

# 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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[Login](#)

[Home](#) > [SFS Account Login](#)

## SFS Account Login

[I don't know my password](#)

Login

School e-mail address

Enter your password

If you forgot your password  
click here

Once your login and password are  
entered, click here



# Standard For Success

*Making Evaluation Meaningful*

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[Home](#) > [SFS Account Login](#)

## SFS Account Login

[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](mailto:help@standardforsuccess.com)

[Home](#)[Support](#)[Forms](#)[New Ticket](#)[Logout](#)[Welcome Wash Sandbox](#)[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

Substantial evidence of detailed & comprehensive lesson plans demonstrating extensive connections between previous and current learning

#### Effective

Clear evidence of detailed lesson plans demonstrating some thoughtful connections between previous and current learning

#### Improvement Necessary

Some evidence that the teacher plans quality lessons of instruction

#### Ineffective

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

[Home](#)[Support](#)[Forms](#)[New Ticket](#)[Logout](#)

Welcome Wash Sandbox

[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



HomeSupportFormsNew TicketLogout

Welcome Wash Sandbox

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](#)

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#### Effective

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#### Improvement Necessary

Some evidence that the teacher plans quality lessons of instruction

#### Ineffective

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



# Teacher's Artifacts

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](#)

Click on Create New

### Student Learning Objectives

[Overview](#)

## Domain 1: Purposeful Planning

[Hide/Show Strand](#) | [Hide/Show Indicators](#) | [Hide/Show Standard Titles](#)

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Some evidence that the teacher plans quality lessons of instruction

#### Ineffective

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

# 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

#### 1.1 Plans for a Student Program of Instruction in Accordance with Adopted Curriculum - [mark as](#) - [view marks](#)

##### Highly Effective

Substantial evidence of detailed & comprehensive lesson plans demonstrating extensive connections between previous and current learning 3

##### Effective

Clear evidence of detailed lesson plans demonstrating some thoughtful connections between previous and current learning 5 A

##### Improvement Necessary

Some evidence that the teacher plans quality lessons of instruction

##### Ineffective

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

Plans for students' deeper understanding of content and a variety of strategies to facilitate individual future learning

##### Effective

Clear evidence that the teacher draws upon knowledge of child development and knows his/her students when planning for learning 4 A

##### Improvement Necessary

Some evidence that the teacher draws upon knowledge of child development and knows his/her students when planning for learning 3 5

##### Ineffective

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

Evidence the teacher planning maximizes available resources plan for learning

##### Effective

##### Improvement Necessary

##### Ineffective

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

[Stop Code Insert](#)

[Add LVIS/PGP Information](#)

Attachments

Allowable Filetypes - [Add New](#)

Custom Fields

- ☐ Primary Measure  
☐ Secondary Measure

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

# Professional Development



HomeSupportFormsNew TicketLogout

STANDARDS | SELF ASSESSMENT | LVIS/PGP |

Welcome Wash Sandbox

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](#)

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

Substantial evidence of detailed & comprehensive lesson plans demonstrating extensive connections between previous and current learning

#### Effective

Clear evidence of detailed lesson plans demonstrating some thoughtful connections between previous and current learning

#### Improvement Necessary

Some evidence that the teacher plans quality lessons of instruction

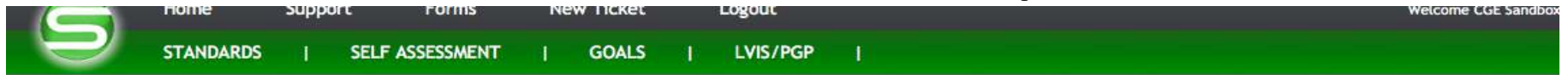
#### Ineffective

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



# Professional Development



Sandbox, CGE - Artifact Edit

**Record PDT**

Make sure you Record it!

Title

Give it a Title

Description



Fill this out just as you would an Artifact.

You may not need to type in Performance Indicators.

Stop Code Insert

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.

