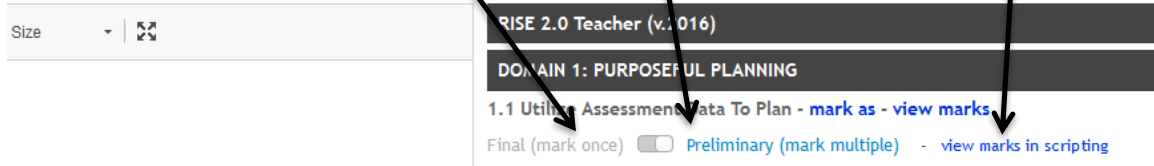




Final / Preliminary Marks

New Observation: Options for final/preliminary are directly below the Domain in the Rubric – Final (mark indicator once) Preliminary (mark indicator multiple times). View marks in scripting is at the end of the row.



The “Preliminary” is highlighted, therefore that is active. Evaluator can now select multiple Indicators within any Competency. The open circles appear in the Rubric and the open box with coding appears within the Scripting. Notice they are white with a colored border. You may mark as many indicators as needed and mark them as many times as needed, tagging the indicators to the evidence.

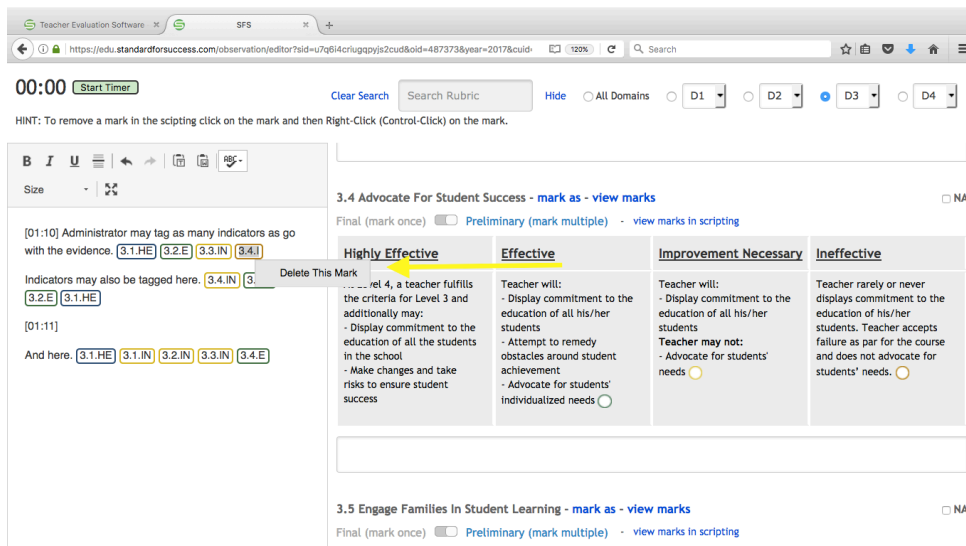
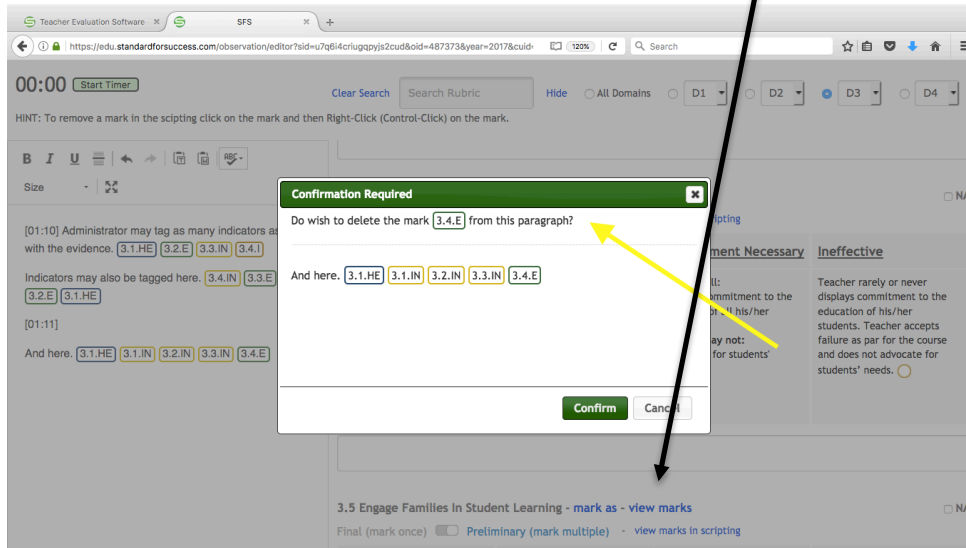
A screenshot of the observation interface for 'Bechtold, Mike'. On the left, there is a list of evidence items with timestamps and descriptions. Each item has one or more colored boxes containing codes like '1.1.HE', '1.1.E', '1.1.IN', and '1.1.JN'. On the right, there is a rubric table for 'DOMAIN 1: PURPOSEFUL PLANNING' with a row for '1.1 Utilize Assessment Data To Plan'. The rubric has four columns: 'Highly Effective', 'Effective', 'Improvement Necessary', and 'Ineffective'. Each cell contains a description of the level and a set of circles (open or filled) representing the mark. Arrows from the text above point to the evidence items and the rubric cells.

