Online Evaluation System (OES) Instructions for Field Supervisors

Before You Get Started

A UT EID is needed in order to log into the Online Evaluation System. An email is sent to cooperating teachers at the beginning of the semester asking them to confirm or obtain their UT EID if they do not already have one. **All users must have UT EIDs**. **If we have not yet received EIDs from the cooperating teacher(s) you are working with, we may ask you to assist them in obtaining their EID.** Before students, cooperating teachers, field supervisors, and coordinators can log into the system, they must first be "loaded" into the system by our office. Your coordinator will let us know at what point in the semester you will be required to create your online evaluation(s). We will load your students into the system once we are given that information.

The OES works better with some web browsers than with others. If possible, avoid using Google Chrome. If you know your students have been loaded into the system, but you're unable to access it, first try changing web browsers. If that doesn't fix the problem, please contact our office for assistance.

To get into the system, go to:

https://evaluations.education.utexas.edu/index.php/welcome/instructions

Overview

The Online Evaluation System is used to submit both formative and summative evaluations for students in the Professional Development Sequence (PDS) in the College of Education.

- Short formative evaluations are always used at the end of the Intern I semester and may be used at the midterm of the Intern II semester.
- The long formative evaluation is always used at the end of the Intern II semester and at the midterm of the Student Teaching semester.
- The summative evaluation is always used at the end of the Student Teaching semester.

Formative Assessment

The Formative Assessment is made up of four evaluation clusters. Each cluster consists of components with individual observable behaviors. A rating is entered for each observable behavior, as well as for the overall component. Explanation of the component ratings is provided at the top of each page of the evaluation. Supporting evidence, giving a brief explanation of the cluster ratings as a whole, is entered at the end of each cluster.

Students complete a short formative self-evaluation at the end of the Intern I semester. They complete a long formative self-evaluation at the end of the Intern II semester and at the midterm of the Student Teaching semester. The field supervisor and cooperating teacher submit evaluations for each student assigned to them. To ensure that evaluations are unbiased, field supervisors are not able to view the cooperating teacher's evaluation and vice versa until the student has reviewed it.

After all evaluations are submitted, the field supervisor, cooperating teacher, and student meet in a 3-way conference to discuss them. Once the student has marked the evaluations as reviewed, they are routed on to the coordinator for final review. Additional routing information is shown below.

The student, field supervisor, cooperating teacher, and coordinator may access the evaluations at any time and print them by using the Print Evaluation button located at the bottom of the page. They may also turn the evaluation into a PDF using the browser's print function.

Summative Assessment

The Summative Assessment is used at the end of the Student Teaching semester. Like the Long Formative, this evaluation is made up of four evaluation clusters. Each cluster consists of components with individual observable behaviors. A rating is entered for each observable behavior, as well as for the overall component. Explanation of the component ratings is provided at the top of each page of the evaluation. Supporting evidence, giving a brief explanation of the cluster ratings as a whole, is entered at the end of each cluster. It differs from the Long Formative Assessment in that it allows for an additional rating of Advanced Competence.

The field supervisor and cooperating teacher submit evaluations for each student assigned to them. To ensure that evaluations are unbiased, field supervisors are not able to view the cooperating teacher's evaluation and vice versa until the student has reviewed it. **Students do not complete a Summative Self-Evaluation.**

After all evaluations are submitted, the field supervisor, cooperating teacher, and student meet in a 3-way conference to discuss them. Once the student has marked the evaluations as reviewed, they are routed on to the coordinator for his/her review. The Summative Evaluations are then routed to the Education Services Office for final review and acceptance. Additional routing information is shown below.

The student, field supervisor, cooperating teacher, and coordinator may access the evaluations at any time and print them by using the Print Evaluation button located at the bottom of the page. They may also turn the evaluation into a PDF using the browser's print function.

