



* TRUST AND TRANSPARENCY

A guide to AI-assisted analysis in Sibme

How Sibme analyzes instructional evidence—and where human judgment remains essential

Sibme helps educators and school systems examine instructional evidence, identify patterns, and support professional learning. This guide explains what Sibme's AI does, what it does not do, and how people remain responsible for interpreting and acting on its analysis.

AI can help people examine evidence. It does not replace their responsibility to interpret it.

WRITTEN FOR

Teachers, instructional coaches, evaluators, district leaders, HR teams, and union representatives

PUBLISHED BY

Sibme · Houston, Texas
sibme.com/trust

Questions about AI deserve clear answers

Is the AI judging me?

Could this analysis be used to punish or fire me?

Is Sibme training an AI model on my classroom?

When educators learn that artificial intelligence may be used to analyze a classroom recording, lesson plan, observation note, student work sample, or other instructional evidence, they often ask reasonable questions like these.

These questions should not be answered with vague reassurance. Educators, coaches, evaluators, district leaders, HR teams, and union representatives deserve a plain explanation of what the technology does, how it is used, and where responsibility lies.

Sibme uses AI to help authorized users examine instructional evidence. Depending on the district's chosen workflow, the system may identify patterns, surface strengths, flag areas for further attention, summarize evidence, compare evidence with district-selected criteria, or suggest possible ratings.

Those outputs are analysis for people to review. They are not independent professional judgments, personnel decisions, or final conclusions about an educator.

THE BASIC PRINCIPLE

Sibme's AI analyzes instructional evidence. People decide what the evidence means and what should happen next.

Is the AI judging me?

Sibme's AI can compare instructional evidence with a district-selected framework, rubric, or set of instructional priorities. It can identify relevant evidence, describe possible patterns, and generate suggested interpretations. But the system does not possess independent professional judgment.

It does not know everything about the educator, the students, the lesson, or the circumstances surrounding the evidence. It generates analysis for an authorized person to review. Humans remain responsible for interpreting the evidence and deciding what conclusions are warranted.

Can the AI make a personnel decision?

No. Sibme's AI does not hire, fire, discipline, place an educator on an improvement plan, or execute any other personnel action. AI-generated analysis also does not automatically enter Sibme's formal evaluation systems. A person would have to deliberately review and transfer relevant information into the formal workflow.

Sibme believes AI-generated analysis should never be the sole basis for a high-stakes personnel decision. Districts remain responsible for their own evaluation policies, employment practices, permissions, and legal obligations.

Is Sibme training AI on my classroom?

Sibme does not use district instructional evidence to train third-party foundation models.

Authorized instructional evidence may be processed by approved service providers so that Sibme can produce the analysis requested by the user. For the complete and current explanation of Sibme's data practices, subprocessors, security controls, and compliance commitments, visit sibme.com/compliance, which identifies OpenAI, Google Gemini, and AssemblyAI among the providers that may process customer-created artifacts for AI or transcription features.

Is Sibme continuously monitoring classrooms?

No. Sibme does not continuously listen to, watch, or monitor classrooms. The system analyzes instructional evidence that an authorized user intentionally records, uploads, submits, or makes available for analysis through a district-configured workflow.

No automatic monitoring. No automatic personnel action. No independent AI judgment.

Instructional evidence, submitted for an educational purpose

EVIDENCE SIBME MAY ANALYZE

- Classroom video or audio recordings
- Lesson plans and instructional materials
- Observation notes
- Student work samples
- Assessments and related documents
- Teacher reflections
- Coaching notes and professional-growth artifacts
- Evidence submitted in connection with a district-selected framework or rubric

The specific evidence available to the AI depends on what an authorized user submits and what the district's permissions and workflow allow.

Sibme does not create its own universal definition of effective teaching. When analysis is aligned to a framework or rubric, that framework is selected by the district.

The district determines what instructional priorities matter in its context. Sibme helps authorized users examine evidence in relation to those priorities.

