

**STEP 1**  
**SDE ONLINE EDUCATION DIRECTORY (ED DIR) ACCOUNTS**  
**FREQUENTLY ASKED QUESTIONS (FAQs)**

**Q: How do I log in?**

To login to the SDE Online Education Directory (ED DIR), navigate to <http://schools.alsde.edu/eddir>. Click “**Account**” on the left.

**Q: What’s my user Name?**

Your user name is your current, complete e-mail address issued by your school/district (e.g., *username@domain.com*).

**Q: What is my password?**

When you registered your ED DIR account, you should have received an e-mail containing instructions and your temporary password. Upon completing your registration, if you do not remember your password, click the “**Recover Password**” tab and enter your e-mail address. The system will generate a new password and send it to your e-mail address.

**Q: How do I change my password?**

Upon logging in at <http://schools.alsde.edu/eddir>, click “**Account**” on the menu to the left. Click on the “**Change Password**” tab. Following the prompts, enter your “**Current Password**”, and then enter your new password.

**Your new password must meet the following criteria:**

- Be a minimum of **8 characters long**;
- Have at least one **capital letter**;
- One **lowercase letter**;
- One **number**; and
- One of these characters: **!@#\$%^&+=?\*><**

## SDE ONLINE EDUCATION DIRECTORY (ED DIR) FAQs *continued*

**Q: If I have a new e-mail address, how do I change it?**

*Your e-mail address is the key to the ED DIR system knowing who you are, what site you are assigned to, and in what role. To change your e-mail address, you must e-mail the SDE Helpdesk at [helpdesk@alsde.edu](mailto:helpdesk@alsde.edu) and provide the following information:*

- *Full name*
- *Previous e-mail address*
- *New e-mail address*
- ***Request to change your e-mail address***

*Upon receiving the above e-mail correspondence the SDE Helpdesk will open a work ticket, and then change your e-mail address for you.*

**Q: If my marital status has changed, how do I update my last name?**

*Upon logging in at <http://schools.alsde.edu/eddir>, click “**Account**” on the menu to the left. Click the “**Edit Profile**” tab, and then update your personal information from this screen. **NOTE: If your e-mail address has also changed, along with your name, don’t forget to follow the step addressed in the previous question!***

## STEP 4 EDUCATOR SELF ASSESSMENT

### FREQUENTLY ASKED QUESTIONS (FAQs)

**Q: What is the Educator Self Assessment?**

*The Alabama Continuum for Teacher Development is the Educator Self Assessment and the foundation for the entire EDUCATEAlabama (EA) process.*

**Q: Are all Evaluatees using the same version of the Alabama Continuum for Teacher Development and the Educator Self Assessment?**

*Slightly modified versions of the Alabama Continuum for Teacher Development and the Educator Self Assessment will be used by librarians and counselors, specific to their professional practice. All other EA Evaluatees (Educators) will use the original Alabama Continuum for Teacher Development and the Educator Self Assessment in 2011-2012.*

**Q: How long are the three Educator Self Assessments for all Evaluatees, including librarians and counselors?**

*Each Educator Self Assessment consists of 39 indicators (1.1 through 5.5), which encompasses the five Alabama Quality Teaching Standards. All Evaluatees must respond to all indicators by selecting their current level of practice on the continuum for each indicator. An indicator may not be skipped, as all Evaluatees in Alabama are accountable for aligning their practice to all indicators of the Alabama Quality Teaching Standards.*

**Q: What if Evaluatees feel that specific indicator(s) do not apply to their current teaching/educator practice?**

*It is suggested that Evaluatees select the Pre-service/Beginning level of practice (first column) for any indicators that they feel do not specifically relate to their current educator practice. Because all indicators must be included in the Evaluatees' practice, the "Pre-service/Beginning" selection **does not mean** Evaluatees are not responsible for the practice. This **selection does mean** that the Evaluatees are not currently using the indicator **or** needs to strengthen their level of practice. **Example:** English educators may assume that indicator 3.5 (related to mathematics) does not relate to their practice, and therefore this indicator should be "skipped" in the self assessment. Because all Alabama Evaluatees are responsible for mathematics and reading literacy, this assumption is inaccurate. English educators are responsible for teaching mathematic concepts (indicator 3.5), especially as related to word problems, across the English curriculum.*

**Q: Who must complete the Educator Self Assessment? When and how often?**

*All Evaluatees participating in EA, **not Reviewers or Evaluators**, must complete the Educator Self Assessment **at the beginning of each school year.***

**Q: Must Evaluatees complete the Educator Self Assessment if they are not on "full evaluation cycle."**

*Yes. Regardless of their evaluation cycle status, all Evaluatees must complete the Educator Self Assessment each year.*

