

# Stages (Evaluation Tool) for Teachers

[www.StagesSoftware.com](http://www.StagesSoftware.com)

**Click Here**



register for Live Demo | register for Training | Login

# STAGES

software

Home STAGES About Contact Us

**STAGES - Automate Staff Evaluations**

STAGES is a web-based system to automate your staff evaluations. It was first developed by

**Logging in to STAGES**

1. Go to [www.StagesSoftware.com](http://www.StagesSoftware.com)

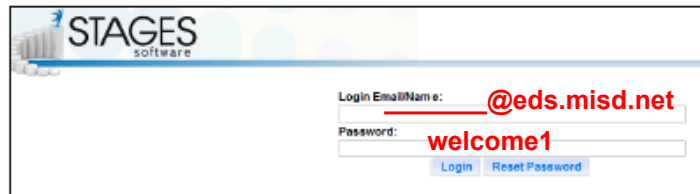
2. Click on "Login" at the top



3. Enter your "Login Email/Name:" and Password.

- a. Your Login Email is your work email.
- b. If you were not in STAGES last year, you will need to get your password from your District STAGES Database Administrator. **welcome1**

*If welcome1 is NOT working, simply reset*

A screenshot of the STAGES software login page. The header shows the STAGES software logo. Below it are two input fields: "Login EmailName:" with the value "@eds.misd.net" and "Password:" with the value "welcome1". At the bottom of the form are two buttons: "Login" and "Reset Password".

\*\* Use the navigation buttons in STAGES. (Close, Start, View, etc.) Don't use the browser "Back" button!

If you ever forget your password, click "Reset Password".

**To change your password once you're logged in:**

1. Click on "My Profile" from your Dashboard

2. Scroll down and then click on "Change Password"

3. After changing your password, Click the "Close" button in the upper right-hand corner.



## STAGES Requirements

Each teacher will have different requirements based on tenure, probationary or previous years evaluation.

### Tenure

- Self-Evaluation
- SLO
- Professional Growth Goal
- Announced Observation
  - > No pre-observation
  - > Post observation
- Unannounced Observation
  - > Post observation
- Walk Through
- Summative Evaluation

### Probationary Year 1

- Self-Evaluation
- SLO
- IDP
- Announced Observation
  - > Pre-observation
  - > Post observation
- Mid-Year Review
- Unannounced Observation
  - > Post observation
- Walk Through
- Summative Evaluation

### Probationary Years 2-5

- Self-Evaluation
- SLO
- IDP
- Announced Observation
  - > Pre-observation
  - > Post observation
- Unannounced Observation
  - > Post observation
- Walk Through
- Summative Evaluation

### Tenure with Assistance (TA) \*

- Self-Evaluation
- SLO
- IDP
- Announced Observation
  - > Pre-observation
  - > Post observation
- Mid-Year Review
- Unannounced Observation
  - > Post observation
- Walk Through
- Summative Evaluation

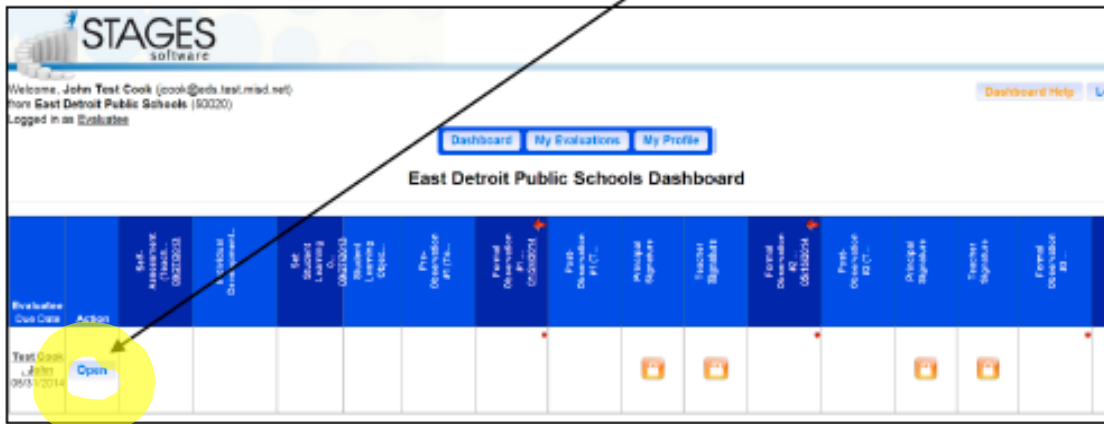
### Probationary with Assistance (PA)\*

- Self-Evaluation
- SLO
- IDP
- Announced Observation
  - > Pre-observation
  - > Post observation
- Mid-Year Review
- Unannounced Observation
  - > Post observation
- Walk Through
- Summative Evaluation

\*Teachers with this Checklist received a Minimally Effective or Ineffective Rating on last year's evaluation.

