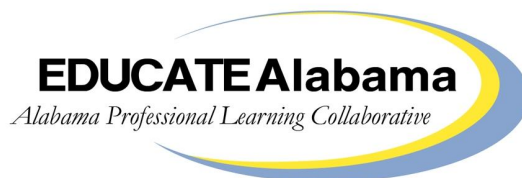


## Statewide Data Report EDUCATEAlabama Assessed Practice Level by Alabama Evaluatees 2018



EDUCATEAlabama (EA) is Alabama’s online formative assessment process designed to provide information about an evaluatee’s current level of practice within the Alabama Continuums 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:

**2018 - 2019**

### 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

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.

**Pre-Service/Beginning**

**Emerging**

**Applying**

**Integrating**

**Innovating**

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.

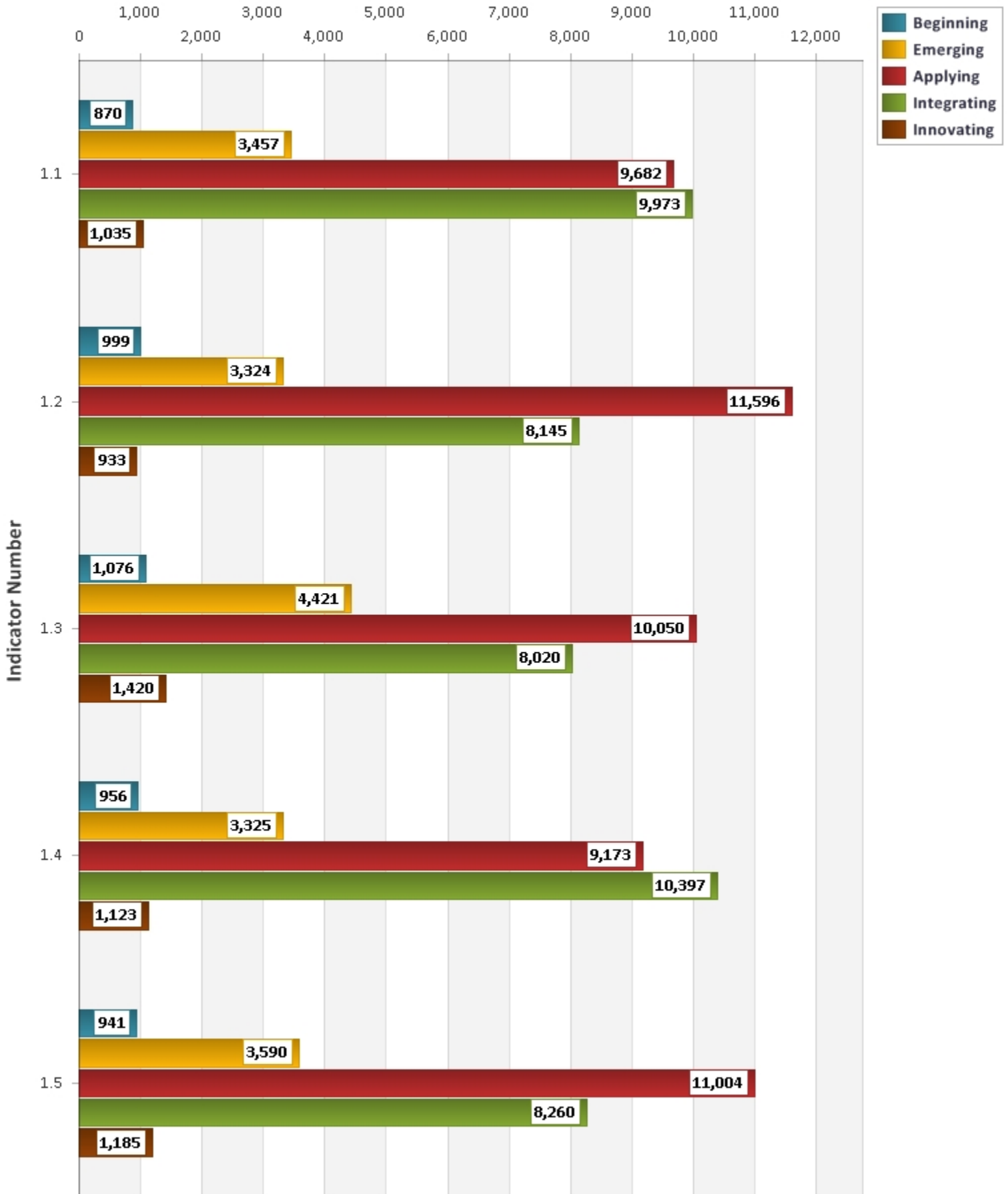
**# Educators Selecting** Number of Alabama evaluatees selecting the level of practice for each indicator listed in their Evaluatee Self Assessment reflecting the teaching standards based on the Continuum.

