Teaching Effectiveness

Tutorial Guide

For Teaching Effectiveness (TE)
Version 1.4

Contents

Teaching Effectiveness Abbreviations and Glossary

AIM	Alabama Identity Management
Continuum	A named set of indicators (such as for an educator, librarian, or counselor).
District	Local education authority, AKA LEA
Evaluatee	A user being evaluated on a continuum (as an educator, librarian, or counselor).
Evaluator	A user facilitating the evaluation of an *evaluatee* (typically a principal).
Evidence	A set of qualifying information supported by comments and documents to show progress on a PLP.
EA	EDUCATEAlabama
Goal Indicator	An indicator selected for the PLP and the related Supporting Evidence.
Indicator	A subset of a teaching standard related to a specific set of practices
LEA	Local Education Authority, AKA "school district" or "district"
Level of Practice	One of five levels that indicates the level at which the teacher self-assesses.
PLP	Professional Learning Plan
Professional Learning Plan	A plan put together to focus on improvement on selected goal indicators.
Reviewer	A user from a district central office (also may function as an *evaluator*).
Review Year	The school year for which an evaluation is done. If listed as a single year, indicates the beginning of the school year. That is, review year "2019" indicates school year "2019-2020".
Self-Assessment	A ranking by the teacher over a series of indicators of where they see their current Level of Practice.

TE	Teaching Effectiveness
Teacher	Sometimes used as shorter version of the full list of "educator, librarian, or counselor". Where "Educator" is meant specifically separate from the other two, it will be specifically called out.
Teaching Standard	Benchmark for Level of Practice for teacher growth and measure.

Note that the "Summative" screens in Teaching Effectiveness are included for possible future development. They are not described in this guide. They include "Impact on Engagement and Learning", "Professional Commitment", and "Final Evaluation".

Teaching Effectiveness Overview

The Teaching Effectiveness (TE) application provides a place for an *evaluatee* (teacher, librarian, or counselor) to record information as they complete the Teaching Effectiveness evaluation process. An *evaluator* will also enter information into the *evaluatee* record during this process.

Log In (from AIM)

TE requires user authentication through the SDE AIM system.

Steps to Log In from AIM:

1. Use the standard AIM log in procedures. Enter your standard username and password. Select the "Log in" button.

   Log in   Help ?

   Email address: [_____]

   Password: [_____] 👁

   [Log in ⇥]   Forgot password?

   Need an account?
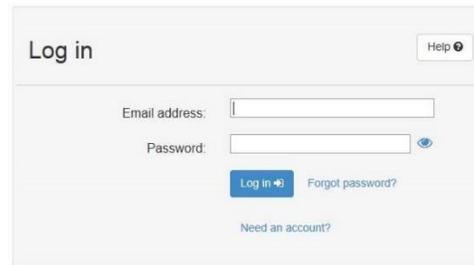
2. Select the "Teaching Effectiveness" tile from the available AIM applications. Users participating in TE will use their Teaching Effectiveness credentials.

   The Educational Directory Administrator for your district is responsible for adding you to the appropriate groups to access Teaching Effectiveness. If you are unable to log in to AIM or cannot see the Teaching Effectiveness tile after logging in to AIM, please contact this person. If the Educational Directory Administrator is unable to correct the login issue, this person or you should please contact the ALSDE service desk. See the Footer information on the next page.

3. The user is sent by AIM to TE. The user is now logged into TE.

   Bond, James
   Today's Date: 7/8/2019

   The Teaching Effectiveness process will aid teachers increase effectiveness. The purpose is to support gr increases in student performance.

   SA 🔒

   Professional Commitment
   Self Assessment

   This section will complet

   Profess
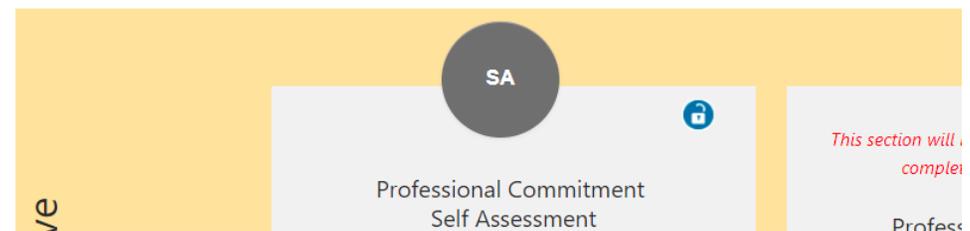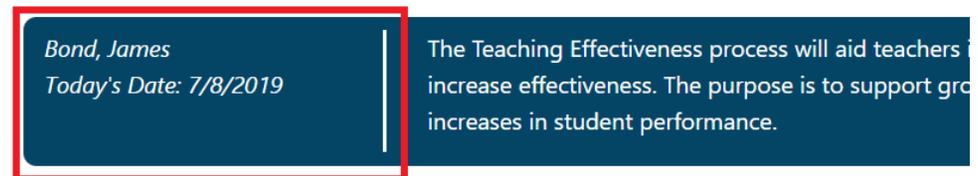
Footer (Support Contact Information)

The footer appears on all screens, at the bottom.

The footer includes contact information for support.

For login issues related to AIM, please first contact the Educational Directory Administrator for your LEA, then the ALSDE service desk by email at servicedesk@alsde.edu or by phone at 334-694-4777.

For all other issues, you may contact the Teaching Effectiveness help desk by email at teachingeffectiveness@asc.edu or by phone at 1-800-338-8320.

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- The Educational Directory Administrator for your district is responsible for adding you to the appropriate groups to access Teaching Effectiveness. If you are unable to log in to AIM or cannot see the Teaching Effectiveness tile after logging in to AIM, please contact this person.
- If the Educational Directory Administrator is unable to correct the login issue, this person or you should contact the ALSDE service desk.
- For all other issues, please contact the TE help desk.

Menu

The menu appears on all screens. It is collapsed by default.

Accessing the menu:

- Click the menu icon, near the upper right corner of the screen.