Every substantive claim should lead back to evidence

Every substantive claim in a Sibme AI report is linked to the instructional evidence that supports it. Depending on the evidence type, that may be a time-stamped moment in a recording, a passage in a document, a section of a lesson plan, an observation note, a student work sample, or another submitted artifact. These links allow the authorized human reviewer to inspect the basis for the analysis rather than accepting an unsupported conclusion.



AI analysis should show its work.

What Sibme's AI can and cannot do



Sibme's AI can

- Transcribe submitted recordings
- Read submitted documents
- Organize large amounts of instructional evidence
- Connect substantive claims to their supporting evidence
- Compare evidence with district-selected criteria
- Surface possible patterns, strengths, and areas for attention
- Identify where the submitted evidence is incomplete
- Suggest questions, next steps, or additional evidence to consider
- Produce structured reports for human review
- Suggest possible ratings when the district has selected a rating-based workflow



A human reviewer should

- Verify that the cited evidence supports the analysis
- Correct transcription or interpretation errors
- Consider information the AI cannot see
- Decide whether the available evidence is sufficient
- Look for repeated evidence before treating something as a meaningful pattern
- Discuss consequential findings with the educator
- Revise, reject, or add context to the AI-generated analysis
- Document where professional judgment differs from the AI
- Review and confirm relevant analysis before it enters a formal evaluation record or informs a high-stakes personnel decision



Sibme's AI cannot

- Know what happened outside the submitted evidence
- Fully understand students, relationships, or classroom history
- Determine an educator's intent
- Decide whether an unusual moment is typical
- Replace direct observation or professional dialogue
- Define effective teaching independently of district-selected criteria
- Automatically place its analysis into a formal evaluation
- Override a human evaluator
- Make or execute personnel decisions
- Continuously monitor a classroom

These are three independent lists, not matched rows. An item in one column does not correspond to the item beside it.

Instructional evidence is always incomplete

A classroom recording or document can contain useful evidence, but it never captures the whole reality of teaching. AI may not know:

- What students learned in previous lessons
- Which students have particular learning needs
- Whether the class was responding to an unusual event
- What feedback the educator previously received
- Whether the submitted evidence represents typical practice
- What happened immediately before or after a recording
- Why an educator changed the lesson plan
- What instructional goal the educator was prioritizing
- How a moment fits into a longer coaching or growth cycle

VISIBLE IN THE EVIDENCE

- Words spoken
- Actions recorded
- Submitted plans
- Submitted student work

MAY NOT BE VISIBLE

- Intent
- Student history
- Prior instruction
- Local circumstances
- Professional context

AI may also make ordinary technical or interpretive errors. A transcript may misidentify a word. A system may connect a statement to the wrong speaker. A report may place too much weight on one moment or misunderstand the purpose of an activity. That is why human review matters.

Human review is not a ceremonial approval step. It is where professional knowledge, context, responsibility, and judgment enter the process.

A recording can show what happened. It cannot always explain why it happened or whether it was typical.

Good analysis requires more than generating a report

Sibme recommends the following practices whenever AI is used to analyze instructional evidence.

1 Review the evidence, not only the summary

The reviewer should inspect the cited moments and artifacts supporting important claims.

2 Correct errors

Transcripts, evidence links, descriptions, and suggested interpretations should be corrected when they do not accurately reflect the submitted evidence.

3 Add context

The reviewer should consider relevant circumstances the system could not see.

4 Look for repeated evidence

A single moment can be important, but it may not establish a reliable pattern. Before drawing a broad conclusion, reviewers should consider whether the behavior appears across multiple moments, artifacts, or observations.

5 Be honest about gaps

When the available evidence does not support a confident conclusion, the appropriate result may be “insufficient evidence.” That is not a negative rating. It means more or different evidence is needed.

6 Discuss consequential findings

When analysis may affect an educator's formal record, professional standing, or employment, the educator should not encounter the conclusion as an unexplained AI output.

7 Keep humans accountable

A person who adopts, revises, or relies on AI-generated analysis remains responsible for that decision. AI assistance does not transfer accountability from the human decision-maker to the system.

Repeated evidence is a professional best practice, not a guarantee that every report applies a fixed numerical threshold.