**Assessed Practice Level by Alabama Educators**  
**Number of Educators Selecting the Level of Practice for Each Indicator**

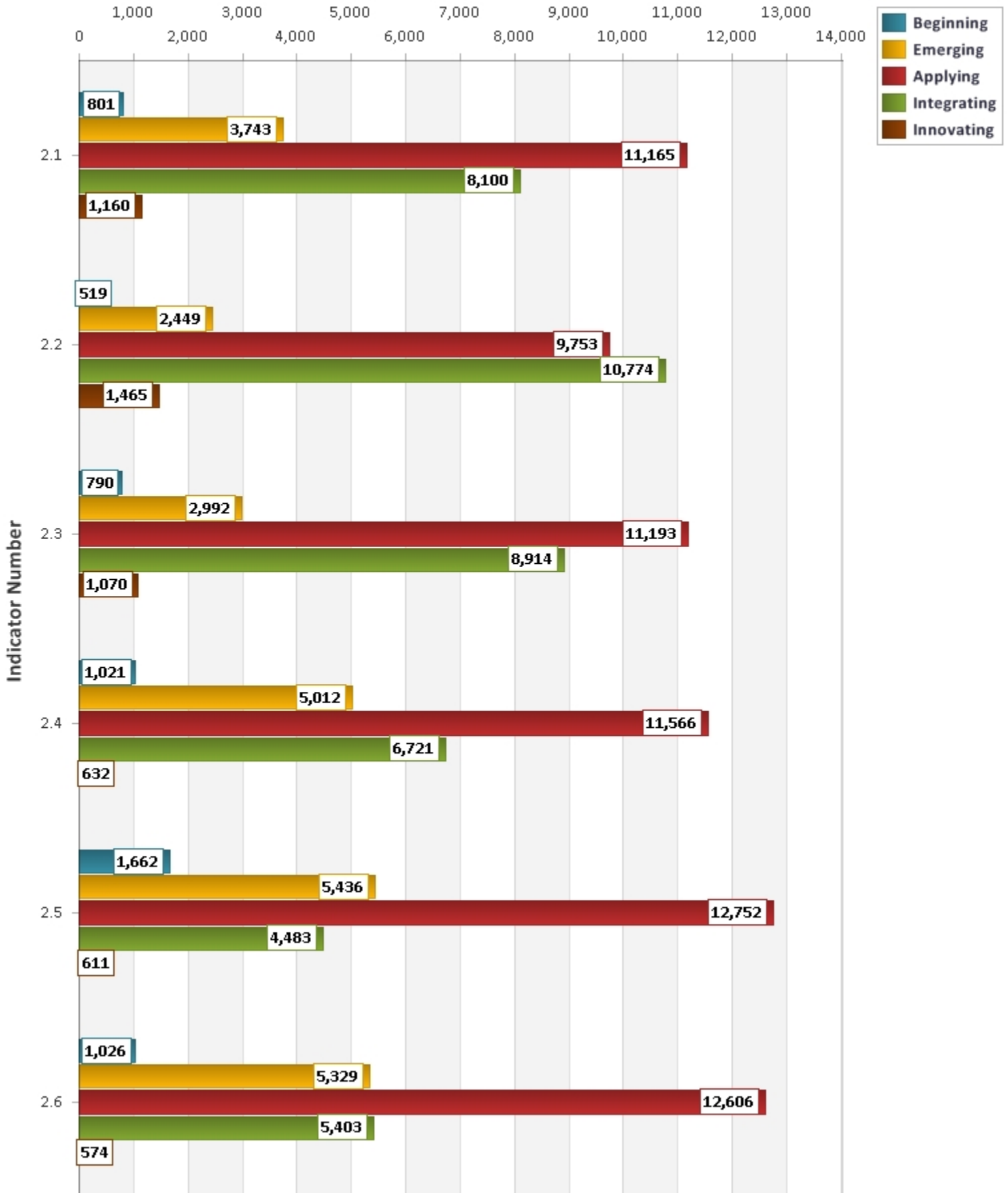
| Indicator Number | Beginning | Emerging | Applying | Integrating | Innovating |
|------------------|-----------|----------|----------|-------------|------------|
| 1.1              | 870       | 3,457    | 9,682    | 9,973       | 1,035      |
| 1.2              | 999       | 3,324    | 11,596   | 8,145       | 933        |
| 1.3              | 1,076     | 4,421    | 10,050   | 8,020       | 1,420      |
| 1.4              | 956       | 3,325    | 9,173    | 10,397      | 1,123      |
| 1.5              | 941       | 3,590    | 11,004   | 8,260       | 1,185      |
| 2.1              | 801       | 3,743    | 11,165   | 8,100       | 1,160      |
| 2.2              | 519       | 2,449    | 9,753    | 10,774      | 1,465      |
| 2.3              | 790       | 2,992    | 11,193   | 8,914       | 1,070      |
| 2.4              | 1,021     | 5,012    | 11,566   | 6,721       | 632        |
| 2.5              | 1,662     | 5,436    | 12,752   | 4,483       | 611        |
| 2.6              | 1,026     | 5,329    | 12,606   | 5,403       | 574        |
| 2.7              | 1,203     | 5,007    | 13,883   | 4,329       | 511        |
| 2.8              | 1,153     | 5,087    | 12,026   | 6,113       | 551        |
| 2.9              | 1,191     | 5,512    | 12,437   | 5,107       | 679        |
| 2.10             | 1,374     | 4,672    | 10,568   | 7,462       | 852        |
| 2.11             | 1,708     | 5,691    | 11,219   | 5,788       | 518        |
| 3.1              | 971       | 4,251    | 11,311   | 7,505       | 871        |
| 3.2              | 883       | 3,763    | 13,706   | 5,663       | 895        |
| 3.3              | 1,307     | 5,259    | 10,169   | 7,662       | 510        |
| 3.4              | 1,778     | 6,036    | 11,391   | 5,273       | 425        |