- The menu appears.
- The menu will vary depending upon the role of the user. *Reviewers*, *evaluators*, and *evaluatees* only see relevant items in the menu.
- Use the down arrow (as shown next to the "Home" menu item) to collapse a section of the menu.
- Use the right arrow (as shown next to the "Reports" menu item) to expand a section of the menu.
- The blue bar to the left of a menu item indicates it is the currently viewed screen (as shown by the "Settings" item, indicated by the yellow arrow).
- Selecting an item from the menu or otherwise clicking a link in the application, will automatically close the menu.
- Selecting the guide or help icon will close the menu and replace it with the guidance or technical help display.
- Selecting the menu icon again will close the display.
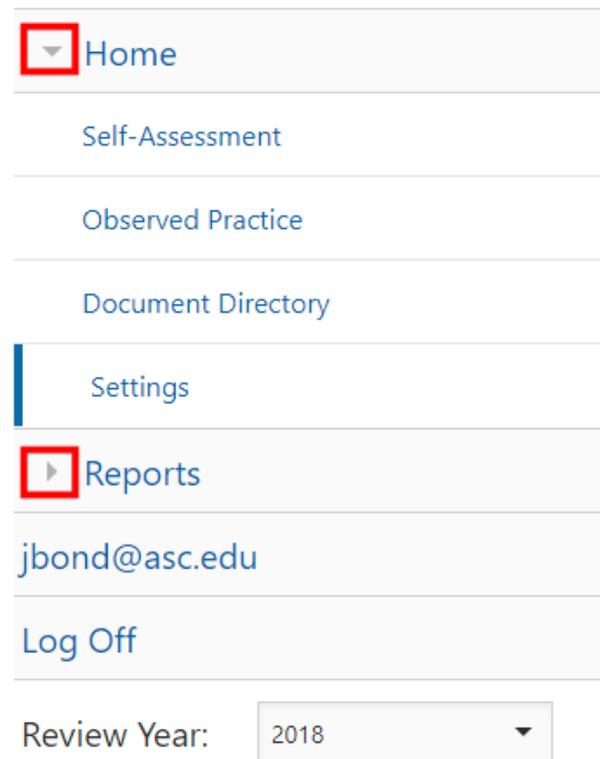
Technical Help and Guidance

The technical help and guidance displays appear on all screens. They are collapsed by default.

Assessing the technical help or guidance:

- Click the help or guide icon, near the upper right corner of the screen.

- The technical help or guidance display appears.
- Both technical help and the guidance displays are relevant to the screen the user is on when the icons are selected. If there is no help or guidance for that screen, the displays will be blank.
- Both technical help and the guidance displays can change by review year.
- Technical help provides directions on how to use TE, as an abbreviated version of the information found in this user guide.
- Guidance provides more information on the activities the *evaluatee* is doing while using TE.
- Guidance starts with a "General Guidance" heading for all users. It **may** also include sections from SDE, your district, and your school.
- Selecting another icon will close the menu and replace it with the new display.
- Selecting the icon for the current display again will close the display.

Technical Help

Over the course of a review year, a teacher may:

1. Select a continuum and an evaluator.

2. Perform the self-assessment on indicators selected by the district. (Teachers in districts that have chosen to do the self-assessment using some other means will not perform this step.)

3. Enter the professional learning plan based on at least two of the indicators.

4. Over the rest of the school year, enter evidence supporting the professional learning plan.

5. (Optional) Note any changes to the observed level of practice.

Teaching Effectiveness Review Year

Teaching Effectiveness organizes information by the "Review Year", which corresponds to the academic school year that begins in August. For example, academic school year 2019-2020 is review year 2019.

Navigation options:

- When a new review year starts, no *evaluatee* can enter data until the district has unlocked the review year.

- An *evaluatee* can select a previous review year to view data.   The *evaluatee* may change the review year by opening the menu and selecting other review years from the dropdown.

- An *evaluatee* who entered data into EDUCATEAlabama prior to the 2019 review year can select the EDUCATEAlabama Archive report to view that data.

Teaching Effectiveness Reports – Common Tools

Most Teaching Effectiveness reports use a similar set of tools.

Educate Archive Reports

| 2017 | 2016 |

| |◀ | ◀ | 1 of 10 ▼ | ▶ | ▶| | | Whole Page ▼ | + | | 🖶 | 🖶 | 🖶▼ | 🔍 |

Bond, James   Annual Review Year: 2017

Standard 1: Content Knowledge
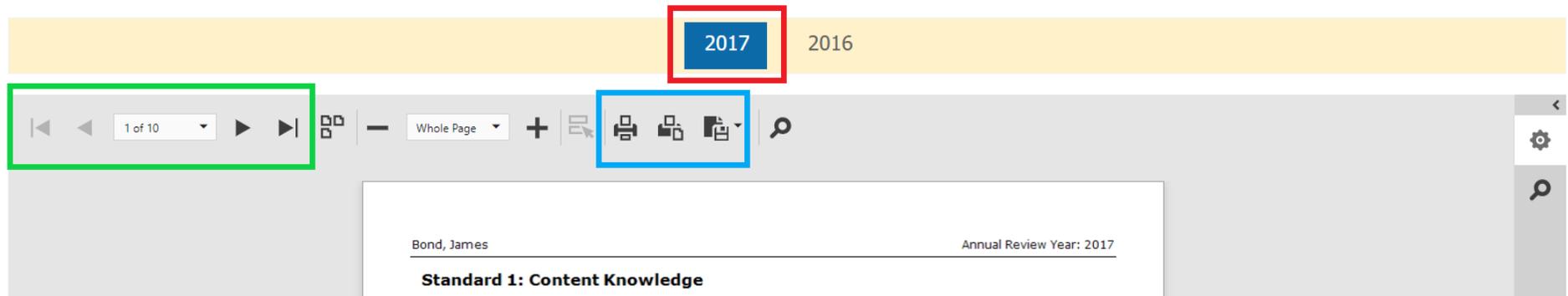
• Many reports are available for multiple review years. Select the review year from the bar at the top. The selected year is highlighted with a blue background.	See the 2017 item selected in the red box. (Some reports are only available for the review year currently selected in the main menu. These reports automatically default to that review year.)
• To view different pages in a report, use the navigation icons.	See the arrows and page information shown in the green box.
• To print or export the report, use the various print and export icons.	See the icons shown in the blue box. (Avoid using Control-P to print, as this will typically print the entire screen from the web browser, not the report.)