Category:

--Please Select--

Date of Event:

Hours:

Attachments

Allowable Filetypes - Add New

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

#### Highly Effective

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

#### Effective

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

#### Improvement Necessary

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

#### Ineffective

Teacher rarely or never uses prior assessment data when designing instruction

### 1.2 Set Measurable Achievement Goals - GAP IEP ILP

#### Highly Effective

At Level 4, a teacher fulfills the criteria for Level 3 as well as some of the following:

Plans individual student achievement goals and/or collaborative goals

#### Effective

Goals are measurable

Goals are aligned to content standards

Goals include interventions that monitor learning and discern appropriate interventions throughout the

#### Improvement Necessary

Goals are sometimes measurable

Goals sometimes align to content standards

benchmarks that monitor learning through the use of appropriate interventions

#### Ineffective

Teacher rarely or never develops achievement goals for the class or individual students

OR, Goals are developed but are extremely general and not helpful for designing purposes

OR, Benchmarks and interventions are not used in the classroom


Click here, then Category and select appropriately

Select the Date

Select the Hours

Add files (certificates, etc) if necessary

# Artifact Screen



HomeSupportFormsNew TicketLogout

Welcome Wash Sandbox

STANDARDS | SELF ASSESSMENT | LVIS/PGP |

Sandbox, Wash

Artifacts		Create New Artifact
Artifact and Associated Indicators	Created When/By	Latest Comment
<a href="#">2</a> Lesson Plan Week 20 - 1.1.E, 1.4.E	Aug 04, 2014 by Wash Sandbox	

# PD Screen



HomeSupportFormsNew TicketLogout

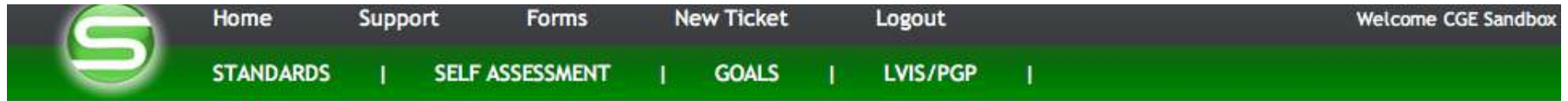
Welcome Wash Sandbox

STANDARDS | SELF ASSESSMENT | LVIS/PGP |

Sandbox, Wash

Professional Development Portal		Create New PDT
Summer Construction (LVIS)	Aug 04, 2014 by Wash Sandbox	Status: OPEN

# The LVIS/PGP Screen



## 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 <a href="#">View PDT</a>	(6)	Waiting Approval...

Here is my recently created PD

To Export, click here

# 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](#)

### Artifacts

[Create New](#)

### Student Learning Objectives

[Overview](#)

Click here

## 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

Substantial evidence of detailed & comprehensive lesson plans demonstrating extensive connections between previous and current learning

#### Effective

Clear evidence of detailed lesson plans demonstrating some thoughtful connections between previous and current learning

#### Improvement Necessary

Some evidence that the teacher plans quality lessons of instruction

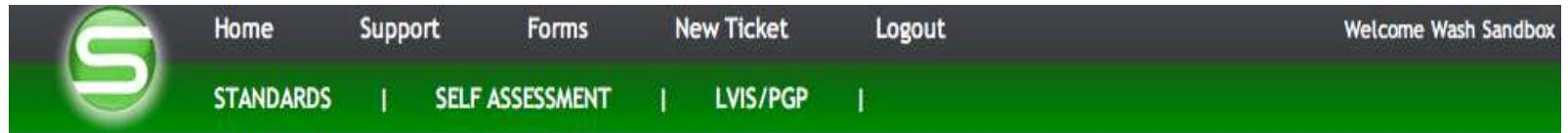
#### Ineffective

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



# 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 MA

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.

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?

Respond within the boxes

When done, click on Submit Responses

Submit Responses - Save and View as PDF

# Observations

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

☒ ☐ ☐ In Review from Aug 04, 2014 **New** **New Comment** - Milleman [hide/show](#) 

[Complete Pre-Observation Form](#)

### Professional Development Tasks

[View 1 Task](#) - [Create New](#)

### Artifacts

[Create New](#) - [View 1 Artifact](#) - [Hide Artifacts](#)  

### Student Learning Objectives

[Overview](#)

An Observation is ready for you to review

New Comment included in Observation

## 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

Substantial evidence of detailed & comprehensive lesson plans demonstrating extensive connections between previous and current learning

#### Effective

Clear evidence of detailed lesson plans demonstrating some thoughtful connections between previous and current learning 

#### Improvement Necessary

Some evidence that the teacher plans quality lessons of instruction

#### Ineffective

Little or no evidence that the teacher plans quality lessons for instruction

Just click on the Observation to open and accept

# Observations

## Sandbox, Wash - Informal

[Switch View](#)

**2 1 Started Aug 04, 2014**

Observation Performed by Milleman  
This Informal was sent for review on Aug 04, 2014

[View PDF Version](#)

### Comments

**NEW** Comment by Jon Milleman on Aug 04, 2014 at 1:03pm

Thanks - well organized!