Routing Information

- For Formative Assessments only, the student will submit their self-evaluation first. This assessment will automatically be viewable to the University Field Supervisor and the Cooperating Teacher. The University Field Supervisor will not need to mark it as viewable for the Cooperating Teacher and University Field Supervisor to be able to view it.
- Field supervisors and cooperating teachers submit individual evaluations for their student(s). If the student submitted a self-evaluation, the field supervisor and cooperating teacher can view that evaluation first. A date for each evaluation appears in the Submitted On column. His/her name will be listed in the Author column with the code (UF) for University Field Supervisor or (CT) for Cooperating Teacher.
- The field supervisor will need to mark the CT and UF evaluations as viewable in order for the student to see them. Once both evaluations are marked as viewable, the other evaluator and the student can view them both.
- The field supervisor, cooperating teacher, and student meet in a 3-way conference to discuss the evaluations. The student logs in to the system and marks the evaluations as being reviewed. A date appears in the Reviewed On column.
- The evaluations are routed to the coordinator who reviews them and submits his/her approval. A date appears in the Approved On column. This is the final step in the Formative Assessment process. Unlike the final student teaching Summative Assessments, the Education Services Office **does not** need to give the evaluations a final review or officially accept them.

Notification E-mails

- **Field Supervisor or Cooperating Teacher Submits Evaluation:** notification sent to Field Supervisor
- **Student Reviews Evaluation:** notification sent to Coordinator
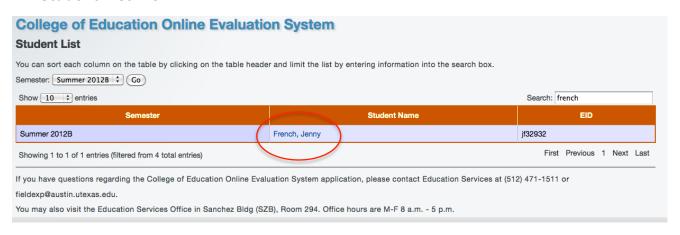- **Evaluation Changed by Coordinator:** notification sent to student and the author of the evaluation

Steps for Submitting an Evaluation

Getting Started

You will receive an email from our office letting you know that your students have been loaded into the system. A similar email will be sent to the cooperating teachers you are working with. Instructions will be attached to the email. As a rule, the system will default to the semester where your students will be listed. On some occasions, if the student has more than one placement, you will need to change the semester in the "semester drop down" menu. If this is the case, it will be noted in the email that you receive.

- When you log in, you will see a list of your students. Click on the name of the student you want to evaluate.

- On the Student View underneath the Evaluations heading, click on Create Evaluation. (If you have already created an evaluation, you will get an alert that says "An evaluation already exists for this student.")

- On the Create View, enter the grade, subject, and field placement setting. Then, first click on the assessment form you want to use; next click the Create/Update button.

- The evaluation will be created and you will be taken to the first cluster where you will rate each behavior/component using the drop-down menus located on the right.
  - *Helpful Hint:* Once you select a rating for the first behavior, you may use the tab button to go to the next behavior. You can also automatically select a rating by typing the first letter of the rating. For example, typing "C" will automatically select Competence.

- At the bottom of each Cluster page is a text box to enter supporting evidence for the overall ratings entered for the cluster. This text box is a required field and must contain at least 100 characters, but no more than 4000 characters.
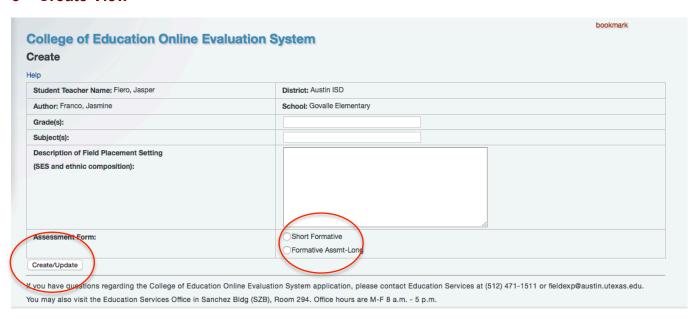
1 – Student List View