**Q: Once Evaluatees complete the Educator Self Assessment, who is responsible for editing and/or closing the assessment?**

*Evaluatees are solely responsible for Educator Self Assessments, and the only ones with editing and closing privileges.*

## EDUCATOR SELF ASSESSMENT FAQs *continued*

**Q: Must Evaluatees complete the Educator Self Assessment in “one sitting?”**

*No. Evaluatees may stop working on their assessment at any point, and then return to it later. However, remember to “Save!”*

**Q: When Evaluatees return to the complete their self assessment, will their previous work be saved?**

*Yes.*

**Q: When Evaluatees have completed their self assessment, what should they do?**

*Notify the Evaluator(s) (primary and/or secondary instructional leader) responsible for their evaluation.*

**Q: Once Evaluatees select “FINISHED”, will their self assessment be locked?**

*No. Evaluatees will have the ability to edit Educator Self Assessments until their completed Professional Learning Plan (PLP) is signed by their Evaluator (principal/instructional leader) and them. Once the PLP is signed by both parties, the self assessment becomes locked and may not be re-opened.*

**Q: Who has viewing privileges of Evaluatees’ self assessments?**

*Evaluators have viewing privileges of assigned Evaluatees’ self assessments. Evaluatees have viewing privileges of their own self assessments. If approved by the local superintendent, designated Reviewers may view the status of any Evaluatee’s self assessment in their LEA.*

## STEP 5 - DIALOGUE

### FREQUENTLY ASKED QUESTIONS (FAQs)

**Q: What is the Dialogue and its purpose?**

*The dialogue is a meaningful, reflective, and collaborative conversation between Evaluators and their assigned Evaluatees. This conversation will promote Evaluators and Evaluatees collaboratively setting professional goals and pursuing professional development each year.*

**Q: Who must Dialogue?**

*All Evaluators (instructional leaders) and their assigned Evaluatees (Educators) must have a minimum of one dialogue at the beginning of each school year.*

**Q: When should the Dialogue be held?**

*Evaluators and Evaluatees will hold the initial dialogue when Evaluatees complete the Educator Self Assessment, at the beginning of the school year.*

**Q: Must dialogues be held if Evaluatees are not on a “full evaluation cycle?”**

*Yes. Dialogues between Evaluators and Evaluatees must be held at the beginning of each year, regardless of “full evaluation cycle” status.*

**Q: Is there a Dialogue icon to select or a form to complete?**

*No. The Educator Self Assessment and PLP are used in during the Dialogue to make professional learning decisions.*

**Q: In addition to the Educator Self Assessment, what should be a part of the dialogue?**

*Along with the completed self assessment, Evaluators and Evaluatees are encouraged to consider multiple data sources when agreeing upon assigning indicators to the Professional Learning Plan (PLP), that Evaluators and Evaluatees develop together.*

**Q: Once the dialogue is held, who “assigns” the indicators to the PLP and “enters” the content?**

*Evaluatees are responsible for assigning indicators from self assessments to the PLP, then entering the content. Evaluators may revise and edit the educator’s PLP content, in keeping with PLP content agreed upon during the dialogue.*

**Q: May the 2-5 agreed upon indicators include school and/or systemwide indicators?**

*Yes.*

**Q: After the initial Dialogue, are additional dialogues required, as a part of the EA process?**

*No. However, best practice encourages ongoing dialogue/conversation between Evaluators and Evaluatees throughout the year. Continuous conversations will promote optimal opportunities for professional growth and implementation, ultimately impacting student achievement.*

## STEP 6 PROFESSIONAL LEARNING PLAN (PLP)

### FREQUENTLY ASKED QUESTIONS (FAQS)

**Q: What is the Professional Learning Plan (PLP)?**

*The PLP is a tool that Evaluators (Instructional Leaders) and Evaluatees (Educators) use to plan and reflect upon Evaluatees' professional growth annually. Along with the Educator Self Assessment, the PLP is the core of the Dialogue.*

**Q: Who is required to complete a PLP? When and how often?**

*All Evaluatees (Educators) participating in EDUCATEAlabama must complete a new PLP at the beginning of each school year.*

**Q: Are all Evaluatees required to complete a new PLP each year, if they are not on "full evaluation cycle?"**

*Yes. Regardless of "full evaluation cycle" status, all Evaluatees must complete a new PLP annually when school begins.*

**Q: What is the basis for the PLP?**

*The PLP is based upon Evaluatees' completed Educator Self Assessments, and the indicator(s) agreed upon to be the focus for professional growth during the dialogue held between Evaluators and Evaluatees.*

