

ALL EA USERS

Evaluatees

All regular classroom educators, Alabama Reading Initiative (ARI) instructional coaches, school counselors, school librarians, and all special educators, including pre-kindergarten special educators, speech/language pathologists, and special educators of students taking the Alabama Alternate Assessment (AAA).

Evaluators

All instructional leaders responsible for evaluating teachers/educators using the EA process (principals, assistant principals, career technical education directors, and others).

Reviewers

Includes all superintendents, central office staff, and other instructional leaders designated as EA Reviewers by their local superintendent, but are not responsible for evaluating EA Evaluatees (teachers/educators).

STEP 7

**BEGIN AS SOON AS PROFESSIONAL LEARNING PLANS ARE COMPLETE.
CONTINUE ONGOING ENTRIES UNTIL SCHOOL CLOSSES OR BY JULY 31st .**

SUPPORTING EVIDENCE

FREQUENTLY ASKED QUESTIONS (FAQs)

All EA Users will use the “Begin/End Timeline” above for entering Supporting Evidence (SE). As directed by the local superintendent, Primary Evaluators will establish a specific timeframe for their assigned Evaluatees to add multiple SE entries during the school year. SE entry timelines (except EA Begin/End Timeline) may vary between schools and/or local education agencies (LEAs).

EXAMPLE

Evaluatees will enter SE by the 1st Monday every other month.
Evaluators will react to Evaluatees’ SE entries by the 3th Monday of every other month.

Q: What is Supporting Evidence?

Supporting Evidence refers to specific actions/strategies that support implementation of Evaluatees’ Professional Learning Plans (PLPs).

Q: Is the ALSDE requiring school psychologists and school psychometrists to implement EA and complete Supporting Evidence in the upcoming school year?

No. In May 2013, the ALSDE, Special Education Services (SES) section, convened a Formative Assessment for School Psychologists and School Psychometrists Task Force comprised of local education agency (LEA), university and professional association practitioners. Task force recommendations will be used to guide the future development and implementation of a formative assessment process for this professional group. The ALSDE will be responsible for the development and implementation of the new process for school psychologists and school psychometrists.

Until this formative assessment process is available, LEAs may use a locally determined formative assessment tool of their choice to assist school psychologists and school psychometrists in self-assessing their professional learning needs. If LEAs so choose, they may continue to use the EA process for school psychologists and school psychometrists until a new process is ready for use.

ALL EA USERS: STEP 7 - FAQs *continued*

Q: What SE should Evaluatees enter?

Evaluatees should enter SE types listed in the previous question, **except observations**. Evaluatees **may add comments to observations entered by Reviewers and/or Evaluators**.

Q: What types of SE should be entered by Reviewers and/or Evaluators for Evaluatees through the EA online process?

The following SE should be entered Reviewers and/or Evaluators:

- **Observations:** Specific actions/strategies Evaluatees implement that are actually “seen” by Reviewers and/or Evaluators in and/or outside the classroom.
- **Instructional Practices:** Specific actions/strategies utilized by Evaluatees during the school year that directly reflect professional learning/growth/impact on adult/student learning/achievement (e.g., As a result of a specific professional study, Evaluatees’ demonstration of learning should be evidenced in specific actions/strategies related to the professional study completed).
- **School/Student Data:** Any school wide or student specific information/data that may support Evaluatees’ PLPs.
- **Responsibilities or Positions:** “Additional” roles Evaluatees assume “above/beyond” their primary teacher/educator role.
- **Other:** Other actions/accomplishments Evaluatees demonstrate that positively reflect upon their professional learning/growth for the year.
- **General Comments:** Additional comments and/or information that support Evaluatees’ overall professional learning/growth, not directly related to their PLPs (e.g., parent/educator conference, anecdotal student notes, other).
- **Additional Indicator Comments:** Comments/information on additional indicators not included in Evaluatees’ completed PLP, offering specific actions/strategies that directly reflect professional learning, growth, and impact on adults/students, not specifically detailed in the current year PLP.

Q: What SE entries are required each school year?

All Evaluators and Evaluatees must enter multiple types of SE on a regular basis throughout the school year. Evaluators should complete and enter a minimum of two announced/unannounced observations for Evaluatees during the school year.

Q: May indicators be added to Evaluatees’ EA online processes, if not included in original, completed PLPs?

Yes. By following EA online directions for adding SE, Evaluators and Evaluatees may add additional indicator content through SE entries, not originally included to the completed PLP.

Q: May unannounced observations be conducted outside the classroom? How long must unannounced observations be?

There is no “set” timeframe for unannounced observations. Evaluators and/or Reviewers **must spend substantial time** observing Evaluatees in various settings (e.g., classroom lessons, walk-throughs, school campus [hallways, cafeteria, other]) to determine professional growth.

ALL EA USERS: STEP 7 - FAQs *continued*

Q: Why must Reviewers, Evaluators, and Evaluatees add multiple SE entries throughout the year?

As a required component of EA, SE is vitally important. It presents Reviewers, Evaluators, and Evaluatees with compelling opportunities to validate Evaluatees' professional growth and impact on students' learning during the year. Evaluatees' Self-Assessments and PLPs have very little meaning without Supporting Evidence.

Q: When should SE entries begin and end?

All Reviewers, Evaluators, and Evaluatees will adhere to "Begin/End Dates" established within the EA Implementation Timeline when entering SE. As directed by the local superintendent, Primary Evaluators will establish a specific timeframe for their assigned Evaluatees to add multiple SE entries during the school year. SE entry timelines (*except EA Begin/End Timeline*) may vary between schools and/or LEAs.

Q: May professional development/study completed in the summer be added to SE after school is closed?

Yes. Adding SE entries during the summer is encouraged to further support Evaluatees' continuous professional growth.

Q: Who is responsible for closing Evaluatees' EA online processes for the year, once complete?

Evaluators are responsible for informing Evaluatees, then closing their EA online processes for the year.

Q: What happens if EA online processes are closed prematurely before Evaluators and/or Evaluatees have finished entering SE during the summer?

Evaluators may follow EA directions for re-opening EA processes, prior to the upcoming year, and before the SDE officially closes all EA processes for the current year.