Improving Educator Practice by Connecting Professional Learning to Student Learning Needs
Educator Effectiveness Section

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EDUCATE/LEADAlabama Training Purpose

Participants will:

- Gain knowledge and understanding of how to effectively use EDUCATEAlabama/LEADAlabama to promote the professional growth and development of teachers and instructional leaders.
- Increase their knowledge and understanding of EDUCATEAlabama/LEADAlabama’s components, processes, and how to connect professional learning to system and school goals, and student learning needs.
- Gain insight on how to use Google Drive and other mobile apps for entering evidence into EA and LA.
Alabama State Board of Education Plan 2020

Every Child a Graduate – Every Graduate Prepared for College/Work/Adulthood in the 21st Century
Enter to Learn

Eager and Ready to Learn

Pre–K – 12

Leave Prepared for Success

College and Career Ready Graduates
According to research . . .

When considering school related factors,

- 75% of student learning is directly or indirectly the result of the teacher’s knowledge of subject matter and command of pedagogy.
- 25% of student learning is directly or indirectly the result of leadership.

Southern Region Education Board
PEPE IS DEAD!

HERE LIES PEPE
REMEMBERED BY MANY
MISSED BY FEW

R.I.P.
IT'S NOT ABOUT COMPLIANCE!
Online, formative evaluation processes designed to facilitate the professional learning of teachers and instructional leaders.

360° Feedback
(Principals Only)
Once in a 3-year cycle
What Lens are you looking through?
Failing School

Highly Effective Instruction
- ACT Aspire
- ACT Explore
- ACT Plan
- ACT QualityCore
- ACT Plus Writing
- ACT WorkKeys

RtI

CCRS

Rigorous Instruction

Focus School

21st Century Skills

Collaboration

Teacher/Leader Turnover

Student Motivation

College and Career Readiness

Priority School

Data Management

Accountability

21st Century Skills

Special Education

Formative Assessment

2020

PLAN
Making the Connection

Data Analysis

Student Learning Needs

ACIP/Strategic Plan
Making the Connection

Student Learning Needs

Data Analysis

ACIP/Strategic Plan

LEADAlabama
Alabama Professional Learning Collaborative

EDUCATE Alabama
Alabama Professional Learning Collaborative
The most powerful way to raise student achievement and success is through quality professional learning.
EDUCATEAlabama and LEADAlabama

Supporting Evidence
All supporting evidence should be linked to the indicators on the Professional Learning Plan (PLP)!

- Evidence from own students (formal and informal)
- Evidence of own practice (link to evidence from students)
- Evidence from others’ research to inform practice
Evidence: What should educators be able to do?

Educators should be able to:

- Interpret and use the available evidence to improve practice; (Teachers)
- Use evidence to inform and improve their leadership practice; and (Leaders)
- Use evidence to develop school-wide systematic, evidence-informed cycles of inquiry that build the relevant knowledge and skills need to impact student achievement. (Leaders)
Evidence

- Multiple sources of evidence are integrated to provide a picture of where students are at in relation to the outcomes valued by the community in which they live and learn.

- Do not focus on ‘telling’ about teacher practice. Focus more on the evidence and ask good questions. If done well, this will improve the teachers’ ability to reflect on their practice. (Teacher Effectiveness)
  
- Evidence-based feedback (Teacher Effectiveness)
  - Evaluator(s)
  - Peers in a professional learning community,
  - Trained coach or mentor, and
  - Collaborative examination and reflection on student work
Types of Evidence and Artifacts

Includes, but not limited to:

- Activity Logs
- Classroom Observations
- Student Portfolios
- Teacher Portfolios
- Written Reflections
- Professional Learning Plan
- Coaching Session
- Peer Mentoring
- Graduate courses
Activity Logs

- May include, but no limited to:
  - A record of teachers’ professional learning experiences and their involvement as members of learning communities or instructional teams;
  - A structure for documenting teachers’ commitment to significant, ongoing professional learning; and
  - A multiple years of professional learning to document his or her commitment to continuous improvement.
A *portfolio is an individualized portrait of the teacher as a professional, reflecting on his or her philosophy and practice.*

- Teachers and leaders should be deliberate in the selection of artifacts and thoughtful reflections on those artifacts, which provide insight into the teacher’s growth.

- **Pros:**
  - Provide a wide variety of evidence.
  - Document teachers’ growing knowledge base and competency in skills over time.

- **Cons:**
  - Extensive amount of time required to develop and score it.
An artifact typically refers to a product resulting from teachers’ work such as lesson or unit plans, teacher assignments, student work samples, teacher-created assessments, scoring rubrics, and video clips or slideshows.

- The artifact is usually collected and analyzed by the educator, and both the artifact and analysis are shared with the evaluator.
All this leads to an analysis of data. Then, applied to the ACIP Strategic Plan. It’s all connected!
Final Thoughts

• Teachers can use evidence to improve teaching practice in ways that works for students

• Evidence from the classroom
  • Student learning
  • Teaching practice

• Evidence from others’ research to inform change in practice

• Support from their leaders to:
  • Develop the inquiry habit of mind, knowledge and skills needed to learn from evidence