| 3.5              | 2,843     | 6,582    | 10,406   | 4,615       | 454        |
| 3.6              | 2,745     | 5,597    | 9,465    | 6,134       | 955        |
| 3.7              | 1,812     | 5,911    | 11,757   | 4,417       | 1,000      |
| 3.8              | 1,774     | 7,152    | 11,171   | 4,091       | 704        |
| 4.1              | 1,558     | 6,551    | 11,301   | 5,024       | 458        |
| 4.2              | 1,377     | 5,070    | 12,123   | 5,769       | 552        |
| 4.3              | 970       | 6,155    | 12,284   | 4,876       | 600        |
| 4.4              | 3,232     | 8,371    | 9,778    | 2,842       | 659        |
| 4.5              | 3,593     | 8,638    | 9,415    | 2,559       | 673        |
| 4.6              | 2,473     | 7,017    | 10,366   | 4,481       | 538        |
| 4.7              | 1,280     | 5,251    | 12,425   | 5,095       | 826        |
| 4.8              | 1,263     | 4,712    | 11,558   | 6,323       | 1,020      |
| 4.9              | 1,924     | 6,745    | 11,101   | 4,630       | 475        |
| 4.10             | 1,332     | 6,362    | 10,901   | 5,536       | 742        |
| 5.1              | 1,699     | 6,183    | 10,780   | 5,449       | 766        |

| <b>Indicator Number</b> | <b>Beginning</b> | <b>Emerging</b> | <b>Applying</b> | <b>Integrating</b> | <b>Innovating</b> |
|-------------------------|------------------|-----------------|-----------------|--------------------|-------------------|
| 5.2                     | 1,340            | 5,693           | 11,353          | 5,551              | 936               |
| 5.3                     | 2,122            | 6,066           | 12,272          | 3,715              | 698               |
| 5.4                     | 712              | 2,790           | 9,596           | 10,527             | 1,247             |
| 5.5                     | 900              | 2,359           | 12,065          | 7,652              | 1,895             |