## Getting Started

At your dashboard, to open your evaluation, click "Open".



### Evaluation Process Checklist

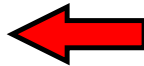
EVALUATION INFO			Grid	PDF Report	Evidence	
	Date Evaluation Due:	05/17/2014	Checklist Name: Tenure Teacher Rubric ID: 2897			
55574	East Detroit Public Schools: (50020) DIANE PETERS (dpeters@eds.misd.net)	Date	Action	Due Status	Released Status	Required Status
***** SELF-ASSESSMENT *****						
Self-Assessment (Teacher)		Last Updated 09/17/2013	<a href="#">Start</a>			



Click Here

# Self-Evaluation

Planning	The Classroom Environment
Instruction	Professional Responsibilities



There are four sections - make sure you have filled in all sections

1:1	1A Demonstrating Knowledge of Content and Pedagogy [Demonstration: Certification and State Exams; Lesson Plans, Self Reflection] i. Knowledge of Content ii. Knowledge of Content-Related Pedagogy	4	
1:2	1B Demonstrating Knowledge of Students [Demonstration: Student work; Lesson Plans, Self Reflection] Knowledge of: i. Child development and learning process ii. Students skills, knowledge and language proficiency iii. Students interest and cultural heritage	3	
1:3	1C Setting Instructional Outcomes [Demonstration: Course Syllabus; Course Calendar; Self Reflection] i. Value, Sequence, and Alignment i. Clarity iii. Balance iv. Suitability for diverse learners	4	
1:4	1D Designing Coherent Instruction [Student Work; Lesson Plans, Self Reflection; syllabus; Course Calendar] i. Learning Activities ii. Learning Activities are based on student achievement	3	
1:5	1E Designing Student Assessment [Demonstration: Student Work; Lesson Plans, Self Reflection] i. Formative Assessment alignment with Outcomes	4	

Use your last years evaluation as a guide.

I would not recommend giving yourself all 4's. Also, would NOT recommend giving yourself any 1's or 2's



Be specific

Add as much as possible

## Professional Growth Plan

55574	East Detroit Public Schools: (50020) DIANE PETERS (dpeters@eds.misd.net)	Date	Action	Due Status	Released Status	Required Status
***** SELF-ASSESSMENT *****						
Self-Assessment (Teacher)		Last Updated 09/19/2013	<a href="#">Continue</a>			
***** GOALS *****						
Goals should be submitted and approved by September 27, 2013.						
Professional Growth Plan (Teacher Starts)			<a href="#">Start</a>			
***** SLO FORMS *****						
Set Student Learning Objectives (Teacher)			<a href="#">Start</a>			
Student Learning Objective Results (Teacher)			<a href="#">Start</a>			



Add Goal

---

Evaluatee Name: DIANE PETERS

\* Brief Goals Description:

Describe Goal / Purpose of Goal:

Which Domain does this goal target?  Planning & Prep  Classroom Environment  Instruction  Professional Responsibilities  Student Growth

Did you review last year's evaluation prior to determining this year's goal?  Yes  No  N/A

Employee Plan to Achieve the Goal:

How will Building Administration help you achieve your goal?:

Resources Needed to Achieve the Goal:

Method of Assessment:

Results (Entered by Teacher):

Results Principal Comments:

Rubric  Add to Next Evaluation

These are what were previously called SMART Goals.

Each teacher will have different requirements based on tenure, probationary or previous years evaluation.

- Suggestions/examples for your professional goal in STAGES:
- \* Community building
  - \* Technology, be specific
  - \* Strategy from CITW (one of the 4 non-negotiables)
  - \* Close & Critical Reading
  - \*Data Director
  - \*Keytrain
  - \*PLATO
  - \*Glasser Training

# IDP Goals

Same as Professional Goals, but for new or Teachers with Assistance (TA)

**GOAL: Daily Student Objectives**

**Purpose of Goal:**

Students are more focused when a set objective and goal is set for the students. The goal/objective should be based on common core/state standards that help students achieve

**Teacher Plan:**

- Thorough lesson plans completed every Monday that include state benchmarks/common cores.
- Daily cue set that either reviews the previous day's objective or introduce a new goal.
- The objective will be posted in a location in the room and remain up the entire period and referred back to often in the lesson.
- Closure of class period will include a formative assessment that measures if the students understand the daily objective.
- Teacher will review the objective daily and adjust plans accordingly

**Administration Support:**

- Provide feedback during classroom observations
- Provide opportunities for professional development
- Allow for time to meet with mentor teacher
- Allow for time to observe master teachers

**\* Brief Goals Description**

**Describe Goal / Purpose of Goal**

Which Domain does this goal target?