“Insufficient evidence” is not a negative rating. It means more or different evidence is needed.

Clear boundaries support responsible use

Trust requires an honest distinction between the product Sibme designs and the policies districts establish.

Sibme controls

The design and operation of its platform, including:

- How AI analyzes submitted instructional evidence
- How reports connect claims to evidence
- How AI-generated analysis is separated from formal evaluation records
- Whether AI can automatically execute a personnel action—it cannot
- Whether the platform continuously monitors classrooms—it does not
- How district data is separated from other customers' data
- Which subprocessors support the platform
- The technical and organizational security controls surrounding the service
- The design principle that human beings remain responsible for consequential interpretation and action

Districts control

Their own implementation, including:

- Who may record, upload, and analyze instructional evidence
- Who may view recordings, documents, reports, and evidence links
- Which frameworks, rubrics, or instructional priorities are used
- Whether a workflow is developmental, coaching-oriented, supervisory, or evaluative
- How AI-generated analysis may be used within district policy
- What information enters a formal evaluation record
- Data-access and retention settings available under the district's agreement
- Employee notice, response, and appeal procedures
- Compliance with collective bargaining agreements, contracts, district policies, and employment law

SIBME'S TRANSPARENCY PRINCIPLE

Sibme believes educators should be able to see the evidence behind AI-generated claims. District permissions and workflows determine when and how that access is provided.

When AI-assisted analysis is used in formal evaluation

Formal evaluation is only one possible use of Sibme's AI-assisted analysis. Districts may also use the same underlying capabilities for coaching, reflection, professional learning, instructional improvement, or evidence organization. When AI-generated analysis is used within a formal evaluation process, a responsible workflow looks like this.

1. The district selects the framework

The district chooses the rubric, framework, indicators, and evaluation process. Sibme does not create its own definition of effective teaching.

3. Sibme generates evidence-linked analysis

The system analyzes the submitted evidence in relation to the selected framework. It may identify evidence, describe possible patterns, flag gaps, or suggest ratings, depending on the district's workflow.

5. The evaluator determines what enters the formal process

AI-generated analysis does not automatically enter Sibme's formal evaluation systems. The evaluator decides whether and how relevant information should be incorporated.

2. Instructional evidence is submitted

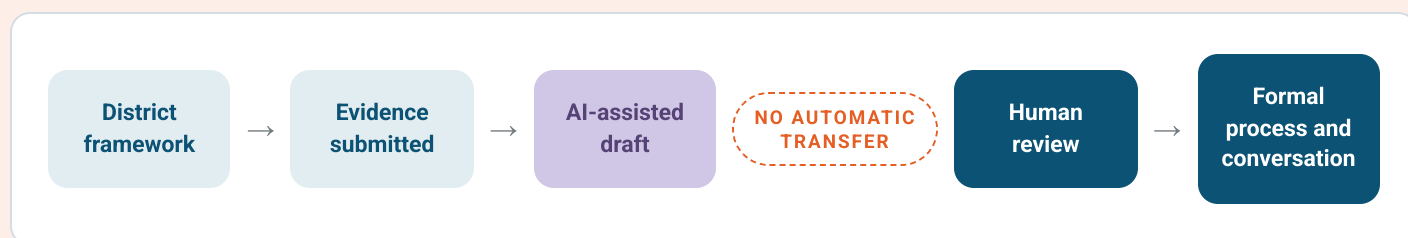
An authorized user submits the recordings, notes, documents, plans, student work, or other artifacts available for analysis.

4. An authorized human evaluator reviews the analysis

The evaluator should check whether the evidence supports the analysis, correct errors, apply professional context, and revise or reject findings when necessary.

6. The findings inform dialogue and human judgment

The final evaluation reflects the authorized evaluator's professional judgment under the district's policies and procedures.



Can a Sibme report be used in a personnel decision without human review?

Sibme recommends that an authorized human evaluator review and confirm relevant AI-generated analysis before it enters a formal evaluation record or informs a high-stakes personnel decision.

A report never acts on its own. Notice, response, and appeal rights come from district policy, employee contracts, collective bargaining agreements where applicable, and employment law. Sibme does not replace or change those rights. A Sibme report should be one source of information among others that informs an evaluator's professional judgment.