| Highly Effective | Effective | Improvement Necessary | Ineffective |
|---|---|---|---|
| At Level 4, a teacher fulfills the criteria for Level 3 and additionally incorporates differentiated instructional strategies in planning to reach every student at his/her level of understanding. 1.1.HE.1 ○○ | Teacher uses prior assessment data to formulate achievement goals, unit plans, AND lesson plans. 1.1.E.1 ●○ | Teacher uses prior assessment data to formulate achievement goals, unit plans, OR lesson plans, but not all of the above. 1.1.IN.1 ○○ | Teacher rarely or never uses prior assessment data when planning. 1.1.I.1 |





To delete a mark you can either click on the rubric circle and delete, or you can **RIGHT CLICK** (control-click) on the mark in the scripting you want to remove and delete it. (If you are using Mozilla Firefox as your browser, you need to click on the mark first, then right-click to remove it.)



Once the preliminary marks are completed, the evaluator should then change to Final to give a Final mark for any competency with preliminary marks for that observation. By clicking on Final it becomes active (toggles to blue) and can be marked accordingly. This step needs to be completed for ease in the summative evaluation, as well as allowing that staff member to see what their overall rating for that competency for that observation is.





To decide on a final mark, the evaluator can look at all of the open circles and decide what a final mark would be for that competency. Clicking on View Marks will allow the Evaluator to see the scripting that went along with those marks. Final marks should be placed at the end of all scripting. The preliminary marks are already tagged to the evidence so the final marks just need to be at the bottom of the scripting page.

The screenshot shows the '3.4 Advocate For Student Success' observation page. At the top, there are tabs for 'Short Observation' and 'Extended Observation', and a 'Save Short Observation' button. A timer shows '00:00'. Below the timer are search and filter options. A hint states: 'To remove a mark in the scripting click on the mark and then Right-Click (Control-Click) on the mark.' The main content area has a rich text editor on the left and a table of marking options on the right. The table has columns for 'Highly Effective', 'Effective', 'Improvement Necessary', and 'Ineffective'. The 'Effective' column is highlighted in green. A yellow arrow points from the 'Effective' column to the 'Final (mark once)' radio button, which is also selected. Below the table, there are sections for '3.5 Engage Families In Student Learning'.

The evaluator may also View Cumulative Data, showing where this competency has been marked this year or evaluation cycle.

This screenshot shows the same observation page as above, but with a 'View cumulative data' pop-up window open. The pop-up window has a title bar 'Items Marked 3,4' and a 'View cumulative data' link. It lists the following paragraphs as marked with 3.4: '[01:10] Administrator may tag as many indicators as go with the evidence.' and 'Indicators may also be tagged here.' Below these, it shows the specific indicators marked: 3.1.HE, 3.1.IN, 3.2.IN, 3.3.IN, 3.4.E, 3.4.I, 3.4.IN, 3.3.E, 3.2.E, 3.1.HE, 3.1.IN, 3.2.IN, 3.3.IN, 3.4.E, 3.1.HE, 3.2.E, 3.3.IN, 3.4.E. A yellow arrow points from the 'View cumulative data' link to the list of indicators.





Bechtold, Mike Save Short Observation

00:00 Start Timer

[10:10] Teacher observation: at desk, attendance.

[10:14] Using technology (projector) shows weekly syllabus and what has been completed, targeted items for today and what goals are set for completion by Friday. 1.1.HE 1.1.E 1.1.E 3.1.E

[10:15] Students quietly reading the pre-work using iPads. 1.2.E 1.1.N

[10:16] Students now begin small group discussion of posted questions and moving about classroom. 1.1.HE

[10:20] Class ends.

