



**Standard For Success**  
Employee Evaluation Solutions

# Creating a Professional Development Task





## Testsub, Tina

Evaluation Ending Jun 2017 ▾

RISE 2.0 Teacher (v.2016) - 50% ▾

[Show Legend](#) - [View as PDF](#)

Location: Sandbox 21st Century Jr./Sr. HS

Assigned Evaluator(s): Jimmy Buffett (Primary)

Evaluation Group: Group 1 - 50.0% Employee Evaluation Rubric - 35.0% Individual Growth Model - 10.0% Student Learning Outcome - 5.0% School-Wide Learning Measure

Last Login: Sep 11, 2017 at 11:15am - 4 months ago

[Edit Staff Member](#)



Click Create New to start a Professional Development Task

[Overview](#)

### Artifacts

[Create New](#)

### Professional Development Tasks

[Create New](#) - [View Tasks: \(1 open\)](#)

### Student Learning Objectives

[Overview](#)

### Admin Forms

[Overview](#)

### Goals

[Overview](#)

### Test Forms

[Overview](#)

### Professional Growth Plan

[Create New](#)

## Message from Sandbox School District 1.0

SLOs are due October 1.

[^^Read more^^](#)



Title - 226 characters left

Professional Development

Clear Search Search Rubric

Hide All Domains D1 D2 D4

Expected Completion Date

click to select (optional)

Targeted Professional Development Activities (optional)

Select Task if Applicable

Task/Goal Description

Rich text editor toolbar with Bold, Italic, Underline, and other formatting options.

1.1 Utilize Assessment Data to Plan Instruction  
At Level 3, a teacher fulfills the criteria for Level 2 and additionally:  
- Incorporates differentiated plans, and lesson plans.  
- Incorporates differentiated instructional strategies in planning to

Highly Effective	Effective	Improvement Necessary	Ineffective
At Level 3, a teacher fulfills the criteria for Level 2 and additionally: - Incorporates differentiated plans, and lesson plans. - Incorporates differentiated instructional strategies in planning to	At Level 3, a teacher fulfills the criteria for Level 2 and additionally: - Incorporates differentiated plans, and lesson plans. - Incorporates differentiated instructional strategies in planning to	Teacher uses prior assessment data to formulate achievement goals, unit plans, OR lesson plans, but not all of the above.	Teacher rarely or never uses prior assessment data when planning.
At Level 4, a teacher fulfills the criteria for Level 3 and additionally: Plans an ambitious annual student achievement goal	Teacher develops an annual student achievement goal that: - Measurable; - Aligned to content standards; AND - Includes benchmarks to help monitor learning and inform interventions throughout the year	Teacher develops an annual student achievement goal that is: - Measurable <b>The goal may not:</b> - Align to content standards; OR - Include benchmarks to help monitor learning and inform interventions throughout the year	Teacher rarely or never develops achievement goals for the class OR goals are developed, but are extremely general and not helpful for planning purposes

1.3 Develop Standards-Based Unit Plans And Assessments

Highly Effective	Effective	Improvement Necessary	Ineffective
At Level 4, a teacher fulfills the criteria for Level 3 and additionally: - Creates well-designed unit assessments that align with an end of year summative assessment (either state, district, or teacher created) - Anticipates student reaction to content; allocation of time per unit is flexible and/or reflects level of	Based on achievement goals, teacher plans units by: - Identifying content standards that students will master in each unit - Creating assessments before each unit begins for backwards planning - Allocating an instructionally appropriate amount of time for each unit	Based on achievement goals, teacher plans units by: - Identifying content standards that students will master in each unit <b>Teacher may not:</b> - Create assessments before each unit begins for backwards planning - Allocate an instructionally appropriate amount of time for each	Teacher rarely or never plans units by identifying content standards that students will master in each unit OR there is little to no evidence that teacher plans units at all.

Improvement Necessary	Ineffective
Teacher uses prior assessment data to formulate achievement goals, unit plans, OR lesson plans, but not all of the above.	Teacher rarely or never uses prior assessment data when planning.