Help Screen

The Help screen that contains various help items can be accessed from the main Menu.

| Help	Click the links to view the various help items for Teaching Effectiveness

Help

Educator Help Items

Educator Help Guide
Educator Tutorial Video
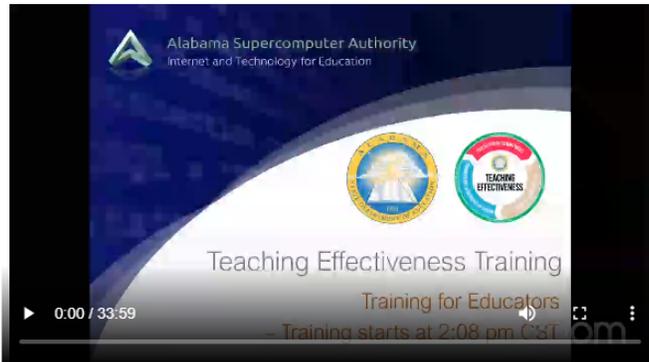
Full Help Items (for Evaluators and Reviewers)

Full Help Guide
Full Tutorial Video

- The Help screen contains links to this tutorial guide as well as links to the training videos. The training videos are also imbedded on this page.

More help items may be added here in the future.

Evaluatee – Settings Assign Primary System and Site

When an *evaluatee* enters Teaching Effectiveness, the application checks to see if they are assigned to more than one system or school in their AIM profile. If they are assigned to more than one system or school, the *evaluatee* is shown the settings screen. Selecting the primary system and site here determines what system and site the *evaluatee* is being evaluated at.

Settings

Please confirm the following information. Your LEA won't appear in the dropdown until they have set the district plan. If you do not see the correct LEA or site, please contact the EdDir Administrator for your system.

Primary System:*   Dekalb County ▼

Primary Site:*   Collinsville High School ▼

Select which system and site from the drop down boxes that you are being evaluated at. Systems won't show up in the Primary System drop down box until they have set their district plan.

• Pick the Primary System you are being evaluated at.	Your system won't appear in the drop-down list until they have set their district plan.
• Pick the Primary Site you are being evaluated at.	
• Click the "Save Selections" button to record the selections.	

Future logins will not return to the settings screens automatically if all required settings have been chosen.

The Primary System may not be changed by the *evaluatee* after it is saved. However, the Primary Site can be changed if needed. If you believe you have saved the Primary System in error, please consult with your *evaluator* and then the TE Help Desk.

Evaluatee – Settings Assign Continuum

When an *evaluatee* enters Teaching Effectiveness, the application checks to see if the continuum has been assigned. If not, the *evaluatee* is shown the Settings screen. Selecting the continuum here will assign it for the review year. A continuum **must** be selected before the Self-Assessment can be started.

Settings

Please select the correct continuum from the drop down menu then click the "Save Selection" button below that to save. If you are unsure of which continuum you should assess, please consult your Evaluator.

Continuum:* [Educator ▼]

* indicates a required field

Select Educator, Librarian, or Couselor.

- Pick the continuum appropriate for your Self-Assessment.   Until a continuum is selected, the *evaluatee* may not start the Self-Assessment.

- Click the "Save Selections" button to record the selections.

Future logins will not return to the settings screens automatically if all required settings have been chosen.   The continuum may not be changed by the *evaluatee* after it is saved. If you believe you have saved it in error, please consult with your *evaluator* and then the TE Help Desk.

Evaluatee – Settings Assign Evaluator

When an *evaluatee* enters Teaching Effectiveness, the application checks to see if an *evaluator* has been assigned. If not, the *evaluatee* is shown the Settings screen. Selecting an *evaluator* here will assign the *evaluator* for the review year. An *evaluator* must be assigned in order to fully complete the Professional Learning Plan.

Select an evaluator from the drop down boxes below:

Primary Evaluator: Wayne, Bruce ▼

Secondary Evaluator: Keaton, Diane ▼

Save Selection

Pick the *evaluator(s)*. If no *evaluator(s)* are yet available, use the menu to bypass the *evaluator* selection, by going to the home screen. An *evaluator* is not required to start the Self-Assessment or Professional Learning Plan. However, until one is selected, an *evaluatee* will be reminded each time they log into TE.

• Pick a primary *evaluator* to set the *evaluator*.	An *evaluator* is not available for selection until that *evaluator* has logged into TE during the school year.
• Optionally, pick a secondary evaluator.	
• Click the "Save Selections" button to record the selections.	

Future logins will not return to the settings screens automatically if all required settings have been chosen.

To change an *evaluator*, return to the Settings screens through the menu.

Evaluatee – Teaching Effectiveness Dashboard

The dashboard shows the steps currently available for an *evaluatee*. Selecting a step will take the *evaluatee* to that step.

A step will only unlock as the *evaluatee* completes any prerequisite steps.

- Self-Assessment is available immediately once a district selects the preliminary plan. Select the "SA" icon to begin entering data for the Self-Assessment.

- Professional Learning Plan is available once an *evaluatee* has completed the Self-Assessment.

- Evidence is available once an *evaluatee* and their *evaluator* have signed the Professional Learning Plan.

Evaluatee – Dashboard Icons

Icons on each step indicate which steps are currently available.

A step will only unlock as the *evaluatee* completes any prerequisite steps.

