Standard For Success

We make evaluations simple and meaningful.

Teacher Training

Standard For Success

- Login – Pgs 3-7
- Home Page – Page 8
- Artifacts – Pgs 9-10
- Professional Development – Pgs 11-14
- Pre-Observation Form – Pgs 15-16
- Observations – Pgs 17-18
- Tickets – Pgs 19-20

- Recommended browsers are Chrome, Safari or Firefox
- URL – http://www.standardforsuccess.com

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Making Evaluation Meaningful

| About Us | Blog | Clients | Evaluation Software | Press Room | Services | Conf Material | Partners | Login |

Home > SFS Account Login

SFS Account Login

School e-mail address

email@example.com

password

Enter your password

I don't know my password

Login

If you forgot your password click here

Once your login and password are entered, click here

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Home > SFS Account Login

SFS Account Login

email@example.com

I Remember My Password!

Enter your email address above and a message will be sent to you with directions on how to change your password.

The link will only remain active for 12 hours.

Send Email

Forgot your password?
Enter your e-mail address here

Click on Send Email and then check your e-mail.
Don't forget – SPAM or Junk may block it, so check there

Still having issues? E-mail help@standardforsuccess.com

STANDARDS | SELF ASSESSMENT | LVIS/PGP |

HINT: To view an Observation click on its link under the list of Observations

Summary for Wash Sandbox

Show Legend - View as PDF

Observations
0 Walk-Throughs - Summary - List
Self Assessment in Progress from Jul 29, 2014
Complete Pre-Observation Form

Professional Development Tasks
Create New

Artifacts
Create New

Student Learning Objectives
Overview

Domain 1: Purposeful Planning   Hide/Show Strand | Hide/Show Indicators | Hide/Show Standard Titles

1.1 Plans for a Student Program of Instruction in Accordance with Adopted Curriculum

Highly Effective	Effective	Improvement Necessary	Ineffective
Substantial evidence of detailed & comprehensive lesson plans demonstrating extensive connections between previous and current learning	Clear evidence of detailed lesson plans demonstrating some thoughtful connections between previous and current learning	Some evidence that the teacher plans quality lessons of instruction	Little or no evidence that the teacher plans quality lessons for instruction

1.2 Demonstrates an Understanding of How Students Develop and Learn in the Planning for Student Learning

To change Password, click here

STANDARDS | SELF ASSESSMENT | LVIS/PGP |

Support Center

Open/Unread Support Tickets   Create New Support Ticket | View All My Tickets

Personal Account Information

Change My Password

Change Password

Teacher's Home Page

STANDARDS | SELF ASSESSMENT | LVIS/PGP |

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1.2 Demonstrates an Understanding of How Students Develop and Learn in the Planning for Student Learning

Teacher's Artifacts

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Click on Create New

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1.2 Demonstrates an Understanding of How Students Develop and Learn in the Planning for Student Learning

9

Artifact

Sandbox, Wash - Artifact Editor [Save as Draft] [Save and Send]   When done, click Save and Send

Title

Artifact must have a Title

Hide   ⦿All Domains   ◯ [Domain 1 ▾]   ◯ [Domain 2 ▾]   ◯ [Domain 3 ▾]

Domain 1: Purposeful Planning

Description

B *I* ☰ ↺ ↻ 📋 📋 ABC ▾

Size ▾

⛶

Attached is Lesson Plan (1.3) (1.2)

Click on "mark as" to populate
Performance Indicator number(s)
and add evidence you believe is/
are appropriate for this Artifact:
ie, 1.1, 1.2, 1.3

body p

Stop Code Insert

Add LVIS/PGP Information

Attachments   Allowable Filetypes - Add New

Custom Fields

☐ Primary Measure
☐ Secondary Measure

1.1 Plans for a Student Program of Instruction in Accordance with Adopted Curriculum - mark as - view marks

| Highly Effective	Effective	Improvement Necessary	Ineffective
Substantial evidence of detailed & comprehensive lesson plans demonstrating extensive connections between previous and current learning ③	Clear evidence of detailed lesson plans demonstrating some thoughtful connections between previous and current learning ⑤ Ⓐ Ⓐ	Some evidence that the teacher plans quality lessons of instruction	Little or no evidence that the teacher plans quality lessons for instruction

1.2 Demonstrates an Understanding of How Students Develop and Learn in the Planning for Student Learning - mark as - view marks