What this means for you

These are short summaries, not substitutes for the detailed FAQ that follows.

FOR TEACHERS

Sibme's AI analyzes evidence that an authorized user submits. It does not continuously monitor your classroom, make personnel decisions, or automatically place conclusions into your formal evaluation.

Every substantive claim in a report should link back to instructional evidence that an authorized reviewer can inspect.

Sibme believes you should be able to see the evidence behind claims about your practice. Your district's permissions and workflow determine when and how that access is provided.

FOR INSTRUCTIONAL COACHES AND EVALUATORS

AI can help you organize evidence, notice possible patterns, and prepare for a more focused conversation. It cannot supply the context, professional responsibility, or relational knowledge that you bring to the work.

Review the evidence, correct errors, consider context, and treat repeated evidence as more reliable than an isolated moment. You remain responsible for every conclusion you adopt.

FOR DISTRICT LEADERS AND HR TEAMS

District policy—not Sibme's AI—determines how instructional evidence is used in supervision, coaching, evaluation, and employment processes.

Districts should configure permissions and workflows that reflect the intended purpose of the analysis. AI-generated analysis should not serve as the sole basis for a high-stakes personnel decision, and an authorized human evaluator should review consequential findings before they enter a formal record.

FOR UNION REPRESENTATIVES

Questions about who decides, what evidence is visible, what the AI can do, and how outputs enter personnel processes are appropriate and important.

Sibme's platform is designed so AI-generated analysis does not automatically enter a formal evaluation or execute a personnel action. District policies, contracts, collective bargaining agreements, and applicable law continue to govern employee rights.

Sibme believes educators should be able to inspect the evidence supporting claims about their practice, though district permissions determine how that access is provided.

Questions and answers

Is the AI judging me?

Sibme's AI can analyze instructional evidence and compare it with district-selected criteria. It may describe possible patterns, identify strengths, flag gaps, or suggest a rating when the district has chosen that type of workflow.

Those outputs are generated analysis, not independent professional judgment. Humans are responsible for deciding whether the analysis is accurate, meaningful, and appropriate to use.

Does Sibme decide what good teaching looks like?

No. Sibme does not impose its own universal rubric for teaching quality. When analysis is aligned to standards or criteria, the district selects the relevant framework, rubric, indicators, or instructional priorities.

What instructional evidence can the system analyze?

Depending on the workflow and feature, Sibme may analyze recordings, lesson plans, instructional materials, observation notes, student work, assessments, reflections, coaching artifacts, and other authorized evidence.

The system analyzes what authorized users submit or make available. It does not continuously monitor classrooms.

Can AI see evidence from other districts?

No. District data is not shared across customers or used to generate outputs for other customers.

Customer access and data processing are governed by district agreements, permissions, and Sibme's security and compliance practices.

Can the AI make a personnel decision?

No. AI cannot hire, fire, discipline, place someone on an improvement plan, or execute another personnel action.

District personnel make those decisions under district policy and applicable law. Sibme believes AI-generated analysis should never be the sole basis for a high-stakes personnel decision.

Does AI-generated analysis automatically enter my evaluation?

No. AI-generated analysis does not automatically populate Sibme's formal evaluation systems. A human user must deliberately review and transfer relevant information into the formal workflow.

Why is human review important?

AI can misread a document, mistranscribe a recording, misunderstand the purpose of an activity, overlook important context, or treat an unusual event as representative.

A knowledgeable human can inspect the evidence, correct errors, consider context, and decide whether the interpretation is warranted.

Is human review required?

Human review is built into the practical separation between AI-generated analysis and Sibme's formal evaluation workflows: AI output does not automatically become part of a formal evaluation.

Sibme recommends that an authorized human evaluator review and confirm relevant analysis before it enters a formal evaluation record or informs a high-stakes personnel decision.

What if the AI gets something wrong?

Every substantive claim should be linked to the instructional evidence supporting it. The authorized reviewer can inspect that evidence, correct the analysis, add context, or reject the claim.