Improvement Necessary	Ineffective
Teacher develops an annual student achievement goal that is: - Measurable <b>The goal may not:</b> - Align to content standards; OR - Include benchmarks to help monitor learning and inform interventions throughout the year	Teacher rarely or never develops achievement goals for the class OR goals are developed, but are extremely general and not helpful for planning purposes

Improvement Necessary	Ineffective
Based on achievement goals, teacher plans units by: - Identifying content standards that students will master in each unit <b>Teacher may not:</b> - Create assessments before each unit begins for backwards planning - Allocate an instructionally appropriate amount of time for each	Teacher rarely or never plans units by identifying content standards that students will master in each unit OR there is little to no evidence that teacher plans units at all.

Enter Title for PD Task

Enter Expected Completion Date (Optional)

Select Targeted Professional Development options (Optional)

Add LVIS/PGP Information

Copy this artifact over to multiple staff

Attachments Allowable Filetypes - Add New

Description

Choose File No file chosen

Title - 226 characters left

Professional Development

Expected Completion Date

click to select (optional)

Targeted Professional Development Activities (optional)

Select Task if Applicable

Task/Goal Description

Rich text editor toolbar with bold, italic, underline, list, undo, redo, link, unlink, text color, size, and image icons.

Large text area for entering the task/goal description.

Add LVIS/PGP Information

Copy this artifact over to multiple staff

Attachments

Allowable Filetypes - Add New

Description

Choose File No file chosen

Clear Search Search Rubric

Hide All Domains

D1

D2

D3

D4

1.1 Utilize Assessment Data To Plan

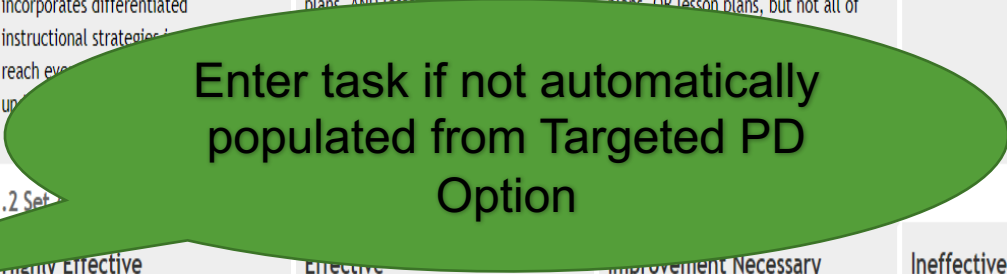
Highly Effective	Effective	Improvement Necessary	Ineffective
At Level 4, a teacher fulfills the criteria for Level 3 and additionally incorporates differentiated instructional strategies to reach every student up to	Teacher uses prior assessment data to formulate achievement goals, unit plans, AND lesson plans.	Teacher uses prior assessment data to formulate achievement goals, unit plans, OR lesson plans, but not all of	Teacher rarely or never uses prior assessment data when planning.

1.2 Set

Highly Effective	Effective	Improvement Necessary	Ineffective
At Level 4, a teacher fulfills the criteria for Level 3 and additionally: Plans an ambitious annual student achievement goal	Teacher develops an annual student achievement goal that: <ul style="list-style-type: none"> <li>- Measurable;</li> <li>- Aligned to content standards; AND</li> <li>- Includes benchmarks to help monitor learning and inform interventions throughout the year</li> </ul>	Teacher develops an annual student achievement goal that is: <ul style="list-style-type: none"> <li>- Measurable</li> </ul> <b>The goal may not:</b> <ul style="list-style-type: none"> <li>- Align to content standards; OR</li> <li>- Include benchmarks to help monitor learning and inform interventions throughout the year</li> </ul>	Teacher rarely or never develops achievement goals for the class OR goals are developed, but are extremely general and not helpful for planning purposes