Highly Effective	Effective	Improvement Necessary	Ineffective
Plans for students' deeper understanding of content and a variety of strategies to facilitate individual future learning	Clear evidence that the teacher draws upon knowledge of child development and knows his/her students when planning for learning ④ Ⓐ	Some evidence that the teacher draws upon knowledge of child development and knows his/her students when planning for learning ③ ⑤	Little or no evidence that the teacher draws upon knowledge of child development and knows his/her students when planning for learning

1.3 Uses a Variety of Planning Resources - mark as - view marks

Highly Effective	Effective	Improvement Necessary	Ineffective
Evidence the teacher planning maximizes available resources plan for learning			

If a file needs to be attached, click "Add New"
give it a Title, select the file, then "Upload"

Professional Development

HINT: To view an Observation click on its link under the list of Observations

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Artifacts
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Student Learning Objectives
Overview

Create PD by selecting Create New

Domain 1: Purposeful Planning   Hide/Show Strand | Hide/Show Indicators | Hide/Show Standard Titles

1.1 Plans for a Student Program of Instruction in Accordance with Adopted Curriculum

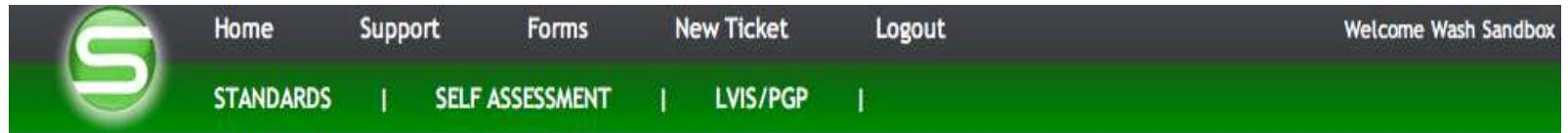| Highly Effective	Effective	Improvement Necessary	Ineffective
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1.2 Demonstrates an Understanding of How Students Develop and Learn in the Planning for Student Learning

Professional Development

STANDARDS | SELF ASSESSMENT | GOALS | LVIS/PGP |
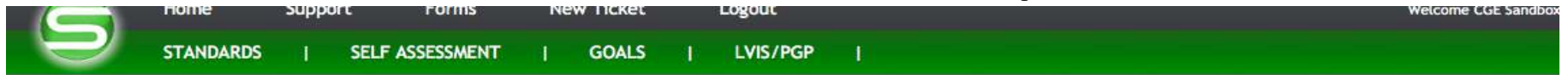
Sandbox, CGE - Artifact Edit   **Record PDT**

Make sure you Record it!

Title

Give it a Title

Hide   ● All Domains   ○ Domain 1 ▾   ○ Domain 2 ▾   ○ Domain 3 ▾   ○ Domain 4 ▾

Domain 1: Purposeful Designing

1.1 Utilize Assessment Data for Purposeful Planning - GAP IEP ILP

Description

B *I* ≡ ← → 🔲 🔲 ABC▾ Size ▾ ⬚

Fill this out just as you would an Artifact.
You may not need to type in Performance Indicators.

Highly Effective	**Effective**	**Improvement Necessary**	**Ineffective**
At Level 4, a teacher fulfills the criteria for Level 3 as well as some of the following:			
Incorporates differentiated high-yield instructional strategies in designing instruction to reach every student at his/her level of understanding determined through analysis of Center Grove data	Teacher utilizes formal and informal classroom and individual student data to develop goals, special education plans, unit plans and daily lesson plans in the general education or special education classroom setting	Teacher utilizes formal and informal classroom and individual student achievement data to design goals, special education plans, unit plans, OR daily lesson plans, but not all of the above	Teacher rarely or never uses prior assessment data when designing instruction

body p

Stop Code Insert

1.2 Set Measurable Achievement Goals - GAP IEP ILP

Add LVIS/PGP Information

Standard for Success will help you compile your LVIS information over the years to make LVIS data entry easier. At this time SFS does not directly interface with the LVIS system. YOU WILL HAVE TO ENTER THIS INFORMATION INTO LVIS.