- Planning & Prep  Classroom Environment  Instruction  Professional Responsibilities  Student Growth

Did you review last year's evaluation prior to determining this year's goal?

- Yes  No  N/A

**Employee Plan to Achieve the Goal**

**How will Building Administration help you achieve your goal?**

**Resources Needed to Achieve the Goal**

**Method of Assessment**

**Results (Entered by Teacher)**

**Results Principal Comments**

**Supporting Evidence**

Evaluator Evidence

Evaluated Evidence

# Student Learning Objective

55574	<b>East Detroit Public Schools: (50020)</b> <b>DIANE PETERS</b> (dpeters@eds.misd.net)	<b>Date</b>	<b>Action</b>	<b>Due Status</b>	<b>Released Status</b>	<b>Required Status</b>
<b>***** SELF-ASSESSMENT *****</b>						
Self-Assessment (Teacher)		<b>Last Updated</b> 09/19/2013	<a href="#">Continue</a>			
<b>***** GOALS *****</b>						
Goals should be submitted and approved by September 27, 2013.						
Professional Growth Plan (Teacher Starts)			<a href="#">Start</a>			
<b>***** SLO FORMS *****</b>						
Set Student Learning Objectives (Teacher)			<a href="#">Start</a>			
Student Learning Objective Results (Teacher)			<a href="#">Start</a>			

Set Student Learning Objectives (SLOs)

Teacher:

SLO #1

Describe Assessment for SLO #1:

Proficiency Levels for SLO #1:

Ineffective	Minimally Effective	Effective	Highly Effective
Less than (fill in below) % of your students	At least (fill in below) % of your students	At least (fill in below) % of your students	(fill in below) % or more of your students
% of your students demonstrated student growth	% of your students demonstrated student growth	% of your students demonstrated student growth	% of your students demonstrated student growth
<input style="width: 100%; height: 100%;" type="text"/>	<input style="width: 100%; height: 100%;" type="text"/>	<input style="width: 100%; height: 100%;" type="text"/>	<input style="width: 100%; height: 100%;" type="text"/>

SLO #2

Describe Assessment for SLO #2:

Proficiency Levels for SLO #2:

Ineffective	Minimally Effective	Effective	Highly Effective
Less than (fill in below) % of your students	At least (fill in below) % of your students	At least (fill in below) % of your students	(fill in below) % or more of your students
% of your students demonstrated student growth	% of your students demonstrated student growth	% of your students demonstrated student growth	% of your students demonstrated student growth
<input style="width: 100%; height: 100%;" type="text"/>	<input style="width: 100%; height: 100%;" type="text"/>	<input style="width: 100%; height: 100%;" type="text"/>	<input style="width: 100%; height: 100%;" type="text"/>

Please make sure you fill in both SLO's and sign the bottom electronically

Several building are using goals by department and grade. Please check with you colleagues.



## **The First Formal Observation due January 24, 2014**





### STAGES Process:

1. Observation date/time scheduled.
2. Pre Observation form filled out on STAGES before observation: NON-TENURED OR TEACHERS ON IDP ONLY.
3. Principal completes the observation in classroom and on STAGES (You should be able to read it on STAGES).
4. ALL TEACHERS complete the Post Observation #1 (Teacher) in STAGES. This includes attaching your lesson plan in a PDF format and answering six questions.
5. Meet to discuss your observation and comments if needed (Required for NON-TENURED OR TEACHERS ON IDP)
6. Observation released for you to read.
7. Sign off on observation electronically in STAGES

# Formal Observation Post-Observation Mandatory for ALL Teachers


\*\*\*\*\* OBSERVATIONS \*\*\*\*\*

Formal Observation #1 - Announced


Formal Observation #1 (Principal)  Locked   

Post-Observation #1 (Teacher) [Start](#)

Principal Signature:

By typing my name and clicking 'Submit Signature' I authorize completion of Observation #1. 

Teacher Signature:

By typing my name and clicking 'Submit Signature' I authorize receipt of Observation #1. 



**Click Here**

**Post-Observation**

Upload your lesson plan from the day of the formal observation. Make sure the lesson plan is in .pdf format.

**Evaluatee Evidence**

**1.**  
List the state curriculum standard that was used in the lesson:


**2.**  
In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?

**3.**  
Were your students engaged during the lesson?

**4.**  
Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning?

**5.**  
Did you depart from your plan? If so, how and why?

**6.**  
If you had an opportunity to teach this lesson again to the same group of students, what would you do differently?

