

Statewide Data Report EDUCATEAlabama

Assessed Practice Level by Alabama Evaluatees

2016



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:

2016 - 2017

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.

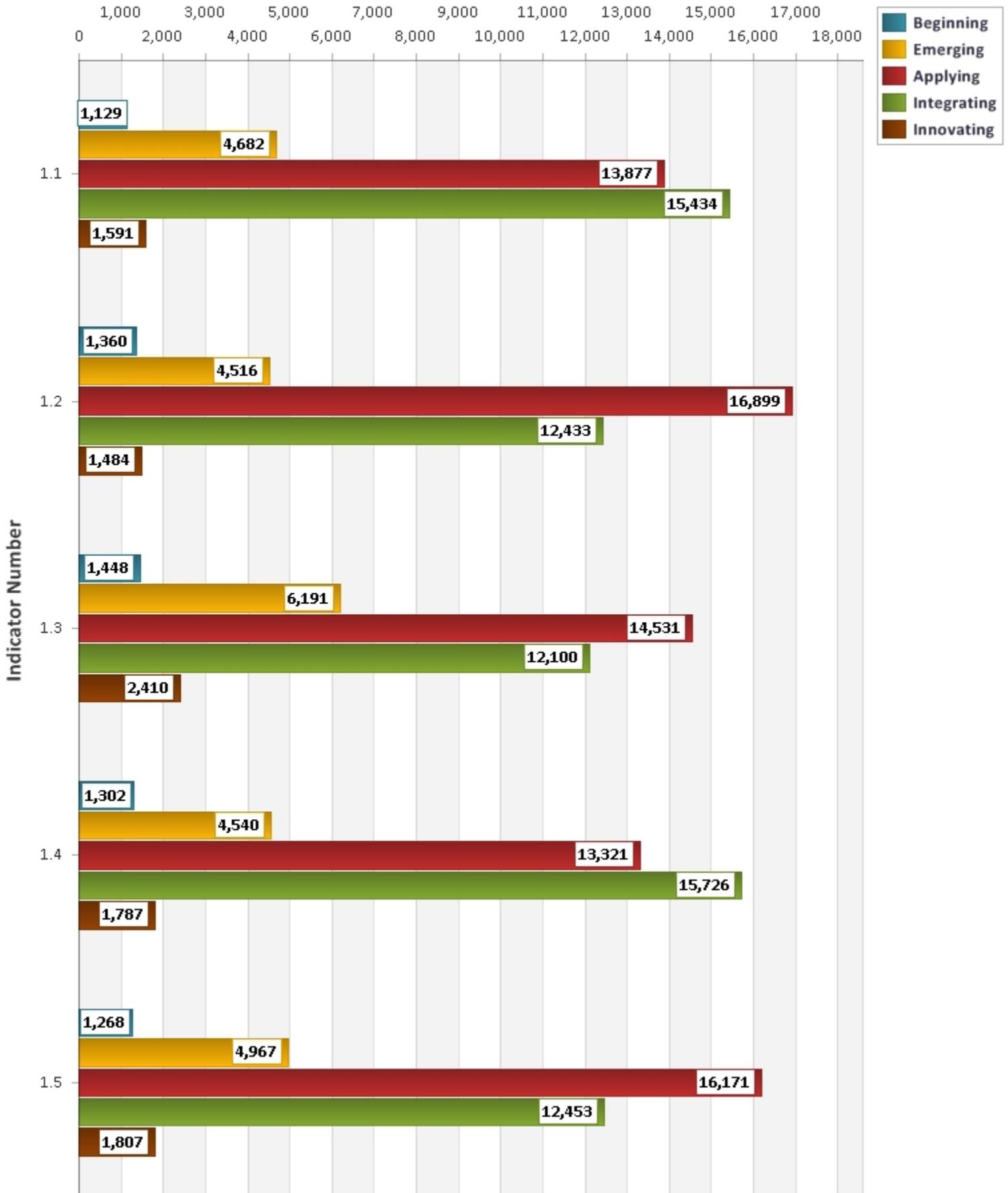
Educators Selecting Number of Alabama evaluatees selecting the level of practice for each indicator listed in their Evaluatee Self Assessment reflecting the teaching standards based on the Continuum.

