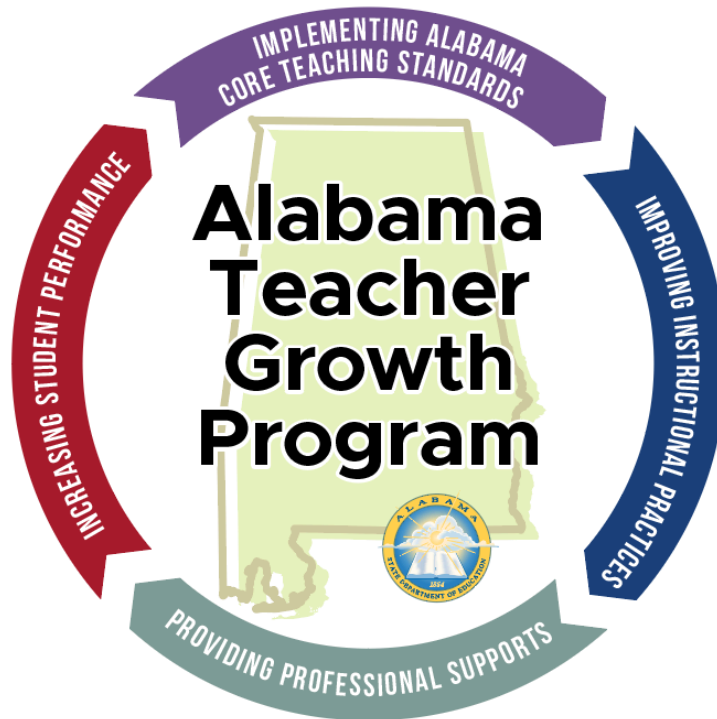# Improving Classroom Instruction with Alabama's Teacher Growth Program (ATGP)

Orientation Manual
Version 2.0

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Alabama Teacher Observation Tool (ATOT)
Developed by

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KEY TERMS FOR ATGP

Alabama Teacher Observation Tool (ATOT)
The formative observation tool meets ESSA requirements for improving teaching and learning in Alabama.

Professional Learning Plan (PLP)
The educator's learning plan is developed from multiple data points to guide continuous growth.

Alabama Core Teaching Standards (ACTS)
The teaching standards were adopted by the State Board of Education in 2020 to replace the Alabama Quality Teaching Standards.

Alabama Teacher Growth Program (ATGP)
The new formative observation program aligns with the Alabama Core Teaching Standards (ACTS) and officially replaces EDUCATEAlabama in August 2022; The ATGP consists of a Self-Assessment, an ATOT, a PLP, and an optional Professional Practice Diagnostic.

Teaching Effectiveness (TE) Platform
The AIM tile contains LEADAlabama, EDUCATEAlabama, and the ATGP component for the 2022-2023 school year.

IMPLEMENTATION TIMELINE

STEPS	BEGIN	COMPLETE	RESPONSIBLE
Login to AIM	August 3, 2022	September 16, 2022	All observers and teachers/instructors
Self-Assessment	September 16, 2022	October 14, 2022	All observed
Teacher Observations in Cognia	October 3, 2022	May 15, 2023	All observers
Professional Practice Diagnostic (optional)	October 3, 2022	May 15, 2023	All observers
ATGP Data Entry		June 15, 2023	Primary observers
Final Data Delivered to ALSDE		August 1, 2023	

STEPS	BEGIN	COMPLETE	RESPONSIBLE
Login to AIM	August 1, 2023	September 8, 2023	All observers and teachers/instructors
Self-Assessment	August 1, 2023	September 15, 2023	All observed
Teacher Observations in Cognia	September 15, 2023	May 14, 2024	All observers
Professional Practice Diagnostic (optional)	September 15, 2023	May 14, 2024	All observers
ATGP Data Entry		June 14, 2024	Primary observers
Final Data Delivered to ALSDE		August 1, 2024	

*THE EDUCATION DIRECTORY (EDDIR) MUST BE UPDATED TO ALLOW ACCESS TO THE ATGP.
Additional information to assist LEAS can be found in Appendix G.

INTRODUCTION TO ALABAMA TEACHER GROWTH PROGRAM (ATGP)

Alabama educators are the building block to learning for all students, and no other school-based factor has a greater impact on student performance than teachers (Darling-Hammond, 2000). Equipping and supporting teachers with a deep understanding of the subject taught, a personal allegiance to continuous self-improvement, and a commitment to helping all students succeed requires a tool that measures educators' performance levels through the same lens. The Alabama Teacher Growth Program (ATGP) promotes continuous monitoring of the teachers' ability to support the implementation of Alabama Core Teaching Standards (ACTS), improve instructional practices, seek professional supports, and increase student performance. The ATGP logo encompasses these foundational goals.
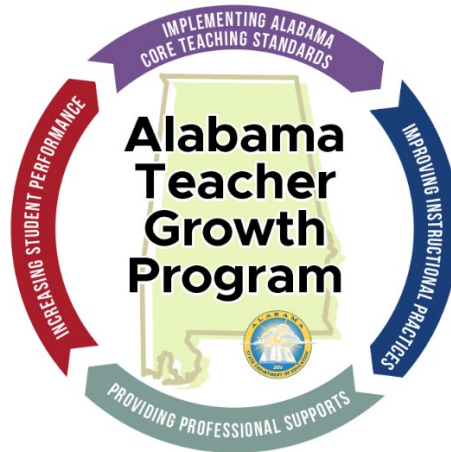
The ATGP ensures that educators work in collaboration with school administrators to determine areas of strength and areas of growth. The ATGP assists educators in goal setting, observations and feedback, and reflective discussions that ultimately improves teaching practices. The ATGP Orientation Manual provides information regarding the utilization of the Alabama Teacher Observation Tool (ATOT), the implementation of the ATOT, and how to access the ATOT. The ATGP components include a Self-Assessment, the ATOT, a Professional Learning Plan (PLP), and a Professional Practice Diagnostic (optional). Together these tools ensure there are numerous opportunities to provide effective feedback to educators. The manual includes an overview of each area.

| Alabama Teacher Growth Program Components	
Self-Assessment	Allows the teacher to self-assess current practices and behaviors using the ACTS. Supporting documentation may be added to the Evidence section for selected indicators of focus.
Teacher Observation Tool (ATOT)	Provides a tool to formatively observe teachers' actions/practices within a 20-minute period. Allows the observer to provide clear and focused feedback, to acknowledge teachers' actions that promote learner centric instruction, and to support the implementation of effective teaching and learning practices.
Professional Learning Plan (PLP)	Uses a compilation of data to identify teacher strengths and areas of growth. The plan articulates goals and actions that ultimately improves teaching and learning in all learning environments. Supporting documentation may be added to the Evidence section to support teacher practice and growth.
Professional Practice Diagnostic (optional)	Focuses on teacher actions and behaviors outside of the classroom observation and provides formative feedback that informs professional learning.

TRANSITIONING TO THE ALABAMA TEACHER GROWTH PROGRAM (ATGP)

The previously designed EDUCATEAlabama aligned to the Alabama Quality Teaching Standards (AQTS). The ATGP uses the new Alabama Core Teaching Standards (ACTS) as the foundation for developing a formative, reflective process for improving all teachers' practices. The tool was created in partnership with Cognia to enable educators to assess performance levels and identify areas of strength and areas of growth. All classroom teachers must be observed every year to meet Every Student Succeeds Acts (ESSA) requirements and measure progress of the Alabama Achieves highly effective educator priority area. The chart below may be helpful for educators as they transition to the ATGP.

PEPE	EDUCATEALABAMA	ALABAMA TEACHER GROWTH PROGRAM (ATGP)
Self-Assessment	Self-Assessment (AQTS)	Self-Assessment (ACTS)
Classroom Observation	Classroom Observation	Alabama Teacher Observation Tool (ATOT) **REQUIRED**
Structured Interview		
Supervisor's Review Form	Dialogues and Principal Data	Formative Feedback Form (optional)
Evaluation Summary Report	Collaborative Summary Report	Professional Practice Diagnostic (optional)
Professional Development Plan (PDP)	Professional Learning Plan (PLP)	Professional Learning Plan (PLP)
	Aligned to Alabama Quality Teaching Standards (AQTS)	Aligned to Alabama Core Teaching Standards (ACTS)

IMPLEMENTATION OF ALABAMA TEACHER OBSERVATION TOOL (ATOT)

All districts use the ATOT formative tool to report data to the Alabama State Department of Education (ALSDE). The tool is a *required* component in the ATGP. Districts may use the current observation model/program adopted; however, all classroom teachers are observed *once per school year* using ATOT. The following graphic illustrates the options for districts.
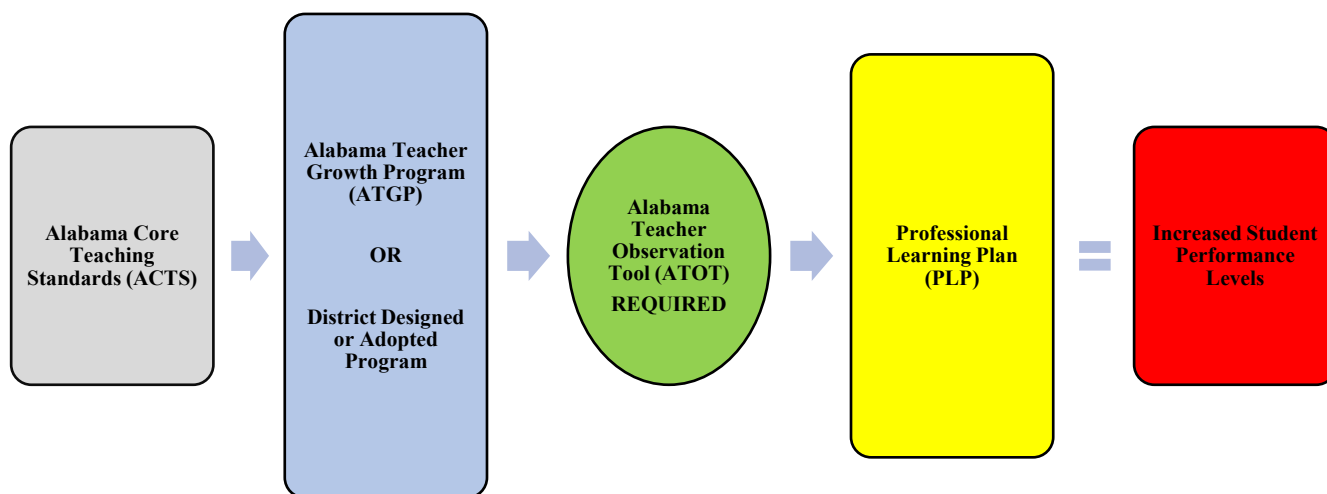
ALABAMA TEACHER OBSERVATION TOOL (ATOT)
TRAINING AND SUPPORT RESOURCES

The ALSDE and Cognia have worked to develop a library of resources and materials to assist districts as they explore the new observation tool and begin full implementation. You can directly access the resource library at https://alsde.onlinehelp.cognia.org.

THE DEVELOPMENT OF THE ALABAMA TEACHER GROWTH PROGRAM (ATGP)

The Alabama's ESSA plan seeks to eliminate disparities that exist and to provide equitable access to learning for all students. To ensure that low-income students and minority students are consistently taught by effective, experienced, and in-field teachers, standardized reporting measures are necessary. The plan defines effective, experienced, and in field teachers as follows:
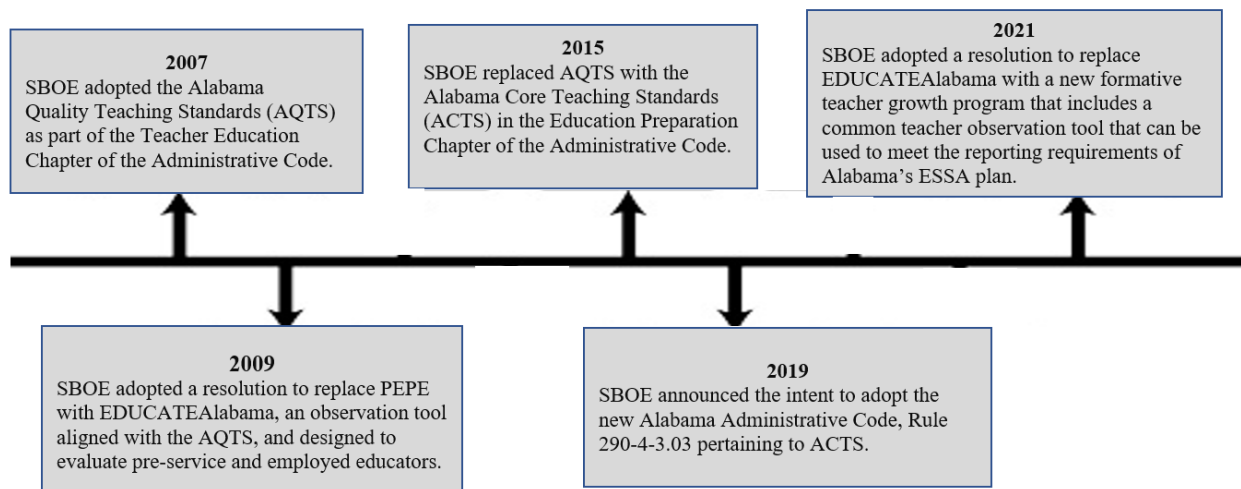
- An effective teacher demonstrates strong instructional practices, produces significant growth in student learning, and exhibits professionalism and dedication to the field of teaching.
- An experienced teacher has more than two years of teaching experience.
- An in-field teacher holds a valid certificate and teaches in the certified subject area.

The Alabama Achieves strategic plan recognizes some schools fall short in academic achievement, and even in the highest performing schools, many students face major challenges to learning. The inequities of achievement are largely affected by inequities in well-qualified teachers, resources, professional development, family, and community support. The plan prioritizes schools employing highly effective educators who are equipped with the content knowledge and the teaching skills to address the needs of all learners. Using the same observation tool for all teachers provides consistent data that allows the ALSDE to monitor and to support effective instructional practices.

In 2021, the Alabama State Board of Education (SBOE) adopted the Alabama Core Teaching Standards (ACTS) and a resolution to retire EDUCATEAlabama and use the new formative teacher growth program that includes the Alabama Teacher Observation Tool (ATOT). ***See Appendix F for Alabama Core Teaching Standards document (Code of AL 290-4-3-.03).***

2007	2015	2021
SBOE adopted the Alabama Quality Teaching Standards (AQTS) as part of the Teacher Education Chapter of the Administrative Code.	SBOE replaced AQTS with the Alabama Core Teaching Standards (ACTS) in the Education Preparation Chapter of the Administrative Code.	SBOE adopted a resolution to replace EDUCATEAlabama with a new formative teacher growth program that includes a common teacher observation tool that can be used to meet the reporting requirements of Alabama's ESSA plan.

2009	2019
SBOE adopted a resolution to replace PEPE with EDUCATEAlabama, an observation tool aligned with the AQTS, and designed to evaluate pre-service and employed educators.	SBOE announced the intent to adopt the new Alabama Administrative Code, Rule 290-4-3.03 pertaining to ACTS.

DISTRICT OPTIONS

Each school year the district leaders determine an option for system educators. An option must be chosen before educators have access to the ATGP using the AIM portal.

☑ **Option 1**: Teachers self-assess on all 10 Alabama Core Teaching Standards. All classroom teachers are observed using ATOT. Leaders use the indicators from LEADAlabama, now included in Alabama Teacher Growth Program.

☑ **Option 2**: Teachers self-assess on specific Alabama Core Teaching Standards determined by the district. All classroom teachers are observed using ATOT. Leaders assess on a subset of the LEADAlabama indicators in Alabama Teacher Growth Program.

☑ **Option 3**: All classroom teachers are observed using ATOT. Teachers and leaders use the LEA's developed and/or adopted observation program. The LEA is responsible for the storage and maintenance of all teacher data. Leaders assess on all the indicators from LEADAlabama.

ALABAMA TEACHER GROWTH PROGRAM (ATGP)
TEACHER SELF-ASSESSMENT PROCESS
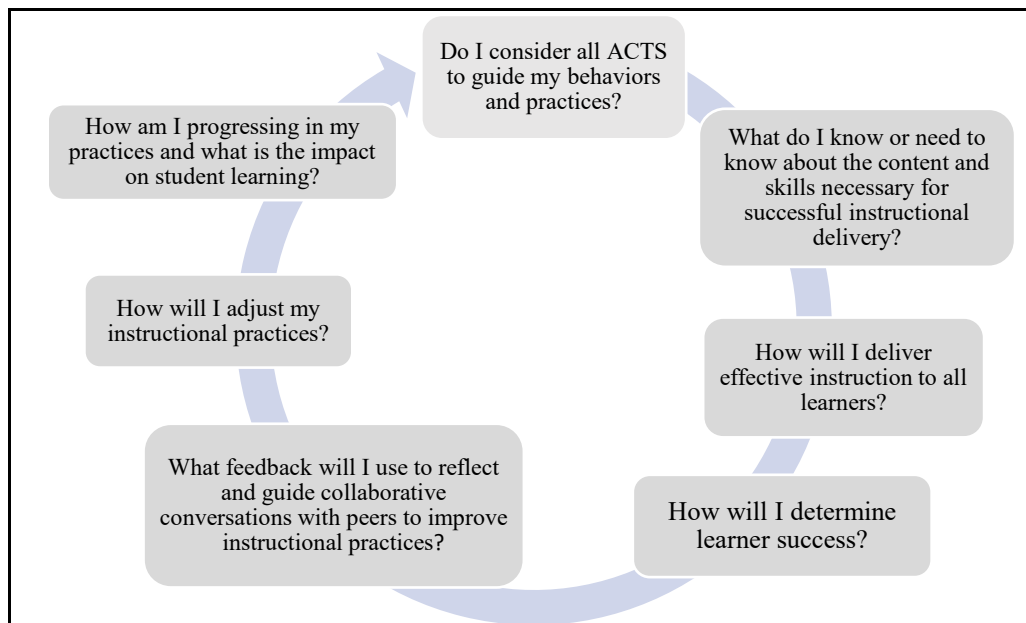
Developing expertise requires continuous learning and reflecting on instructional practices. The professional growth occurs through experiences, collaboration with peers, feedback, and self-monitoring one's progression along a continuum used by all teachers. The Alabama Core Teaching Standards are the basis for teachers to configure performance levels, essential knowledge, and dispositions. The cycle above lists questions to aid teachers in planning instruction, reflecting on practices, and assessing practices against a framework of developmental growth.

ALABAMA TEACHER GROWTH PROGRAM (ATGP)
SELF-ASSESSMENT

ACTS (1) Learner Development: The educator understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Indicator 1.1: Demonstrates an understanding and regularly assesses learner's needs in each area of development (cognitive, linguistic, social, emotional, and physical) and collaborates with stakeholders to make instructional decisions that scaffolds the learner to the next level of development. (a, c, d, e, h, k)

Indicator 1.2: Designs learning experiences that identifies readiness and misconceptions and enables all learners to construct knowledge and acquire skills using instructional strategies that consider the strengths, interests, and needs all learners regardless of students' culture, background, ethnicity, or language barriers. (b, e, f, g, h, i)

The Self-Assessment uses the Alabama Core Teaching Standards (ACTS) and the sub-standards as a framework for monitoring the progression of teacher practices mentioned in the Self-Assessment Rubric. The merging of sub-standards (letters under each standard) is evident in the indicators used in the Self-Assessment Rubric. The Self-Assessment Rubric indicators have descriptions for teachers to measure levels of performance as *Initiating, Progressing, Accomplishing,* or *Excelling*. The formative Self-Assessment Rubric should be used throughout the school year to monitor teaching advancement. The progressions provide generated information for self-reflection and pathways to improve teacher practices. The sample below illustrates the progressions as a continuum for improving instruction.