**Attach**  **copy from Planbookedu**

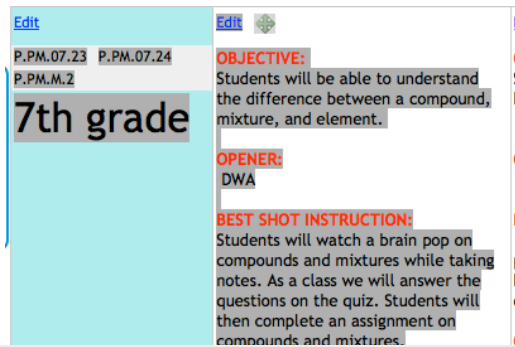
**Answer Six Questions**

## Attach lesson plan copy from Planbookedu

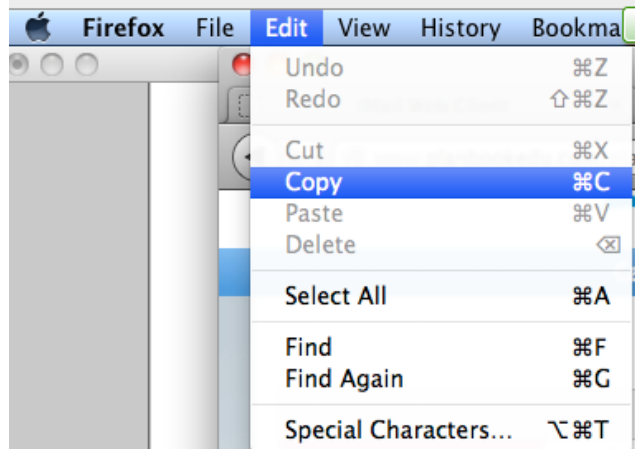
### 1. Open Planbookedu



### 2. Highlight lesson



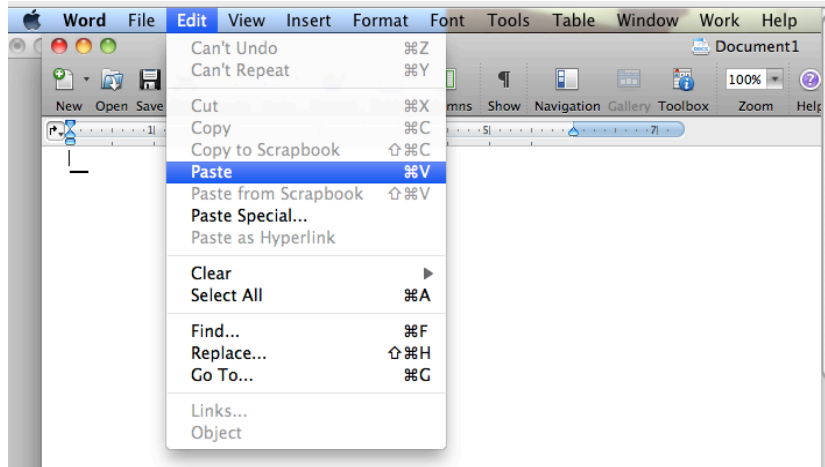
### 3. Edit Copy



### Attach lesson plan copy from Planbookedu (cont.)

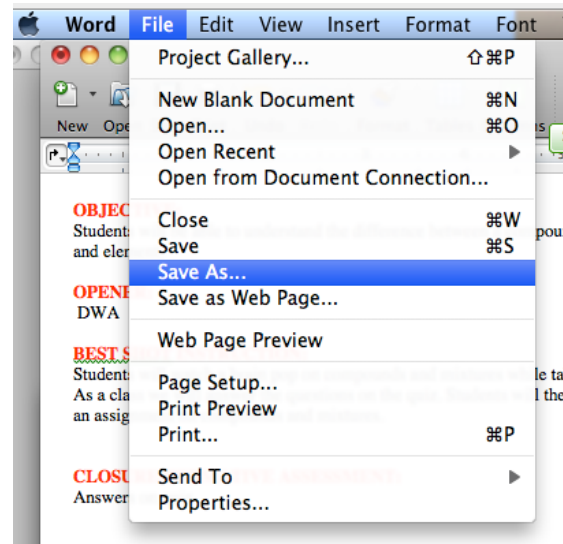
4. Open Word

5. Paste



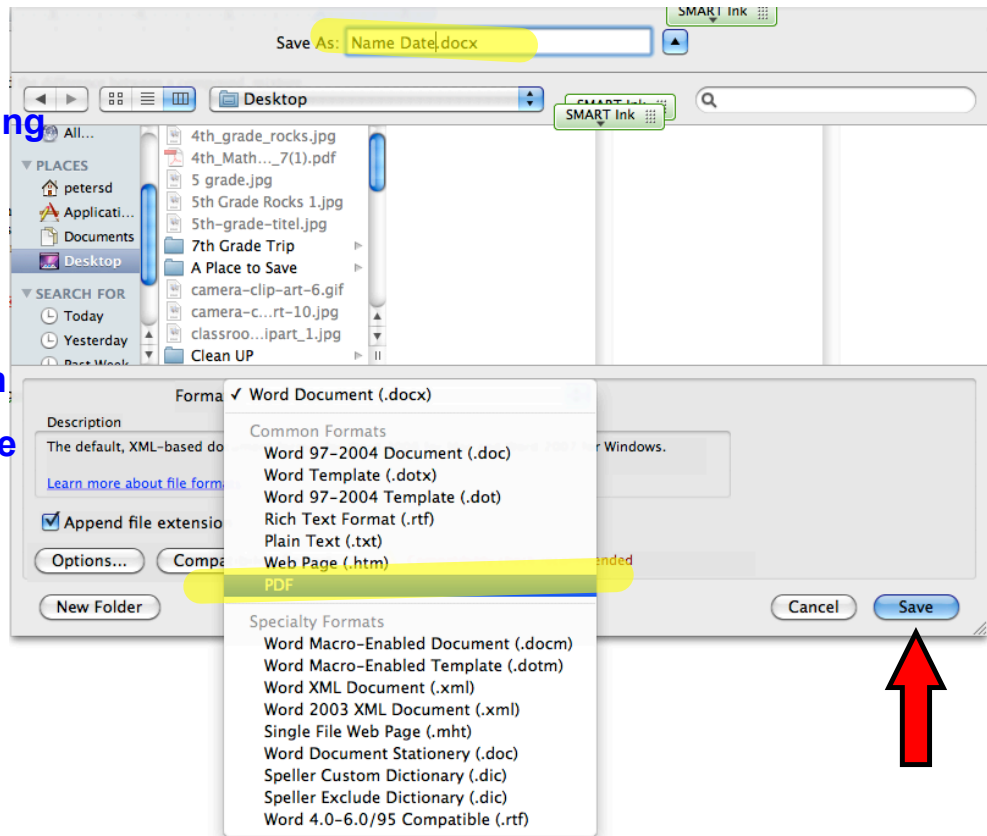
6. File

Save as



### Attach lesson plan copy from Planbookedu (cont.)

7. Save using  
your name  
and date  
of  
observation  
Also change  
Format to  
PDF



## Attach lesson plan copy from Planbookedu (cont.)

Click Here  
A new window will  
open

Post-Observation

Upload your lesson plan from the day of the formal observation. Make sure the lesson plan is in .pdf format.

[Evaluatee Evidence](#)

List the state curriculum standard that was used in the lesson:

In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?

Were your students engaged during the lesson?

Evaluatee Evidence  
(Edit mode) SMART Ink

File:

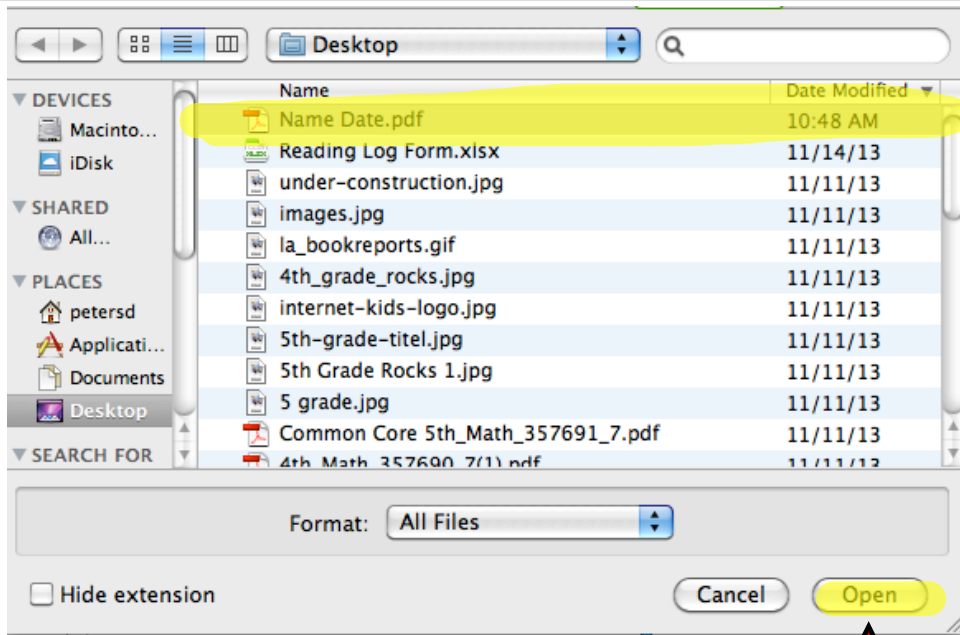
Evidence Files

Slide the blue vertical bar left or right to resize the viewing panels

Eval 55574

This folder is currently empty

## Attach lesson plan copy from Planbookedu (cont.)



Select your saved lesson





## Attach lesson plan copy from Planbookedu (cont.)

Your File name will appear here

Click Upload PDF

The screenshot shows the 'Evaluate Evidence' interface in edit mode. At the top, there is a header with the title 'Evaluate Evidence (Edit mode)' and a 'SMART Ink' icon. Below the header, there is a file input field with the text 'File: name date PDF' and a 'Browse...' button. To the right of the input field is an 'Upload PDF' button. A red arrow points from the text 'Your File name will appear here' to the input field. Another red arrow points from the text 'Click Upload PDF' to the 'Upload PDF' button. Below the file input area, there is a section titled 'Evidence Files'. It contains a sub-header 'Slide the blue vertical bar left or right to resize the viewing panels' and an 'Add Folder' button. A folder named 'Eval 55574' is listed with a right-pointing arrow. To the right of the folder list, it says 'This folder is currently empty'.






Link	Name	Size	Date Add...	Notes	View	Download	Delete
<a href="#">Unlink</a>	Name Date.pdf	34kb	11/18/2013	<a href="#">Add</a>	<a href="#">View</a>	<a href="#">Download</a>	

Your file will appear here

You are Done:)

# Professional Goal

## Evaluation Process Checklist

EVALUATION INFO			
	Date Evaluation Due:	05/17/2014	<a href="#">SMART Ink</a>
55574	<b>East Detroit Public Schools: (50020)</b> <b>DIANE PETERS</b> (dpeters@eds.misd.net)	<b>Date</b>	<b>Action</b>
***** SELF-ASSESSMENT *****			
Self-Assessment (Teacher)		Last Updated 02/28/2014	<a href="#">Continue</a>
***** GOALS *****			
Goals should be submitted and approved by September 27, 2013.			
Professional Growth Plan (Teacher Starts)		Last Updated 09/19/2013	<a href="#">Edit</a>
***** SLO FORMS *****			
Set Student Learning Objectives (Teacher)		Last Updated 02/20/2014	<a href="#">Continue</a>
Student Learning Objective Results (Teacher)		Last Updated 04/14/2014	<a href="#">View</a>

# Professional Goal

Professional Growth (SMART Ink Teacher Starts)

Click on GOAL Text



Technology

Template: 672

✓ Submitted (1):  
09/26/2013

✓ Reviewed (2):  
10/01/2013

✓ Approved (1):  
10/01/2013

✓ Completed:  
10/01/2013

Results (Entered by Teacher)

Write a 3-5 sentence paragraph with detail on how you met your goal.

Results Principal Comments

Supporting Evidence

Evaluator Evidence

Evaluatee Evidence



Add AT LEAST one piece of evidence that supports your results

# SLO (Student Learning Objectives)

## Evaluation Process Checklist

**EVALUATION INFO** SMART Ink

Date Evaluation Due: 05/17/2014

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55574 **East Detroit Public Schools: (50020)**  
**DIANE PETERS** (dpeters@eds.misd.net) **Date** **Action**

\*\*\*\*\* SELF-ASSESSMENT \*\*\*\*\*

Self-Assessment (Teacher)	Last Updated 02/28/2014	<a href="#">Continue</a>
---------------------------	-------------------------	--------------------------

\*\*\*\*\* GOALS \*\*\*\*\*

Goals should be submitted and approved by September 27, 2013.

Professional Growth Plan (Teacher Starts)	Last Updated 09/19/2013	<a href="#">Edit</a>
---	-------------------------	----------------------

\*\*\*\*\* SLO FORMS \*\*\*\*\*

Set Student Learning Objectives (Teacher)	Last Updated 02/20/2014	<a href="#">Continue</a>
Student Learning Objective Results (Teacher)	Last Updated 04/14/2014	<a href="#">View</a>

The image shows a screenshot of a web-based form titled "Student Learning Objective Results". The form is blue and white. At the top, there is a header box with the title. Below that is a "Teacher:" field containing "DIANE PETERS". A large red text overlay says "Enter your numbers and percent". Below this is a section for "SLO #1". Underneath, there are three input fields: "Number of Students Who Achieved Mastery:" (containing 107), "Number of Students in Course:" (containing 107), and "Percentage of Students Who Achieved Mastery:" (containing 100). Red arrows point down to each of these three input fields. Below the input fields are two buttons: "Evaluatee Evidence" and "Evaluator Evidence". A red arrow points up to the "Evaluatee Evidence" button. At the bottom, a large red text overlay says "Download your growth data".