1.3 Develop Standards-Based Unit Plans And Assessments

Highly Effective	Effective	Improvement Necessary	Ineffective
At Level 4, a teacher fulfills the criteria for Level 3 and additionally: <ul style="list-style-type: none"> <li>- Creates well-designed unit assessments that align with an end of year summative assessment (either state, district, or teacher created)</li> <li>- Anticipates student reaction to content; allocation of time per unit is flexible and/or reflects level of</li> </ul>	Based on achievement goals, teacher plans units by: <ul style="list-style-type: none"> <li>- Identifying content standards that students will master in each unit</li> <li>- Creating assessments before each unit begins for backwards planning</li> <li>- Allocating an instructionally appropriate amount of time for each unit</li> </ul>	Based on achievement goals, teacher plans units by: <ul style="list-style-type: none"> <li>- Identifying content standards that students will master in each unit</li> </ul> <b>Teacher may not:</b> <ul style="list-style-type: none"> <li>- Create assessments before each unit begins for backwards planning</li> <li>- Allocate an instructionally appropriate amount of time for each</li> </ul>	Teacher rarely or never plans units by identifying content standards that students will master in each unit OR there is little to no evidence that teacher plans units at all.





Select Indicators for PD Event

### Testsub, Tina - Professional Development Task Editor

Save as Draft Save and Send

This Professional Development Task is currently saved in **Draft Mode**

Title - 226 characters left

Professional Development

Clear Search Search Rubric

Hide All Domains D1 D2 D3 D4

Expected Completion Date

01/03/2018 (optional)

Targeted Professional Development Activities (optional)

Select Task if Applicable

Task/Goal Description

B I U Size

3.1 E 3.2 E 3.3 E

body p

Add LVIS/PGP Information

#### 3.1 Contribute To School Culture

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 <b>Teacher may not:</b> - 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

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	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 others in need	Teacher will: - Participate in occasional opportunities to work with and learn from others - Ask for assistance when needed <b>Teacher may not:</b> - Seek to provide other teachers with assistance when needed OR - Regularly seek out opportunities to work with others	Teacher rarely or never participates in opportunities to work with others. Teacher works in isolation and is not a team player.



Click to add PGP information

At Level 4, a teacher fulfills the criteria for Level 3 and additionally: Plans an ambitious annual student achievement goal

Teacher develops an annual student achievement goal that:  
- Measurable;  
- Aligned to content standards; AND  
- Includes benchmarks to help monitor progress and interventions

Teacher develops an annual student achievement goal that is:  
- Measurable  
**The goal may not:**  
- Align to content standards; OR  
- Include benchmarks to help monitor learning and inform interventions throughout the year

Teacher rarely or never develops achievement goals for the class OR goals are developed, but are extremely general and not helpful for planning purposes



Click here to select the Category

criteria for Level 3  
- Creates well-designed unit assessments that align with an end of year summative assessment (either state, district, or teacher created)  
- Anticipates student reaction to content; allocation of time per unit is flexible and/or reflects level of difficulty of each unit

Identifying content standards that students will master in each unit  
- Creating assessments before each unit begins for backwards planning  
- Allocating an instructionally appropriate amount of time for each unit

Improvement Necessary  
Based on achievement goals, teacher plans units by:  
- Identifying content standards that students will master in each unit  
**Teacher may not:**  
- Create assessments before each unit begins for backwards planning  
- Allocate an instructionally appropriate amount of time for each unit

Ineffective  
Teacher rarely or never plans units by identifying content standards that students will master in each unit OR there is little to no evidence that teacher plans units at all.

#### 1.4 Create Objective-Driven Lesson Plans And Assessments

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>
-------------------------	------------------	------------------------------	--------------------

[Add LVIS/PGP Information](#)

Standard for Success will help your staff compile their LVIS information over the years to make LVIS data entry easier. At this time SFS does not directly interface with the LVIS system. PLEASE REMIND YOUR STAFF THAT THEY WILL HAVE TO ENTER THIS INFORMATION INTO LVIS.

Category:

--Please Select--

Date of Event:

Hours:  You may enter fractional amounts of time in decimal format. ie. 1.25 hours

Mark PDT as "CLOSED" with no further action required

[Copy this artifact over to multiple staff](#)

### Attachments Allowable Filetypes - Add New

Description  - 250 characters left

No file chosen

[cancel](#)

Add LVIS/PGP Information

Standard for Success will help your staff compile their LVIS information over the years to make LVIS data entry easier. At this time SFS does not directly interface with the LVIS system. PLEASE REMIND YOUR STAFF THAT THEY WILL HAVE TO ENTER THIS INFORMATION INTO LVIS.