Standard 1: Learner Development Indicator 1.1			
Initiating	**Progressing**	**Accomplishing**	**Excelling**
Seeks to identify strengths, interests, and needs across each area of development for some learners. Instructional delivery allows entry points by assessing and providing learning experiences for some students to accelerate to next levels.	Assesses data to identify strengths, interests, knowledge levels and needs across each area of development for most learners. Instructional delivery allows multiple entry points for most learners.	Assesses and utilizes multiple data sources to identify strengths, interests, knowledge levels, and needs across each area of development for all learners. Instructional delivery allows entry points by assessing, engaging, and scaffolding learning experiences that accelerate all students to next levels.	Assesses and collaborates with stakeholders to continuously identify strengths, interests, knowledge levels, needs across each area of development for all learners. Instructional delivery allows entry points by continuously assessing, engaging, scaffolding, and enhancing learning experiences to challenge all learners to next levels.

The teacher completes the Self-Assessment early in the school year. The observer and the teacher discuss the Self-Assessment data and the formative observation data during the feedback conversation. This procedure enables the teacher to reflect throughout the year on current teaching and learning practices and align professional learning activities with teacher and student needs. ***See Appendix A for the Self-Assessment Rubric.***

THE ALABAMA TEACHER OBSERVATION TOOL (ATOT)

The ATGP uses a *formative tool* created in partnership with Cognia to assess performance levels and identify areas of strength and areas of growth for all classroom teachers. The tool has five dimensions: *Culture/Climate, Learning, Essentials, Agency*, and *Relationships.* The dimensions align with the Alabama Core Teaching Standards (ACTS). The chart below provides a description with key terms and definitions for each dimension. ***See Appendix B for the Glossary of Key Terms.***

Dimension	Description	Key Terms	Definition
Culture/Climate	A learning environment created and sustained in which each learner is cared for, is safe, has a sense of belonging, and feels secure to share thoughts.	Environment	The context in which student learning occurs within a classroom setting or learning situation.
		Equitably, equity	The teacher has access to resources and support based on individual need.
		Diverse thinkers	Learners express varying ideas and insights based on backgrounds and experiences; with an environment that fosters tolerance, respect, and understanding.
Learning	Processes established to ensure learners have opportunities to demonstrate an understanding of the content and apply that knowledge and acquisition of skills.	Higher-order thinking skills	Also referred to as critical thinking skills, this type of thinking is based on a concept of education reform (e.g., Bloom's Taxonomy) that pushes learners to go beyond the memorization of facts to comprehending information.
Essentials	Core competencies demonstrated by an effective teacher, such as presence and disposition, pedagogical knowledge, content knowledge, and management of the learning environment.	Resources	Assets and builds capacity to fulfill the needs and the supports for the learning environment and each learner; generally known as material, digital, and human resources.
		Actively Engage Learners	Learning that allows students to generate knowledge or make meaning via such behaviors as clarifying, asking questions, comparing, and applying new information.
Agency	Actions that foster learners' ability to self-direct and self- regulate learning.	Empowers	Allowing and encouraging learners to have a voice in decision making about learning progress and choose types of activities/topics of interest.
		Growth mindset	Instilling in all learners the belief that one can achieve, thrive, and overcome challenges.
		Self-efficacy	A learner's belief in self to build capacity, to execute behaviors necessary to overcome challenges, to "stay the course," and to recognize success.
Relationship	Actions that foster healthy, positive connections between the teacher and learners.	Collaboration	Learners with similar or different interests, abilities, or backgrounds focus on a common goal and work together to accomplish the goal (a goal can mean an activity or task).
		Inclusivity	Not excluding any learner from activities, tasks, discussions, etc., due to background, ability level, and/or physical impairment.

ALABAMA TEACHER OBSERVATION TOOL (ATOT) DIMENSIONS

Culture/Climate Dimension:
A learning environment created and sustained in which each learner is cared for, is safe, has a sense of belonging, and feels secure to share thoughts.

- Fosters an environment that embraces all learners
- Treats each learner equitably
- Encourages learners to share their opinions without fear of negative comments from their peers
- Creates enthusiasm for the learning at hand

Learning Dimension:
Processes established to ensure learners have opportunities to demonstrate an understanding of the content and apply that knowledge and acquisition of skills.

- Communicates clear explanations about the activities or tasks
- Implements lessons and/or activities that stimulate learners to use higher order thinking skills
- Delivers lessons that are relatable to the learners and aligned to their interests
- Monitors learners' understanding of the content and/or the acquisition of skills
- Adapts instruction and/or activities that meet individual learner's needs
- Provides learners with purposeful feedback about their progress and/or needs

Essentials Dimension:
Core competencies demonstrated by an effective teacher, such as presence and disposition, pedagogical knowledge, content knowledge, and management of the learning environment.

- Delivers and/or facilitates the lesson with knowledge and confidence
- Communicates and upholds high expectations for learners' behaviors to maximize learning and well-being
- Facilitates use of resources that support learners' needs
- Implements instructional strategies that actively engage learners
- Manages the learning time in an efficient and optimal manner

Agency Dimension:
Actions that foster learners' ability to self-direct and self-regulate learning.

- Empowers learners to be responsible for the learning at hand
- Gives learners choices about the learning activities or tasks
- Provides assistance for learners to navigate and monitor their learning progress
- Encourages learners to persevere with or seek challenging activities or tasks
- Builds learners' growth mindset and self-efficacy

Relationships Dimension:
Actions that foster healthy, positive connections between the teacher and learners.

- Promotes respectful and caring interactions toward and between learners
- Cultivates learner cooperation, collaboration, and inclusivity
- Preserves learners' dignity while attending to their individual needs

**ALABAMA TEACHER OBSERVATION TOOL (ATOT) DIMENSIONS AND
EXAMPLE DESCRIPTIVE ACTIONS**

The ATOT has indicators listed below each dimension. The indicators have descriptive actions the observer may see during the 20-minute period. The actions listed below are not an exhausted list and LEAs may add additional behaviors for each indicator. *See Appendix C for a complete list of the ATOT with descriptors.*

CULTURE/CLIMATE DIMENSION

The *climate* refers to the quality and character of a school or institution that is reflective of its norms, goals, values, relationships, practices, and structures. The climate of an institution is typically subjective, whereas the culture of the school refers to the actual state or condition of the institution. The *culture* generally refers to the beliefs, perceptions, relationships, attitudes, and written and unwritten rules that shape and influence every aspect of how an institution operates. In this dimension, the observer is looking for observable practices indicative of a positive classroom culture and climate.
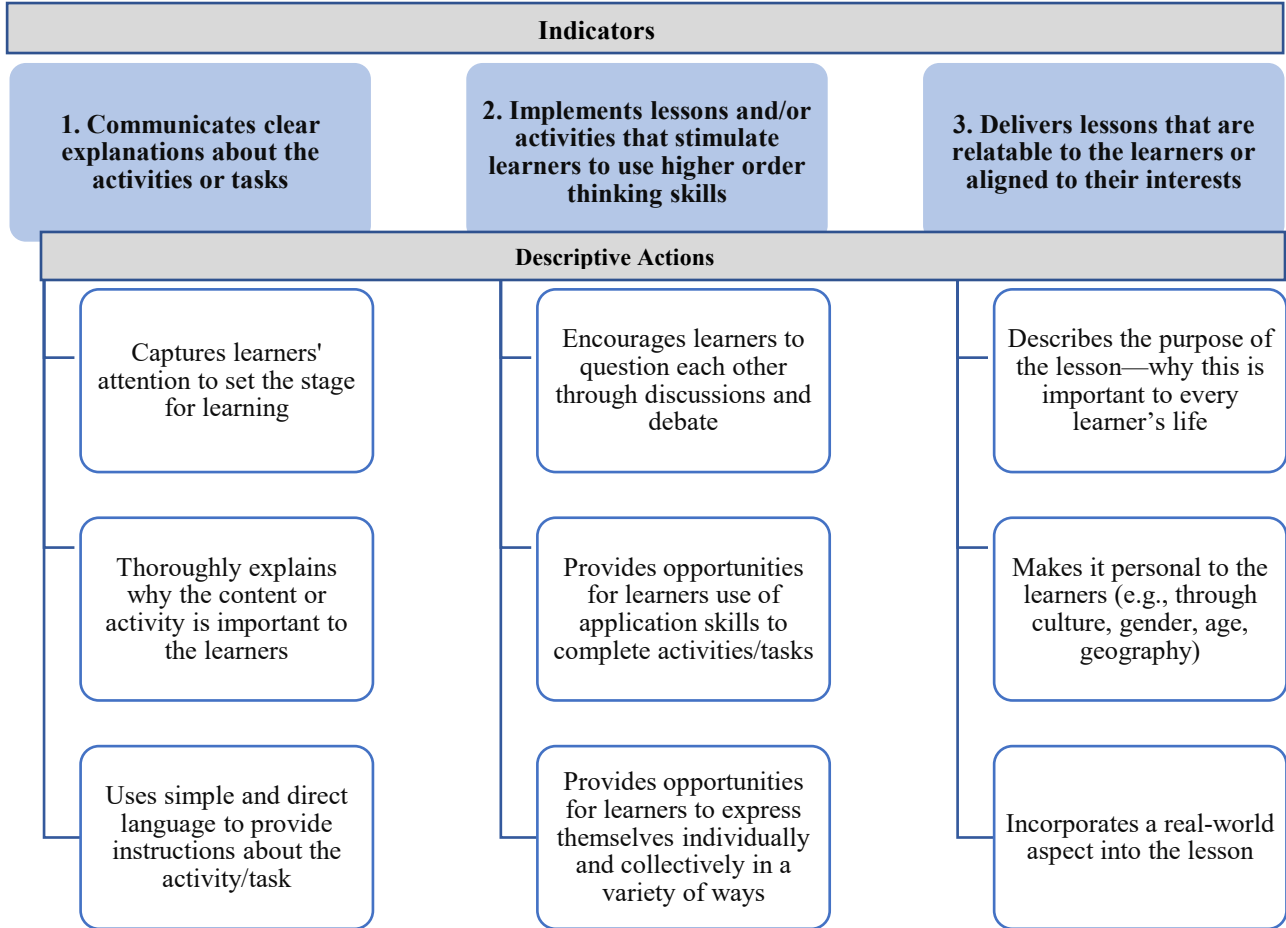
> **Culture/Climate Dimension: A learning environment created and sustained in which each learner is cared for, is safe, has a sense of belonging, and feels secure to share thoughts.**

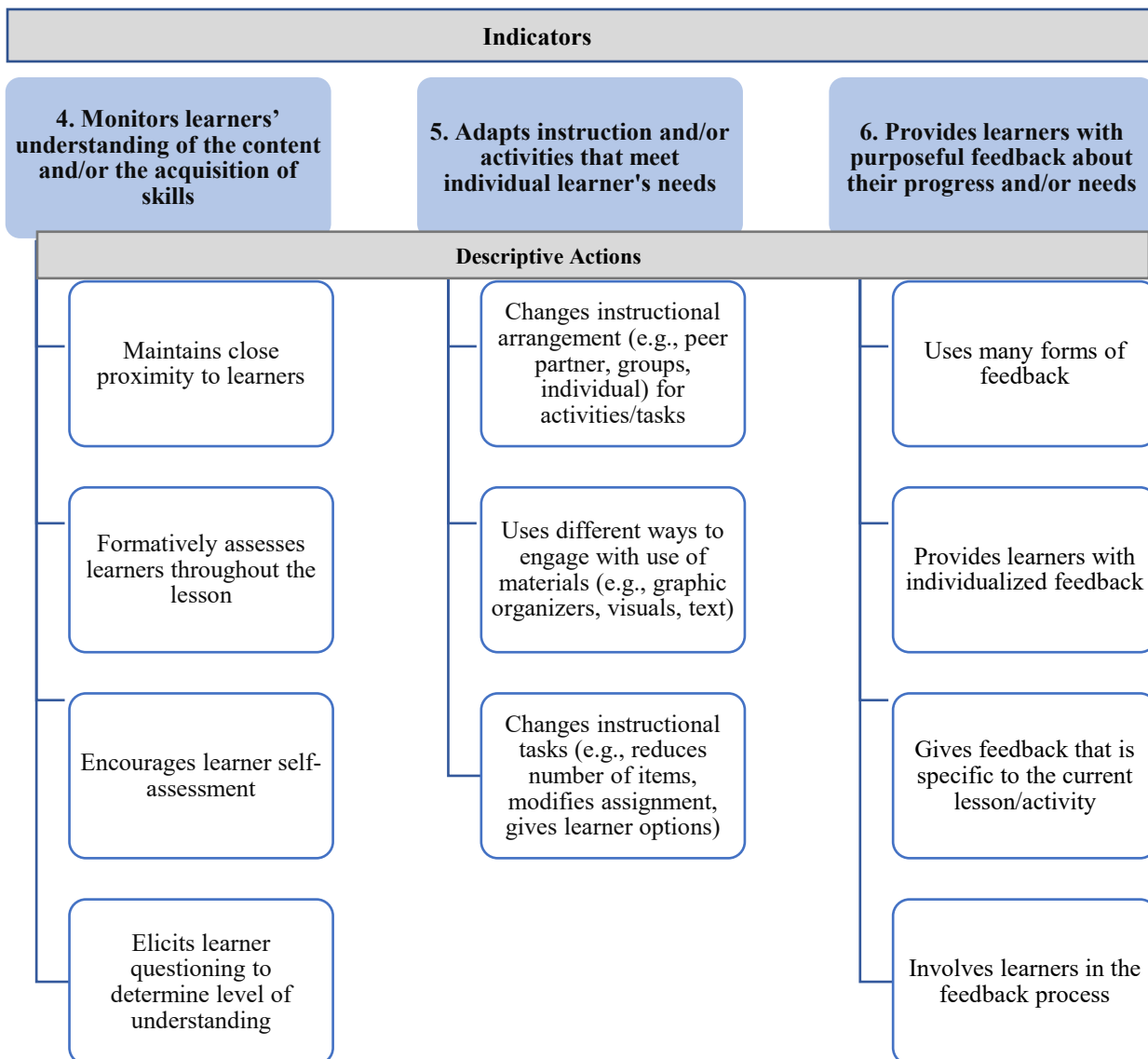| Indicators			
1. Fosters an environment that embraces all learners	**2. Treats each learner equitably**	**3. Encourages learners to share their opinions without fear of negative comments from their peers**	**4. Creates enthusiasm for the learning at hand**
Descriptive Actions			
Descriptive Action: Shows connectedness to learners, interpersonal bonding	Demonstrates openness and approachability	Accepts and supports learners to take risks voicing their opinions and asking questions	Demonstrates a positive attitude toward the content/activity/task
Expresses concern for learners' well-being	Makes culturally responsive eye contact with learners	Promotes interactions that are highly supportive, friendly, and learner-centered	Shows genuine interest in the content/activity/task
Demonstrates personal interest in learners	Uses words that resonate with or do not exclude learners	Asks questions that encourage learners to voice their opinions	Exhibits energy that appeals to learners

LEARNING DIMENSION

Teachers create and deliver processes to ensure learners gain and demonstrate an understanding of the content so the learner can apply knowledge and acquisition of skills. "Teachers must not only be clear about what they want students to learn; they also must know typical student steps and missteps toward this goal" (Moss & Brookhart, 2009).

> **Learning Dimension: Processes established to ensure learners have opportunities to demonstrate an understanding of the content and apply that knowledge and acquisition of skills.**

Indicators

1. Communicates clear explanations about the activities or tasks	2. Implements lessons and/or activities that stimulate learners to use higher order thinking skills	3. Delivers lessons that are relatable to the learners or aligned to their interests

Descriptive Actions

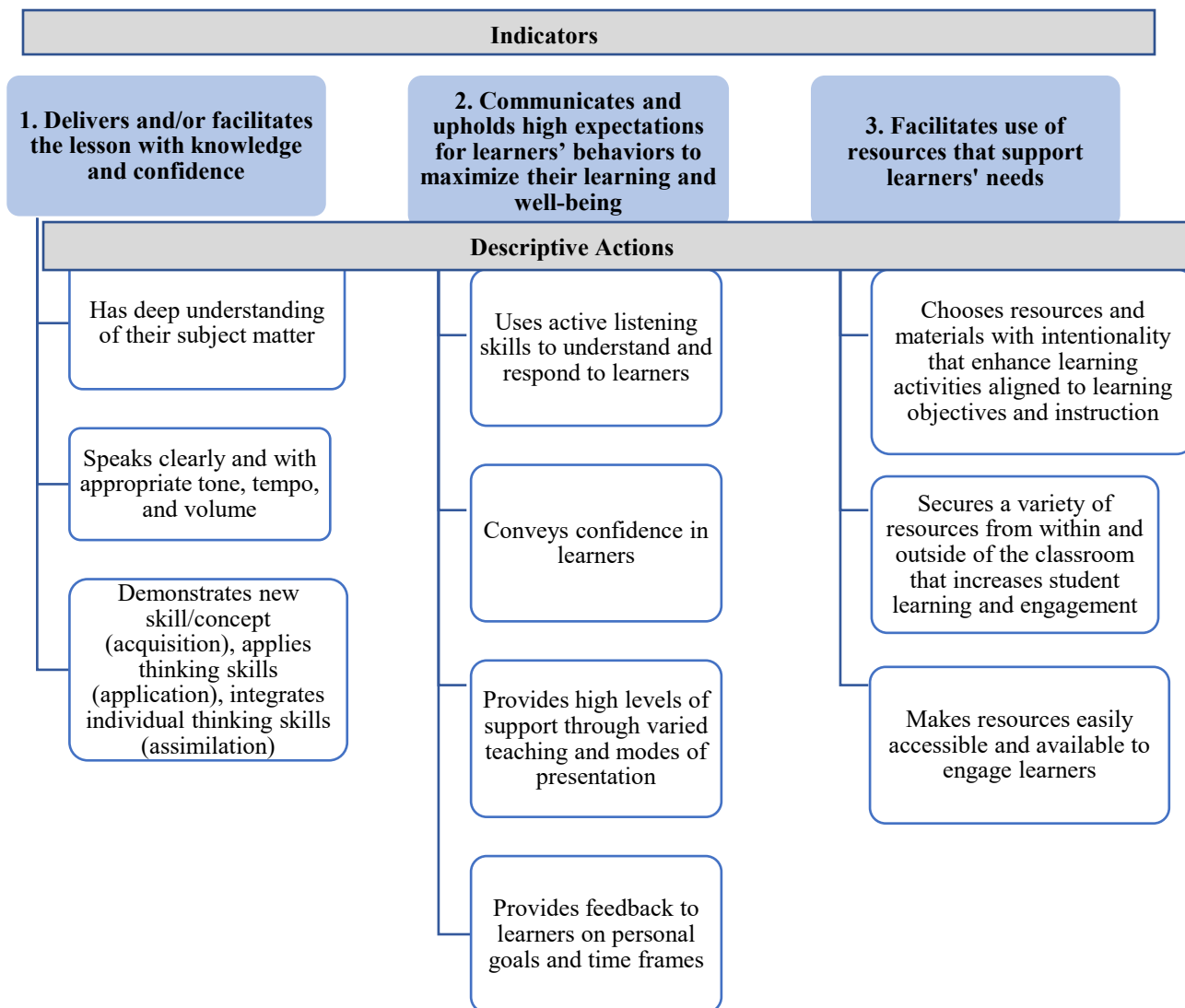|		
Captures learners' attention to set the stage for learning	Encourages learners to question each other through discussions and debate	Describes the purpose of the lesson—why this is important to every learner's life
Thoroughly explains why the content or activity is important to the learners	Provides opportunities for learners use of application skills to complete activities/tasks	Makes it personal to the learners (e.g., through culture, gender, age, geography)
Uses simple and direct language to provide instructions about the activity/task	Provides opportunities for learners to express themselves individually and collectively in a variety of ways	Incorporates a real-world aspect into the lesson

LEARNING DIMENSION
(CONTINUED)

Learning Dimension: Processes established to ensure learners have opportunities to demonstrate an understanding of the content and apply that knowledge and acquisition of skills.