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

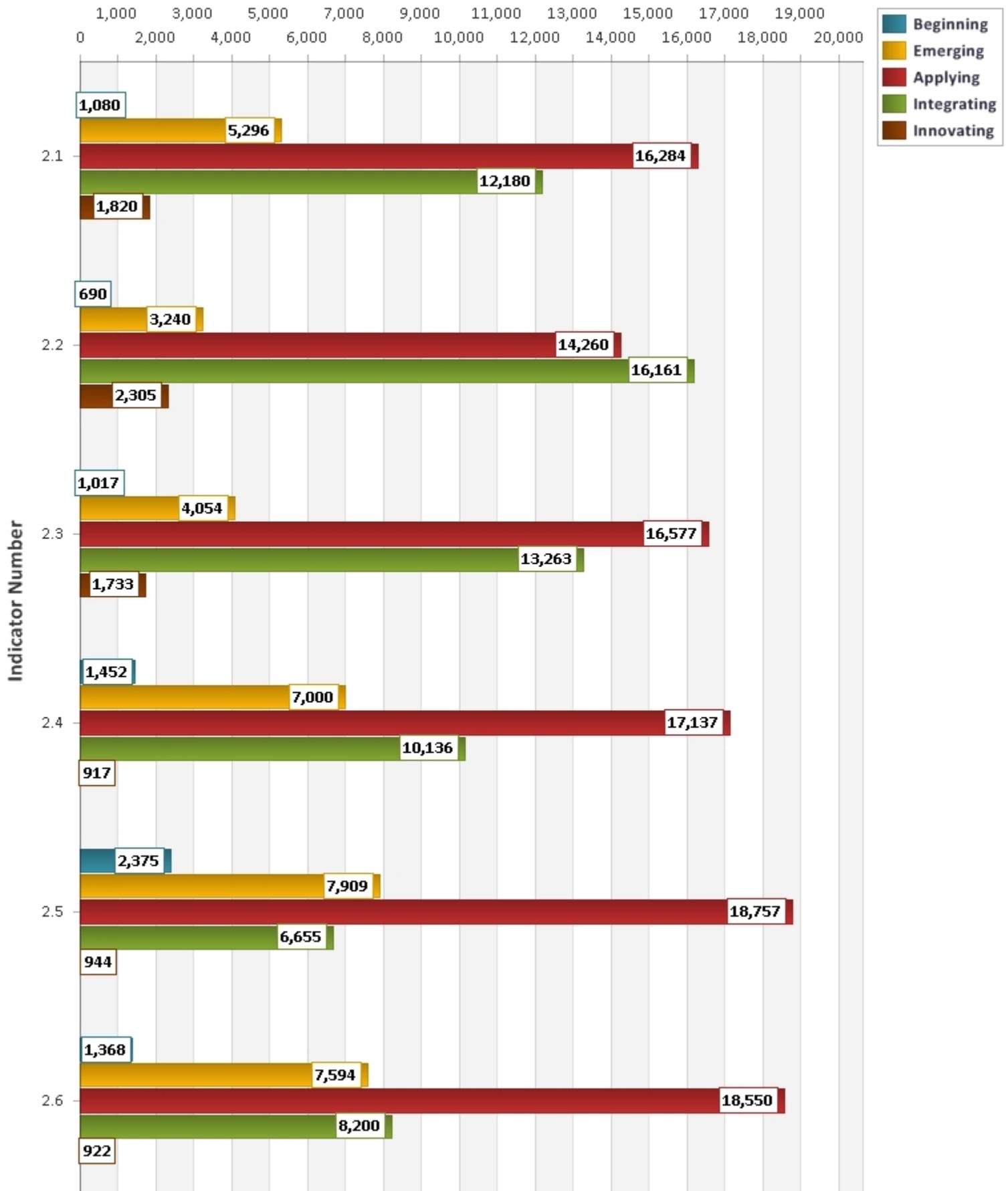
Indicator Number	Beginning	Emerging	Applying	Integrating	Innovating
1.1	1,129	4,682	13,877	15,434	1,591
1.2	1,360	4,516	16,899	12,433	1,484
1.3	1,448	6,191	14,531	12,100	2,410
1.4	1,302	4,540	13,321	15,726	1,787
1.5	1,268	4,967	16,171	12,453	1,807