**Q: May Evaluatees develop PLPs without Evaluator involvement?**

*No. While Evaluatees are responsible for entering PLP content, Evaluators are responsible for reviewing, editing, and/or suggesting revisions, then agreeing upon final content (established during the Dialogue) by co-signing PLPs.*

**Q: How many indicators should be assigned to PLPs??**

*The number of indicators assigned to PLPs will be determined by the local education agency (LEA) superintendent, and/or Evaluators and/or Evaluatees. **The SDE suggests that 2-5 indicators be assigned.***

**Q: Must PLPs include indicator(s) that the school and/or LEA have selected as a focus for professional growth?**

*PLP content should reflect directions/guidelines set forth by the LEA superintendent and/or Evaluators, as related to system and/or school goals.*

**Q: What should PLP content reflect?**

*PLPs should reflect the Alabama Quality Teaching Standards (AQTS) and the Alabama Continuum for Teacher Development. **Keep in mind that the PLP is based on the Educator Self Assessment, which is founded on the AQTS and reflects a description of practice within the Continuum.** The PLP should focus on the areas of professional growth selected by Evaluatees and Evaluators.*

**Q: Once completed PLPs are agreed upon and signed, what if Evaluatees and/or Evaluators want to revise it later?**

*Once the original PLP content is agreed upon and both signatures are applied, the original content may not be altered. If needed, additional indicators may be added to the EA process during the year.*

## PROFESSIONAL LEARNING PLAN (PLP) FAQs *continued*

**Q: In order to get a “headstart” on the upcoming school year, may PLPs be completed in the spring of the current year?**

*No. PLPs should reflect professional learning goals that are specifically related to Evaluatees’ educational assignment and the students being taught for the upcoming year. PLPs written during the spring of the previous year miss the intent of the entire EA process. Additionally, Reviewers/Evaluators/Evaluatees do not have access to the upcoming year’s EA online process until school resumes each year.*

## STEP 7 SUPPORTING EVIDENCE

### FREQUENTLY ASKED QUESTIONS (FAQs)

**Q: What is Supporting Evidence?**

*Supporting evidence refers to specific actions/strategies that support implementation of Evaluatees' (Educators') Professional Learning Plans (PLPs).*

**Q: What types of Supporting Evidence may be entered by Reviewers and/or Evaluators for Evaluatees through the EDUCATEAlabama online process?**

*The following Supporting Evidence may be entered Reviewers and/or Evaluators (Instructional Leaders):*

Observations- *Specific actions/strategies Evaluatees implement, actually seen by Reviewers and/or Evaluators in and/or outside the classroom.*

Instructional Practices-*Specific actions/strategies Evaluatees use that directly reflect professional learning, growth, and positive impact on students.*

Student Data: *Any student information that may support Evaluatees' PLPs, as follows:*

- Demographic/perceptual data
- Informal data: Grades, student work, educator made tests
- Formal data: Standardized test scores, discipline records
- Other: Interaction with students, families, other educators, instructional leaders, agencies, community

Responsibilities/Positions: *Roles held by Evaluatees "above/beyond" their assigned roles as educators (e.g., grade level chair; community leader; student/colleague mentor; special recognition, accomplishments)*

Other: *College course enrollment; published work; developing/leading specific professional growth tool(s)/project(s)*

General Comments: *Notes and general comments that may not relate to Evaluatees' assigned indicators within PLPs, but support their overall professional growth*

New Indicator: *Continuum indicator not included in original, completed PLP that support Evaluatees' professional growth*

**Q: What Supporting Evidence may Evaluatees enter?**

*Evaluatees may enter all supporting evidence listed above, except observations. Evaluatees may add comments to observations entered by Reviewers and/or Evaluators.*

**Q: What Supporting Evidence is required to be entered each current year?**

*Evaluators are required to complete and enter two unannounced observations for Evaluatees on "full evaluation cycle" during the school year. All other Supporting Evidence entries are optional, but are considered "best practice" in providing ongoing evidence of Evaluatees' continuous professional growth during the year.*

**Q: May indicators be added to Evaluatees' EA online process, if not included in original, completed PLPs?**

*Yes. Upon agreement, Evaluators and Evaluatees may add indicators to the original PLP throughout the school year, following directions provided in the online process.*

## SUPPORTING EVIDENCE FAQs *continued*

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

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

**Q: If Supporting Evidence (except observations) is not required, why should Reviewers, Evaluators, and/or Evaluatees add evidence?**

*Supporting Evidence is vitally important and 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 Supporting Evidence entries begin and end?**