- A locked step displays a closed lock in the tab.
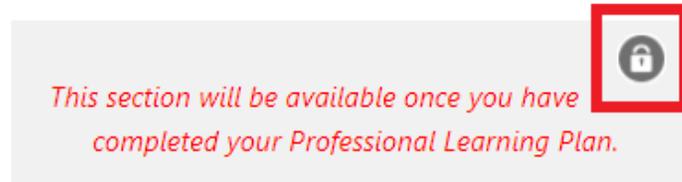

- An unlocked step displays an open lock in the tab.
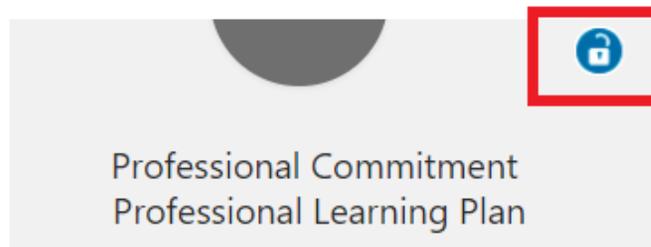
- A completed step shows a check mark in the tab. The user can select tiles in a completed tab to review the information.
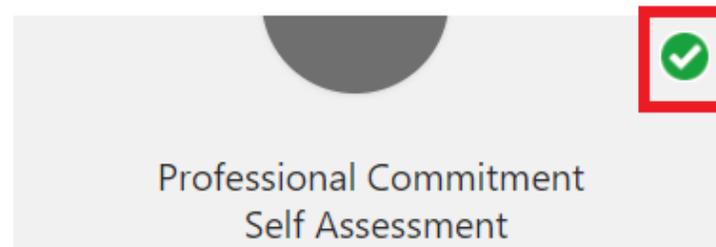
Evaluatee – Self-Assessment

The Self-Assessment screen is available once the district has selected the plan for the review year. The *evaluatee* must also have selected a continuum.

1.1 Content Knowledge: Demonstrates deep knowledge of subject-matter content and an ability to organize related facts, concepts, and skills

● Pre-Service and Beginning ○ Emerging ○ Applying ○ Integrating ○ Innovating

Practice Level Details ▲

Practice Level Name	Practice Level Detail Description
Pre-Service and Beginning	Demonstrates knowledge of the core concepts, facts, procedures, and skills comprising specific curricular areas related to teaching assignment.
Emerging	Uses knowledge of subject matter to plan rigorous and relevant units and lessons appropriate to the age and developmental level of all learners.
Applying	Evaluates and uses a wide range of text-based and additional resources to differentiate content to motivate and academically challenge all learners.
Integrating	Uses expanded knowledge, including primary sources when appropriate, to support student understanding of key concepts, themes, multiple perspectives, and interrelationships Works with colleagues to plan units and lessons that immerse learners actively in the discipline and to think analytically and creatively about the content. Reads academic journals and other sources to identify research findings and best practices related to a specific discipline and shares these with colleagues.
Innovating	Uses comprehensive knowledge of subject matter and student development to ensure that all students understand related facts and concepts within and across content areas. Collaborates with colleagues to incorporate research findings into unit and lesson designs.

An *evaluatee* will select a "Level of Practice" for each indicator selected by the district.

- Click anywhere in the light blue bar for Practice Level Details to see a full description of each Level of Practice for that indicator. The arrow on the right of the bar changes to show that it is expanded.
- Select the radio button for the Level of Practice that matches your Self-Assessment.
- Select the "Save" button at any time to record any or all selections.
- Once all indicators have a Level of Practice assigned and you are satisfied with the selections, select the "Finished" button to save the Self-Assessment and commit the changes. You cannot change the Self-Assessment once finished.

Evaluatee – Self-Assessment Saving

Progress on the Self-Assessment can be saved at any time if the Self-Assessment is in progress.

The button to save your Self-Assessment progress is located at the bottom of the Self-Assessment.

- Click the "Save Selections" button to record the Level of Practice selected for your indicators.

| Save Selections | Back | Finished |
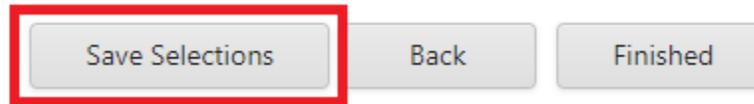
- After your selections have been saved successfully, you will be taken to a confirmation screen. Clicking the "Back" button will return you to your Self-Assessment while clicking the "Home" button will return you to your dashboard.

Your Self-Assessment has been saved successfully.

To return to your Self-Assessment, click the "Back" button below. To return to your home page, click the "Home" but

| Back | Home |

Evaluatee – Self-Assessment Finishing

The Self-Assessment will be able to be closed out once all indicators on it have been assessed.

The button to finish your Self-Assessment is located at the bottom of the Self-Assessment.

- Click the "Finished" button to record the Level of Practice selected for your indicators and continue to confirm finishing your Self-Assessment.

Save Selections	Back	Finished

- If all indicators on your Self-Assessment have been assessed, you will be taken to a confirmation screen asking to confirm that you are ready to finish your self-assessment.
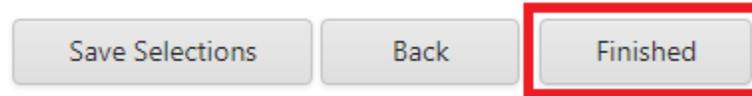
Are you sure you are ready to finish your Self-Assessment?

Once the Self-Assessment has been finished, it cannot be edited.

No, return to my Self-Assessment.	Yes, I want to finish my Self-Assessment.

- If you are ready to finish your Self-Assessment, click the button that says "Yes, I want to finish my Self-Assessment". This will mark your Self-Assessment as Complete and open the Professional Learning Plan.

No, return to my Self-Assessment.	Yes, I want to finish my Self-Assessment.

- If you are not ready to finish your Self-Assessment, click the button that says "No, return to my Self-Assessment". This will return you to your Self-Assessment.

No, return to my Self-Assessment.	Yes, I want to finish my Self-Assessment.
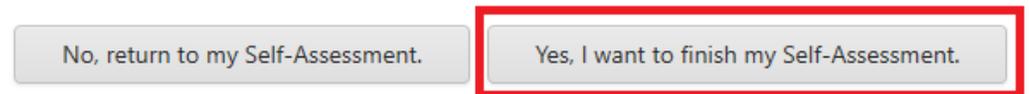
When the "Finished" button is clicked before assessing all of the indicators on your Self-Assessment, your selections will be saved, and you will be taken to the save confirmation screen.