2.1	1,080	5,296	16,284	12,180	1,820
2.2	690	3,240	14,260	16,161	2,305
2.3	1,017	4,054	16,577	13,263	1,733
2.4	1,452	7,000	17,137	10,136	917
2.5	2,375	7,909	18,757	6,655	944
2.6	1,368	7,594	18,550	8,200	922
2.7	1,683	7,042	20,691	6,393	820
2.8	1,587	7,088	17,927	9,255	771
2.9	1,744	7,901	18,222	7,757	1,000
2.10	1,927	6,533	15,393	11,478	1,292
2.11	2,475	8,119	16,255	9,008	760
3.1	1,319	5,834	16,451	11,617	1,378
3.2	1,196	5,118	20,460	8,420	1,407
3.3	1,735	7,349	14,926	11,711	875
3.4	2,426	8,542	16,942	7,994	691
3.5	4,131	9,291	15,546	6,906	717
3.6	3,945	7,911	13,696	9,421	1,614
3.7	2,459	8,399	17,443	6,632	1,659
3.8	2,579	10,366	16,438	6,062	1,139
4.1	2,179	9,578	16,549	7,569	699
4.2	1,894	7,211	17,940	8,666	858
4.3	1,317	8,814	18,537	6,995	904
4.4	5,051	12,291	14,118	4,111	994
4.5	5,594	12,511	13,792	3,647	1,019
4.6	3,787	10,122	15,057	6,805	792
4.7	1,830	7,588	18,169	7,704	1,270
4.8	1,810	6,677	16,951	9,647	1,476
4.9	2,770	9,675	16,366	7,023	721
4.10	1,797	9,296	15,784	8,458	1,223
5.1	2,367	9,049	16,062	7,882	1,195