Category:

--Please Select--

--Please Select--

- Inservice
- Professional Conference
- Workshop/Institute
- Mentoring New Educator
- Cooperating Teacher for Student Teacher
- Co-Op Teacher for Undergrad Practicum or Field Experience
- Presentation
- Curriculum Development
- Professional Program/Committee
- School Accreditation/School Improvement Plan
- College Credit
- Education Publication/Research
- Other

format. ie. 1.25

types - Add New

### 1.3 Develop Standards-Based Unit Plans And Assessments

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>
At Level 4, a teacher fulfills the criteria for Level 3. - Create	Based on achievement goals, teacher	Based on achievement goals, teacher plans units by: - Identifying content standards that will master in each unit <b>May not:</b> - Assessments before each unit - Signs for backwards planning - Allocate an instructionally appropriate amount of time for each unit	Teacher rarely or never plans units by identifying content standards that students will master in each unit OR there is little to no evidence that teacher plans units at all.

### 1.4 Create Objective-Driven Lesson Plans And Assessments

<u>Highly Effective</u>	<u>Effective</u>	<u>Improvement Necessary</u>	<u>Ineffective</u>
-------------------------	------------------	------------------------------	--------------------

Click the down arrow to see the category list

Click on PD Type





[Add LVIS/PGP Information](#)

Standard for Success will help your staff compile their LVIS information over the years to make LVIS data entry easier. At this time SFS does not directly interface with the LVIS system. PLEASE REMIND YOUR STAFF THAT THEY WILL HAVE TO ENTER THIS INFORMATION INTO LVIS.

Category:

Curriculum Development

Date of Event: 01/16/2018

Hours: 1 You may enter fractional amounts of time in decimal format. ie. 1.25 hours

Mark PDT as "CLOSED" with no further action required

[Copy this artifact over to multiple staff](#)

Attachments

Description

characters left

Choose File No file chosen

Upload Now [cancel](#)

### 1.3 Develop Standards-Based Unit Plans And Assessments

Highly Effective

Effective

Improvement Necessary

Ineffective

Fill in PD event date

Enter the number of hours of the event

Click here to add the PD to multiple staff

Improvement Necessary

Ineffective



Mark PDT as "CLOSED" with no further action required

[Copy this artifact over to multiple staff](#)

Please note that while you can create en-mass, you can edit/update only single artifacts and PDTs.

The following staff are under RISE 2.0 Teacher. Any mapping to this rubric will be well and should appear on the staff person's Profile page.

Check all

- 1 from ONT, Sample
- Admin, Wanee
- Bass, William
- Bechtold, Mike
- Blinkerstaff, Harris
- Bombei, Clarkson
- Bousley, Morrie
- Bratcher, Frank
- Brenham, Francis
- Bridgewater, Michelle
- Brown, Zac
- Brown, Jared
- Collins, Tyler
- Davis, Carla
- Dillman, Casey
- Ecker, Keith
- Ecker, Kerrie
- Ecker, Grace
- Email, Test
- Emery, Carol
- Familibad, Amarisol
- Faust, Brittney
- Fender, Margaret
- Fillmore, Sarah
- Gayman, Dean
- Goebel, Elisabeth
- Griffey, K
- Hardebeck, Betty
- Hardin, Kristi
- Haverty, Robert
- Hobbins, Dale
- Jennings, [unclear]
- Jordan, Chris
- Kistler, Rob
- Kula, Ray
- Lemke, Paul
- Magee, Karen
- Manuzzi, Sean
- Martinez, Carlos
- McCloskey, Armando
- McConnell, Marcus
- Mickles, Dave
- Mullins, Emily
- Northwest, Allen
- Sandbox, Sharon
- Sandbox, Bob
- Santorez, Maria
- Sinner, Mark

#### 1.4 Create Objective-Driven Lesson Plans And Assessments

Highly Effective

Effective

Improvement Necessary

Ineffective

Take note – you can create for multiple staff at a time, but you have to edit / update one at a time

This is the list of all staff on the same rubric. You can select all or just a few to assign the PD to



- Fitmore, Sarah
- Fitzgerald, Geno
- Fleming, Les
- Flores, Jeff
- Singer, Mark
- Smith, Dave
- Smith, Dorian

The following staff are **aligned to a different rubric**. Any mapping to RISE 2.0 Teacher will be copied with the artifact but will not appear of the staff person's Profile page.