The Self-Assessment cannot be edited by the *evaluatee* after it is saved. If you believe you have finished it in error, please contact the TE Help Desk.

Evaluatee – Professional Learning Plan Main Screen

The Professional Learning Plan is available once an *evaluatee* completes the Self-Assessment. The *evaluatee* will enter at least two plan entries for selected indicators. The *evaluatee* may enter additional plan entries. All plan entries included must be complete, before the PLP can be signed.

Professional Learning Plan	Click 'New' to start a Professional Learning Plan for an indicator, or click 'Edit' or 'View' to view an existing Professional Learning Plan. To record comments or attach documents, click the 'Learning Plan General Discussion' link.

Professional Learning Plan

Learning Plan General Discussion

New	Indicator	Start Date	End Date	Learning Goal	Learning Implementation	Expected Student Impact	Expected Implementation Evidence
Discussion Edit Delete	2.1: Teaching and Learning	08/01/2019		Complete	Complete		

Back

From the *evaluatee* dashboard, select the "PLP" icon to enter the Professional Learning Plan screen.

• Select the "Learning Plan General Discussion" link to add comments or documents to the entire plan.	The screen changes to show the general discussion screen. You may use the general discussion screen for the initial dialog before the plan is started, to comment on it while under development, and to make other comments after it is signed.
• Select the "New" link to add a PLP entry.	The screen changes to show the indicator chosen for the PLP. Once an indicator is selected, the *evaluatee* may add the information to the plan entry on the PLP edit screen.
• Select the "Edit" link to modify an existing PLP entry.	The screen changes to the PLP edit screen to modify the information on the entry.
• Select the "Delete" link to remove a PLP entry from the plan.	To retrieve a deleted entry, add a new entry and select the indicator that was assigned to the deleted entry.
• Once the plan is completed and signed, the above options are no longer available. Select a "View" link instead to see the entries.	

Evaluatee – Professional Learning Plan Indicator Selection

When choosing to add a new PLP entry, the *evaluatee* must select the "goal indicator" for that PLP entry. By default, entries are sorted by the Selected Level of Practice and then the Indicator. You may click on a column to sort by that column instead.

You must select an indicator to continue.

| #	Selected Level of Practice	Indicator	Indicator Description
Select	Pre-Service and Beginning	2.1: Teaching and Learning	Designs a classroom organization and management system built upon sound, age-appropriate expectations and research-based strategies for promoting positive behaviors.
Select	Emerging	1.4: Content Knowledge	Designs instructional activities based on state content standards
Select	Applying	2.5: Teaching and Learning	Engages learners in developing and monitoring goals for their own learning and behavior.
Select	Integrating	2.3: Teaching and Learning	Creates a safe, orderly, and stimulating learning environment that nurtures responsibility, motivation, and engagement of learners

Cancel

Select the goal indicator to use for this PLP entry.

• Select the goal indicator used for the PLP. Select "Continue".	The screen changes to the PLP edit screen to enter the information on the plan. If an entry already exists for that goal indicator, the current information will be shown.
• May choose previously deleted goal indicator selections.	The screen changes to the PLP edit screen with any information retained on the deleted entry.
• For Option 1 and Option 2 districts, the goal indicators are the ones used in the Self-Assessment.	You may only pick a goal indicator for which you did a Self-Assessment.
• For Option 3 districts, the goal indicators are the "popular topics" currently used by those districts.	You did your Self-Assessment outside TE. However, you should only select as a goal indicator one of the popular topics for which you did a Self-Assessment.

Evaluatee – Professional Learning Plan Edit Screen

In the Professional Learning Plan edit screen, enter the data for the plan for the "Learning Goal", "Learning Implementation", "Expected Student Impact", "Expected Implementation Evidence", "Start Date", and "End Date" items.

### Learning Plan for Goal Indicator 1.1: Content Knowledge

Learning Goal
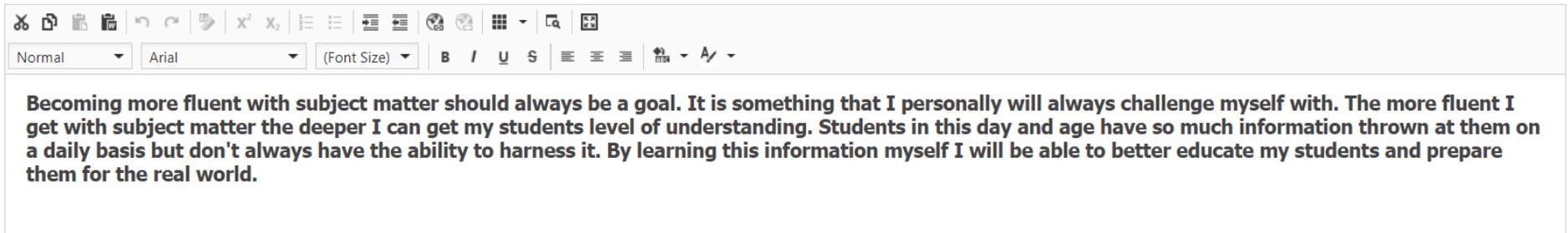
Becoming more fluent with subject matter should always be a goal. It is something that I personally will always challenge myself with. The more fluent I get with subject matter the deeper I can get my students level of understanding. Students in this day and age have so much information thrown at them on a daily basis but don't always have the ability to harness it. By learning this information myself I will be able to better educate my students and prepare them for the real world.

Learning Implementation
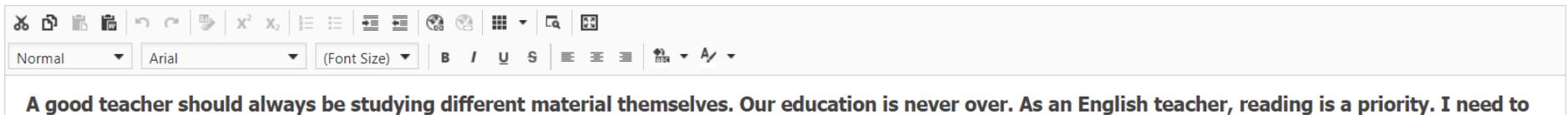
A good teacher should always be studying different material themselves. Our education is never over. As an English teacher, reading is a priority. I need to

All fields must have information before the PLP entry will count towards the overall Professional Learning Plan.