Indicator Number	Beginning	Emerging	Applying	Integrating	Innovating
5.2	1,931	8,131	16,681	8,373	1,444
5.3	3,062	8,660	18,221	5,548	1,065
5.4	998	3,659	13,756	16,296	1,842
5.5	1,251	3,221	17,434	11,783	2,863

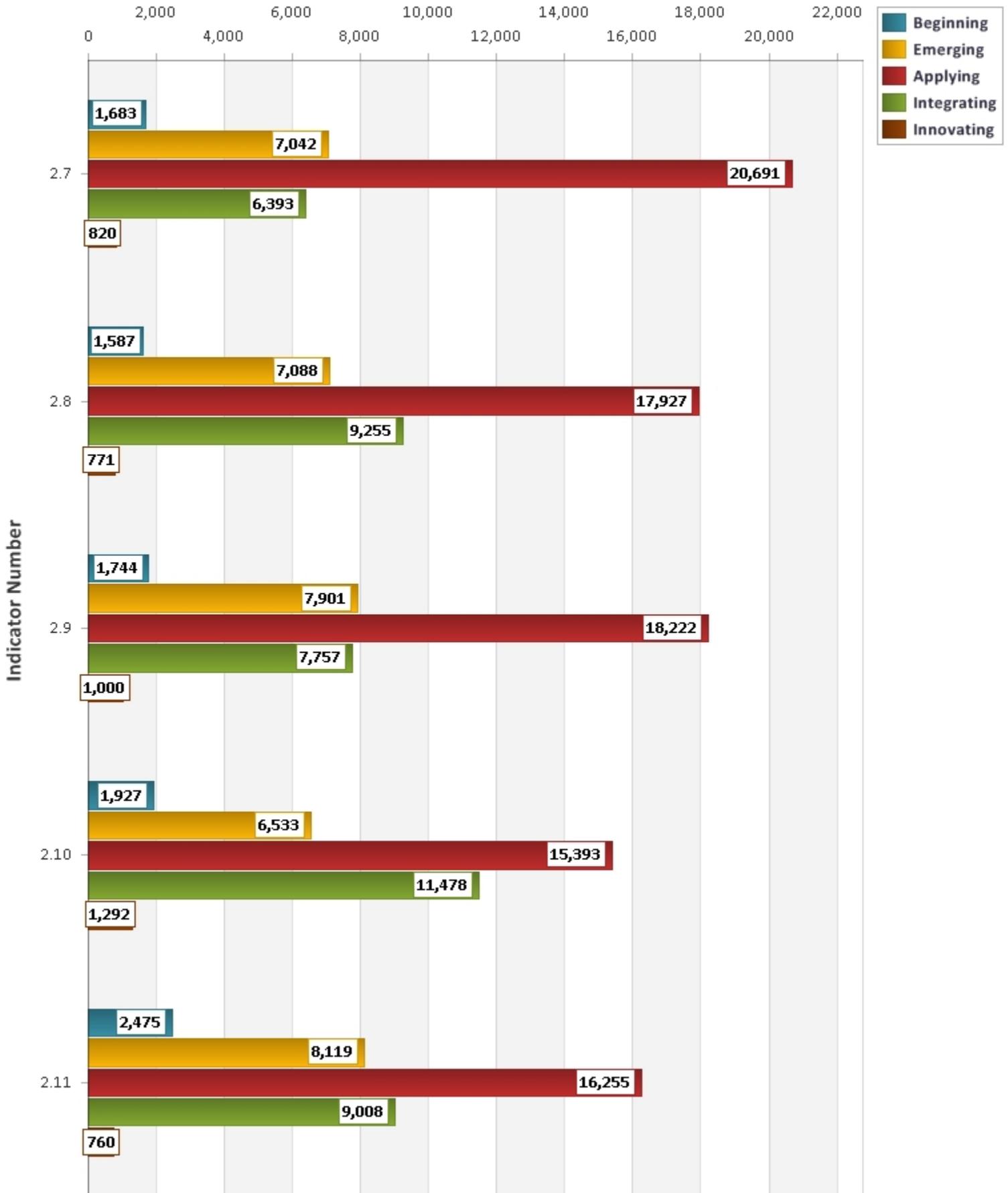
Number of Evaluatees Assessing Each Practice Level



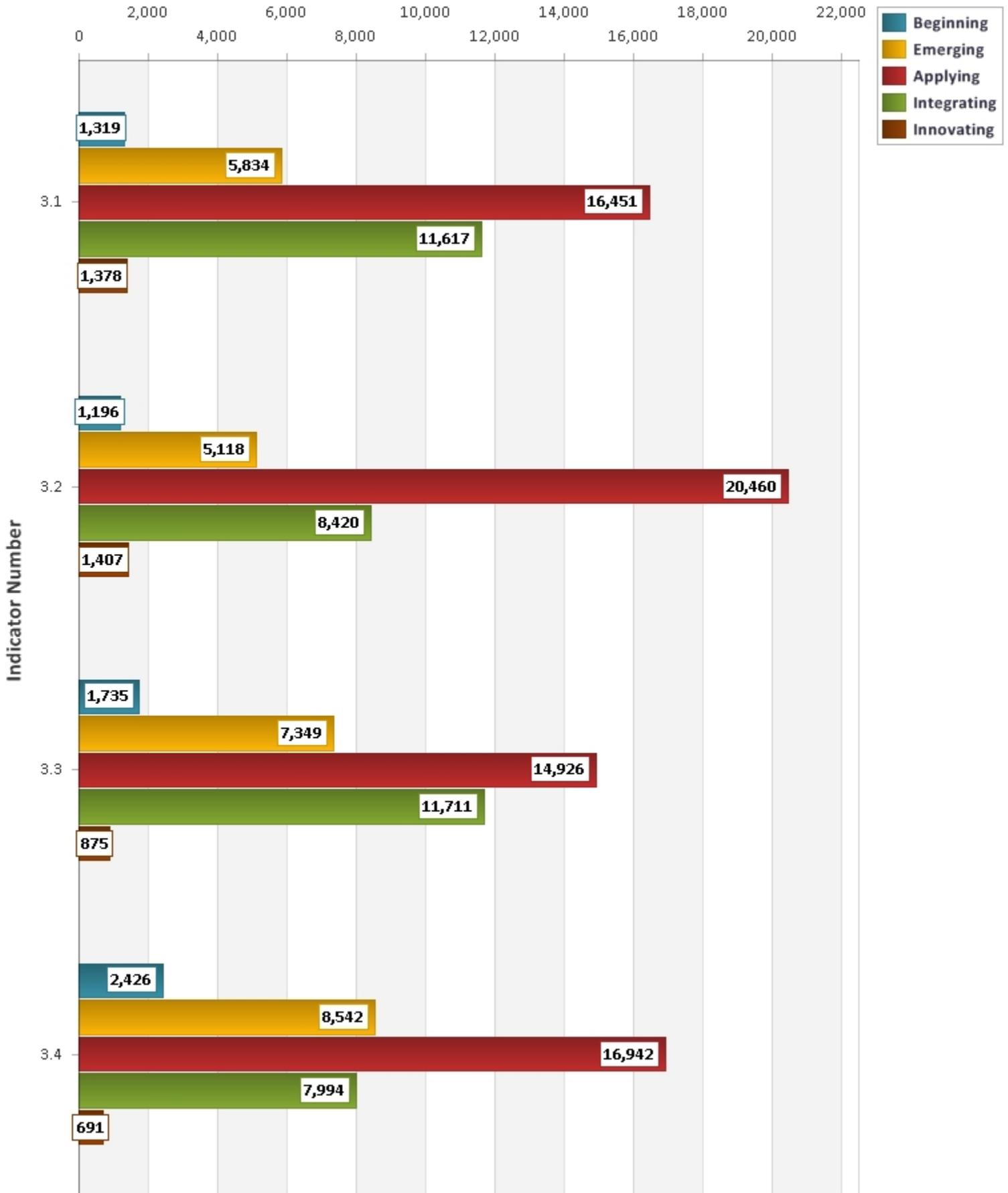