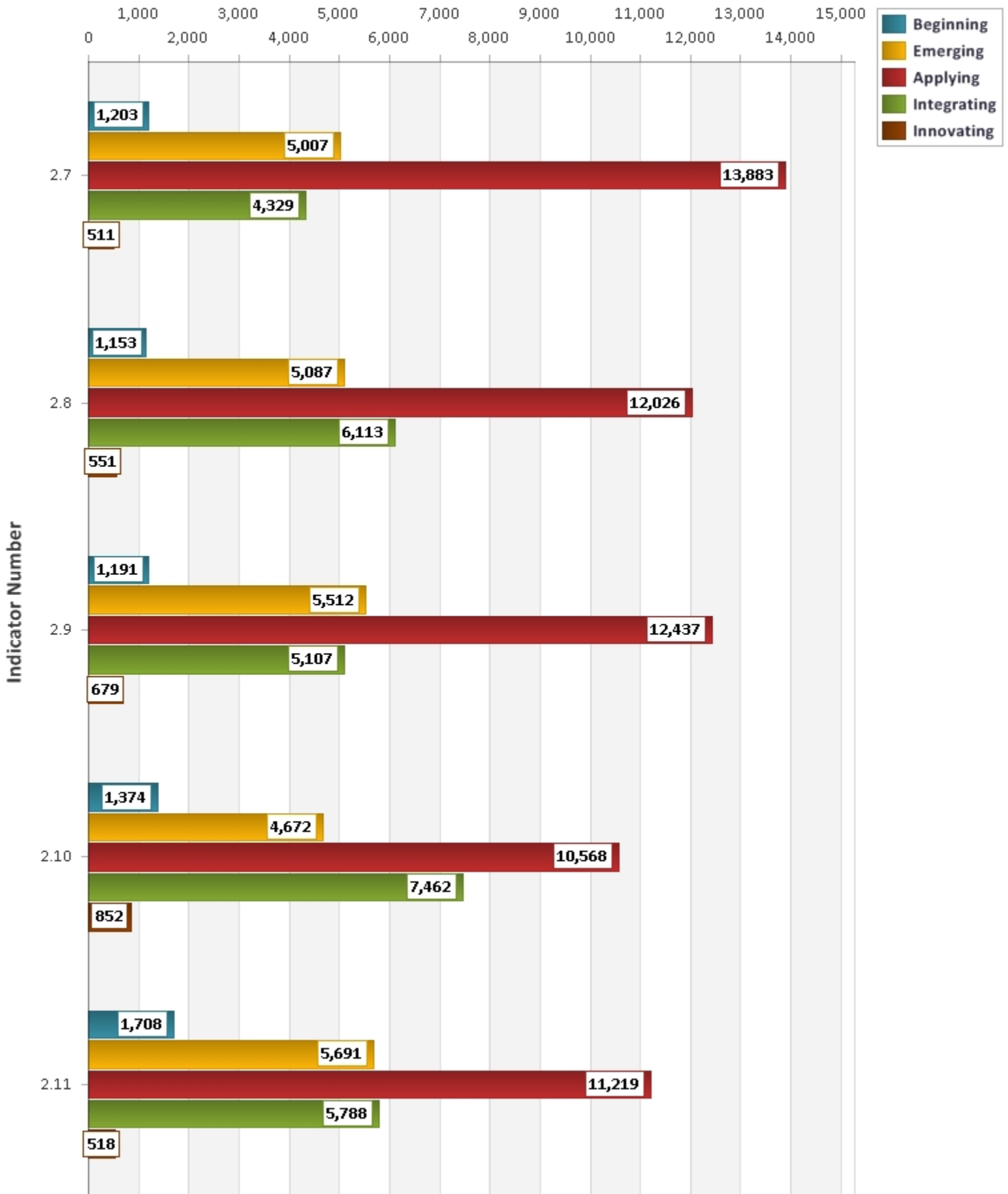
Number of Evaluatees Assessing Each Practice Level