Indicators

4. Monitors learners' understanding of the content and/or the acquisition of skills	5. Adapts instruction and/or activities that meet individual learner's needs	6. Provides learners with purposeful feedback about their progress and/or needs

Descriptive Actions

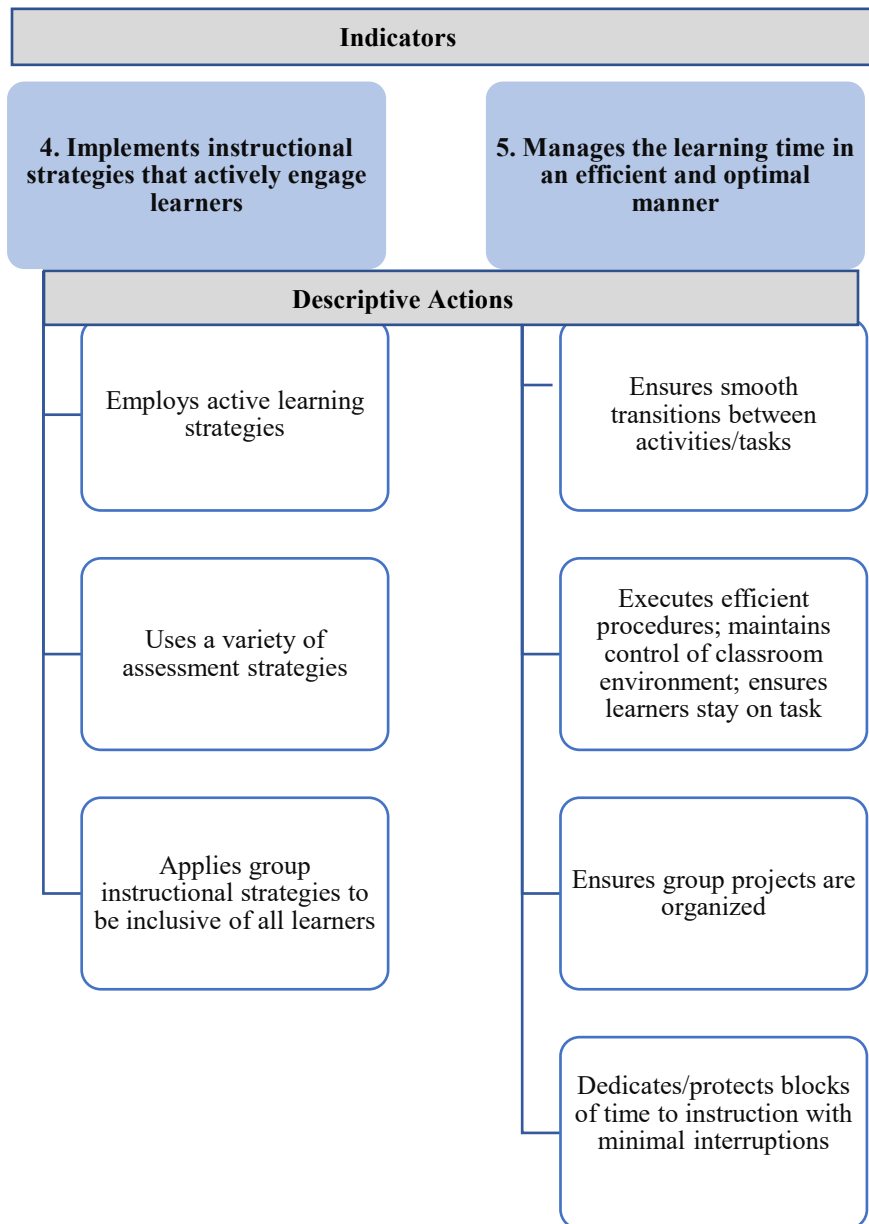|		
Maintains close proximity to learners	Changes instructional arrangement (e.g., peer partner, groups, individual) for activities/tasks	Uses many forms of feedback
Formatively assesses learners throughout the lesson	Uses different ways to engage with use of materials (e.g., graphic organizers, visuals, text)	Provides learners with individualized feedback
Encourages learner self-assessment	Changes instructional tasks (e.g., reduces number of items, modifies assignment, gives learner options)	Gives feedback that is specific to the current lesson/activity
Elicits learner questioning to determine level of understanding		Involves learners in the feedback process

ESSENTIALS DIMENSION

Effective teachers impact learner behavior, achievement, and confidence in ability to learn and work with others.
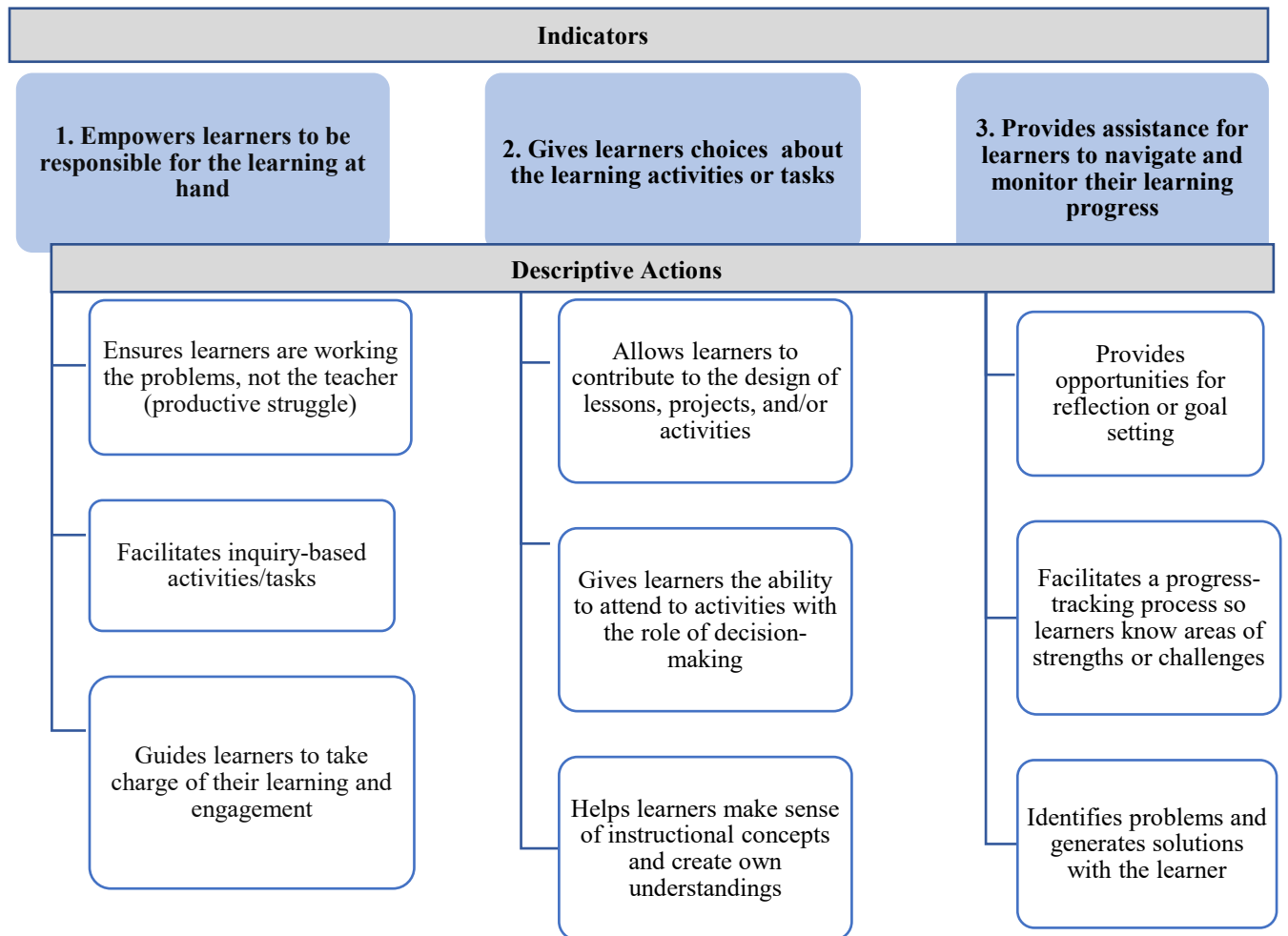
Essentials Dimension: Core competencies demonstrated by an effective teacher, such as presence and disposition, pedagogical knowledge, content knowledge, and management of the learning environment.
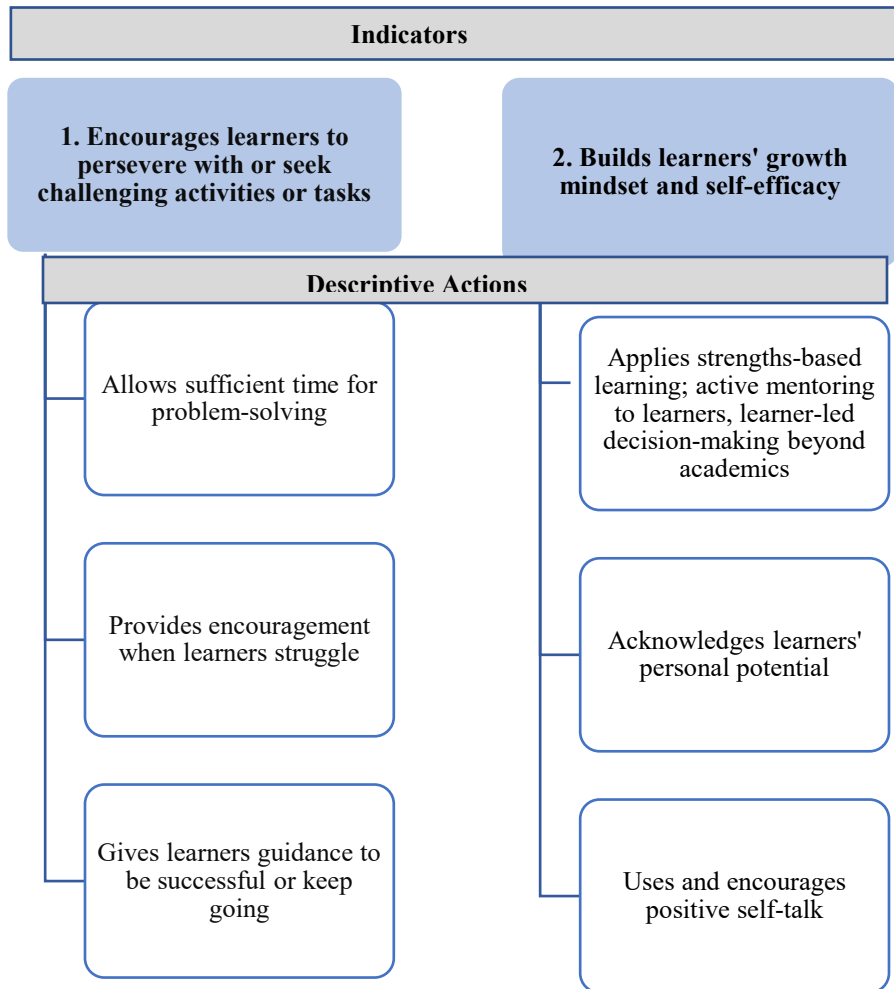
Indicators

| 1. Delivers and/or facilitates the lesson with knowledge and confidence | 2. Communicates and upholds high expectations for learners' behaviors to maximize their learning and well-being | 3. Facilitates use of resources that support learners' needs |

Descriptive Actions

Has deep understanding of their subject matter	Uses active listening skills to understand and respond to learners	Chooses resources and materials with intentionality that enhance learning activities aligned to learning objectives and instruction
Speaks clearly and with appropriate tone, tempo, and volume	Conveys confidence in learners	Secures a variety of resources from within and outside of the classroom that increases student learning and engagement
Demonstrates new skill/concept (acquisition), applies thinking skills (application), integrates individual thinking skills (assimilation)	Provides high levels of support through varied teaching and modes of presentation	Makes resources easily accessible and available to engage learners
	Provides feedback to learners on personal goals and time frames	

ESSENTIALS DIMENSION
(CONTINUED)

Essentials Dimension: Core competencies demonstrated by an effective teacher, such as presence and disposition, pedagogical knowledge, content knowledge, and management of the learning environment.

Indicators

4. Implements instructional strategies that actively engage learners	5. Manages the learning time in an efficient and optimal manner

Descriptive Actions

Employs active learning strategies	Ensures smooth transitions between activities/tasks
Uses a variety of assessment strategies	Executes efficient procedures; maintains control of classroom environment; ensures learners stay on task
Applies group instructional strategies to be inclusive of all learners	Ensures group projects are organized
	Dedicates/protects blocks of time to instruction with minimal interruptions

AGENCY DIMENSION

Teachers foster learners' ability to self-direct and self-regulate learning by using strategies such as setting and communicating learning targets, providing aligned activities, sharing appropriate feedback, and assessing progress toward targets. The process of building learner agency has a proven impact on learner achievement. When teachers convey high expectations, learners "learn to believe in themselves and in their futures, developing the critical resilience traits of self-esteem, self-efficacy, autonomy, and optimism" (Benard, 1995, p.3).

Agency Dimension: Actions that foster learners' ability to self-direct and self-regulate learning.

Indicators

1. Empowers learners to be responsible for the learning at hand	2. Gives learners choices about the learning activities or tasks	3. Provides assistance for learners to navigate and monitor their learning progress

Descriptive Actions

Ensures learners are working the problems, not the teacher (productive struggle)	Allows learners to contribute to the design of lessons, projects, and/or activities	Provides opportunities for reflection or goal setting
Facilitates inquiry-based activities/tasks	Gives learners the ability to attend to activities with the role of decision-making	Facilitates a progress-tracking process so learners know areas of strengths or challenges
Guides learners to take charge of their learning and engagement	Helps learners make sense of instructional concepts and create own understandings	Identifies problems and generates solutions with the learner

AGENCY DIMENSION
(CONTINUED)

Agency Dimension: Actions that foster learners' ability to self-direct and self-regulate learning.

Indicators

1. Encourages learners to persevere with or seek challenging activities or tasks

2. Builds learners' growth mindset and self-efficacy

Descrintive Actions

Allows sufficient time for problem-solving

Applies strengths-based learning; active mentoring to learners, learner-led decision-making beyond academics

Provides encouragement when learners struggle

Acknowledges learners' personal potential

Gives learners guidance to be successful or keep going

Uses and encourages positive self-talk

RELATIONSHIPS DIMENSION

The relationship between the teacher and the learner effects the learner's achievement level.

> **Relationships Dimension: Actions that foster healthy, positive connections between the teacher and learners.**

Indicators

3. Promotes respectful and caring interactions toward and between learners	4. Cultivates learner cooperation, collaboration, and inclusivity	5. Preserves learner's dignity while attending to individual needs

Descriptive Actions

Promotes harmony and positivity toward learners	Proposes questions when engaged with groups	Uses discretion to address learners
Shows empathy through dialogue with learners	Upholds the role of facilitator rather than interferes with engaged groups	Demonstrates maturity and consideration for others
Redirects learners if negative interactions occur	Suggests and promotes peer assistance	Speaks respectfully to learners at all times, including when redirecting

ALABAMA TEACHER OBSERVATION TOOL RATING GUIDE(ATOT) RUBRIC

The following information provides the observers with parameters to rate each item on the ATOT. The rubric consists of three factors: Implementation of Practices, Authenticity of Practices, and Effect on Learners that are rated using the following rubric descriptors: **(4) Very Evident, (3) Evident, (2) Somewhat Evident, and (1) Not Evident.**

Factors to Consider When Using This Tool	Very Evident (4) (All/Fully-More than 75% of the learners)	Evident (3) (Most/Mostly-51%-74% of the learners)	Somewhat Evident (2) (Some/Minimally-25%-50% of the learners)	Not Evident (Less than 25%of the learners)
Implementation of Practices	Practices are fully implemented.	Practices are mostly implemented.	Practices are minimally implemented.	Implementation of practices are not evident.
Authenticity of Practices	Practices are fully embedded into the classroom environment.	Practices are mostly embedded into the classroom environment.	Practices are implemented but not embedded into the classroom environment.	Authenticity of practices is not evident.
Effect on Learners	Practices consistently affect all learners.	Practices consistently affect most learners.	Practices consistently affect some learners.	Effect on learners is not evident.

Rubric Factors and Descriptors

Each item on the observation tool is assessed against each factor on the rubric and the degree each item is *Evident* during a 20-minute period. The following is a high-level overview of each factor and possible descriptors that the observers may consider when determining each factor's rating. The descriptors are examples that help observers understand a particular factor on the rubric and are not an exhaustive list of descriptors. Observers should use the professional knowledge gained from the training on this tool and professional judgment to determine the final item rating.

- *Implementation of Practices* refers to the extent to which a teacher implements each observable action with quality, fidelity, and rigor.
  - o The teacher adjusts actions or practices to meet learners' needs.
  - o The teacher demonstrates a deep understanding of best practices.
  - o The teacher demonstrates the ability and wisdom to change actions or practices based on learners' cues.

- *Authenticity of Practices* refers to the extent to which a teacher embeds each observable action in the classroom environment.
  - o The practices appear familiar to the learners.
  - o The practices appear to occur regularly rather than sporadically.
  - o The practices are regular, effective, and meet the needs of learners.

- *Effect on Learners* refers to the extent to which a teacher's practice(s) influence the learners in the classroom.
  - o The learners respond positively.
  - o The learners make adjustments.
  - o The learners participate/engage in learning.

ALABAMA TEACHER OBSERVATION TOOL (ATOT)
FORMATIVE FEEDBACK

The Formative Feedback Form is optional, but it has been designed to assist both observers and teachers in the following ways:
- Allows observer to comment on teacher's performance level from ATOT results.
- Uses the five dimensions and indicators to align feedback to observation.
- Shares the teacher's areas of strength and of growth based on actions observed in 20-minute period.
- Engages in specific items and new strategies that may be beneficial for professional learning groups.