• Enter text for each of the four rich text boxes.	May select bolding, italitics, paragraphs, and other formatting options.
• Set a start and end date for the range the plan will cover.	Typically, this is the full school year, or at least most of it.
• Select "Save and Exit" to save the entry.	The screen returns to the main PLP screen.

Evaluatee – Professional Learning Plan Discussion

In the PLP Discussion screen, enter information related to the PLP. Both the *evaluatee* and the *evaluator* may enter PLP comments. They may also attach documents to the PLP.

The PLP supports two levels of discussion:

- General discussion applies to the complete PLP. It may be initiated as part of the "Initial Dialog" for the PLP, continue while the PLP is being developed, and even allows clarifications and additional comments after the PLP is finished and signed.
- PLP goal indicator discussion applies to a single indicator. It works exactly as the general discussion does, except is it not available until the *evaluatee* enters the goal indicators.

Comments

#	Comment Text	Comment By	Commented On	Last Edited On	New Comment
Reply Edit Delete	Demonstration comment.	Teacher, Autaugaville T	7/31/2019 9:55:55 AM		

Documents

	Filename	Description
Edit Download	PLPDocument.docx	

Upload Documents:

Select multiple files...	Browse...

[Back]

From this screen:

- Add new comments, reply to comments, or modify comments.	See professional learning plan comments below for more information.
- Upload or download documents associated with the Evidence.	See professional learning plan documents below for more information.

Evaluatee – Professional Learning Plan Comments

Evaluatees and *evaluators* may add comments to the PLP. They may add new comments to the PLP or reply to existing comments. The original creator of the comments may edit or delete the comment.

Comments

#		Comment Text	Comment By	Commented On	Last Edited On	New Comment
▾	Reply Edit Delete	Demonstration comment.	Teacher, Autaugaville T	7/31/2019 9:55:55 AM		
	Reply	Reply by evaluator.	Principal, Autaugaville T	7/31/2019 10:16:30 AM		
	Reply Edit Delete	Start a new comment topic.	Teacher, Autaugaville T	7/31/2019 10:17:46 AM		

From this screen:

• To start a new comment chain on the PLP, select "New Comment".	Opens a new comment for edit. Enter the new comment and select "Update" to save.
• To reply to an existing comment, select "Reply".	Opens a new comment for edit. Enter the reply and select "Update" to save. Attaches the comment as a reply to the original comment.
• Select "Edit" to modify the text of a comment.	
• Select "Delete" to mark a comment as deleted.	Deleted comments are retained by the system, but are not shown. Deleting a comment will **not** delete replies to it.
• Select "Undo" on a comment marked as deleted to restore it.	

Evaluatee – Professional Learning Plan Documents

Evaluatees and *evaluators* may attach documents to the PLP. Documents are limited by document types and file sizes.

Documents

	Filename	Description
Edit Download	PLPDocument.docx	

Upload Documents:

Select multiple files...	Browse...

From this screen:

• To upload documents, use the upload "Browse" button to select one or more documents. Then in file dialog, select "OK" to begin the upload.	Once the documents are uploaded, the documents list will display them. May display a file upload status if the document is large enough to require noticeable time to upload.
• To download documents, select the "Download" link in the attachment list.	Will download the document to the user's device. (Depending upon the internet browsers and settings on the user's device, the user may see a download dialog or the download may go directly to the user's default download location.)
• Select "Edit" to add a description to an uploaded document.	The user may also change the filename associated with the document in Teaching Effectiveness. This will set the default filename for future downloads.
• Document sizes supported.	No document may be larger than 1 MB (1 Megabyte). (Note that a document that displays on the user's computer as 1 MB may be slightly over the size limit.)
• Document types supported are Word, Excel, Power Point, PDF, Rich Text, Text Files, as well as PNG and JPEG images.	File extensions supported are docx, doc, xlsx, xls, pptx, ppt, pdf, rtf, txt, png, jpg, and jpeg.

Evaluatee – Professional Learning Plan Signing

With two or more completed entries, the *evaluatee* may sign the Professional Learning Plan. (The plan must also not include any partially completed entries.) For the Professional Learning Plan to be complete, it must be signed by the e*valuatee* and an e*valuator*.

New	Indicator	Start Date	End Date	Learning Goal	Learning Implementation	Expected Student Impact	Expected Implementation Evidence
Edit Delete	1.1: Content Knowledge	08/15/2019	05/30/2020	Complete	Complete	Complete	Complete
Edit Delete	1.2: Content Knowledge	08/15/2019	05/30/2020	Complete	Complete	Complete	Complete

Evaluatee Signature	Evaluator Signature
Sign	Not Signed

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To sign the plan:

- Click the "Sign" link under the e*valuatee* Signature.
- Select the "Yes, I want to sign this PLP" button.
- Teaching Effectiveness returns to the main PLP screen, with the "Sign" link replaced with the e*valuatee's* name and timestamp of the signing.
- The plan is now ready for the e*valuator* signature.

Are you sure you're ready to sign this PLP?

After both the Evaluatee and Evaluator have signed the PLP, the PLP can not be edited or unlocked. All signatures are final.

Cancel Signature   Yes, I want to sign this PLP.