- Check all
- Admin, Regional
- Andrews, Kelly
- Baker, Steve
- Bennett, Susan
- Blackwell, Jenny
- Board, Franklin
- Brushel, Matt
- Buffett, Jimmy
- Cafeteria, Chef
- Central, West
- Chandler, Malissa
- Colabufo, Tom
- Colabufo, Tom
- Cook, Robert
- Custodian, Head
- Driver, Bus
- Dunn, Bob
- Flintstone, Fred
- Froehle, Jenny
- Gates Jr., William
- Griffey, Kathy
- Hacker, Sally
- Hume, Cheri
- Instructional Assistant, Example
- Kemp, Sallie
- Madison, Travis
- Minton. Garv

- Rutherford, Zac
- Sailor, Trevor
- Samborski, Matthew
- Sampson, Bob
- Sand, Ken
- Sand, Tammy5
- Sand1, Ken
- Sandb, Jeffrey
- Sandbox, SFGSP
- Sandy, Todd
- Sebastian, Jeremy
- Secretary, School
- Shafton, Breasia
- Simek, Marla
- Smith, Tim
- Smith, Mike
- Smithers, Sally
- Spencer, Dean
- Steele, Nathaniel
- Stratton, Chris
- Strunk, Ms.
- Teacher, Regional
- Test B, Test
- Testing, Joe
- Testing, Joanne
- Thissen. Sheila

You can also chose staff that are on a different rubric

Created Jan 04, 2018

Created by: Jimmy Buffett

Comments Associated with this PDT

Comments area closed.

[Edit Task](#) | [Close this PDT](#) | [Delete this PDT](#)

## PDT Details

## 2013 Librarian Effectiveness Rubric - PHM (v.2016)

**Title:** Professional Development

**Description:**

**Expected Completion Date:** January 03, 2018

### LVIS/PGP Information

Standard for Success will help your staff compile LVIS data entry easier. At this time SFS does not do  
REMINDE YOUR STAFF THAT THEY WILL HAVE TO ENTER