If the observer chooses to use the digital form located on the Cognia's myJourney website, the option is available under each indicator as "add notes." **See Appendix D for the Formative Feedback Form.**
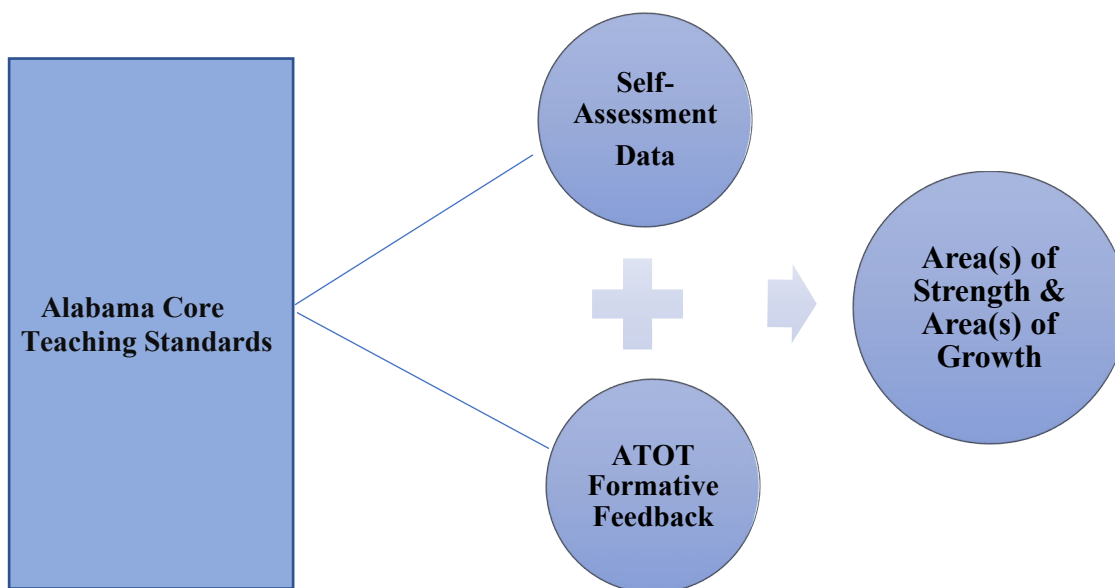
ALABAMA TEACHER GROWTH PROGRAM (ATGP)
PROFESSIONAL LEARNING PLAN (PLP)

The PLP is developed collaboratively by the observer and the teacher using multiple data sources (Self-Assessment, ATOT, Formative Feedback, etc.) to identify areas of strength and areas of growth. The PLP can be developed at the end of the previous school year and revisited at the beginning of the new school year. The PLP is a working document used to set goals, determine action steps, and establish timelines for improving practices. The PLP articulates how success is determined. ***See Appendix E for the PLP form.***
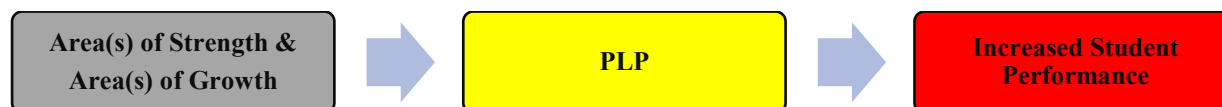
PROFESSIONAL PRACTICE DIAGNOSTIC

The Professional Practice Diagnostic focuses on teacher actions outside on the classroom observation. The tool provides formative feedback, promotes learner-centric teaching, and informs a teacher's professional learning journey. This formative diagnostic focuses on a teacher's actions and behaviors that demonstrate professional practices. The tool is found on Cognia's myJourney site at https://myjourney.cognia.org/ under the Survey module. The use of this tool is ***optional***. The dimensions from the ATOT and rubric descriptors are used to assist observers and educators with the alignment of both tools. The ratings are initiating, progressing, accomplishing, and excelling.

Culture/Climate Dimension
The teacher:
1. Makes positive contributions to the institution's climate and culture
2. Fosters shared responsibility for learners' growth with their families
3. Treats each adult and learner equitably and respectfully

Learning Dimension
The teacher:
1. Implements the district's curriculum and instruction program with fidelity
2. Uses data, information resources, and materials to adjust lesson plans and instructional delivery to meet the needs of each learner
3. Plans for learner's individual needs, progressions, and growth with lessons and/or activities that promote higher-order thinking skills
4. Integrates use of digital resources to support learning
5. Takes appropriate actions to ensure interventions and recommendations for learners' well-being

Essentials Dimension
The teacher:
1. Applies knowledge and skills from professional learning to improve teaching
2. Demonstrates professional behaviors and attitude
3. Adheres to the professional expectations and practices set by the district

Agency Dimension
The teacher:
1. Takes initiative in ongoing professional learning
2. Demonstrates flexibility and adaptability to accept change
3. Engages in professional self-reflection about teaching and learning delivery

Relationships Dimension
The teacher:
1. Cooperates, collaborates, and practices inclusivity with colleagues
2. Communicates effectively toward and among adults and learners, using both oral and written formats

ALABAMA TEACHER GROWTH PROGRAM (ATGP)
FREQUENTLY ASKED QUESTIONS

1. **Will the Alabama Teacher Growth Program replace Educator/Teaching Effectiveness?** *The ATGP replaces EDUCATEAlabama and will be available by accessing the Teaching Effectiveness tile in the AIM portal at https://aim.alsde.edu/.*

2. **What components are in the Alabama Teacher Growth Program and how are these components accessed?** *Self-Assessment (aligned to ACTS), Alabama Teacher Observation Tool (ATOT) – minimum 1 required, Professional Learning Plan (PLP), and Professional Practice Diagnostic (optional). If an LEA chooses to use ATGP, the Self-Assessment, the ATOT, & the PLP components are required every school year. The Professional Practice Diagnostic is optional. The components are accessed through the AIM portal*

3. **What is the date for LEA implementation?** *Full implementation begins August 2022. Administrators will complete a minimum of __one__ ATOT every school year; however, multiple uses of the ATOT are recommended (one per semester). LEAs may continue to use own evaluation system or transition to the Alabama Teacher Growth Program.*

4. **What defines an ineffective teacher?** *ESSA states, "An Ineffective teacher is not able to demonstrate strong instructional practices, produce significant growth in student learning, or demonstrate professionalism and dedication to the field of teaching." Alabama will utilize student growth and ATOT data for determining teacher effectiveness and will report the percentage of effective teachers in Title I versus non-Title I schools. All inexperienced, out-of-field, and ineffective teacher data will be reported annually within the interactive Federal Data page found on the ALSDE website.*

5. **How will teachers know the ACTS are used in the observation?** *See Appendix J for professional learning sessions and/or search PowerSchool for dates and locations.*

6. **Can an LEA use the Alabama Teacher Observation Tool (ATOT) as its sole tool for evaluation if they desire?** *No, this is a formative observation tool only.*

7. **Does the ATOT align with the Alabama Quality Teaching Standards?** *No, the ATOT is aligned with the newly adopted Alabama Core Teaching Standards (ACTS).*

8. **Can mentors, peers, and other curriculum coaches be used to observe teachers?** *This is an LEA decision.*

9. **Will districts be allowed to continue using own evaluation model __in addition to__ the Alabama Teacher Observation Tool?** *The ATOT is not an evaluation system. It is a formative observation tool. LEAs will be allowed to use own evaluation models alongside the one (1) required ATOT on every core content teacher and elective teacher. All evaluation systems/models should align to the Alabama Core Teaching Standards approved by the SBOE in 2019 that replaced the Alabama Quality Teaching Standards.*

10. **How will the school, district and ALSDE data be reported?** *The score will be calculated based on the reporting criteria that follows: 80% from the ATOT & 20% from student growth data. Individual teachers will __NOT__ be reported. These scores are __NOT__ part of the state report card calculations.*

11. ***Will the ATOT be used to observe specialty areas (library media specialist, instructional coach, counselor, etc.)?*** *The ATOT is **not** for any "specialty" areas such as counselor, library media specialist, administrator, instructional coach, etc. For ESSA required reporting purposes, the LEA's most recently submitted ATOT for all core content & elective teachers will be pulled during mid-August for district and state reporting purposes.*

12. **Will all 5 ATOT dimensions be weighted equally?** *Yes.*

13. **Will the ATOT one-day training mirror the training for the Cognia eleot tool?** *No.*
    - *Administrators conducting observations are **required** to attend an initial face-to-face training. Additional training will be provided through a hybrid approach to build on knowledge for effective implementation. Optional- In the fall, an ACLD PLU will be provided by CLAS & ALSDE PL for those who want to go deeper with the ATOT.*
    - *Teacher awareness training are available on the ALSDE & the Cognia Partnership website. Additional training and resources will be developed to assist administrators with a variety of options to consider when training staff.*

14. **Will the results of the ATOT factor into employment decisions?** *No, this is an observation tool that was designed and validated as a formative tool. None of the ATOT data should be placed in personnel files.*

15. **Will there be a virtual training option for using this tool?** No, not currently. There is an initial face-to-face one-day training for anyone who will be conducting ATOT. Future training opportunities beyond the initial one-day face-to-face training may include hybrid options, as well as "macro" or "micro" training modules.

16. **Will supports be provided for schools that have ones or two averages across the dimensions?** *Professional learning supports will be available.*

17. **Is a district training offered to develop an implementation plan before rolling out school level administrator's training?** *Districts may send a representative to the administrator training. Additional training may be available later, as needed.*

18. **Can the ATOT and eleot be conducted at the same time?** *Cognia's training slides suggest a 40-minute timeframe in the classroom. While not recommended to conduct both an eleot and an ATOT at the same time, the ALSDE does not have a requirement for conducting the tools together or separate.*

19. **What are the differences in the eleot and ATOT?**

ELEOT	ATOT
Focuses on students	*Focuses on teacher*
Emphasis on the learning	*Emphasis on teachers' professional and continuous improvement*
Aligns to research and best practices	*Aligns to research and best practices*
Provides relevant, quantifiable data on the extent to which students are engaged in learning	*Provides relevant, quantifiable data regarding engaging students in learning*

20. **When observer goes into Cognia's myJourney to conduct an ATOT, will the descriptive/observable actions be provided in the feedback or in any other electronic format or does the observer have to provide a hard copy for the teacher?** *Observers will need to provide the example observable/descriptive actions to the teacher. The descriptive actions are not built into the eProve platform at this time; however, there is a hard copy that does include sample descriptive actions.*

21. **Will administrator know the school/overall averages of each dimension? What reports are available and how can they be accessed?** *See Accessing Cognia's myJourney Guide located in the back of this manual for directions.*

22. **Will LEAs need to submit an evaluation system to the ALSDE for approval prior to 2022-2023 school year?** *No, LEAs will provide this information in the Teaching Effectiveness tile in AIM.*

23. **Will Teaching Effectiveness continue to be the ALSDE data management system to house all the documentation for formative evaluation submission?** *Yes.*

24. **Can principals decide how to share the individual results?** The LEA will decide. *See Accessing Cognia's myJourney Guide located in the back of this manual for directions.*

25. **If you repeat observations, does that new score average with or replace the previous score?** *No, the scores are not averaged.*

26. **Could a teacher share a video of their lesson to replace an in-person observation?** *No.*

27. **Can a principal provide feedback from the ATGP without having to report the score to the teacher?** *Administrators will have access to paper copies that can also be used.*

28. **Will teachers do a portfolio and upload evidence?** *These components **will not be required** for the Alabama Teacher Growth Program; however, teachers still have the option to upload any supporting evidence. The evidence uploaded will not change the results of the ATOT.*

29. ***Where can I locate resources to implement ATOT?*** *https://alsde.onlinehelp.cognia.org*

30. ***What types of Professional Learning will be offered for the 2022-2023 school year?*** *See Appendix J for the PL Menu.*

Alabama Teacher Growth Program (ATGP)
Appendix Documents

APPENDIX A
ALABAMA TEACHER SELF-ASSESSMENT RUBRIC

Note: The letters in parenthesis show the alignment with the corresponding sub-standards (SS) found in the Alabama Core Teaching Standards.

Core Teaching Standard 1: Learner Development				
The educator understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.				
	Initiating	**Progressing**	**Accomplishing**	**Excelling**
1.1 Demonstrates an understanding and regularly assesses learner's needs in each area of development (cognitive, linguistic, social, emotional, and physical) and collaborates with stakeholders to make instructional decisions that scaffolds the learner to the next level of development. (SS-a, c, d, e, h, k)	Seeks to identify strengths, interests, and needs across each area of development for some learners. Instructional delivery allows entry points by assessing and providing learning experiences for some students to accelerate to next levels.	Assesses data to identify strengths, interests, knowledge levels and needs across each area of development for most learners. Instructional delivery allows multiple entry points for most learners.	Assesses and utilizes multiple data sources to identify strengths, interests, knowledge levels, and needs across each area of development for all learners. Instructional delivery allows entry points by assessing, engaging, and scaffolding learning experiences that accelerate all students to next levels.	Assesses and collaborates with stakeholders to continuously identify strengths, interests, knowledge levels, needs across each area of development for all learners. Instructional delivery allows entry points by continuously assessing, engaging, scaffolding, and enhancing learning experiences to challenge all learners to next levels.
1.2 Designs learning experiences that identifies readiness and misconceptions and enables all learners to construct knowledge and acquire skills using instructional strategies that consider the strengths, interests, and needs all learners (regardless of students' culture, background, ethnicity, or language barriers). (SS-b, e, f, g, h, i)	Attempts to plan, design, and deliver lessons that assesses readiness. Attempts to provide alternative instructional strategies and materials/resources that incorporate students' culture, experiences, background, ethnicity, and/or language barriers.	Plans, designs, and delivers lessons that assess readiness, anticipates misconceptions, understands how diverse learners process information, uses higher order questioning/thinking, and provides alternative instructional strategies/resources that incorporate student's culture, background, experiences, background, ethnicity, and/ or language barriers.	Plans, designs, delivers, and adjusts lessons to assess readiness, anticipates misconceptions, understands how diverse learners process information, and promotes higher order questioning/thinking. Utilizes multiple instructional strategies/resources that incorporate student's culture, background, experiences, background, ethnicity, and/ or language barriers. Creates experiences that facilitate learners' understanding of diverse communities, promotes respectful collaboration, and embraces acceptance of multiple perspectives.	Plans, designs, delivers, and adjusts lessons to assess readiness, anticipates misconceptions, understands how diverse learners process information, and promotes higher-order questioning/thinking. Utilizes multiple instructional strategies/resources that incorporate student's culture, background, experiences, background, ethnicity, and/ or language barriers. Creates experiences that facilitate learners' understanding of diverse communities, promote respectful collaboration, and embraces acceptance of multiple perspectives. Continues to analyze and reflect on instructional delivery to optimize learning and development for all students.

Core Teaching Standard 2: Learning Differences

The educator uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

	Initiating	Progressing	Accomplishing	Excelling
2.1 Designs, adapts, and delivers instruction that is sensitive, respectful, and values individual learner differences and empowers each learner to reach full potential. (SS-a, g, l, m, n, o, j)	Attempts to plan, deliver, and adapt lessons that partially align with learner differences. Supports learners in determining learning progressions. Implements single teaching approaches/resources.	Plans, delivers, and adapts lessons that align with learner differences. Supports learners in determining and monitoring learning progressions. Implements multiple teaching approaches/resources.	Plans, delivers, and adapts lessons that align with learner differences. Promotes respect, rapport building, and social group interaction with learners. Supports learners in monitoring and providing feedback with learning progressions. Implements a variety of teaching approaches/resources that meet the needs of learners.	Plans, delivers, adapts, and reflects consistently on lessons to ensure alignment with learner differences. Promotes respect, rapport building, and social group interactions with all learners. Supports all learners in monitoring and providing feedback with learning progressions. Implements a variety of teaching approaches/resources that meet the needs of all learners.
2.2. Provides instruction built on all learners' prior knowledge, experiences, strengths/needs, and makes appropriate and timely provisions allowing learners to demonstrate understanding in different ways. (SS-a, b, c)	Selects instructional strategies that support content understanding and meet the needs of individual learners	Applies a variety of research-based instructional strategies. Includes multiple perspectives and adjusts instruction based on learner responses. Modifies instruction, resources, and tools to address all learners' needs.	Continuously expands and deepens understanding on learner differences. Uses data to plan and deliver instruction that meets the needs of all learners. Learning experiences include multiple perspectives and understanding of diverse communities.	Expands, leads, and develops coherent and comprehensive units and lessons that are responsive to the needs of diverse learners. Utilizes data to plan and deliver instruction that promote diverse perspectives. Demonstrates reflective practices and efforts with colleagues to identify, select, and modify instructional strategies and resources that ensure success for each leaner.
2.3 Incorporates instructional strategies and accesses resources, supports, and specialized assistance to meet the needs of all learners (English language learner, exceptional needs, disabilities, giftedness, cultures, family, and community values, etc.). (SS-d, e, f, h, i, j, k)	Identifies differences in cultures, gender, linguistic background, and socioeconomic status among learners and families/guardians. Plans units and lessons. Incorporates into the learning environment modifications, interventions, and other resources that reflect learner diversity.	Makes curriculum and content standards meaningful to diverse learners by designing differentiated instructional activities that connect to and reflect learners' culture and background. Includes lessons that teach the contributions of people of diverse cultures and backgrounds to the content area.	Engages diverse learners in lessons that have relevance to cultures, uses tiered and/or scaffolded instruction and supports. Challenges learners to take responsibility for goal setting and progress monitoring. Shares curriculum units and lesson designs that improve engagement and achievement of diverse learners.	Models for and collaborates with colleagues in expanding culturally responsive curriculum and instruction. Uses a variety of inclusive practices to meet specific differences in individual learners. Challenges learners to take responsibility for goal setting and progress monitoring. Promotes an understanding of inter and intra-group diversity. Facilitates learning to build cultural competency and respect.

Core Teaching Standard 3: Learning Environments

The educator works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

	Initiating	Progressing	Accomplishing	Excelling
3.1 Creates a safe, and inclusive learning environment that encourages positive social interaction, active and equitable engagement, and self-motivation. (SS-a, d, n, r)	Maintains a physically safe place where learning is supported. Attempts to use procedures and practices that minimize some behaviors that hinder learning.	Uses some procedures that cultivate a physically and intellectually safe place where learners engage in risk taking. Practices are embedded that minimize some behaviors that hinder learning. Learners play an active role in individual and collective learning.	Uses procedures and effective responses to cultivate a physically and intellectually safe place where learners engage in risk taking. Practices are embedded that minimize most behaviors that hinder learning. Learners play an active role in individual and collective learning.	Models and uses procedures and proactive responses to cultivate a physically and intellectually safe place where learners engage in risk taking. Practices are embedded that minimize behaviors that hinder learning. Learners play an active role in individual and collective learning.
3.2. Communicates and collaborates verbally and nonverbally with all learners to develop shared values and routines/expectations for respectful interactions, rigorous academic discussions, decision making, and individual and group responsibility for quality work. (SS-c, e, f, j, k, o, p, q, r)	Attempts to promote interpersonal, group, and communication practices that support diverse perspectives and respectful interaction while engaging learners.	Promotes interpersonal, group, and communication practices that support diverse perspectives and respectful interaction. Learners are engaged.	Models and develops interpersonal, group, and communication practices using multiple strategies that support diverse perspectives and respectful interaction. Learners are actively engaged in purposeful learning experiences.	Models, develops, and reinforces interpersonal, group, and communication practices using a variety of strategies that affirms diverse perspectives and respectful interaction. Learners are engaged in purposeful learning experiences.
3.3 Provides experiences that empowers learners to self-direct, communicate, monitor, and collaborate/interact with ideas and people locally and globally using face-to-face and virtual experiences. (SS-b, g, h, i, l, m)	Attempts to collaborate with colleagues to design lessons using some technological resources utilized during instruction (virtual/face-to-face). Seeks to create learning experiences that promote ownership.	Collaborates with colleagues to design lessons using some technological resources utilized during instruction (virtual/face-to-face). Uses learning experiences that promote ownership.	Collaborates with colleagues to adapt, design, implement, and evaluate technological resources utilized during instruction (virtual/face-to-face). Uses resources and strategies that allow students to have ownership/input in the learning experience.	Collaborates with colleagues continuously to adapt, design, implement, and evaluate technological resources utilized during instruction (virtual/face-to-face). Uses multiple resources and strategies that allow students to have ownership/input in the learning experience.