Student Learning Objective Results

Teacher: DIANE PETERS

Enter your numbers and percent

SLO #1

Number of Students Who Achieved Mastery: 107

Number of Students in Course: 107

Percentage of Students Who Achieved Mastery: 100

Evaluatee Evidence

Evaluator Evidence

Download your growth data

Based on your data and the proficiency levels for SLO#1 (established in the "Set SLO Form") how would you rate your performance level?

- Highly Effective
- Effective
- Minimally Effective
- Ineffective

Please explain your rationale:

What did? Why exclude?  
Did you meet your goal?  
What is your proficiency level and why?

1) Were there any changes to the number of students in your class or significant student attendance issues that should be considered when scoring your first SLO?

Who did you excuse and why?  
Attendance rationale?  
Student started late/left district?  
Excluded due to SpEd Certification?

2) If your students did not meet the SLO Growth Objective, discuss additional evidence indicating that students may have made some academic progress. If your students did meet the SLO Growth Objective, discuss evidence indicating that students may have made outstanding academic progress. Whenever possible, upload copies of the evidence discussed in this form. Upload the evidence (in pdf format) via the "Evaluatee Evidence" button.

What students did not make their goal? Why?  
Attendance issues?  
SpEd Certification?

3) Were there any changes to the number of students in your class or significant student attendance issues that should be considered when scoring your SLO Growth Objective?

See question 1

# SLO (Student Learning Objectives)

Complete Rationale and questions 1-3 for  
BOTH SLO Goals

Save & Close Save & Continue Save & Submit Complete

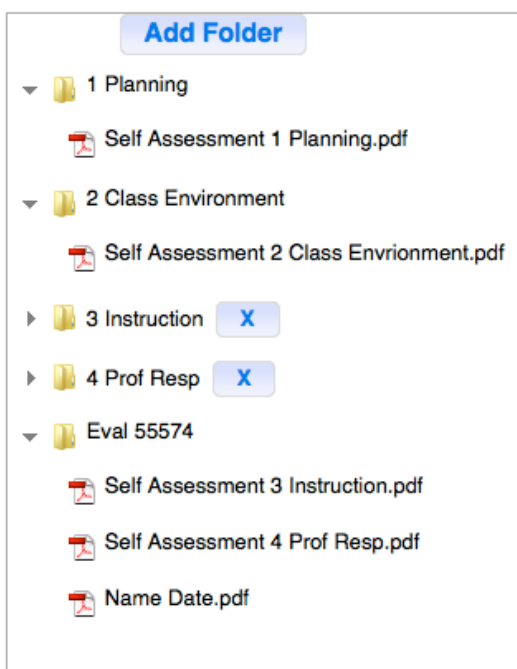
Enable Auto-Save Last Auto-Saved at 11:05 AM SMART Ink

**Teacher's Signature:**  
By typing my name and clicking Submit  
Signature I acknowledge submission of this form.  
Name:  Date: 04/22/2014  
Submit Signature

**Principal's Signature:**  
By typing my name and clicking Submit  
Signature I acknowledge submission of this form.  
Name:  Date:

Sign, Save & Submit

Using "click and drag" - you can  
move evidence into new folders



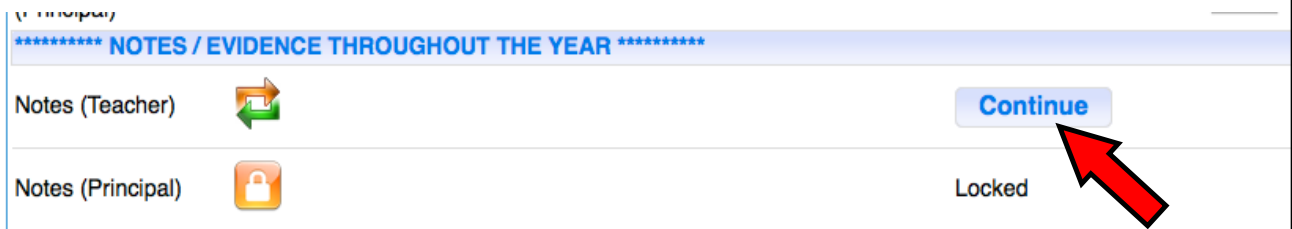


# Evidence Suggestions



I would recommend New Teachers and IDP teachers add a maximum amount of evidence.

Evidence items can include lessons, syllabus, trainings, webpages, logs, emails, agendas...


Any meaningful items that show your dedication!!