*Supporting Evidence entries should begin when Evaluatees’ PLPs are complete and signed, at the beginning of the school year. Supporting Evidence should be added throughout the year by Evaluators, Evaluatees, and Reviewers (as appropriate) until Evaluatees’ EA online processes are officially closed by Evaluators for the year. EA allows for the date to be entered and viewed at any time by Evaluatees and Evaluators.*

**Q: May professional development completed in the summer be added to Supporting Evidence after school is out?**

*Yes. Adding Supporting Evidence during the summer is encouraged to further support Evaluatees’ continuous professional growth.*

**Q: When must all supporting evidence be complete?**

*All supporting evidence must be entered and completed prior to the beginning of the next school year.*

**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 if EA online processes are closed pre-maturely before Evaluators and/or Evaluatees have finished entering Supporting Evidence during the summer?**

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

## STEP 8 CLOSEOUT

### FREQUENTLY ASKED QUESTIONS (FAQs)

**Q: When should Evaluatees' (Educators) EA online processes be completed?**

*All EA components (Educator Self Assessment, Dialogue, Professional Learning Plan (PLP), Supporting Evidence, and "optional" Evidence Summary Report must be completed prior to the beginning of the next school year, as directed by your Evaluator(s).*

**Q: Who is responsible for closing the EA online process for Evaluatees?**

*Evaluators are responsible for closing out their assigned Evaluatees' EA processes, as directed by the LEA superintendent, following SDE guidelines and timeframes. Reviewers are responsible for ensuring Evaluators effectively close all Evaluatees' EA processes as directed. Evaluatees are responsible for completing all EA components as directed by their LEA and within SDE guidelines.*

**Q: What must Evaluators do to close out Evaluatees' EA processes for the year?**

*Evaluators ensure that assigned Evaluatees complete all required EA components (Educator, Self Assessment, Dialogue, PLP, and Supporting Evidence) as directed by the LEA superintendent, in keeping with SDE guidelines and timeframes.*

**Q: Are Evaluators required to complete Evidence Summary Reports for Evaluatees?**

*No. Evidence Summary Reports are optional entries Evaluators may use to provide EA closure for their assigned Evaluatees for the current school year.*

**Q: What happens to Evaluatees' EA online components when their EA processes are closed for the year?**

*When closed, Evaluatees' EA online components are archived in an EA folder labeled by school year, located on Evaluatees' profile pages in the EA site. For each year of employment, read-only EA archives will be viewable by the Evaluatee, the assigned Evaluator, and Reviewers (as directed by the LEA superintendent).*

**Q: May Evaluators and/or Evaluatees begin the EA process for the next school year before the current year process is closed?**

*No. Evaluators and Evaluatees may begin next year's EA process only after the current year's work is closed. The SDE will provide access to the next year's EA process at the beginning of the school year.*

**Q: What happens to Evaluatees' EA archives if they transfer to another school within the local education agency (LEA), or accept employment in another Alabama LEA?**

*The EA process is tied to an individual, and will remain available to the user no matter which Alabama LEA employs that person.*

**Q: What happens to Evaluatees' EA archives if they accept employment outside the Alabama public school system, or if they become unemployed?**

*Evaluatees are solely responsible for personally securing all EA archives through a personal documentation system (e.g., hard copies, saved to personal computer/flashdrive, other).*

## CLOSEOUT FAQs continued

**Q: May Reviewers, Evaluators, and/or Evaluatees want to get a “head start” on next year’s EA process for next year?**

*No. Because Reviewers’, Evaluators’, and/or Evaluatees’ assignments may change over the summer, it is important that Evaluatees’ annual Educator Self Assessment, Dialogue, PLP, and subsequent Supporting Evidence reflect their assignments and students for the upcoming school year. Likewise, Reviewers and Evaluators need to ensure they are guiding Evaluatees’ EA processes, as assigned for the upcoming year. EA components entered “early” will not be transferable to the next school year.*

**Q: When must Evaluatees’ EA process be closed for the current year?**

*Evaluators must close out all Evaluatees’ EA processes by the last “business day” of July for the current school year.*

**Q: What if Evaluators fail to close Evaluatees’ EA processes by the last business day in July for the current year?**

*The SDE, in cooperation with the Alabama Supercomputer Authority (ASA), will automatically close all “open” Evaluatees’ EA processes no later than the first business day of August in the upcoming school year.*

**Q: Once the SDE/ASA officially closes all Evaluatees’ EA processes for current year, may they be re-opened for any reason?**

*No. All Evaluatees’ EA data becomes archived at that point and may not be re-opened, but will be viewable to the appropriate Evaluatee, Evaluator, and/or Reviewer.*