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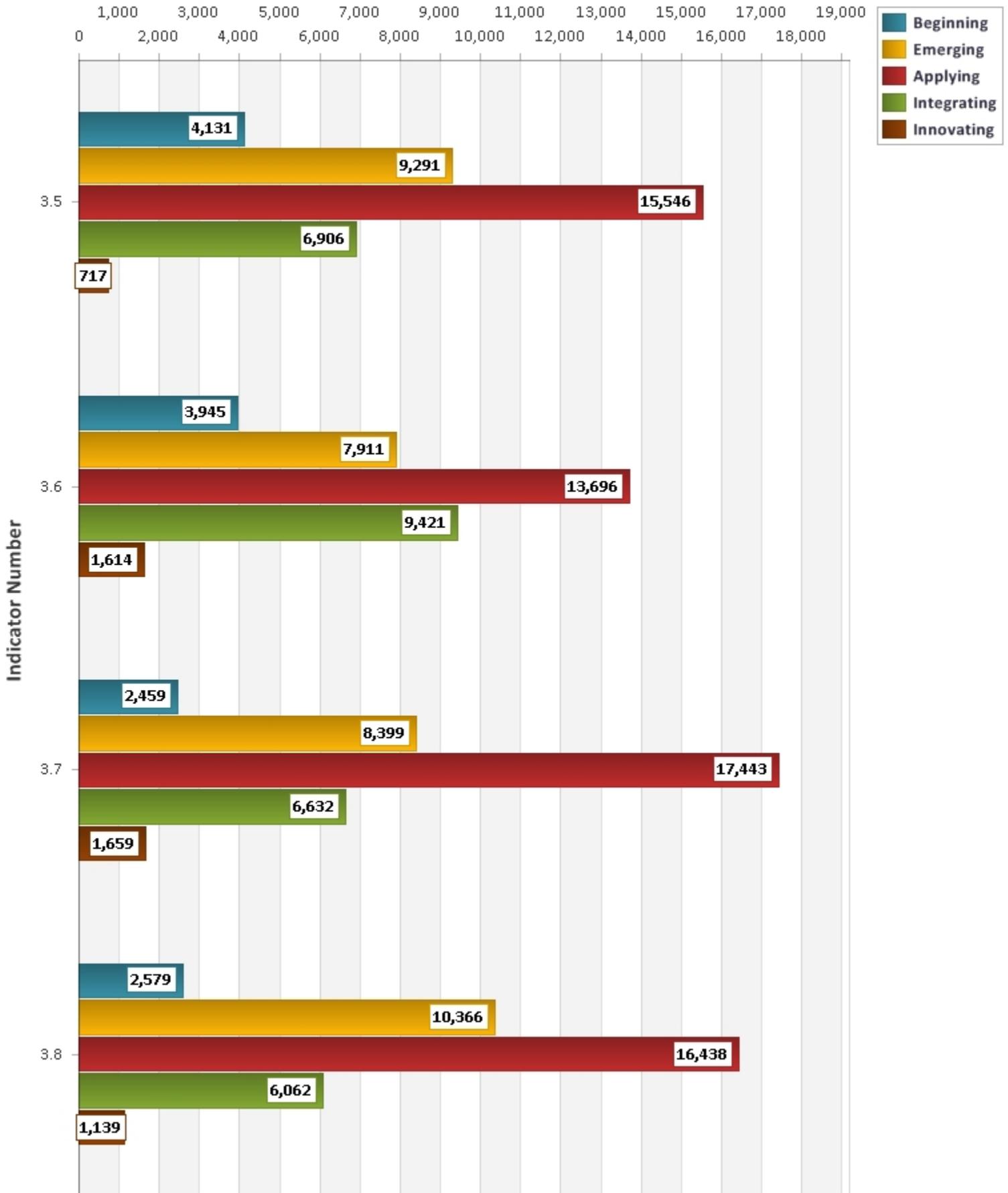
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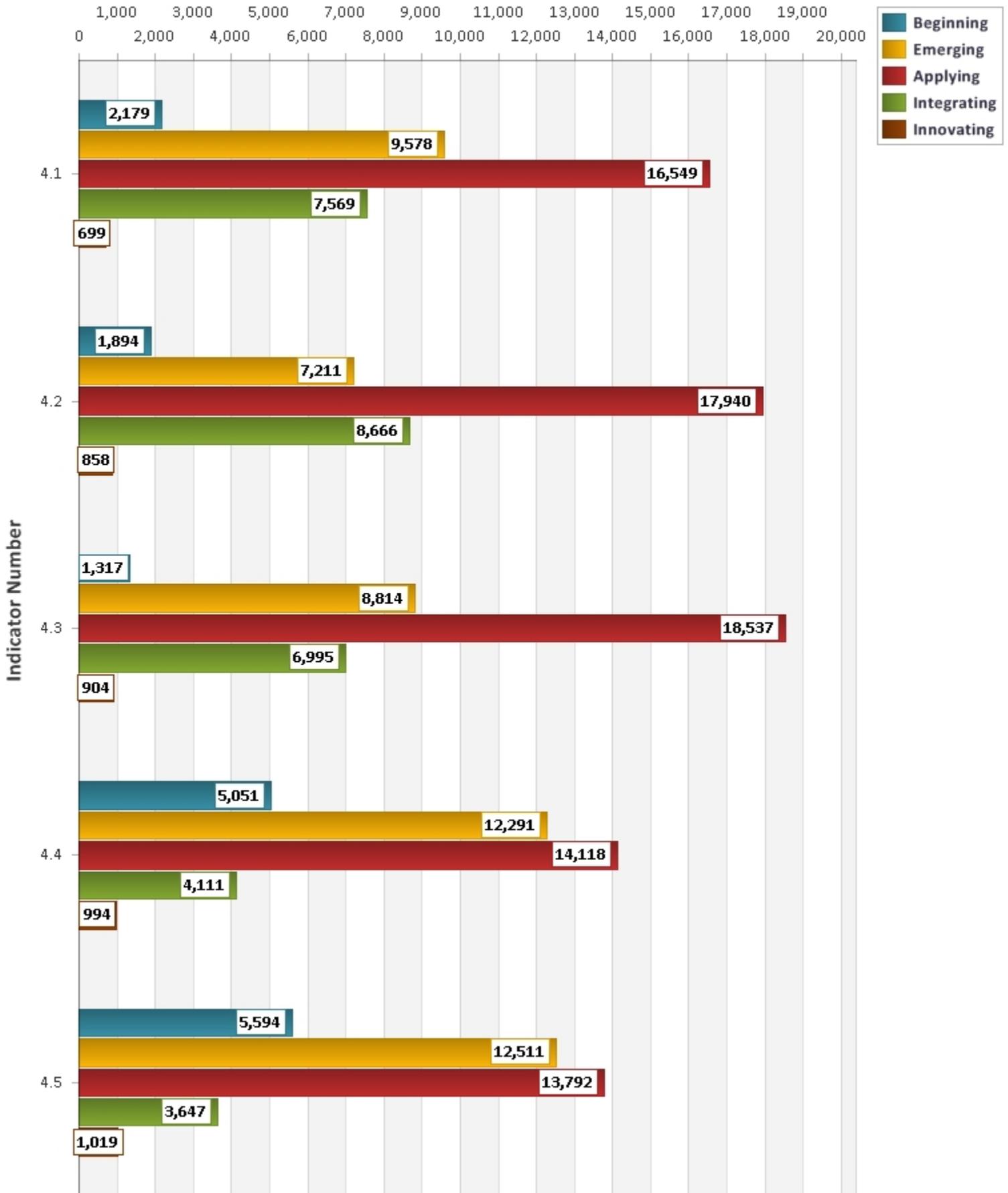
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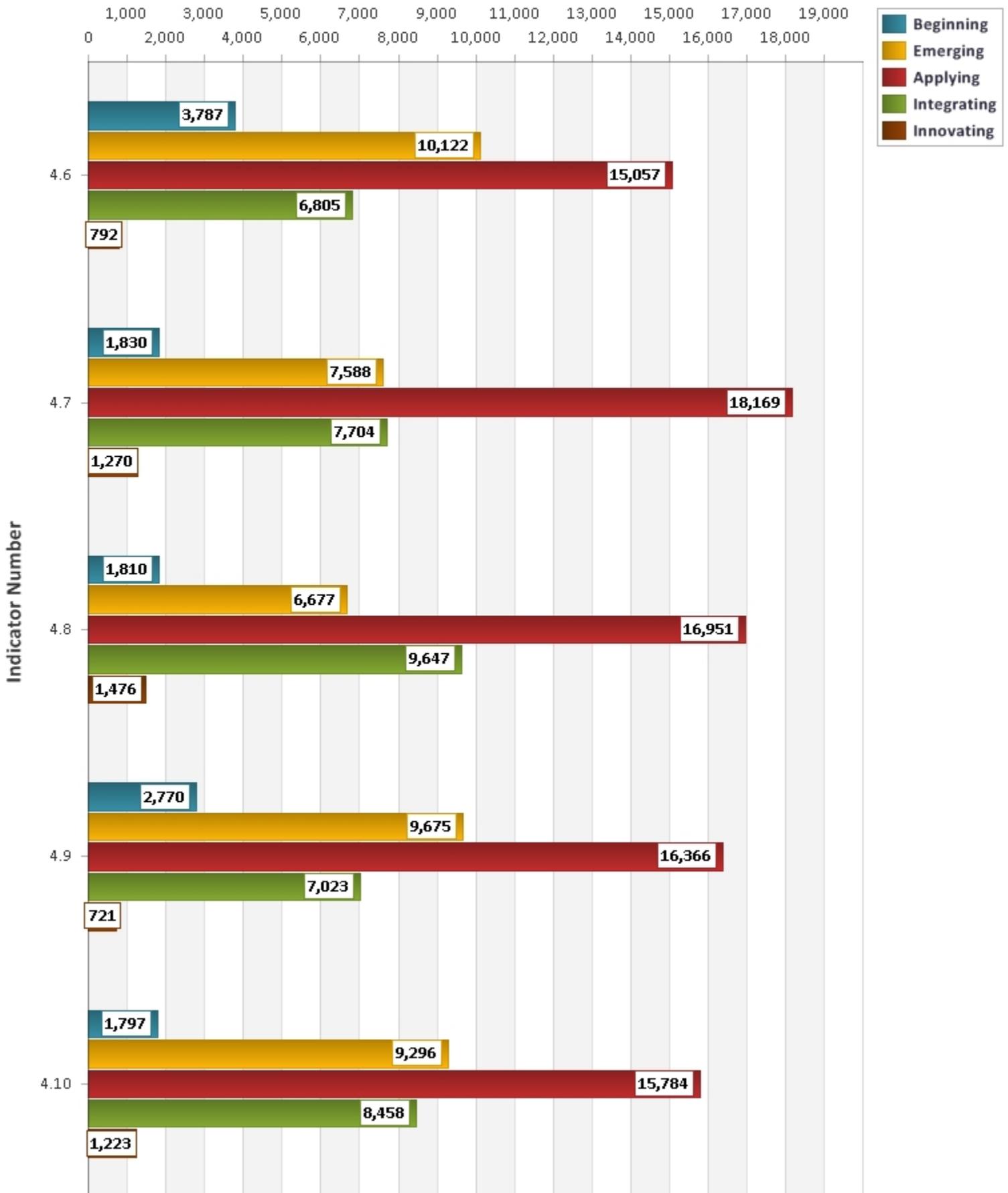
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