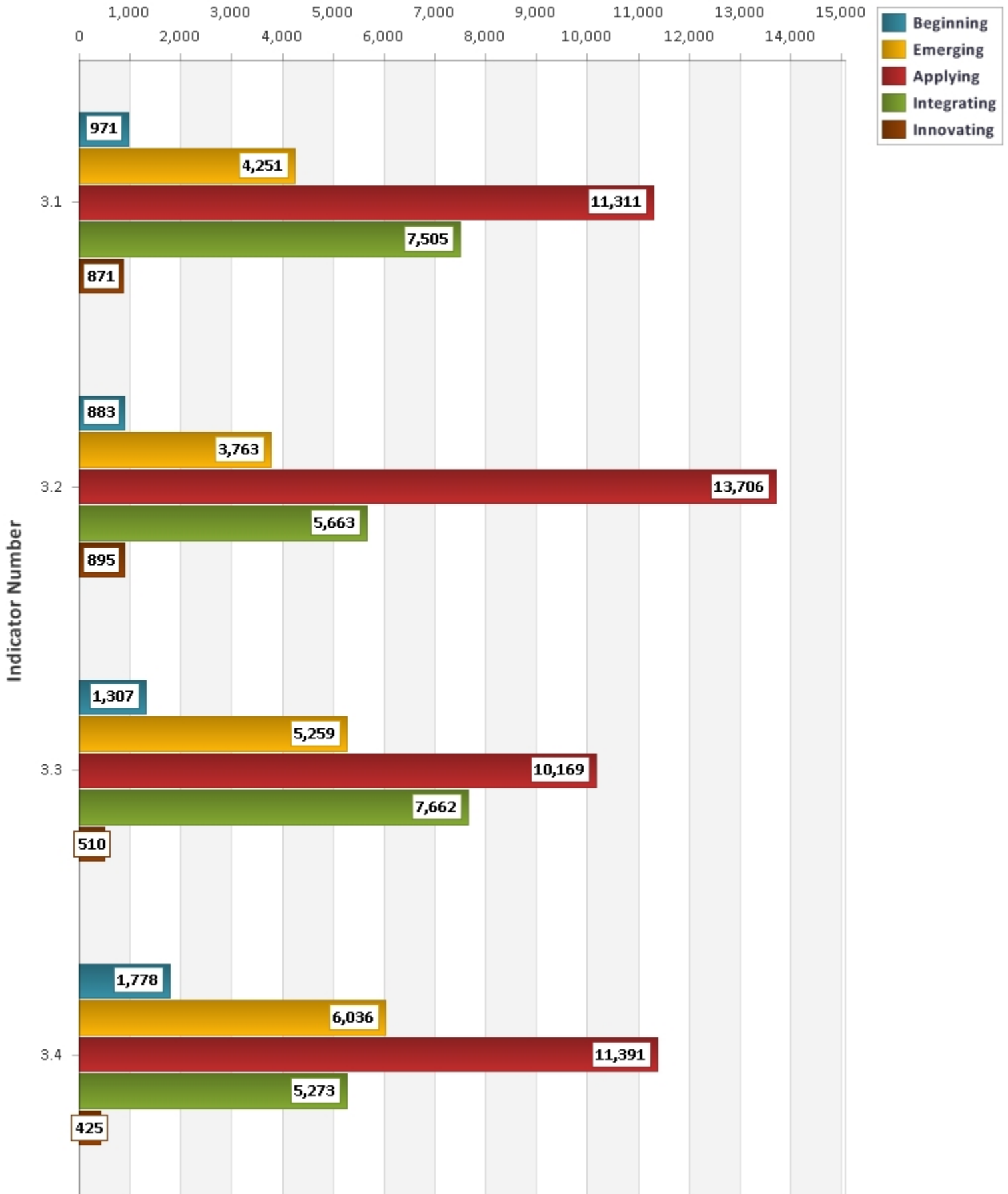
Number of Evaluatees Assessing Each Practice Level



