Teaching

Effective teaching should be evaluated utilizing multiple measures, both qualitative and quantitative, that have been determined at the local level with both teachers and school-based leaders building consensus about not only effective teaching but also tools and rubrics for measurement.

Educator Effectiveness Opportunities Available to Alabama Public Charter Schools

The Alabama State Department of Education, Division of Teaching and Learning, Educator Effectiveness, seeks to support public charter schools, as well as all public schools, in the development, implementation, and monitoring of an educator effectiveness process that honors the unique characteristics of the school’s context while simultaneously aligning to guidelines set forth by the state.

• The developmental phase should be a collaborative process that respects the voices of both teachers and leaders as the team identifies data points and creates rubrics that will help in the measurement of teaching effectiveness.
• The intent of the process is to identify strengths and weaknesses in practice through the compilation of both qualitative and quantitative data for the purpose of supporting individual teacher growth over time.

The Educator Effectiveness team is prepared to guide public charter school participants through activities and conversations that help teachers and leaders to make decisions about an effectiveness model that aims to support teacher growth as they nurture students in their growth and achievement.

The final model should include a self-assessment for all teachers aligned to the Alabama Quality Teaching Standards and the creation of an individualized professional learning plan. For teachers who are in the current cycle, additional data will be collected from observations, analysis of instructional design, a professional showcase, surveys, and student assessments.

Professional Commitment

• 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.
The collection of evidence directly supports the Professional Learning Plan and highlights engagement in professional learning and leadership that supported growth towards indicated goals.

**Professional Practice**

- All teachers with less than three years of experience and at least one-third of teachers with over three years of experience 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 local education agency (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 a minimum of two observations, analysis of instructional design, and a teacher’s professional showcase.
- The format for observations will be determined by the public charter school Educator Effectiveness design team and can come from an announced 30-minute observation, an unannounced 30-minute observation, a synthesis of walkthrough data, a videotape with reflection and analysis, and other methods.
- Regardless of format, observed indicators should be linked to a clear rubric that has been aligned to the Alabama Quality Teaching Standards as well as the instructional priorities of the public charter school.
- Analysis of instructional design is centered on collaborative design activities that are linked to student results, such as action research, data-team meetings, professional learning communities, progress monitoring teams, and other activities.
- Professional showcase is an opportunity for teachers to discuss ongoing teacher leadership, professional accomplishments, and/or program success as evidenced by student honors.

**Impact on Engagement and Learning**

- Quantitative data for all teachers with less than three years of experience and at least one-third of teachers with over three years of experience 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.
- Public charter schools should use the design phase to discuss what student data is meaningful in determining student growth.
- Identify measures that teachers and leaders want to use to assess not only in practice but also to help evaluate the impact of teaching has on student growth.

**Reflection and Analysis**

- Professional growth can be supported through opportunities for teachers to reflect on practice. Reflective practitioners consider multiple components of practice to determine levels of effectiveness and overall impact.
- During this process teachers and administrators are encouraged to discuss the multiple data points and connect teacher practice to student learning.
- Reflection begins with the self-assessment, collaborative conversation, and the creation of the professional learning plan at the beginning of the school year.
Throughout the year, additional opportunities for reflection and collaboration arise during the collection of data from observations, analysis of instructional design, and professional showcase.

In culmination, teachers and leaders can synthesize self-perception data as well as qualitative data points and consider how this data aligns with quantitative data collected from surveys as well as various student assessments.

**NOTE:** This working document “highlights” some key components of the *Alabama School Choice and Student Opportunity Act* (Act 2015-3) related to educator effectiveness and evaluation, but does not attempt to address all content specific to public charter school instructional leaders and educators. Information included in this working document will be updated as the Alabama State Department of Education develops specific guidance regarding Alabama public charter schools. Please send questions to pcs@alsde.edu.