2 - Student View

TEST CoE Online Evaluation System

View Student

Semester	Spring 2014
Name	Stolpa, James
EID	stolpajc
Program Name	Test Program
Coordinator Name	Coeeval, Coordinator
Co-Coordinator Name	Coeeval, Co-Coordinator
Facilitator Name	Coeeval, Facilitator
Teacher Name	Coeeval, Teacher
District	Test ISD
Campus	Test Campus

Evaluations

Create Evaluation

3 – Create View

bookmark

College of Education Online Evaluation System

Create

Help

Student Teacher Name: Fiero, Jasper	**District:** Austin ISD
Author: Franco, Jasmine	**School:** Govalle Elementary
Grade(s):	
Subject(s):	
Description of Field Placement Setting **(SES and ethnic composition):**	
Assessment Form:	○ Short Formative ○ Formative Assmt-Long

Create/Update

If you have questions regarding the College of Education Online Evaluation System application, please contact Education Services at (512) 471-1511 or fieldexp@austin.utexas.edu.

You may also visit the Education Services Office in Sanchez Bldg (SZB), Room 294. Office hours are M-F 8 a.m. - 5 p.m.

4 – Cluster View

5 – Supporting Evidence Box

IMPORTANT: Supporting Evidence Box

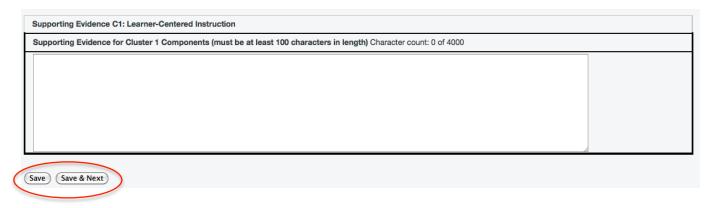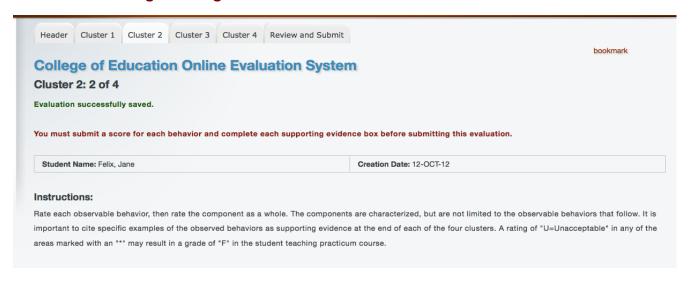- **Cut and Paste** – If you cut and paste text from a Word document into the Supporting Evidence box rather than type it, be sure to take out any special characters (e.g. accent marks, quotation marks, apostrophes, ellipses, etc.) before you paste. The system does not recognize these characters when they are pasted into the box so it will reject the text when you try to save. **The box will appear empty and you'll see an alert saying the information is missing. If you have also typed text directly into the box, you will also lose all of that text**. After you paste the text without the special characters, you can type them back in. If you continue to have problems with cut and paste, e-mail the text you are trying to paste to Education Services at fieldexp@austin.utexas.edu and an admin will enter the text for you. **We strongly encourage you not to combine entering text directly into the box with cutting and pasting from Word.**