Core Teaching Standard 4: Content Knowledge				
The educator understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.				
	Initiating	**Progressing**	**Accomplishing**	**Excelling**
4.1. Engages all students in learning experiences in the discipline(s) that encourage all learners to understand, question, explain, and analyze ideas from diverse perspectives, apply and link new concepts, and reflect on the learner's master of the content. (SS-a, b, c, d, j, k, m, s)	Demonstrates limited factual content and pedagogy knowledge that consistently engages learners in analyzing, synthesizing, and applying new information to assess and construct evidence-based claims and discussions.	Demonstrates factual content and pedagogy knowledge that consistently engages learners in analyzing, synthesizing, and applying new information to assess and construct evidence-based claims and discussions.	Demonstrates sound expertise with content and pedagogy knowledge that consistently engages learners in analyzing, synthesizing, and applying new information to assess and construct evidence-based claims and discussions.	Demonstrates expertise with content and pedagogy knowledge that consistently engages learners in analyzing, synthesizing, and applying new information to assess and construct evidence-based claims and discussions.
4.2 Maintains a deep knowledge of student content standards, understands common misconceptions and learning progressions, uses multiple representations and perspectives to link new concepts, and commits to working toward each learner's mastery of disciplinary content and skills. (SS-a, d, e, j, k, n, q)	Demonstrates limited knowledge of standard and learning progressions. Collaborates with colleagues to expand his/her repertoire of representations and explanations of content.	Demonstrates and models some acquired knowledge of standard and learning progressions. Collaborates with colleagues to expand his/her repertoire of representations and explanations of content.	Demonstrates and models sound knowledge of standard and learning progressions. Collaborates with colleagues to expand his/her repertoire of representations and explanations of content.	Demonstrates and models acquired knowledge of standard and learning progressions. Collaborates with colleagues to expand his/her repertoire of representations and explanations of content.
4.3 Facilitates relevant learning opportunities without bias that utilizes resources and rich academic language in the content. (SS-f, g, h, i, l, m, o, p, r)	Attempts to facilitate lessons that are relevant and without bias. Uses multiple resources, adjusts curriculum materials to meet learner needs, and provides opportunities for learners to learn, apply, and master academic language.	Facilitates some lessons that are relevant and without bias. Uses multiple resources, adjusts curriculum materials to meet learner needs, and provides opportunities for learners to learn, apply, and master academic language.	Facilitates lessons that are relevant and without bias. Uses multiple resources, adjusts curriculum materials to meet learner needs, and provides opportunities for learners to learn, apply, and master academic language.	Facilitates all lessons that are relevant and without bias. Uses a variety of resources, adjusts curriculum materials to meet learner needs, and provides numerous opportunities for learners to learn, apply, and master academic language.
Core Teaching Standard 5: Application of Content				
The educator understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.				
	Initiating	**Progressing**	**Accomplishing**	**Excelling**
5.1. Engages and facilitates learners and in applying content knowledge to real world problems through the lens of interdisciplinary themes, differing perspectives, creative and critical thinking how to help all learners develop high level questioning skills to promote their independent learning. (SS-a, b, d, j, m, o, r)	Attempts to use instructional strategies that motivate and engage all students in the content. Promotes synthesizing of information and integrating diverse point of views.	Utilizes some instructional strategies that motivate and engage all students in the content. Promotes synthesizing of information and integrating diverse point of views.	Utilizes instructional strategies that motivate and engage all students in the content. Promotes synthesizing of information and integrating diverse point of views.	Utilizes instructional strategies consistently that motivate and engage all students in the content. Promotes synthesizing, analyzing of information, and integrates diverse point of views.

5.2. Stimulates all learners to question and challenge assumptions, generate new ideas, supports social and cultural perspectives that foster innovation and problem solving in local and global contexts. (SS-a, d, f, g, q)	Attempts to implement mostly high frequency of purposeful questioning to generate and build on existing concepts. Consistently relates learning to real-world experiences.	Implements some high frequency of purposeful questioning to generate and build on existing concepts. Consistently relates learning to real-world experiences.	Implements mostly high frequency of purposeful questioning to generate and build on existing concepts. Consistently relates learning to real-world experiences.	Models and implements high frequency of purposeful questioning to generate and build on existing concepts. Consistently relates learning to real-world experiences.
5.3 Accesses resources to support literacy development across content areas and flexible learning environments that encourage exploration, and discovery. (SS-h, i, k, l, n, p, s)	Attempts to foster independence. Provides opportunities to identify and access resources that aid in addressing questions or issues.	Fosters some independence. Provides opportunities to identify and access resources that aid in addressing questions or issues.	Fosters independence. Provides opportunities to identify and access resources that aid in addressing questions or issues.	Fosters independence. Provides a variety of opportunities to identify and access resources that aid in addressing questions or issues.

Core Teaching Standard 6: Assessment

The educator understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator's and learner's decision making.

	Initiating	Progressing	Accomplishing	Excelling
6.1 Understands and uses multiple methods of assessments (formative and summative) to engage all learners in growth, to monitor all learner progress, and to guide the educator's and learner's decision making. (SS-a, b, e, f, g, h, i, j, k, o, p, r, s, u, v, w)	Relies on pencil-paper assessments of understanding or fails to assess performance; fails to align techniques with goals and objectives.	Uses assessment techniques to measure student understanding, progress, and performance; usually aligns techniques with goals and objectives.	Uses a variety of formal and informal assessment strategies to measure student understanding, progress, and performance; aligns techniques with goals and objectives.	Designs and implements a variety of assessment techniques, formal and unformal, to measure all students' understanding, progress, and performance; aligns techniques with goals and objectives.
6.2 Engages all learners in understanding and identifying quality work and provides effective descriptive feedback to guide progress toward that work. (SS-c, d, g, l, m, n, t)	Provides little oral and written feedback during instruction to assess student's level of understanding and progression toward individualized goals.	Provides some oral and written feedback during instruction to assess student's level of understanding and progression toward individualized goals.	Provides efficient oral and written feedback often during instruction to assess student's level of understanding and progression toward individualized goals.	Provides efficient oral and written feedback frequently during instruction to assess student's level of understanding and progression toward individualized goals.

Core Teaching Standard 7: Planning and Instruction

Based on the appropriate Alabama Course(s) of Study, the educator plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

	Initiating	Progressing	Accomplishing	Excelling
7.1 Prepares, implements, and supports all students with relevant instruction based on Alabama Course of Study Standards (COS) models data driven decision making, utilizes evidence-based instructional strategies, resources, and technological tools and how to plan instruction that meets diverse learning needs and goals. (SS-a, b, c, d, e, f, g, i, j, k, l, m, n, o, p, q, r, s)	Plans instruction that aligns with COS. Communicates connections between the standards and the knowledge/skills taught.	Uses some data and multiple resources to develop lessons that are differentiated to meet the needs of all learners. Aligns with COS.	Uses data sources with resources and collaborates with colleagues to develop lessons that promotes higher-order thinking and differentiation to meet the needs of all learners. Aligns with COS. Provides opportunities for students to demonstrate acquired knowledge and skills.	Uses multiple data sources with a wide range of resources and collaborates with colleagues to develop, align, extend, monitor, and reflect on standard-based lessons. Promotion of higher-order thinking and differentiation to meet the needs of all learners. Provides varied opportunities for students to demonstrate acquired knowledge and skills.

Core Teaching Standard 8: Instructional Strategies

The educator understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

	Initiating	Progressing	Accomplishing	Excelling
8.1 Implements data driven decision making, utilizes evidence-based instructional strategies, resources, and technological tools and how to plan instruction that meets diverse learning needs and goals. (SS-a, b, c, d, f, g, h, j, k, l, m, n, o, p, q, r)	Attempts to engage all learners in recognizing how to accommodate for individual learning styles. Scaffolds activities based on learner's need/interests. Supports learners in setting and obtaining goals.	Demonstrates and engages some learners in recognizing how to accommodate for individual learning styles. Scaffolds activities based on learner's need/interests. Supports learners in setting and obtaining goals.	Demonstrates and engages most learners in recognizing how to accommodate for individual learning styles. Scaffolds activities based on learner's need/interests. Supports learners in setting and obtaining goals.	Demonstrates and engages all learners consistently in recognizing how to accommodate for individual learning styles. Scaffolds activities based on learner's need/interests. Supports learners in setting and obtaining goals.
8.2 Asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question) and demonstrates knowledge through a variety of products and performances. (SS-a, b, c, d, e, f, g, h, i, k, n, q, s)	Attempts to elicit discussion using instructional methods. Provides students with little voice and choice. Promotes some collaboration between all learners.	Elicits some discussion using some instructional methods, provides some students with voice and choice, and promotes collaboration between all learners.	Elicits discussion using multiple instructional methods, provides students with voice and choice, and promotes collaboration between all learners.	Elicits discussion using a variety of instructional methods, provides students with voice and choice, and promotes collaboration between all learners.

Core Teaching Standard 9: Professional Learning and Ethical Practice				
The educator engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community) and adapts practice to meet the needs of each learner.				
	Initiating	**Progressing**	**Accomplishing**	**Excelling**
9.1 Engages in meaningful, system aligned, ongoing professional learning to develop knowledge and acquire skills to improve instructional practices and uses evidence to continually evaluate his/her practice. (SS-a, b, d, k, n)	Attends professional learning experiences to improve practices. Shares expertise with colleagues.	Engages in professional learning experiences to improve practices. Shares expertise with colleagues.	Engages in and seeks professional learning experiences to improve practices. Shares expertise with colleagues.	Engages in and consistently seeks professional learning experiences to improve practices. Shares expertise with colleagues.
9.2. Collaborates with colleagues in a professional community and uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice. (SS-b, c, d, g, h, k, l)	Participates in collaborative experiences where standard-based lessons are developed. Student data is analyzed.	Seeks collaborative experiences and supports colleagues in developing standard-based, scaffolded lessons. Uses some student data to assess learning and progression.	Seeks collaborative experiences and supports colleagues in developing standard-based, scaffolded lessons. Uses multiple data sources to assess learning and progression.	Seeks collaborative experiences and supports colleagues consistently in developing standard-based, scaffolded lessons. Uses a variety of data sources to assess learning and progression.
9.3 Reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences. (SS-d, e, i, m, o)	Attempts to reflect on effectiveness of instructional practices and use of resources that support learner differences. Interacts with students and colleagues to acquire insight.	Reflects often on effectiveness of instructional practices and use of resources that support learner differences. Interacts with students and colleagues to acquire insight.	Reflects on effectiveness of instructional practices and use of resources that support learner differences. Interacts with students and colleagues to acquire insight and/or improvement practices that increases students' level of performance.	Reflects consistently on effectiveness of instructional practices and use of resources that support learner differences. Interacts with students and colleagues to acquire insight and/or improvement practices that increases students' level of performance.
9.4 Understands the expectations of the profession including the Alabama Educator Code of Ethics, professional standards of practice, and relevant law and policy. (SS-f, j)	Attempts to model integrity and ethical practice.	Models' integrity and ethical practice.	Models and promotes high levels of integrity and ethical practice.	Leads colleagues in developing and maintaining a schoolwide environment of integrity and ethical practice.

Core Teaching Standard 10: Leadership and Collaboration

The educator seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

	Initiating	Progressing	Accomplishing	Excelling
10.1 Takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning. (SS-a, d, e, h, j, l, m, p)	Provides limited to no feedback to colleagues regarding instructional practice. Assumes some responsibility for decision making and accountability for student learning.	Provides some feedback to colleagues regarding instructional practice. Assumes some responsibility for decision making and accountability for student learning on occasion.	Provides consistent feedback to colleagues regarding instructional practice. Assumes more responsibility for decision making and accountability for student learning and the teaching profession.	Consistently and effectively collaborates with colleagues on teaching and learning. The teacher takes responsibility for contributing to and advancing the profession. The teacher consistently seeks opportunities to grow and develop with colleagues through interactions that enhance practice and support student learning.
10.2. Takes initiative and engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals. (SS-b, c, n, s, t)	Participates in schoolwide effort to build a shared vision. Communicates with families/guardians to share the vision of the school.	Engages in schoolwide effort to build a shared vision and supportive culture. Seeks opportunities to share goals and monitor progress towards those goals.	Creates community and shares resources to enhance student learning and well-being.	Collaborates with other school leaders to foster an environment of standards-based inquiry, reflective practice, and collaborative learning to improve teaching and learning at the school and district levels.
10.3 Seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles. (SS-a, b, f, g, i, j, k, n, o, p, q, r)	Begins to model lifelong learning, and exhibit leadership in schools and professional communities.	Engages with colleagues and other stakeholders to develop and implement schoolwide initiatives that address achievement gaps and enhance learning for individual students and across classrooms and grade levels.	Facilitates schoolwide, inquiry-based professional learning communities that explore patterns and gaps in academic achievement. Based on findings, guides professional learning community in identifying content-specific instructional strategies to ensure success for all learners to narrow achievement gaps.	Leads standards-based professional learning activities for colleagues, families, and the community that supports quality implementation of educational improvement initiatives. Assumes increased leadership to advance reform initiatives at the school, district, state, and national levels.

APPENDIX B
ALABAMA TEACHER OBSERVATION TOOL (ATOT)
GLOSSARY OF TERMS

Terms	Definitions in the context of the Teacher Observation Tool
Culture/Climate Dimension	A learning environment that is created and sustained in which each learner is cared for, is safe, has a sense of belonging, and feels secure to share their thoughts
Environment	Context in which learning occurs within a classroom setting or learning situation
Equitably	Access to resources and support based on individual need
Diverse thinkers	Learners that express varying ideas and insights that could be based on their backgrounds and experiences; with an environment that should foster tolerance, respect, and understanding
Learning Dimension	Processes established to ensure learners have opportunities to demonstrate an understanding of the content and apply that knowledge and acquisition of skills
Higher order thinking skills	Also referred to as critical thinking skills, this type of thinking is based on a concept of education reform (e.g., Bloom's Taxonomy) that pushes learners to go beyond memorization of facts to comprehending information
Essentials Dimension	Core competencies demonstrated by an effective teacher, such as presence and disposition, pedagogical knowledge, content knowledge, and management of the learning environment
Resources	Assets and capacity to fulfill the needs of and support for the learning environment and each learner; generally considered as material, digital, and human resources
Actively engage learners	Learning that allows students to generate knowledge or make meaning via such behaviors as clarifying, asking questions, comparing, and applying new information
Agency Dimension	Actions that foster learners' ability to self-direct and self-regulate their learning
Empowers	Allowing and encouraging learners to have a voice in making decisions about their learning progress as well as types of activities and topics that interest them
Growth mindset	Instilling in learners the belief that they can achieve, thrive, and overcome challenges
Self-efficacy	A learner's belief in their capacity to execute behaviors necessary to overcome challenges, "stay the course," and realize success
Relationship Dimension	Actions that foster healthy, positive connections between the teacher and learners
Collaboration	Learners who might or might not have the same interests, abilities, or backgrounds to focus on a common goal and work together to accomplish the goal (a goal can mean an activity or task)
Inclusivity	Intentionally not excluding any learner from activities, tasks, discussions, etc., due to background, ability level, and/or physical impairment
Learners' dignity	One's belief in the worthiness of their voice, relationships, and actions in a classroom environment
All, fully	Including more than 75 percent of (e.g., learners)
Most, mostly	Approximately 51 to 74 percent of (e.g., learners)
Some, minimally	About 25 to 50 percent of a (e.g., learners)
Not evident	Less than 25 percent of (e.g., learners)

APPENDIX C
ALABAMA TEACHER OBSERVATION TOOL (ATOT) WITH SAMPLE
DESCRIPTIVE ACTIONS

Dimensions and Observable Expectations	Very Evident	Evident	Somewhat Evident	Not Evident	Descriptive Actions
Culture/Climate					
1. Fosters an environment that embraces all learners	4	3	2	1	• Shows connectedness to learners, interpersonal bonding • Expresses concern for learners' well-being • Demonstrates personal interest in learners
2. Treats each learner equitably	4	3	2	1	• Demonstrates openness and approachability • Makes culturally responsive eye contact with learners • Uses words that resonate with or do not exclude learners
3. Encourages learners to share their opinions without fear of negative comments from their peers	4	3	2	1	• Accepts and supports learners to take risks voicing their opinions and asking questions • Promotes interactions that are highly supportive, friendly, and learner-centered • Asks questions that encourage learners to voice their opinions
4. Creates enthusiasm for the learning at hand	4	3	2	1	• Demonstrates a positive attitude toward the content/activity/task • Shows genuine interest in the content/activity/task • Exhibits energy that appeals to learners
Learning					
1. Communicates clear explanations about the activities or tasks	4	3	2	1	• Captures learners' attention to set the stage for learning • Thoroughly explains why the content or activity is important to the learners • Uses simple and direct language to provide instructions about the activity/task
2. Implements lessons and/or activities that stimulate learners to use higher order thinking skills	4	3	2	1	• Encourages learners to question each other through discussions and debate • Provides opportunities for learners use application skills to complete activities/tasks • Provides opportunities for learners to express themselves individual and collectively in a variety of ways
3. Delivers lessons that are relatable to the learners or aligned to their interests	4	3	2	1	• Describes the purpose of the lesson—why is this important to every learner's life • Makes it personal to the learners (e.g., through culture, gender, age, geography) • Incorporates a real-world aspect into the lesson
4. Monitors learners' understanding of the content and/or the acquisition of skills	4	3	2	1	• Keeps close proximity to learners • Formatively assesses learners throughout the lesson • Encourages learner self-assessment • Elicits learner questioning to determine level of understanding
5. Adapts instruction and/or activities that meet individual learner's needs	4	3	2	1	• Changes instructional arrangement (e.g., peer partner, groups, individual) for activities/tasks • Uses different ways to engage with use of materials (e.g., graphic organizers, visuals, text) • Changes instructional tasks (e.g., reduce number of items, modify assignment, learner options)
6. Provides learners with purposeful feedback about their progress and/or needs	4	3	2	1	• Uses many forms of feedback • Provides learners with individualized feedback • Gives feedback that is specific to the current lesson/activity • Learners are involved in the feedback process