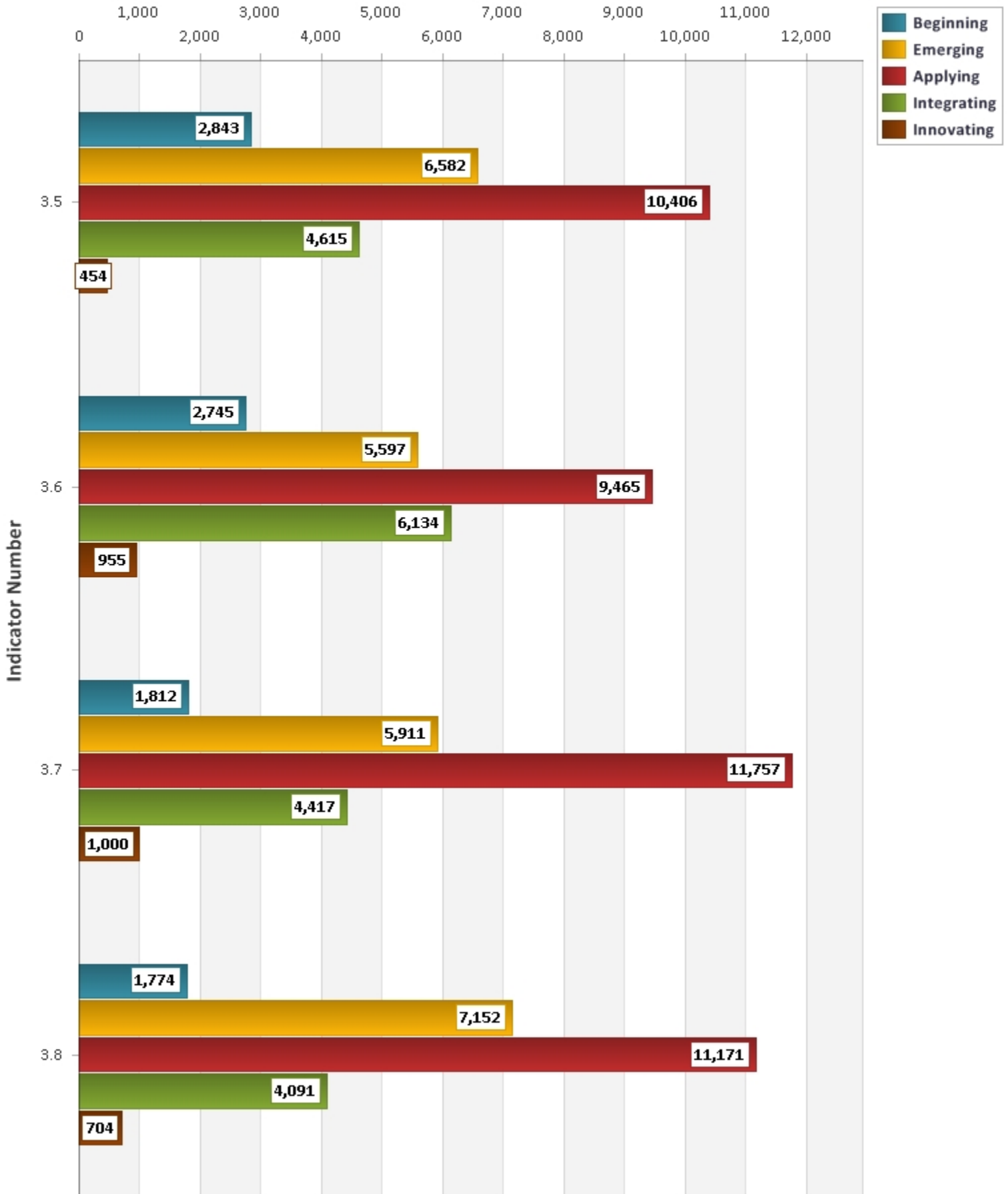
Number of Evaluatees Assessing Each Practice Level