The screenshot shows a software interface with a blue header bar containing the text "\*\*\*\*\* NOTES / EVIDENCE THROUGHOUT THE YEAR \*\*\*\*\*". Below the header, there are two rows of options:

Notes (Teacher)		<a href="#">Continue</a>
Notes (Principal)		Locked

A red arrow points to the "Continue" button.



\*\*\*\*\* NOTES / EVIDENCE THROUGHOUT THE YEAR \*\*\*\*\*

Notes (Teacher) 	<a href="#" style="background-color: #d9e1f2; padding: 2px 10px; border: 1px solid #000;">Continue</a>	
Notes (Principal) 	Locked	

[Save & Close](#)
[Save & Continue](#)
[Complete](#)

Enable Auto-Save

<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 2px;">Planning &amp; Preparation</td> <td style="width: 50%; padding: 2px;">The Classroom Environment</td> </tr> <tr> <td style="padding: 2px;">Instruction</td> <td style="padding: 2px;">Professional Responsibilities</td> </tr> </table>	Planning & Preparation	The Classroom Environment	Instruction	Professional Responsibilities	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; text-align: center;">Rubric</td> <td style="width: 40%;"></td> <td style="width: 40%; text-align: center;">Tee Text</td> <td style="width: 10%;"></td> </tr> </table>	Rubric		Tee Text		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%;"></td> <td style="width: 40%;"></td> <td style="width: 40%; text-align: center;">Tee Evidence</td> <td style="width: 10%;"></td> </tr> </table>			Tee Evidence		
Planning & Preparation	The Classroom Environment														
Instruction	Professional Responsibilities														
Rubric		Tee Text													
		Tee Evidence													
1:0	Planning & Preparation Comments <h2 style="color: red; margin: 0;">Summary of your NEW success</h2>														
1:1	1A Demonstrating Knowledge of Content and Pedagogy [Demonstration: Certification and State Exams; Lesson Plans, Self Reflection] i. Knowledge of Content ii. Knowledge of Content-Related Pedagogy	My SUGGESTION	<a href="#" style="color: blue; text-decoration: none;">Evaluatee Evidence</a>												
1:2	1B Demonstrating Knowledge of Students [Demonstration: Student work; Lesson Plans, Self Reflection] Knowledge of: i. Child development and learning process ii. Students skills, knowledge and language proficiency iii.	Add to any areas where	<a href="#" style="color: blue; text-decoration: none;">Evaluatee Evidence</a>												
1:3	1C Setting Instructional Outcomes [Demonstration: Course Syllabus; Course Calendar; Self Reflection] i. Value, Sequence, and Alignment i. Clarity iii. Balance iv. Suitability for diverse learners	you gave yourself a "4" or were	<a href="#" style="color: blue; text-decoration: none;">Evaluatee Evidence</a>												
1:4	1D Designing Coherent Instruction [Student Work; Lesson Plans, Self Reflection; syllabus; Course Calendar] i. Learning Activities ii. Learning Activities are based on student achievement	marked down on observation	<a href="#" style="color: blue; text-decoration: none;">Evaluatee Evidence</a>												

To "Link" Evidence, you must start from the page where you want it linked.

(Principal)

\*\*\*\*\* NOTES / EVIDENCE THROUGHOUT THE YEAR \*\*\*\*\*

Notes (Teacher)



Last Updated  
03/14/2014

Continue

Notes (Principal)



Locked

Rubric	Text	Evidence
Planning & Preparation Comments		
1:0	See Self Evaluation for detailed description New accomplishments from the 2013-2014 school year are added in the boxes below	
1:1	1A Demonstrating Knowledge of Content and Pedagogy [Demonstration: Certification and State Exams; Lesson Plans, Self Reflection] i. Knowledge of Content ii. Knowledge of Content-Related Pedagogy	Receive Master in Ed April 2014
		Evaluate Evidence



Evidence is indicated as "Linked"



Link	Name	Size	Date Added	Notes	View	Download	Delete
<a href="#">Unlink</a>	Masters Certificate April 2014.pdf	11kb	04/22/2014	<a href="#">Add</a>	<a href="#">View</a>	<a href="#">Download</a>	

Rubric	Text	Evidence
<b>Planning &amp; Preparation Comments</b>		
1:0	See Self Evaluation for detailed description New accomplishments from the 2013-2014 school year are added in the boxes below	
1:1	1A Demonstrating Knowledge of Content and Pedagogy [Demonstration: Certification and State Exams; Lesson Plans, Self Reflection] i. Knowledge of Content ii. Knowledge of Content-Related Pedagogy Received Master Degree in Ed April 2014	<b>Evaluate Evidence</b> Masters Certificate April 201...



Evidence is indicated as "Linked"