Essentials					
1. Delivers and/or facilitates the lesson with knowledge and confidence	4	3	2	1	• Has deep understanding of their subject matter • Speaks clearly and with appropriate tone, tempo, and volume • Demonstrates new skill/concept (acquisition), applies thinking skills (application), integrates individual thinking skills (assimilation)
2. Communicates and upholds high expectations for learners' behaviors to maximize their learning and well-being	4	3	2	1	• Uses active listening skills to understand and respond to learners • Conveys confidence in learners • Provides high levels of support through varied teaching and modes of presentation • Provides feedback to learners on personal goals and time frames
3. Facilitates use of resources that support learners' needs	4	3	2	1	• Chooses resources and materials with intentionality that enhance learning activities aligned to learning objectives and instruction • Secures a variety of resources from within and outside of the classroom that increase learner learning and engagement • Makes resources easily accessible and available to engage learners
4. Implements instructional strategies that actively engage learners	4	3	2	1	• Employs active learning strategies • Uses a variety of assessment strategies • Applies group instructional strategies to be inclusive of all learners
5. Manages the learning time in an efficient and optimal manner	4	3	2	1	• Ensures smooth transitions activities/tasks • Executes efficient procedures; maintains control of classroom environment; learners stay on task • Ensures group projects are organized • Dedicates/protects blocks of time to instruction with minimal interruptions
Agency					
1. Empowers learners to be responsible for the learning at hand	4	3	2	1	• Ensures learners are working the problems, not the teacher • Facilitates inquiry-based activities/tasks • Guides learners to take charge of their learning and engagement
2. Gives learners choices about the learning activities or tasks	4	3	2	1	• Allows learners to contribute to the design of lessons, projects, and/or activities • Gives learners the ability to attend to activities with the role of decision-making • Helps learners make sense of instructional concepts and create their own understandings
3. Provides assistance for learners to navigate and monitor their learning progress	4	3	2	1	• Provides opportunities for reflection or goal setting • Facilitates a progress tracking process so learners know their areas of strengths or challenges • Identifies problems and generates solutions with the learner
4. Encourages learners to persevere with or seek challenging activities or tasks	4	3	2	1	• Allows sufficient time for problem-solving • Provides encouragement when learners struggle • Gives learners guidance to be successful or to keep going
5. Builds learners' growth mindset and self-efficacy	4	3	2	1	• Applies strengths-based learning: active mentoring to learners; learner-led decision-making beyond academics • Acknowledges learners' personal potential • Uses and encourages positive self-talk
Relationships					
1. Promotes respectful and caring interactions toward and between learners	4	3	2	1	• Promotes harmony and positivity toward learners • Shows empathy through dialogue with learners • Redirects learners if negative interactions occur
2. Cultivates learner cooperation, collaboration, and inclusivity	4	3	2	1	• Proposes questions when engaged with groups • Upholds the role of facilitator rather than interfere with engaged groups • Suggests and promotes peer assistance
3. Preserves learners' dignity while attending to their individual needs	4	3	2	1	• Uses discretion to address learners • Demonstrates maturity and consideration for others • Speaks respectfully to learners at all times, including when redirecting

APPENDIX D
ALABAMA TEACHER OBSERVATION TOOL (ATOT) FORMATIVE FEEDBACK FORM

Directions: The observer should list specific examples of practices observed during the teacher's 20-minute observation. The observer checks the box under NE (Not Evident) if none of the practices were evident or checks the box under E (Evident) if evidence exist to support teacher performance in each dimension. The examples serve as conversation starters between the observer and the teacher to improve classroom instruction for every student.

Culture/Climate	NE	E	Specific Examples of Practices Observed
• Fosters an environment that embraces all learners • Treats each learner equitably • Encourages learners to share their opinions without fear of negative comments from their peers • Creates enthusiasm for the learning at hand			
Learning	**NE**	**E**	**Specific Examples of Practices Observed**
• Communicates clear explanations about the activities or tasks • Implements lessons and/or activities that stimulate learners to use higher order thinking skills • Delivers lessons that are relatable to the learners and aligned to their interests • Monitors learners' understanding of the content and/or the acquisition of skills • Adapts instruction and/or activities that meet individual learner's needs • Provides learners with purposeful feedback about their progress and/or needs			
Essentials	**NE**	**E**	**Specific Examples of Practices Observed**
• Delivers and/or facilitates the lesson with knowledge and confidence • Communicates and upholds high expectations for learners' behaviors to maximize learning and well-being • Facilitates use of resources that support learners' needs • Implements instructional strategies that actively engage learners • Manages the learning time in an efficient and optimal manner			
Agency	**NE**	**E**	**Specific Examples of Practices Observed**
• Empowers learners to be responsible for the learning at hand • Gives learners choices about the learning activities or tasks • Provides assistance for learners to navigate and monitor their learning progress • Encourages learners to persevere with or seek challenging activities or tasks • Builds learners' growth mindset and self-efficacy			
Relationships	**NE**	**E**	**Specific Examples of Practices Observed**
• Promotes respectful and caring interactions toward and between learners • Cultivates learner cooperation, collaboration, and inclusivity • Preserves learners' dignity while attending to their individual needs			

Teacher's Signature: _____   Date: _____

Observer's Signature: _____   Date: _____

APPENDIX E
ALABAMA TEACHER GROWTH PROGRAM (ATGP)
PROFESSIONAL LEARNING PLAN (PLP)

The Alabama Teacher Growth Program (ATGP) is designed to improve instructional practices by using the multiple data sources (student growth, collective dialogues, district/school goals, self-reflection, etc.) with Alabama Teacher Observation Tool to determine an educator's areas of strength and areas of growth. *The digital format of the PLP is subject to change.*

Area(s) of Strength	Rationale/Evidence	Timelines
	Educators need authentic praise and positives.	

Area(s) of Growth	Rationale/Evidence	Timelines
Performance Goal(s)	Action Steps:	Ongoing Feedback
	How will you measure the impact and determine success?	

We agree upon the goals, action steps, rationales, and timelines listed. Signatures indicate that discussion and reflection occurred.

Teacher's signature: _____   Date: _____

Administrator's signature _____   Date: _____

APPENDIX F
ALABAMA CORE TEACHING STANDARDS (ACTS)

Pursuant to the mission of improving the academic achievement of all students in the public schools of Alabama, educators will align practices with the following standards modified from the Model Core Teaching Standards developed by the Interstate Teacher Assessment and Support Consortium (InTASC). The ACTS have a stronger focus on application of knowledge and skills, personalized learning for diverse learners, improved assessment literacy, collaborative professional culture, and new leadership roles for teachers and administrators. The standards are grouped in four categories: ***The Learner and Learning, Content, Instructional Practice, and Professional Responsibility.***

Category	Concepts	Standards
The Learner and the Learning	The teacher meets all learner at the current level of understanding and considers developmental patterns to ensure all students acquire knowledge and skills The teacher creates and maintains an inclusive, supportive, and safe learning environment for all learners.	Standard 1: Learner Development Standard 2: Learning Differences Standard 3: Learning Environments
Content	The teacher has a deep understanding of content and can help learners access information, apply knowledge, and address issues.	Standard 4: Content Knowledge Standard 5: Application of Content
Instructional Practice	The teacher plans rigorous learning goals using a variety of instructional strategies to draw upon the knowledge of all learners while integrating multiple assessments, and planning, to engage all learners.	Standard 6: Assessment Standard 7: Planning for Instruction Standard 8: Instructional Strategies
Professional Responsibility	The teacher upholds the highest standards of legal, moral, and ethical conduct and utilizes multiple data sources to determine professional learning needs. The teacher participates in on-going, self-reflect, and collaborative discussions with peers.	Standard 9: Professional Learning and Ethical Practices Standard 10: Leadership and Collaboration

(1) Learner Development. The educator understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
Performances
a) The educator regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.   b) The educator creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.   c) The educator collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.
Essential Knowledge
d) The educator understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.   e) The educator identifies readiness for learning and understands how development in any one area may affect performance in other areas.   f) The educator understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.   g) The educator understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.

Critical Dispositions
h) The educator respects learners' differing strengths and needs and is committed to using this information to further each learner's development.
i) The educator is committed to using learners' strengths as a basis for growth and their misconceptions as opportunities for learning.
j) The educator takes responsibility for promoting learners' growth and development.
k) The educator values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

(2) Learning Differences. The educator uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Performances
a) The educator designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.
b) The educator makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.
c) The educator designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.
d) The educator brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.
e) The educator incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.
f) The educator accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

Essential Knowledge
g) The educator understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.
h) The educator understands students with exceptional needs, including those associated with disabilities and giftedness and know how to use strategies and resources to address these needs.
i) The educator knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.
j) The educator understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.
k) The educator knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

Critical Dispositions
l) The educator believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.
m) The educator respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.
n) The educator makes learners feel valued and helps them learn to value each other.
o) The educator values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

(3) Learning Environments. The educator works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Performances

a) The educator collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.

b) The educator develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.

c) The educator collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

d) The educator manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.

e) The educator uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.

f) The educator communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

g) The educator promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.

h) The educator intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

Essential Knowledge

i) The educator understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.

j) The educator knows how to help learners work productively and cooperatively with each other to achieve learning goals.

k) The educator knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.

l) The educator understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.

m) The educator knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

Critical Dispositions

n) The educator is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

o) The educator values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

p) The educator is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.

q) The educator seeks to foster respectful communication among all members of the learning community.

r) The educator is a thoughtful and responsive listener and observer.

(4) Content Knowledge. The educator understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Performances

a)   The educator effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.

b)   The educator engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.

c)   The educator engages learners in applying methods of inquiry and standards of evidence used in the discipline.

d)   The educator stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.

e)   The educator recognizes learner misconceptions in a discipline that interfere with learning and creates experiences to build accurate conceptual understanding.

f)   The educator evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.

g)   The educator uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.

h)   The educator creates opportunities for students to learn, practice, and master academic language in their content.

i)   The educator accesses school and/or district-based resources to evaluate the leaner's content knowledge in the learner's primary language.

Essential Knowledge

j)   The educator understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) she/he teaches.

k)   The educator understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.

l)   The educator knows and uses the academic language of the discipline and knows how to make it accessible to learners.

m)   The educator knows how to integrate culturally relevant content to build on learners' background knowledge.

n)   The educator has a deep knowledge of student content standards and learning progressions in the discipline(s) she or he teaches.

Critical Dispositions

o)   The educator has deep knowledge of current and emerging state initiatives and programs including, but not limited to, the Alabama Reading Initiative (ARI); the Alabama Math, Science, and Technology Initiative (AMSTI); Alabama Learning Exchange (ALEX); Alabama Connecting Classrooms, Educators and Students Statewide (ACCESS); and RTI (Response to Instruction) and their relationship to student achievement.

p)   The educator realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. She or he keeps abreast of new ideas and understanding in the field.

q)   The educator appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.

r)   The educator recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.

s)   The educator is committed to work toward each learner's mastery of disciplinary content and skills.

(5) Application of Content. The educator understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Performances

a) The educator develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).

b) The educator engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).

c) The educator facilitates learners' use of current tools and resources to maximize content learning in varied contexts.

d) The educator engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.

e) The educator develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.

f) The educator engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.

g) The educator facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.

h) The educator develops and implements supports for learner literacy development across content areas.

Essential Knowledge

i) The educator understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.

j) The educator understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.

k) The educator understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.

l) The educator understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.

m) The educator understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.

n) The educator understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.

o) The educator understands creative thinking processes and how to engage learners in producing original work.

p) The educator knows when and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

Critical Dispositions

q) The educator is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.

r) The educator values knowledge outside his/her own content area and how such knowledge enhances student learning.

s) The educator values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

(6) Assessment. The educator understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the educator's and learner's decision making.

Performances

a) The educator balances the use of formative and summative assessment as appropriate to support, verify, and document learning.

b) The educator designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.

c) The educator works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.

d) The educator engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.

e) The educator engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.

f) The educator models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.

g) The educator effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.

h) The educator prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.

i) The educator continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

Essential Knowledge

j) The educator understands the differences between formative and summative applications of assessment and knows how and when to use each.

k) The educator understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.

l) The educator knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.

m) The educator knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.

n) The educator understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.

o) The educator knows when and how to evaluate and report learner progress against standards.

p) The educator understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

Critical Dispositions

q) The educator possesses knowledge of Alabama's assessment requirements and processes.

r) The educator is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.

s) The educator takes responsibility for aligning instruction and assessment with learning goals.

t) The educator is committed to providing timely and effective descriptive feedback to learners on their progress.

u) The educator is committed to using multiple types of assessment processes to support, verify, and document learning.

v) The educator is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

w) The educator is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

(7) Planning for Instruction. Based on the appropriate Alabama Course(s) of Study, the educator plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Performances

a) The educator individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards and are relevant to learners.

b) The educator plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.

c) The educator develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.

d) The educator plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.

e) The educator plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver, as appropriate, learning experiences to meet unique learning needs.

f) The educator evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

Essential Knowledge

g) The educator integrates Alabama-wide programs and initiatives into the curriculum and instructional processes.

h) The educator communicates with students, parents, and the public about Alabama's assessment system and major Alabama educational improvement initiatives.

i) The educator understands content and content standards and how these are organized in the curriculum.

j) The educator understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.

k) The educator understands learning theory, human development, cultural diversity, and individual differences and how this impact ongoing planning.

l) The educator understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.

m) The educator knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.

n) The educator knows when and how to adjust plans based on assessment information and learner responses.

o) The educator knows when and how to access resources and collaborates with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

Critical Dispositions

p) The educator respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.

q) The educator values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

r) The educator takes professional responsibility to use short- and long-term planning as a means of assuring student learning.

s) The educator believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances

(8) Instructional Strategies. The educator understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Performances

a) The educator uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.

b) The educator continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.

c) The educator collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

d) The educator varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

e) The educator provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.

f) The educator engages all learners in developing higher order questioning skills and metacognitive processes.

g) The educator engages all learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.

h) The educator uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.

i) The educator asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

Essential Knowledge

j) The educator understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.

k) The educator knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.

l) The educator knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.

m) The educator understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.

n) The educator knows how to use a wide variety of resources, including human and technological, to engage students in learning.

o) The educator understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

Critical Dispositions

p) The educator is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

q) The educator values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.

r) The educator is committed to exploring how the use of new and emerging technologies can support and promote student learning.

s) The educator values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

(9) Professional Learning and Ethical Practice. The educator engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community) and adapts practice to meet the needs of each learner.

Performances

a) The educator engages in ongoing learning opportunities to develop knowledge and skills to provide all learners with engaging curriculum and learning experiences based on local and state standards.

b) The educator engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.

c) The educator, independently and in collaboration with colleagues, uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.

d) The educator actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.

e) The educator reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

f) The educator advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

Essential Knowledge

g) The educator understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.

h) The educator knows how to use learner data to analyze practice and differentiate instruction accordingly.

i) The educator understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.

j) The educator understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).

k) The educator knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from educator evaluations and observations, data on learner performance, and school- and system-wide priorities.

Critical Dispositions

l) The educator takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.

m) The educator is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

n) The educator sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

o) The educator understands the expectations of the profession including the Alabama Educator Code of Ethics, professional standards of practice, and relevant law and policy.

(10) Leadership and Collaboration. The educator seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Performances

a) The educator takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.

b) The educator works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

c) The educator engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.

d) The educator works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.

e) The educator, working with school colleagues, builds ongoing connections with community resources to enhance student learning and wellbeing.

f) The educator engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.

g) The educator uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.

h) The educator uses and generates meaningful research on education issues and policies.

i) The educator seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.

j) The educator advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.

k) The educator takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

Essential Knowledge

l) The educator understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

m) The educator understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.

n) The educator knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.

o) The educator knows how to contribute to a common culture that supports high expectations for student learning.

Critical Dispositions

p) The educator actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

q) The educator respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

r) The educator takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.

s) The educator takes responsibility for contributing to and advancing the profession.

t) The educator embraces the challenge of continuous improvement and change.

Configuring Teaching Effectiveness Users in the Education Directory (EDDIR)
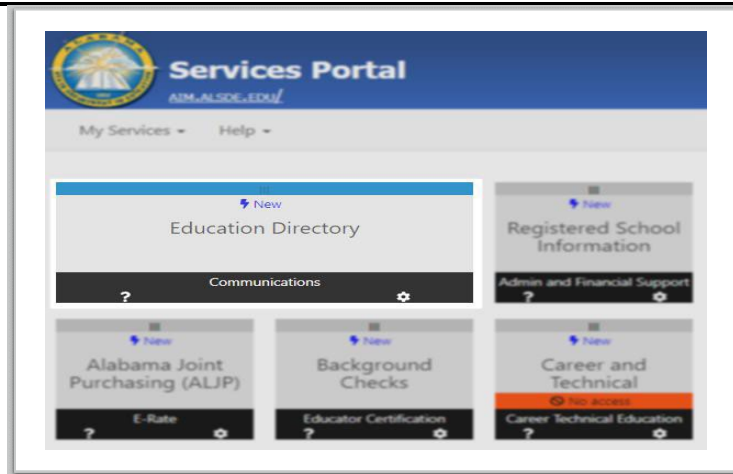
	Log Into AIM •Education Directory App Editor must log into AIM (https://aim.alsde.edu). •Select Education Directory "tile" in the portal.
	Prepare to Find Users •Go to staffing screen. •Select school [1]. •Select **Application Access** [2]. •Select **Add Staff** [3].
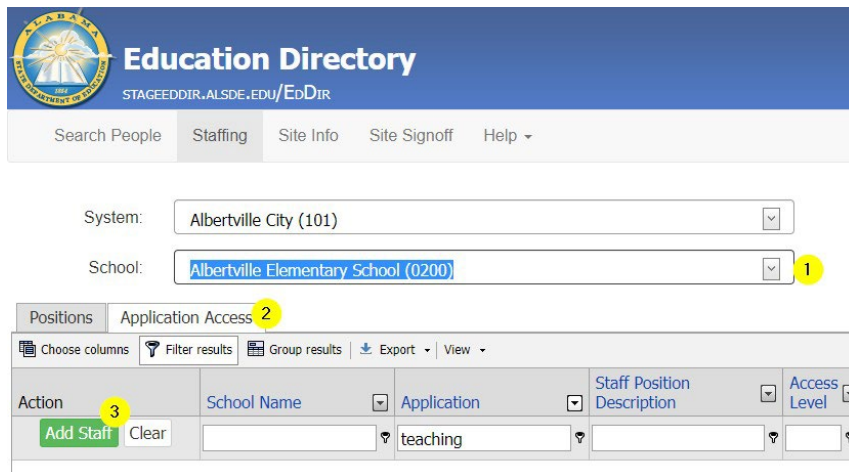
Find a person ✕

It's easy to find a person by name, email, or SSN. Enter information below and we'll show all entries that match your criteria.