[Create New Comment](#)

Respond to Comment

### Attachments

[Allowable Filetypes - Add New](#)

### Scripting

[01:01] Teacher at Desk (2.1.E)

Students on task (2.2.E)

Classroom organized. (2.3.IN)

Admin scripting and Indicators selected

### Domain 2: Instruction

[H/S Strand](#) | [H/S Indicators](#)

#### 2.1 Climate: Develops and Maintains a Positive Classroom Climate

##### Highly Effective

Evidence that the teacher uses classroom management methods at a very high level to support a positive classroom climate

##### Effective

Clear evidence that the teacher uses classroom management methods to support a positive classroom climate

##### Improvement Necessary

Some evidence that the teacher uses classroom management methods to support a positive classroom climate

##### Ineffective

Little or no evidence that the teacher uses classroom management methods to support a positive classroom climate

#### 2.2 Climate: Communicates High Expectations for All Students

##### Highly Effective

Clear evidence that teacher communications address high expectations for each student

##### Effective

Clear evidence that teacher communications address high expectations

##### Improvement Necessary

Some evidence that teacher communications address high classroom expectations

##### Ineffective

Little or no evidence that teacher communications address high expectations

#### 2.3 Instruction: Demonstrates a Mastery of Subject/content and Standards

##### Highly Effective

Evidence that the teacher has a mastery of subject/content and standards at a deep level

##### Effective

Evidence that the teacher knows subject/content and standards

##### Improvement Necessary

Some evidence that the teacher knows subject/content and standards

##### Ineffective

Little or no evidence that the teacher knows subject/content and standards

Indicator marked in Rubric matches what is in scripting box

# Ticket / Support System

The screenshot shows a web application interface for a 'Ticket / Support System'. At the top, there is a dark grey navigation bar with a green circular logo containing a white 'S' on the left. To the right of the logo are links: 'Home', 'Support', 'Forms', 'New Ticket', and 'Logout'. Further right, it says 'Welcome Wash Sandbox'. Below this is a green bar with white text: 'STANDARDS | SELF ASSESSMENT | LUIS/PGP |'. A yellow banner below the green bar contains the text: 'HINT: To view an Observation click on its link under the list of Observations'. The main content area has a title 'Summary for Wash Sandbox' on the left and 'Show Legend - View as PDF' on the right. Under 'Summary for Wash Sandbox', there are sections for 'Observations' (with links for '0 Walk-Throughs - Summary - List', 'Self Assessment in Progress from Jul 29, 2014', and 'Complete Pre-Observation Form'), 'Professional Development Tasks' (with a 'Create New' link), 'Artifacts' (with a 'Create New' link), and 'Student Learning Objectives' (with an 'Overview' link). Below these is a dark grey bar with 'Domain 1: Purposeful Planning' on the left and 'Hide/Show Strand | Hide/Show Indicators | Hide/Show Standard Titles' on the right. Under 'Domain 1: Purposeful Planning', there is a section '1.1 Plans for a Student Program of Instruction in Accordance with Adopted Curriculum'. This section contains four columns: 'Highly Effective' (Substantial evidence of detailed & comprehensive lesson plans demonstrating extensive connections between previous and current learning), 'Effective' (Clear evidence of detailed lesson plans demonstrating some thoughtful connections between previous and current learning), 'Improvement Necessary' (Some evidence that the teacher plans quality lessons of instruction), and 'Ineffective' (Little or no evidence that the teacher plans quality lessons for instruction). Below this is a section '1.2 Demonstrates an Understanding of How Students Develop and Learn in the Planning for Student Learning'. A blue arrow points from a text box at the bottom to the 'New Ticket' link in the top navigation bar.

Home Support Forms **New Ticket** Logout Welcome Wash Sandbox

STANDARDS | SELF ASSESSMENT | LUIS/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 ask for Help / Support

# Ticket / Support System

**New Support Ticket**

From: CGE Sandbox

Page: <https://www.standardforsuccess.com/staff/overview>

Category:

Topic:

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

Upload File (optional):  no file selected

**Submit Support Ticket**

Question  
Error  
Suggestion

Subject

Details of the concern

Add file if necessary

Send