**Category:** Curriculum Development

**Date of Event:** 01/16/2018

**Hours:** 1.00

## Attachments

Allowable Filetypes - Add New

Description  - 250 characters

left

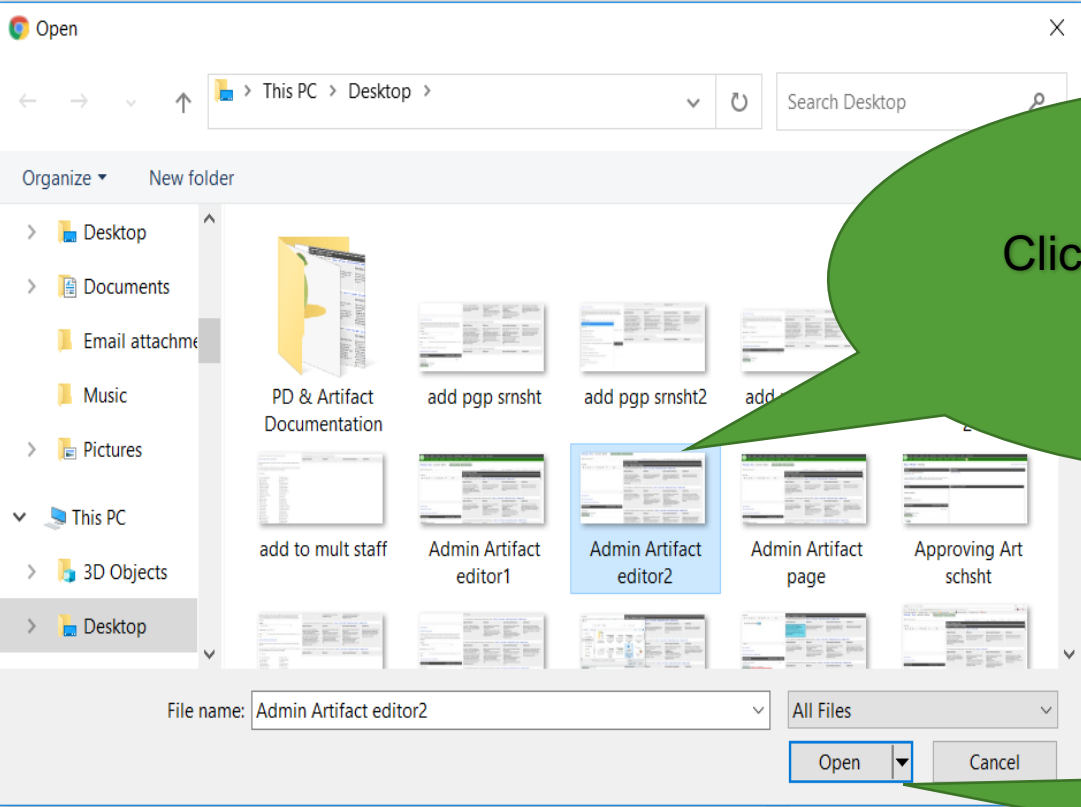
No file chosen

[cancel](#)

If you need to attach documents, add a description here

Click here to select the file to attach





Click on document you wish to attach

Once document has been selected, click Open or hit Enter

Test Attachment - 250 characters left

Choose File No file chosen

Upload Now cancel

Created: Jan 04, 2018

Created by: Jimmy Buffett

Comments Associated with this PDT

Comments area closed.

[Edit Task](#) | [Close this PDT](#) | [Delete this PDT](#)

### PDT Details

### 2013 Librarian Effectiveness Rubric - PHM (v.2016)

**Title:** Professional Development

**Description:**

**Expected Completion Date:** January 03, 2018

#### LVIS/PGP Information

Standard for Success will help your staff compile the LVIS data entry easier. At this time SFS does not have a standard. REMIND YOUR STAFF THAT THEY WILL HAVE

**Category:** Curriculum Development

**Date of Event:** 01/16/2018

**Hours:** 1.00

Once you have selected the file, be sure to click Upload Now. That sends the document to SFS.

### Attachments

Test Attachment - 250 characters left

[Choose File](#) Admin Artifact editor2.png

[Upload Now](#) <- Make sure to click here to upload attachment cancel



Save as Draft

Save and Send

Title - 226 characters left

Professional Development

Expected Completion Date

click to select (optional)

Targeted Professional Development

Select Task if Applicable

Task/Goal Description

B I U

Click Save as Draft if you need to leave the task prior to finishing

Click Save and Send to assign the PD task to staff

1.1 Utilize Assessment Data To Plan

Effective

When a teacher fulfills the criteria for Level 3 and additionally:
- Differentiates instruction
- Utilizes strategies in planning to meet the needs of students at his/her level of

Effective

Teacher uses prior assessment data to formulate achievement plans, AND lesson plans

1.2 Develop Measurable Achievement Goals

When a teacher fulfills the criteria for Level 3 and additionally:
- Develops an ambitious annual student achievement goal

Effective

Teacher develops an annual student achievement goal that:
- Measurable;
- Aligned to content standards; AND
- Includes benchmarks to help monitor learning and inform interventions throughout the year

1.3 Develop Standards-Based Unit Plans And Assessments

Highly Effective

At Level 4, a teacher fulfills the criteria for Level 3 and additionally:
- Creates well-designed unit assessments that align with an end of year summative assessment (either state, district, or teacher created)
- Anticipates student reaction to content; allocation of time per unit is flexible and/or reflects level of

Effective

Based on achievement goals, teacher plans units by:
- Identifying content standards that students will master in each unit
- Creating assessments before each unit begins for backwards planning
- Allocating an instructionally appropriate amount of time for each unit

Improvement Necessary

Based on achievement goals, teacher plans units by:
- Identifying content standards that students will master in each unit
Teacher may not:
- Create assessments before each unit begins for backwards planning
- Allocate an instructionally appropriate amount of time for each

Ineffective

Teacher rarely or never plans units by identifying content standards that students will master in each unit OR there is little to no evidence that teacher plans units at all.

Add LVIS/PGP Information

Copy this artifact over to multiple staff

Attachments

Allowable Filetypes - Add New

Description

Choose File No file chosen