> Tip: If you don't find someone, enter fewer search terms. For example, Robert Smith may be listed as Rob Smith, so only enter Rob as the first name. We'll show all Rob, Robert, and Robby Smith entries.

First Name: [   ]

Last Name: [editor]

ALSDE ID: [____-____-____]

SSN: [   ]

Email: [test]

[🔍 Search] [🔍 Cancel search]

Search for a User

•Provide details about the user.

•ALSDE ID is preferred.

•Be careful of using Robert when name is listed as Rob –you will not find the user.

Select **Search** to continue.

🗒 Choose columns 🔑 Filter results 🗃 Group results

Page 1 of 2 (6 items) ◁ [1] 2 ▷

		Prefix ▾	First Name ▾	Middle Name ▴	Last Name ▾	Suffix ▾	Sex ▾	SSN [1] ▾	ALSDE ID [2] ▾	Date Of Birth [3] ▾	Email Address
		▾	▾	▾	▾	▾	▾	▾	▾	▾	▾
Use Person	View		EdDir	1	Editor		M	xxx-xx-6010	EXE-0121-9057	02/01/1980	EdDir.Editor.1@te
Use Person	View		School	5	Editor		F	xxx-xx-6005	SXE-0121-8778	02/05/1980	School.Editor.5@
[4] Use Person	View		School	6	Editor		F	xxx-xx-6006	SXE-0121-8779	02/06/1980	School.Editor.6@
Use Person	View		School	7	Editor		M	xxx-xx-6007	SXE-0121-8780	02/07/1980	School.Editor.7@
Use Person	View		School	8	Editor		F	xxx-xx-6008	SXE-0121-8781	02/08/1980	School.Editor.8@

Page 1 of 2 (6 items) ◁ [1] 2 ▷

🔑 Create Filter

Select the Correct User

•Verify SSN [1]. Verify ALSDE ID [2]. Verify DOB [3]. Select **Use Person** [4] to assign an application access rule to this user.

•Note: Select **Refine Search** to return to search screen and search again.

Assign Application Access Rule

•Confirm the school.

•Filter app access rules to only rules containing *teach* [1].

•Select desired rule(s) for user [2].

•Select **Add app access rule** to add rule(s) to user [3].

•Select **Pick another person** to return to the selection screen.

Confirm Users Have Access

•Filter the application access rules grid to show only the Teaching Effectiveness application [1].

•Further filter by partial name/email address [2].

		Add Position
		Add Position •Note that the user must also be assigned to at least one position. •Select **Positions** tab [1] and follow same procedure to add user to a position. •More efficient option: Select **View** on user row [2]. •Select **Add position** [3] to add a position the selected user.

Remove Position

•Select **View** [1] to view all positions [2] and application access rules [3] assigned to a user. **Remove** [4] from a single position. More efficient option: **Remove All** [5] to remove all positions and/or app access rules (from your school or system).
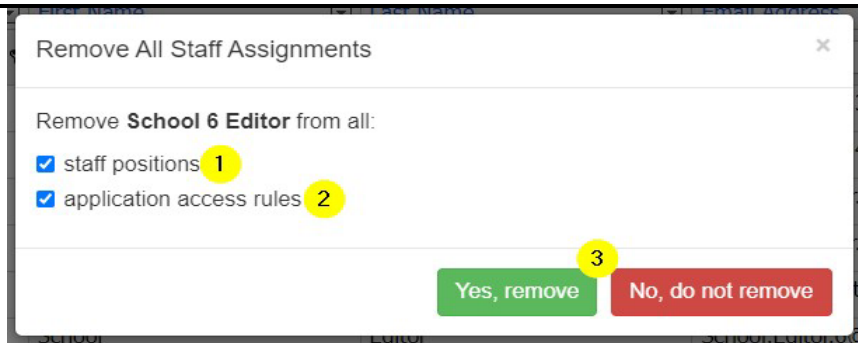
Remove All

•Select **staff positions** [1] to select all staff positions in your school/system. Select **application access rules** [2] to select all app access rules in your school/system. Select **Yes, remove** [3] to remove selected options.

Education Directory Configuration Completed

•The user can log into AIM and see the Teaching Effectiveness (TE) tile.

•The user will appear in the roster for the specified school.

Alabama Teacher Growth Program (ATGP) Roster Management
provided by
Alabama Supercomputer
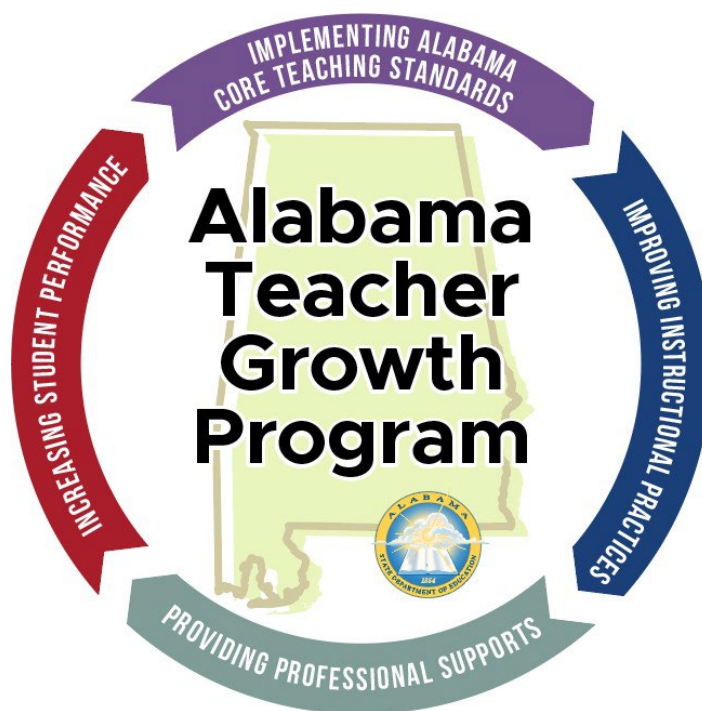
Alabama Teacher Observation Tool Setup Guide
Version 1.3

**The Roster Management Guide provides steps for accessing the ATOT and helpful information. The Teaching Effectiveness (TE) tile located in the Alabama Identity Management (AIM) portal allows observers to view and edit their school's data.

Alabama Teacher Growth Program (ATGP) Abbreviations and Glossary

ATGP: Alabama Teacher Growth Program (Formerly known as Teaching Effectiveness.)

ATOT: Alabama Teacher Observation Tool. The new observation tool developed by Cognia for the Alabama State Department of Education.

AIM: ALSDE Identity Management. This is the online portal that users log into to access the Alabama Teacher Growth Program and the Education Directory.

Education Directory: An application developed and maintained by the State Department of Education. This is where a user's AIM profile data is stored and managed.

Education Directory Application Editor: The Education Directory Application Editor is responsible for configuring, editing, and assigning application access rules for a user's profile in the Education Directory.

Application Access Rule: A rule that is assigned to a user's AIM profile which gives them access to applications in the AIM portal.

Instructor: Teacher

Observer: Reviewer at the school level (Principal or Assistant Principal) or at the Central Office level.

Roster: A list of the instructors and observers at a site. The roster provides the observers with a view on how users are configured in the Education Directory and shows the information that is sent to Cognia.

Steps for Accessing ATOT

Please see below sections for detailed information on each of the steps for accessing the Alabama Teacher Observation Tool (ATOT).

Step 1: Verify the instructor's profile and observer's profiles display the correct site and have the correct the application access rules in the Education Directory. For assistance with navigating the Education Directory, contact the ALSDE service desk by e-mail at servicedesk@alsde.edu or by phone at 334-694-4777.

Step 2: Automated roster verification and submission process**.**

Step 3: Log into ATOT through Cognia's myJourney website to access and start a teacher's observations. For assistance logging into the myJourney website and starting a teacher's observation, contact Cognia Client Care via telephone at 888-413-3669 or email at clientcare@cognia.org.

Teaching Effectiveness/ATGP Application Access Rules
(Education Directory)

Position	ATGP/TE Application Access Rule	Cognia Role	Site
Teacher (Instructor)	Teaching Effectiveness App School Editor	Instructor	School
Principals/Assistant Principals (Observer)	Teaching Effectiveness App School Certifier	Observer	School
Superintendents/ Other Central Office Reviewers	Teaching Effectiveness App System Certifier	Observer	System

Step 1: The Education Directory

The instructors and observers must be configured correctly in the Education Directory. The educator must have the correct access rule and assigned to the correct school/district. Instructors must be assigned the Teaching Effectiveness App School Editor application access rule in the Education Directory. **The users assigned to this application access rule will not be able to perform observations on instructors**.

The observers at the school level (Principals and Assistant Principals) need to be assigned the Teaching Effectiveness App School Certifier application access rule in the Education Directory. **The users assigned this application access rule will be able to perform observations on instructors at the school level**. The observers at the Central Office level will need to be assigned the Teaching Effectiveness App System Certifier application access rule in the Education Directory. **The users assigned this application access rule will be able to perform observation on instructors at the school level**. **The central office level staff will also be able to evaluate observers using the LEAD process**.

The application access rules are assigned by the user's Education Directory Application Editor at the LEA level. If the Education Directory Application Editor has any questions or needs assistance with the Education Directory, contact the ALSDE service desk by e- mail at servicedesk@alsde.edu or by phone at 334-694-4777.

Step 2: Automated Roster Verification and Submission Process

Once users are configured correctly in the Education Directory, the next step is to verify and submit the roster via an automated, nightly process. Each night ATGP pulls data from the Education Directory and sends it to Cognia. This process is automated and requires very little input from the end user (observers/instructors.)

The Instructor (teacher) who will be observed using the Alabama Teacher Observation Tool (ATOT) must select the "Educator" continuum on the Settings page. If no continuum is selected, all educators will be sent to Cognia.

Please Note: This is a <u>vital</u> step in the Roster process. Educators must select their continuum option at the beginning of every annual review year. This action can be performed by users or by their administrators.

Once the Roster has been delivered to Cognia (via the automated, nightly process) it will be 24 to 48 hours before the changes are visible in Cognia's Alabama Teacher Observation Tool. Observers can view the Roster for their site by clicking on the Roster Management tile on the Teaching Effectiveness Dashboard.
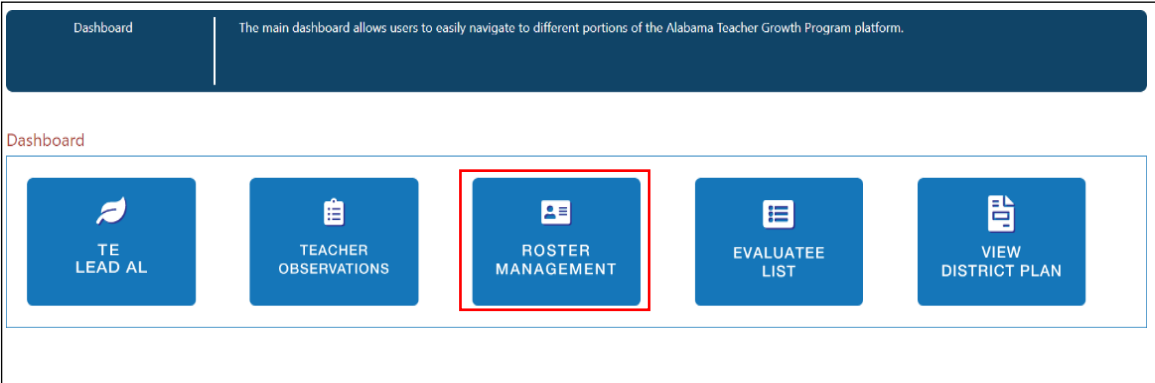

This will take the observer to the Roster for their site. The observer can use the information in the Roster to see if their users are configured correctly in the Education Directory. Observers can also see what roles are being sent to Cognia nightly for the users at their site. The information in the Roster is pulled from the Education Directory nightly using an automated process.

If an observer notices that any of the instructors are not assigned to the correct site or are not assigned the correct application access rules in the Education Directory (for Teaching Effectiveness), then the Education Directory Application Editor will need to update the instructor's profile in the Education Directory (as described in Step:1 of this document.). **If an observer has any questions about the automated roster verification and submission process, contact the Teaching Effectiveness Help Desk by email at teachingeffectiveness@asc.edu or by telephone at 800-338-8320 or 256-971-7448.**
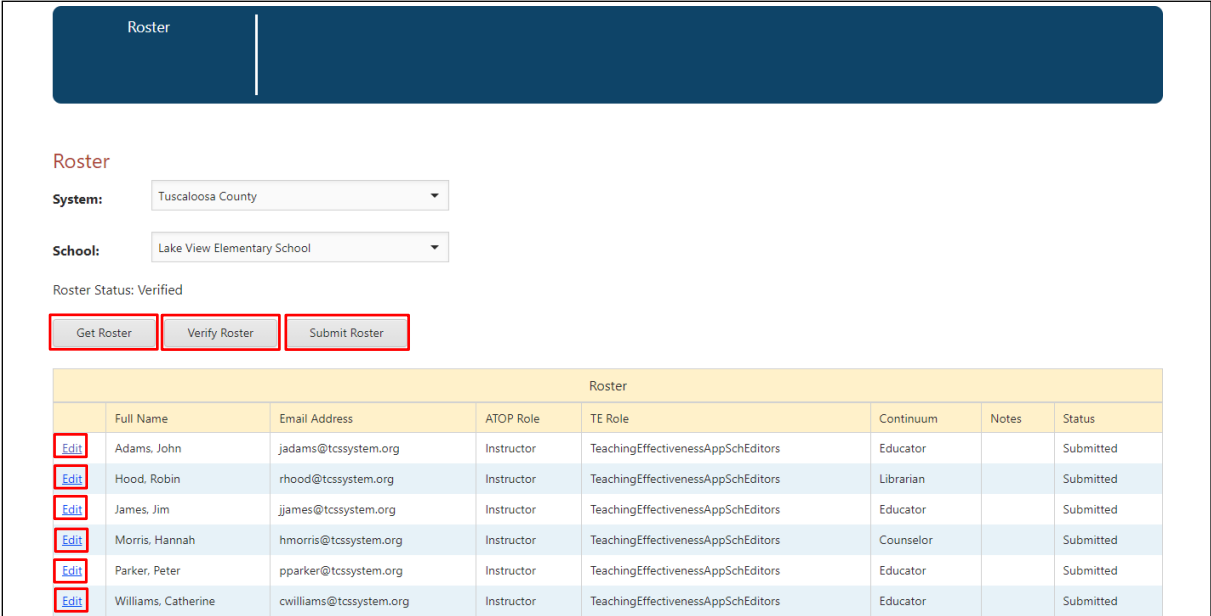
Step 3: Accessing the Alabama Teacher Observation Tool (ATOT)

Once the roster has been sent via the nightly process, it will be 24 to 48 hours before observers can start a teacher's observation. To begin an observation, the observer must log into the Alabama Teacher Growth Program (formerly known as Teaching Effectiveness), click on the Teacher Observations tile located on the observer's Dashboard. Then, select the Cognia tile.
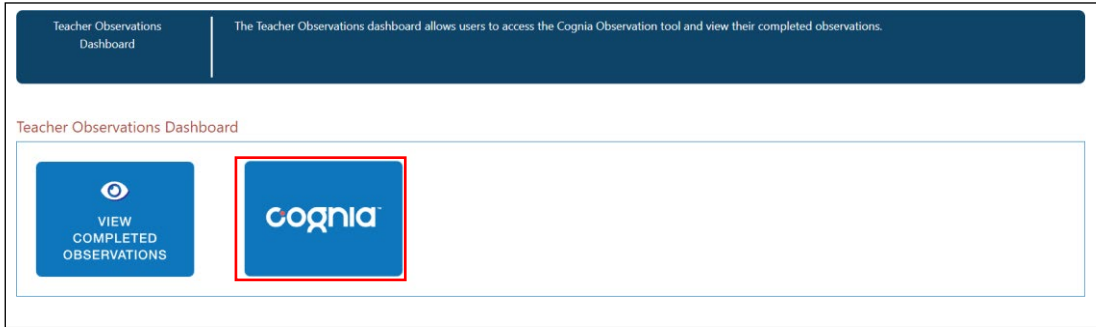
The Cognia tile takes the observer to Cognia's myJourney login page. The observer needs to login with the Cognia User ID assigned and password. **Please note that the observer's Cognia User ID and password may be different from the AIM User ID and password**.
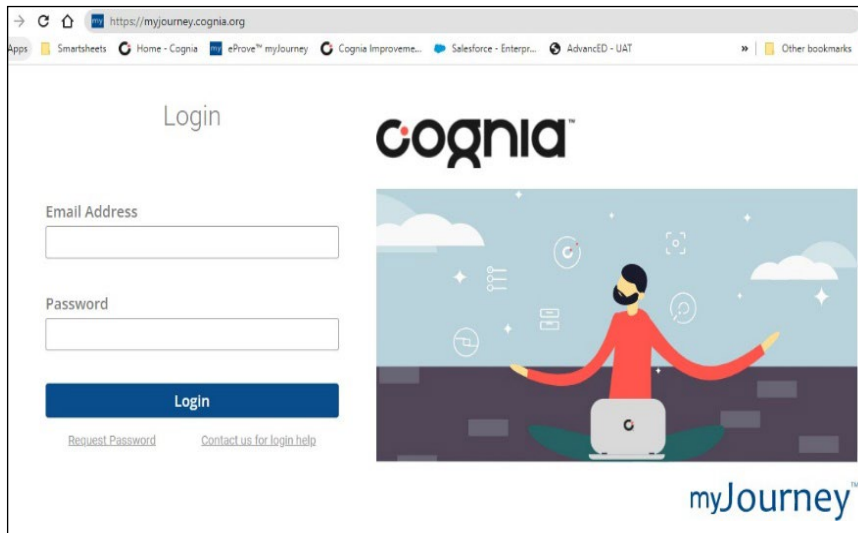
For detailed instructions on how to perform accessing the ATOT through Cognia's myJourney platform, **see the *Quick Guide for Accessing Alabama Teacher Observation Tool (ATOT) Cognia* Guide located in Appendix I.** For assistance with logging into Cognia's website, contact Cognia Client Care via telephone at 888-413-3669 or email at clientcare@cognia.org.

APPENDIX I
COGNIA'S MYJOURNEY SITE ACCESS

The ability to use Alabama Teacher Observation Tool (ATOT) in Cognia's Continuous Improvement Site https://myjourney.cognia.org/ involves multiple steps of approval and verification in Alabama Identity Management (AIM) portal where the Alabama Teacher Growth Program (ATGP), formerly Teaching Effectiveness (TE) tile is located. The information explains how to access and how to navigate to the ATOT using. The contact information for questions and/or issues within each of the steps are listed below this overview. *Note: All information must be correct in the Education Directory and in Cognia's myJourney website.*

ALSDE's AIM and Alabama Teacher Growth Program (ATGP), formerly Teaching Effectiveness (TE) Platform

1. Districts must determine that all information and rules entered in the Education Directory (EDir) are accurate. Districts have a **local Education Directory (EdDir) Application Editor** who can assist with assigning access rules. The observers at the school level needs to be assigned the rule listed as the *Teaching Effectiveness (TE) App School Certifier*. The rule assignment allows the administrator(s) to certify all school data. The Central Office-level administrator (Reviewers/Observers) must be assigned the rule listed as *Teaching Effectiveness (TE) App System Certifier*. The rule assigned allows the central office staff to certify all system data.