Number of Evaluatees Assessing Each Practice Level

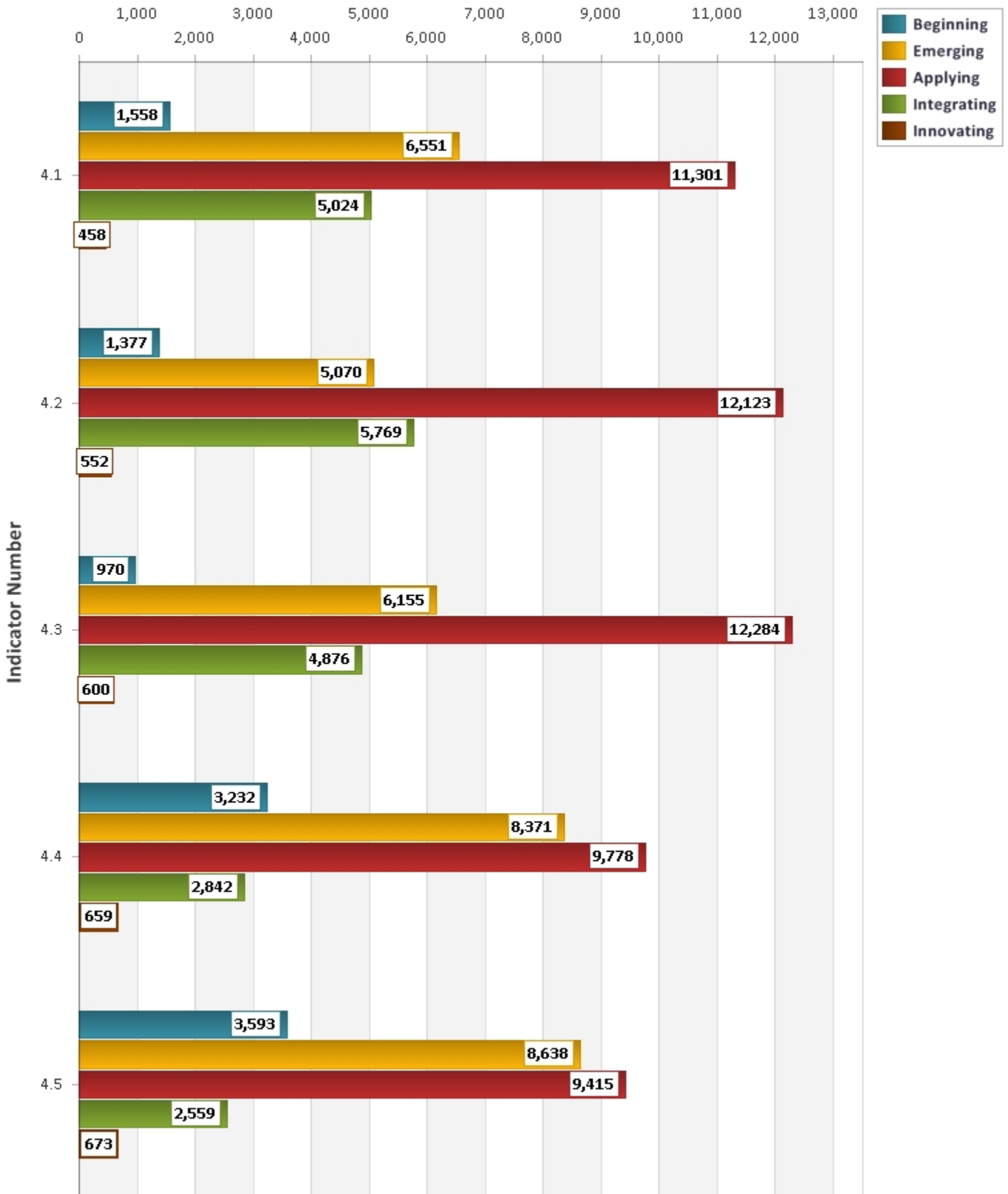


Number of Evaluatees Assessing Each Practice Level

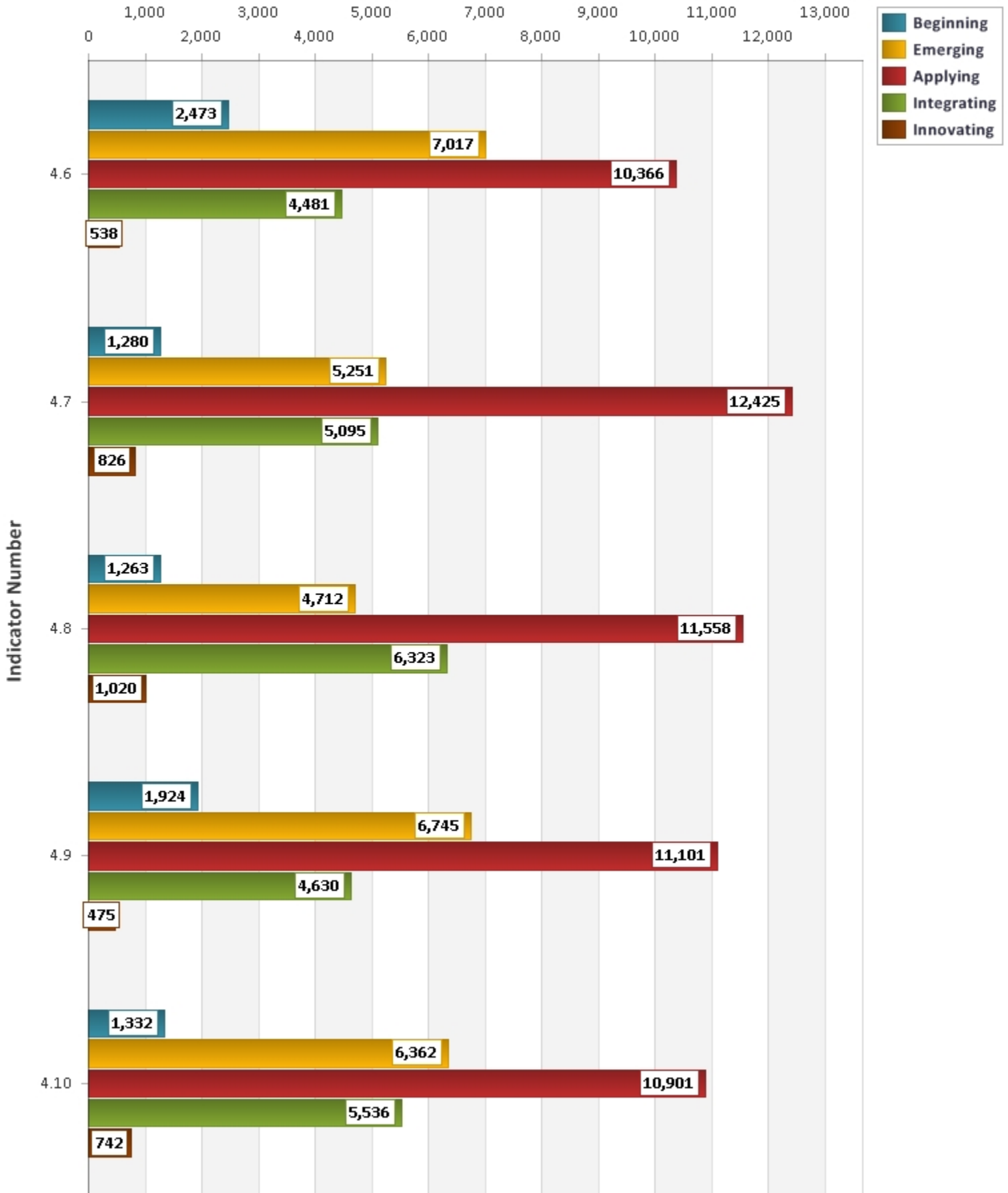




Number of Evaluatees Assessing Each Practice Level



Number of Evaluatees Assessing Each Practice Level



Number of Evaluatees Assessing Each Practice Level