Click here, then Category and select appropriately

Highly Effective	**Effective**	**Improvement Necessary**	**Ineffective**
At Level 4, a teacher fulfills the criteria for Level 3 as some of the following			
Plans individual student achievement goals and/or collaborative goals	Goals are measurable	Goals are sometimes measurable	Teacher rarely or never develops achievement goals for the class or individual students

Category:

--Please Select--

Select the Date

| | Goals are aligned to content standards | Goals sometimes align to content standards | OR, Goals are developed but are extremely general and not helpful for designing purposes |

Date of Event: click to select

Select the Hours

Hours:

| | Goals in... that monitor learning and discern appropriate interventions throughout the | ...es include benchmarks that monitor learning through the use of appropriate interventions | OR, Benchmarks and interventions are not used in the classroom |

Attachments   Allowable Filetypes - Add New

Add files (certificates, etc) if necessary

Artifact Screen

PD Screen

The LVIS/PGP Screen

Home   Support   Forms   New Ticket   Logout   Welcome CGE Sandbox

STANDARDS | SELF ASSESSMENT | GOALS | LVIS/PGP |
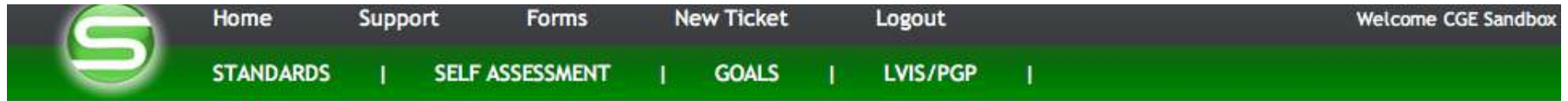
Sandbox, CGE

LVIS/PGP

Standard for Success has created a means for you to track your LVIS Professional Growth Points right here in your account. While we hope for future integration, at this time Standard for Success does not directly interface with LVIS.

YOU WILL NEED TO ENTER THIS DATA DIRECTLY INTO LVIS TO RECEIVE CREDIT FOR THESE ACTIVITIES.

To Record a New LVIS/PGP Activity

Start a New Artifact - LVIS/PGP activities can be reported within an artifact. This allows you to record the LVIS activity and code this activity to your evaluation rubric. Your coding will show up on your evaluator's summary view of your observations and artifact.

Start a New PDT - A Professional Development Task is another place you can record an LVIS/PGP activity. While the PDT will let you code the activity to your evaluation rubric, these marks will not show up on your summary page and it is less likely that this activity will be taken into account for your final evaluation.

LVIS/PGP Activities To Date   Printable PDF Version - Export to Spreadsheet

Date	Category	Title	Hours	Status
Jul 09, 2014	Curriculum Development	Summer, Facilitator Seminar **View PDT**	(6)	Waiting Approval...

Here is my recently created PD   To Export, click here

14

Pre-Observation

HINT: To view an Observation click on its link under the list of Observations

Summary for Wash Sandbox

Show Legend - View as PDF

Observations
0 Walk-Throughs - Summary - List
☐ Self Assessment in Progress from Jul 29, 2014
Complete Pre-Observation Form

Professional Development Tasks
Create New

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Click here

Domain 1: Purposeful Planning

Hide/Show Strand | Hide/Show Indicators | Hide/Show Standard Titles

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1.2 Demonstrates an Understanding of How Students Develop and Learn in the Planning for Student Learning

15

Pre-Observation

Sandbox, Wash

Pre-Observation Form

Form: MSDWT Pre-Observation ⬍

Select MSDWT Pre-Observation

Please respond to these questions. Your responses will be made available to your evaluators upon submission and MAY

Describe your methods for providing a positive classroom climate.

Describe the diversity of students in your classroom.

List the learning objectives or standards you will target during this week of instruction.

Respond within the boxes

Describe the learning activities that will be used to engage students.

List the instructional strategies and resources that will be used in your lessons this week.

How will instruction be differentiated to meet the learning needs of students?

Assessment: How will you assess student learning to know students' progress towards achieving the objectives or standards?

When done, click on Submit Responses

Submit Responses   - Save and View as PDF

16

Observations

An Observation is ready for you to review

New Comment included in Observation

Just click on the Observation to open and accept

Observations

Respond to Comment

Admin scripting and Indicators selected

Indicator marked in Rubric matches what is in scripting box

18

Ticket / Support System

To ask for Help / Support

Ticket / Support System

New Support Ticket

From: CGE Sandbox

Page: *https://www.standardforsuccess.com/staff/overview*

Category: Question

Question
Error
Suggestion

Topic:

Subject

Comment:
Please be specific and include the names of staff members that might be having issues

Details of the concern

Upload File (optional): Choose File   no file selected

Add file if necessary

Submit Support Ticket

Send