2. The user must log into the AIM Portal. When **all information** is correct in the Education Directory, the user should see the ATGP tile (known as Teaching Effectiveness). Note: All data is generated directly from the Education Directory to the AIM Portal. If that tile is not visible, the Education Directory information is not accurate, contact the LEA EdDir Application Editor. If issues still exist, contact the ALSDE Service Desk at 334-694-4777 or servicedesk@alsde.edu.

3. The school administrator must log into the AIM Portal, then click on the TE tile/roster management. If an observer notices that any of the instructors are not assigned to the correct site or are not assigned the correct application access rules in the Education Directory (for Teaching Effectiveness), then the Education Directory Application Editor will need to update the instructor's profile in the Education Directory (EdDir). If an observer has any questions about the automated roster verification and submission process, contact the Teaching Effectiveness Help Desk by email at teachingeffectiveness@asc.edu or by telephone at 800-338-8320 or 256-971-7448.

4. Allow 24 to 48 hours for the information verified and submitted in the AIM Portal to transfer to Cognia's myJourney platform and vice versa. If the user is currently using Cognia's site, but the information is not matching with the AIM Portal information, an error message occurs. Note: Emails used in Cognia must also match in the AIM Portal for access to be granted. For additional assistance contact Cognia Client Care at https://alsde.onlinehelp.cognia.org/ or 1-888-413-3669.

5. Users can email ATGP@alsde.edu for any questions related to implementation of the ATGP.

ATOT Access in Cognia's myJourney

1. A user must be added to the user management section of ATOT (Alabama Teacher Observation Tool) in Cognia's myJourney platform by the school's/ district's administration to **access** the dashboard. The user management for the ATOT located on the myJourney website only provides **access** for each institution and is managed by the district/school's administrators.

2. The school data is managed in the AIM platform that allows authorization and verification to conduct observations (observer) and **to be observed** (instructor) with ATOT. Use the following link to access the portal: **https://aim.alsde.edu**.

Reminders

- Teachers/Instructors must be assigned the *Teaching Effectiveness (TE) App School Editor* application access rule at the school level in the Education Directory by school/district administrator. This rule is listed in the Education Directory as a *Teaching Effectiveness (TE) application.* The assigned rule allows the user to edit personal information listed within the school data.

- Observers (at the school level) must be assigned the *Teaching Effectiveness (TE) App School Certifier* application access rule at the school level in the Education Directory. This rule is listed in the Education Directory as a *Teaching Effectiveness (TE) application user* that can certify all school data.

- Reviewers/Observers (at the Central Office level) must be assigned the *Teaching Effectiveness (TE) App System Certifier* application access rule at the system level in the Education Directory. The rule is listed in the Education Directory as a *Teaching Effectiveness (TE) application user*.

- The appropriate application access rules (TE certifier/TE editor) must be assigned in the Education Directory and verified in the ATGP platform (formerly TE platform) by the administrator for each school/district before assigned the Cognia user roles (observer/instructor). The *school and/or district name, rules, email address*, *first name, last name* and access must match what is entered into AIM portal or access to ATOT in Cognia is not granted. When the name, email, and role match in the Cognia's myJourney platform, the user can create an observation and be observed using the ATOT. If this information does not match, use this document to identify where the issue could originate and who can assist users.

Using the myJourney Platform

Do I have access to Cognia's Continuous Improvement Secure Site? https://myjourney.cognia.org/
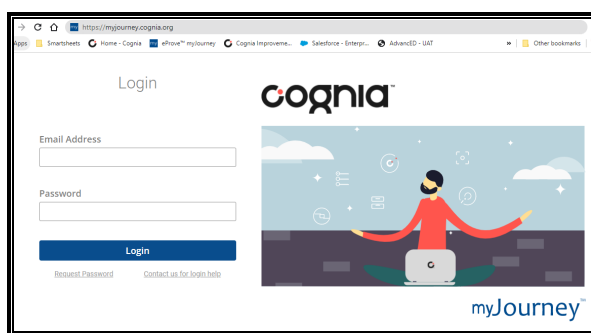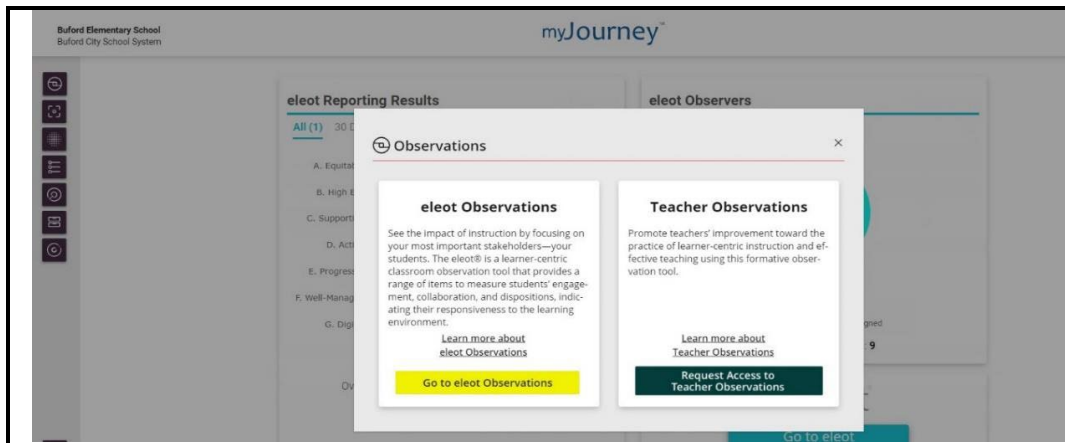
Do I have access to the Teacher Observation Module? The ATOT is accessed through the myJourney dashboard for the district or school. To access the ATOT on the myJourney dashboard, select the first icon *Observations* modules popup located on the left side of the screen.

In the *Observations* popup, the Teacher Observations widget is displayed with the *eleot Observations* widget. Select **Go to Teacher Observations** in the Teacher Observations widget.
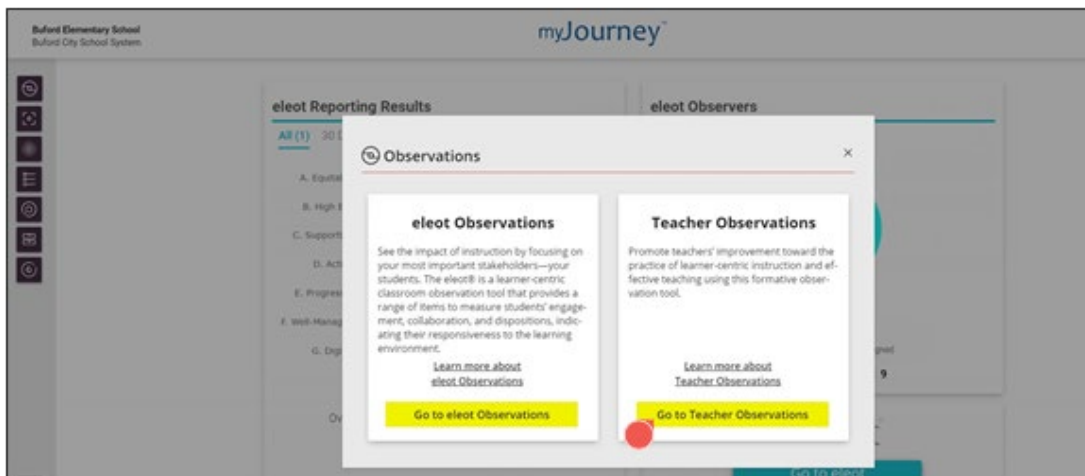

The Alabama Teacher Observation Tool opens in a new tab in the browser and the Observations page is displayed by default. **Note:** If a **Request Access to Teacher Observations** button is displayed instead of the **Go to Teacher Observations** button, the institution has access to the tool, but a user is not added. To request access, select **Request Access to Teacher Observations.** This will send an email access request to the Head of Institution and Primary Contact that Cognia has on file for the institution. The primary contact will be notified that a request to access to the Teacher Observation Tool has been made.

Note: If the institution does not have access to the Teacher Observation Tool, a "Learn more about Teacher Observations" link with no buttons will be displayed.

Do I have the correct user role in Cognia? Note: Cognia receives an approved user roster file from ALSDE nightly.; however, the data transfer takes 24 to 48 hours to synchronize to the Cognia platform. Remember that the administrators from schools/districts update, approve, and add users to the roster in the AIM **(https://aim.alsde.edu)**/ATGP platform (formerly TE platform), which gives users permissions to observe or be observed in the Teacher Observation Tool (**this has been done if a user can proceed to start an observation without receiving the "No Access" error message**). Below is an example of the error message for an observer and instructor.
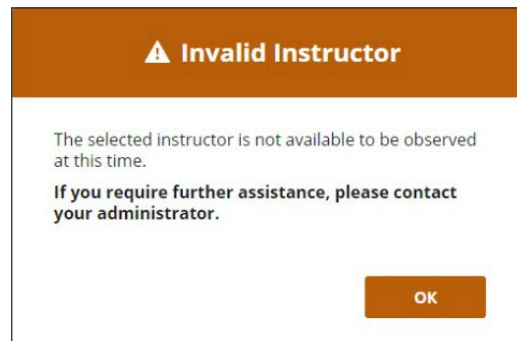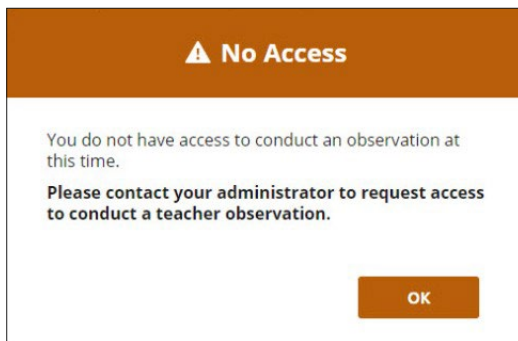
Note: If a user is not rostered as an approved observer for the institution, a "No Access" popup stating you do not have access to conduct an observation will display. See the section titled User Management–AIM and Teaching Effectiveness for additional information.

Note: If the instructor has not been rostered in as an approved instructor for the institution, an "Invalid Instructor" popup will state that the selected instructor is not available to be observed. See the section titled User Management–AIM and Teaching Effectiveness for additional information. If an observer can select the **New Observation** button without an error message, it is because a verified AIM/ATGP user was sent in the roster file from the ALSDE and may participate as an Observer and/or Instructor.

Three different roles are available within the Alabama Teacher Observation Tool (ATOT). Each role has a separate set of permissions, which determine the user's level of access within the tool. An administrator can assign multiple roles to a user based on the permissions they require.

Role	Platform where managed	Description
Admin (Head of Institute-HOI)	Cognia's Continuous Improvement Platform https://myjourney.cognia.org/	User can create observations (if verified observer), view all observations, archive observations, restore archived observations, generate reports for all observations, and manage users.
Admin (non-HOI)	Cognia's Continuous Improvement Platform https://myjourney.cognia.org/	User can create observations (if verified observer), view observations, archive observations, restore archived observations, generate reports for their own observations only, and manage users.
Observer	Verified by local administrator in ATGP Platform (formerly TE Platform) and matched up with current role in ATOT module in Cognia's Continuous Improvement Platform https://aim.alsde.edu https://myjourney.cognia.org/	User can create and edit their observations (if verified observer).
Instructor	Verified by local administrator in ATGP Platform (formerly TE Platform) and matched up with current role in ATOT module in Cognia's Continuous Improvement Platform https://aim.alsde.edu https://myjourney.cognia.org/	This user does not have access to the Teacher Observation Module in Cognia (unless they are also assigned another role) and is available as an option in the instructor field for new observations and is available as a filter option in reports.
Report Viewer	Access is granted in User Management inside the TOT module https://myjourney.cognia.org/	User can generate reports for all observations. (This role is only available to assign to a user once they have been assigned either the Observer or Admin role.)

A user must be added by the school or district administrator to the user management section of ATOT (Alabama Teacher Observation Tool) in Cognia to access the dashboard. Users may be added individually, or multiple users may be added using the provided excel spreadsheet provided in user management. Access may be granted to school and district administrators and other designated observers in Cognia's Teacher Observation Tool (ATOT).

Am I in ALSDE Identity Management (AIM) Correctly? If a user does not have the ability to create an observation in Alabama Teacher Growth Program (ATGP) or be observed in the ATGP, he/she will need to ensure that they have the correct application access rules assigned by the local Education Directory editor before the AIM platform is used (https://aim.alsde.edu). The ALSDE Service Desk can be reached by telephone at 334-694-4777 or email servicedesk@alsde.edu.

AIM (https://aim.alsde.edu) is the correct starting point for any ALSDE application requiring a login account. Access is managed through the Education Directory (EdDir) application. As **stated previously,**

teachers who cannot access EdDir will need to have local Education Directory Application Editor assign application access rules **AFTER** the AIM account is completely created. The new user will not be available for assignment in EDDIR until the AIM account is completely created (the AIM account is considered complete after the SSN/DOB is entered and the ALSDE ID is assigned). Generally, these editors are superintendents or principals but might be other people designated by the LEA (LEAs determine if principals are editors for their schools in EdDir).
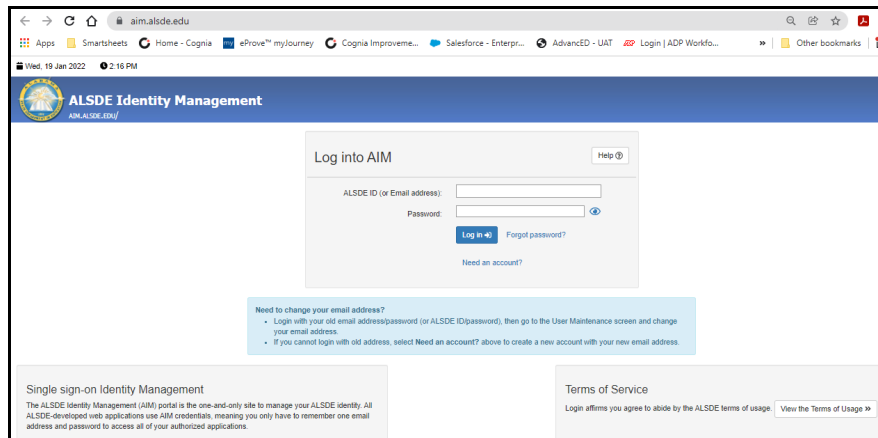
Documentation is available from the Help button on screen above. Note: Cognia is linking to the AIM page throughout this document to include the most up-to-date AIM user guide. All documents that support Alabama Teacher Observation Tool will be posted to the ALSDE /Cognia Partnership website. https://alsde.onlinehelp.cognia.org/.

Alabama Teacher Growth Program (formerly Teacher Effectiveness (TE) Platform)

Am I verified in the Teacher Effectiveness (TE) Platform Correctly? The ALSDE Identity Management (AIM) portal is the one-and-only site to manage ALSDE identity. All ALSDE-developed web applications use AIM credentials, meaning the user must only remember one email address and password to access all authorized applications.

User Management – AIM and Teaching Effectiveness
Note: A user must be a verified ATGP user to participate as an **Observer** and/or **Instructor** in ATGP on the Cognia platform. This information covers the settings necessary to participate in ATGP. Any user can update and correct settings. The information below provides the application access rules.

Roster Management: An authorized observer can view a site's ATGP roster on the Roster Management page. The Roster Management screen will be a direct copy of all the Teaching Effectiveness roles assigned to users in the Educational Directory for a given site in a system. Select the **Get Roster** button to load/refresh the roster for the specified system and school. All users that have selected the Educator continuum or have the Observer ATOT role will be sent to nightly Cognia. Once the user's data has been sent to Cognia, they should be able to use the observation tool for the year unless EdDir changes are made.

ATGP Help Guides: The ATGP Tutorial User Guide can be found by going to the Help link in the menu. Choose the **Help** button.

Choose either the **Educator Help Guide** or **Full Help Guide** links.

Contact Support: For assistance with the Alabama Teacher Growth Program (formerly Teaching Effectiveness), please contact the Teaching Effectiveness Help Desk by email at teachingeffectiveness@asc.edu or by phone at 800-338-8320 or 256-971-7448. For assistance with AIM or the Education Directory, please contact the ALSDE Service Desk by email at servicedesk@alsde.edu or by telephone at 334-694-4777. For assistance with Alabama Teacher Observation Tool in the Cognia site, please contact Client Care by email at clientcare@cognia.org or by telephone at +1 888.413.3669. Resources for using the ATOT are located at https://alsde.onlinehelp.cognia.org/.

Title	Purpose & Intended Outcome(s)	Intended Audience	Duration	Suggested Resources
Improving Instruction with Alabama's Teacher Growth Program Overview and Refresher	Provide a "Big Picture" overview of ALSDE's historical landscape of observation systems; and the "What, Why, When, and How" to implement the new ATGP. Gain general understanding of new formative teacher growth system, what it is comprised of, how it will be implemented, and the timeline.	• Administrative Conferences, • Faculty Presentations, • Break-out Sessions at conferences • LEA Administrators (including HR/Personnel) • Preservice and/or Inservice preparation • Can be used by district or school representatives to share with educators.	60 – 120 minutes	PowerPoint Presentation *Alabama Teacher Growth Program* ATGP Help and Support https://alsde.onlinehelp.cognia.org/
Understanding the ATOT Dimensions and Observable Actions	Provide general overview of the new formative observation system replacing EDUCATEAlabama with a focus on the 5 dimensions observed in classrooms using the ATOT; the descriptive actions examples and sample scenarios to practice using ATOT.	• Teachers • Regional and state specialists who support classroom teachers • Administrators	30–45 minutes sessions for each of the five dimensions will be available in Schoology. Date: TBD	*Alabama Teacher Growth Program* (one-pager) *ATOT-Quick Guide Teacher Observation Tool* (paper copy) *with Descriptive Actions* Scenarios (2 per dimension) & *Examples of Observable Actions* Handouts for each dimension 10-15 minutes prerecorded overview videos (4) ATGP Help and Support https://alsde.onlinehelp.cognia.org/
Alabama Teacher Observation Tool (ATOT) Training Required for all administrators who will be using the ATOT	Equip all administrators who will use the ATOT to conduct classroom observations with the following: • Background Knowledge, • ATGP Components, • Overview of the five dimensions and practice using the ATOT	• District-Level Administrators whose duties involve teaching and learning or personnel • Building-Level Administrators • Instructional Coaches/Partners who are assigned by their LEAs to conduct observations using ATOT • Regional/state staff who support instruction	One day (6-7 hours) In Person Training	All resources can be accessed through Padlet link • ATOT Presentation • ATLAS videos and Master Training Scores • Handouts • Activity Cards • Information to sign-up for free access to ATLAS

ATGP Orientation Manual Overview	Provide educators with an overview of the ATGP Orientation Manual to assist with the effective implementation.	• Observers • Instructors	45 minutes	Video Presentation ATGP Orientation Manual available at https://alsde.onlinehelp.cognia.org/
Alabama Core Teaching Standards (ACTS) and ATOT Alignment	Provides a deeper dive into the ACTS and shows the alignment to the ATOT.	• Observers • Instructors	6 hours In person	ACTS ATOT

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