Evaluatee – Evidence Summary Screen

The Evidence Summary screen is available once the Professional Learning Plan is completed and signed by both the *evaluatee* and the *evaluator*. Evidence is recorded on two levels:

- The evidence entries tied to indicators as shown here on the Evidence Summary screen
- The associated comments and other information attached to those evidence entries

Evidence Summary

New	Date	Evidence Type	Goal Indicator	Creator	Created On
Details	1/14/2019 10:30:00 AM	Instructional Practice	1.3: Content Knowledge	Bullock, Sandra	4/8/2019 10:26:33 AM
Details	1/14/2019 12:00:00 PM	Instructional Practice	2.6: Teaching and Learning	Bullock, Sandra	4/8/2019 10:43:19 AM
Details	10/15/2018 3:00:00 PM	Observation	1.3: Content Knowledge	Wayne, Bruce	4/8/2019 10:52:18 AM
Details	10/15/2018 3:00:00 PM	Observation	2.6: Teaching and Learning	Wayne, Bruce	4/8/2019 10:56:42 AM

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From the *evaluatee* dashboard, select the evidence icon to enter the Evidence Summary screen.

- Select the "New" link to add an evidence entry.	The screen changes to the evidence type selection screen. The *evaluatee* selects the evidence type. Teaching Effectiveness then returns to the Evidence Summary.
- Select the "Details" link to add information to an existing evidence entry.	The screen changes to the Evidence Detail screen, where the *evaluatee* can modify the information on the entry.

Evaluatee – Evidence Type Selection

When choosing to add a new evidence entry, the *evaluatee* must declare a date for the Evidence, the evidence type, and the goal indicator associated with the Evidence. The goal indicator can be any indicator selected in the Professional Learning Plan.

Record the evidence type:

• Select the date and time that the Evidence occurred.	The date could be prior to the creation of this evidence entry.
• Pick the evidence type to categorize the entry.	Multiple evidence entries may be associated with the same evidence type.
• Pick the goal indicator from any indicator selected for the PLP.	Multiple evidence entries may be attached to the same goal indicator.
• Select "Create" to add the evidence entry.	Teaching Effectiveness returns to the Evidence Summary screen, with the new entry now available for comments.

Evaluatee – Evidence Details

In the Evidence Details screen, enter information related to the evidence entry. Both the *evaluatee* and the *evaluator* may enter evidence comments. They may also attach documents to the evidence entry.

Instructional Practice - **1.3: Content Knowledge** - **1/14/2019 10:30:00 AM**

Comments

#	Comment Text	Comment By	Commented On	Last Edited On	New Comment
Reply Edit Delete	DeKalb County - SREB C4CC 12/12-12/13, 2018 Training	Bullock, Sandra	4/8/2019 10:27:32 AM		

Documents

	Filename	Description
Edit Download	EvidenceNotes1_3.docx	Extra notes for Instructional Practice 1.3

Upload Documents:

Select multiple files…	Browse…

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From this screen:

- Add new comments, reply to comments, or modify comments.

  See evidence comments below for more information.

- Upload or download documents associated with the Evidence.

  See evidence documents below for more information.

Evaluatee – Evidence Comments

Evaluatees and *evaluators* may add comments to Evidence. They may add new comments to Evidence or reply to existing comments. The original creator of the comments may edit or delete the comment.

Instructional Practice - **1.3: Content Knowledge** - **1/14/2019 10:30:00 AM**

Comments

#	Comment Text	Comment By	Commented On	Last Edited On	New Comment
▼ Reply Edit Delete	**DeKalb County - SREB C4CC 12/12-12/13, 2018 Training**	Bullock, Sandra	4/8/2019 10:27:32 AM		
Reply Edit Delete	Reply to first comment.	Bullock, Sandra	5/31/2019 10:23:37 AM		
Reply Edit Delete	This is a new comment.	Bullock, Sandra	5/31/2019 10:22:29 AM		

From this screen:

• To start a new comment chain on the Evidence, select "New Comment".	Opens a new comment for edit. Enter the new comment and select "Update" to save.
• To reply to an existing comment, select "Reply".	Opens a new comment for edit. Enter the reply and select "Update" to save. Attaches the comment as a reply to the original comment.
• Select "Edit" to modify the text of a comment.	
• Select "Delete" to mark a comment as deleted.	Deleted comments are retained by the system, but are not shown. Deleting a comment will **not** delete replies to it.
• Select "Undo" on a comment marked as deleted to restore it.	

Evaluatee – Evidence Documents

Evaluatees and *evaluators* may attach documents to Evidence. Documents are limited by document types and file sizes.

Documents

	Filename	Description
Edit Download	EvidenceNotes1_3.docx	Extra notes for Instructional Practice 1.3

Upload Documents:

Select multiple files...	Browse...

From this screen:

• To upload documents, use the upload "Browse" button to select one or more documents. Then in file dialog, select "OK" to begin the upload.	Once the documents are uploaded, the documents list will display them. May display a file upload status if the document is large enough to require noticable time to upload.
• To download documents, select the "Download" link in the attachment list.	Will download the document to the user's device. (Depending upon the internet browsers and settings on the user's device, the user may see a download dialog or the download may go directly to the user's default download location.)
• Select "Edit" to add a description to an uploaded document.	The user may also change the filename associated with the document in Teaching Effectiveness. This will set the default filename for future downloads.
• Document sizes supported.	No document may be larger than 1 MB (1 Megabyte). (Note that a document that displays on the user's computer as 1 MB may be slightly over the size limit.)
• Document types supported are Word, Excel, Power Point, PDF, Rich Text, Text Files, as well as PNG and JPEG images.	File extensions supported are docx, doc, xlsx, xls, pptx, ppt, pdf, rtf, txt, png, jpg, and jpeg.

Evaluatee – Observed Practice

Evaluatees **may** set an observed Level of Practice at any time once the Professional Learning Plan is complete. Observed practice can be set for any goal indicator selected for the PLP. It may be changed multiple times during the year. Only the final selection (if any) is retained in Teaching Effectiveness. The observed Level of Practice is a re-evaluation of the Level of Practice from the Self-Assessment.

Observed Practice

1.3: Content Knowledge: Connects the curriculum to other content areas and real-life settings to promote retention and relevance.