Items Marked 1.1

Switch to this observation only

The following paragraphs are marked with 1.1

Observation: Aug 25, 2015

[11:31] Teacher Observation - at desk, attendance. 1.1.E

Observation: Sep 21, 2015

[10:14] Using technology (projector) shows weekly syllabus and what has been completed, targeted items for today and what goals are set for completion by Friday. 1.1.HE 1.1.E

[10:16] Students now begin small group discussion of posted questions. Teacher up and moving about classroom. 1.1.HE

Observation: Sep 22, 2015

asd;kf] at' das;gja' 1.1.HE

asdtgk;]adf;klg] ad 1.1.IN

gdk;laf]g]df 1.1.E

Short Observation Extended Observation

D1 D2 D3 D4

Scripting

| Necessary | Ineffective |
|---|---|
| Teacher rarely or never uses prior assessment data when planning. 1.1.1.1 | Teacher rarely or never uses prior assessment data when planning. 1.1.1.1 |

After the observation is sent to the staff member, the staff member will see all preliminary and final marks, thereby allowing the staff member to see all pieces of evidence that contributed to the final competency marking. Note that only the final marking information is color-coded.

Teacher Evaluation Software SFS

https://edu.standardforsuccess.com/observation/review?oid=487373&sid=u7q6i4criugapjys2cud&year=2017&cuid

DOMAIN 3: TEACHER LEADERSHIP Hide Hide Text

3.1 Contribute To School Culture - [view marks](#) - [view multi-marks](#)

| Highly Effective | Effective | Improvement Necessary | Ineffective |
|--|---|---|---|
| At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: - Seek out leadership roles - Go above and beyond in dedicating time for students and peers outside of class ●●● | Teacher will: - Contribute ideas and expertise to further the schools' mission and initiatives - Dedicate time efficiently, when needed, to helping students and peers outside of class | Teacher will: - Contribute occasional ideas and expertise to further the school's mission and initiatives Teacher may not: - Frequently dedicates time to help students and peers efficiently outside of class ● | Teacher rarely or never contributes ideas aimed at improving school efforts. Teacher dedicates little or no time outside of class towards helping students and peers. |

3.2 Collaborate With Peers - [view marks](#) - [view multi-marks](#)

| Highly Effective | Effective | Improvement Necessary | Ineffective |
|---|---|---|---|
| At Level 4, a teacher fulfills the criteria for Level 3 and additionally may: - Go above and beyond in seeking out opportunities to collaborate - Coach peers through difficult situations Take on leadership | Teacher will: - Seek out and participate in regular opportunities to work with and learn from others - Ask for assistance, when needed, and provide assistance to | Teacher will: - Participate in occasional opportunities to work with and learn from others - Ask for assistance when needed Teacher may not: - Seek to provide other | Teacher rarely or never participates in opportunities to work with others. Teacher works in isolation and is not a team player. |

Scripting Restore/Repair

View Longform Hide All Marks Allow Staff Member to View Scripting

[01:10] Administrator may tag as many indicators as go with the evidence. 3.1.HE 3.2.E 3.3.IN 3.4.1

Indicators may also be tagged here. 3.4.IN 3.3.E 3.2.E 3.1.HE

[01:11]

And here. 3.1.HE 3.1.IN 3.2.IN 3.3.IN 3.4.E

[01:17]

These are the final marks for this observation.

3.1.HE 3.2.E 3.3.IN 3.4.E

Custom Fields

Teacher input:





Administrator should set the default of preliminary or final under Support, Personal Settings.

The screenshot shows a web interface for a support center. At the top, a red-bordered notification box contains an exclamation mark icon and the text: "You have a ticket response waiting for you at the Support Center". Below this is the "Support Center" header. A dark grey bar contains the text "Open/Unread Support Tickets" on the left and "Create New Support Ticket | View All My Tickets" on the right. Underneath, a ticket entry is shown with the status "CLOSED", a timestamp "Sep 10, 2015 at 1:21pm", and a subject "#6455 Standard Prof Growth Plan" followed by a red "UPDATED" tag. Below the ticket list is a "Personal Account Settings" section with a dark grey header. A list of links is provided: "Change My Password", "Restore Deleted Items", "SuperTech Ticket Settings", "Enable / Disable Enhanced Control Schemes for Scripting", "Multi-Mark Default Setting", and "Retrieve SFS Unplugged and SFS Mobile Passwords". A "Help Section" header is also present, followed by a link "SFS Unplugged: Learn how to use SFS in a non-connected environment" and a "Helpful PDFs" section with three bullet points: "Start Screen and Menu - pdf / pptx - updated 09-22-15", "Staff List Page - pdf / pptx - updated 09-22-15", and "Create an Observation - pdf / pptx - updated 09-22-15". A black arrow points from the text above to the "Personal Account Settings" header.

There are options for staff viewing of the preliminary marks. If interested, contact your SFS representative.