The system's output is revisable. It does not possess authority over the reviewer's professional judgment.

What if a report relies too heavily on one moment?

A single moment may be useful evidence, but it may not establish a reliable pattern.

Sibme recommends looking for repeated evidence across moments, artifacts, or observations before drawing a broad conclusion. This is a professional best practice rather than a fixed numerical rule applied to every report.

Why does a report sometimes say “insufficient evidence”?

Because the submitted evidence may not support a confident conclusion.

“Insufficient evidence” does not mean the educator performed poorly. It means the available artifacts do not document enough information to support the requested analysis. Naming the gap is more responsible than producing an unsupported conclusion.

Can teachers see the evidence behind the report?

Evidence links are visible to the authorized human reviewer.

Sibme believes educators should be able to see the evidence behind AI-generated claims. Actual access depends on the permissions and workflow configured by the district.

Can a teacher disagree with an AI-generated finding?

Yes. AI analysis should not be treated as unquestionable.

The process for responding, submitting additional evidence, contesting an interpretation, or appealing a formal decision is established by the district's policy, employment agreements, and applicable law.

Is Sibme training a model on classroom recordings?

Sibme does not use district instructional evidence to train third-party foundation models.

For current details about AI providers, subprocessors, data practices, retention, and security controls, readers should refer to sibme.com/compliance.

Who owns the data?

The district owns and controls the instructional evidence submitted through its account. Sibme acts as a service provider.

District agreements and platform permissions govern access, retention, export, deletion, and authorized use. Sibme's compliance page states that student data is owned and controlled by the educational institution and is collected, used, and shared for authorized educational purposes.

Does Sibme share instructional evidence between customers?

No. One customer's instructional evidence is not used to generate reports or answers for another customer.

What happens when Sibme changes AI providers or models?

The underlying technology may evolve, but the core responsibilities do not:

- Instructional evidence must remain protected.
- Substantive claims should remain traceable to evidence.
- AI should not make personnel decisions.
- AI-generated analysis should remain subject to human review.
- District-selected criteria—not the AI's independent preferences—should define the basis for analysis.

Sibme's Trust page presents evidence-linked claims, district-selected frameworks, human review, and human authority as central design commitments. This guide broadens those principles beyond a purely evaluation-centered framing.

Protecting instructional evidence

Sibme maintains technical and organizational controls designed to protect customer information and instructional evidence.

ISO 9001

Quality Management Systems

ISO 27001

Information Security
Management Systems

TX-RAMP

Level 2 certification

REGULATORY AND ACCESSIBILITY COMMITMENTS

- FERPA compliance
- CCPA compliance
- EU-U.S., UK, and Swiss Data Privacy Framework participation and GDPR-related commitments
- WCAG 2.1 Level A and AA accessibility standards
- COPPA compliance
- PCI compliance for payment processing
- Section 508 accessibility

Sibme's compliance page also provides information about hosting, encryption, authentication, data privacy, subprocessors, retention, incident response, and customer control of educational data.

Because providers, certifications, and technical details may change, **sibme.com/compliance** is the definitive source for current information.



Current compliance information

Scan for Sibme's current certifications, subprocessors, encryption and authentication practices, retention settings, and incident-response procedures.

sibme.com/compliance

AI-assisted. Human-responsible.

AI can make instructional evidence easier to organize, examine, and discuss. It can help educators and leaders find relevant moments, compare evidence with shared criteria, and identify questions worth exploring.

It cannot know the full context of a classroom. It cannot replace professional dialogue. It cannot accept responsibility for a conclusion or a decision. That responsibility remains human.

Sibme's role is to help people work with instructional evidence more clearly and efficiently while preserving the distinction between machine-generated analysis and human professional judgment.

LEARN MORE

Sibme's approach to AI-assisted analysis

sibme.com/trust

PRIVACY AND SECURITY

AI providers, subprocessors, data practices, compliance

sibme.com/compliance

District customers may also contact their Sibme account team with questions about specific workflows, permissions, and implementation choices.

The AI can help examine the evidence. People remain responsible for what they conclude and what they do.