Assessed Practice Level: Pre-Service and Beginning

○ Pre-Service and Beginning	○ Emerging	○ Applying	○ Integrating	○ Innovating

Practice Level Details	▼

2.6: Teaching and Learning: Designs coherent lessons that integrate a variety of appropriate and effective instructional strategies

Assessed Practice Level: Integrating

○ Pre-Service and Beginning	○ Emerging	○ Applying	○ Integrating	○ Innovating

Practice Level Details	▼

From this screen:

- For convenience, the "Assessed Practice Level" displays what you selected for your Self-Assessment.

- To see the full descriptions of the Self-Assessment, expand the practice level details display.

    These are the same indicators that were set for Option 1 and Option 2 districts. Click the arrow on "Practice Level Details" to expand the descriptions.

- Select a Level of Practice in the radio list for the goal indicator(s) you wish to re-evaluate.

    May set all, some, or none of the indicators.

- Click "Save Selections" when done.

Evaluatee – Document Directory

To see all documents for the *evaluatee* for the review year, see the Document Directory screen. This list will include any documents uploaded into the *evaluatee's* record by an *evaluator*.

Document Directory

	Filename	Location	Description
Edit Download	EvidenceNotes.docx	Evidence	Extra notes for Instructional Practice 2.6
Edit Download	EvidenceNotes1_3.docx	Evidence	Extra notes for Instructional Practice 1.3
Edit Download	ProfessionalPracticeNotes.docx	Professional Practice	Extra notes for Professional Practice
Edit Download	ImpactEngagementLearningNotes.docx	Impact Engagement & Learning	Extra notes for Impact on Engagement and Learning

Selec the document directory from the main menu.

• To download documents, select the "Download" link in the attachment list.	Will download the document to the user's device. (Depending upon the internet browsers and settings on the user's device, the user may see a download dialog or the download may go directly to the user's default download location.)
• Select "Edit" to add a description to an uploaded document.	The user may also change the filename associated with the document in Teaching Effectiveness. This will set the default filename for future downloads.
• Location shows broadly where the document was attached.	Evidence is the primary location. Future updates will support other locations.

Evaluatee Reports – EDUCATE Archive

As of August 1, 2019, the EDUCATEAlabama application will no longer be accessible. However, the relevant data entered by *evaluatees* is still available to them through Teaching Effectiveness.

Educate Archive Reports

2017	2016

From this screen:

- You can run the EDUCATE Archive report for any year in which you added data to EDUCATEAlabama.

- Scroll through the report to see Self-Assessment, Professional Learning Plan, and Evidence.

The available years will change by user. *Evaluatees* that first started using the system in school year 2019-2020 or later will never see data in the archive report.

Evaluatee Reports – Self-Assessment Report

Shows the indicators on which the *evaluatee* did a Self-Assessment.

Self Assessment Report

From this screen:

- Indicators are grouped by teaching standards.

- Option 3 districts will have no data on this report.

Evaluatees in districts that selected Option 2 for Self-Assessment, will only show the indicators available.

Evaluatee Reports – Professional Learning Plan Report

Shows the indicators on which the *evaluatee* did a Professional Learning Plan.

Professional Learning Plan Report

From this screen:

- Indicators are grouped by teaching standards.

- Includes whether the plan is signed.   May be run before the plan is signed, to faciliate review with the *evaluator(s)*.

Evaluatee Reports – Evidence Report

Shows the indicators on which the *evaluatee* did a Professional Learning Plan and then provided Evidence.


From this screen:

• Comments are included.	Shows who made the comments. Replies are indented for up to 5 levels.
• Document descriptions are included.	To download documents that go with the report, see the document directory screen.

Evaluatee Reports – Year-To-Date Report

The year-to-date report shows complete information for the *evaluatee*, as entered thus far in the system for the review year. Unlike other *evaluatee* reports, it is organized by indicator.

Year To Date Report
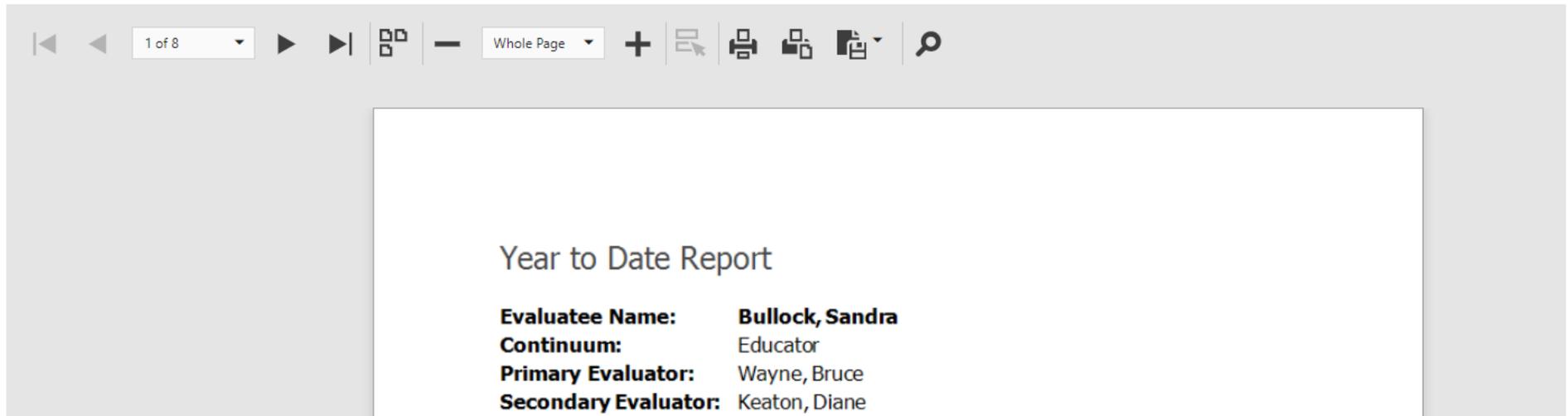
From this screen:

• The first page gives a summary of the activity in the year thus far.	Items not yet started during the review year will have no data in the rest of the report, but will have a status noted on this page.
• Subsequent pages display information about each self-assessed indicator.	If the indicator was selected as a goal indicator, any information entered on the Professional Learning Plan, Evidence, or other relation data will be shown as well.