Moving Through the Evaluation

- **Page Options** - At the bottom of the page, there are several options for saving your entries and moving through the evaluation:
    - *Save* – saves your entries and remains on the same page
    - *Save & Next* – saves your entries and moves to the next page of the evaluation
    - *Disregard & Previous* – does not save your entries and takes you back to the previous page of the evaluation
- **UT Direct Time-Out** – The UT Direct system that houses the Online Evaluation System has a 30-minute time-out security feature. If it's been 30 minutes since you've logged in and you click on a link or button to go to another page, the system will prompt you to log back in. This time-out feature may result in some of your entries not being saved. We suggest using the Save button at the bottom of the page if you are spending a lot of time on a particular cluster so that your entries are not lost if the time-out occurs.
- **Page Alerts** – You may continue through the evaluation without entering ratings for all of the behaviors or completing the Support Evidence box in case you want to come back to them later. The system will alert you, though, that information is missing by putting an alert at the top of the next Cluster page. You can always go back to the previous Cluster by clicking on the appropriate tab at the top of the page. If you update the missing information, be sure to hit Save or Save & Next.
- **Under Component 4c**: Adheres to the Texas Code of Ethics for Teachers as Evidenced in University classes and field placements – There must be a rating here other than Not Applicable.
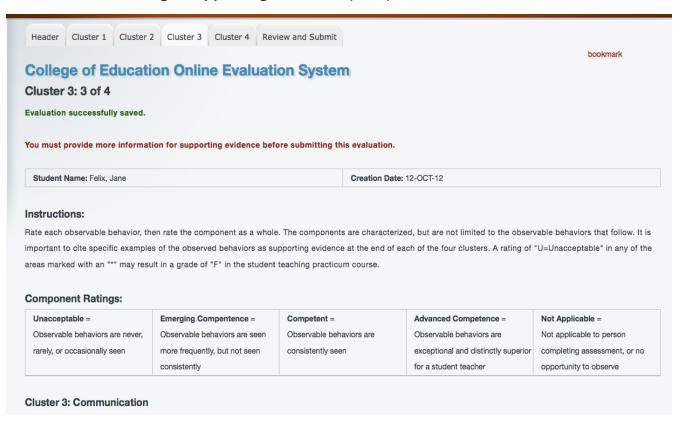
Evaluation Alerts

ALERTS – Missing a Rating

ALERTS – Not Enough Supporting Evidence (counter)

Component 2d: Offers equitable learning opportunities to all students regardless of race, sexual orientation, gender, religion, cultural and linguistic background, or disability	
*Provides all students an equal opportunity to learn regardless of cultural and linguistic background, economic status, gender, sexual orientation, ethnicity, religion, physical and personal attributes, and disabilities	Competent
Designs classroom instruction to take advantage of classroom diversity to maximize learning for all students	Competent
Identifies and fosters the strengths of each student, enabling all to reach their maximum potential	Competent
Demonstrates awareness of activities or behaviors that might be discriminatory and works to improve the situation	Competent
OVERALL COMPONENT 2D RATING	Competent

Supporting Evidence C2: Classroom Environment

Supporting Evidence for Cluster 2 Components (must be at least 100 characters in length) Character count: 62 of 4000

Supporting evidence for cluster 1 components goes in this box.

(Disregard & Previous) (Save) (Save & Next)

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ALERTS – Not Enough Supporting Evidence (alert)

| Header | Cluster 1 | Cluster 2 | Cluster 3 | Cluster 4 | Review and Submit |

bookmark

College of Education Online Evaluation System

Cluster 3: 3 of 4

Evaluation successfully saved.

You must provide more information for supporting evidence before submitting this evaluation.

Student Name: Felix, Jane	Creation Date: 12-OCT-12

Instructions:

Rate each observable behavior, then rate the component as a whole. The components are characterized, but are not limited to the observable behaviors that follow. It is important to cite specific examples of the observed behaviors as supporting evidence at the end of each of the four clusters. A rating of "U=Unacceptable" in any of the areas marked with an "*" may result in a grade of "F" in the student teaching practicum course.

Component Ratings:

Unacceptable =	Emerging Competence =	Competent =	Advanced Competence =	Not Applicable =
Observable behaviors are never, rarely, or occasionally seen	Observable behaviors are seen more frequently, but not seen consistently	Observable behaviors are consistently seen	Observable behaviors are exceptional and distinctly superior for a student teacher	Not applicable to person completing assessment, or no opportunity to observe

Cluster 3: Communication

ALERTS – Too Much Supporting Evidence (counter)

Component 2d: Offers equitable learning opportunities to all students regardless of race, sexual orientation, gender, religion, cultural and linguistic background, or disability

*Provides all students an equal opportunity to learn regardless of cultural and linguistic background, economic status, gender, sexual orientation, ethnicity, religion, physical and personal attributes, and disabilities	Competent
Designs classroom instruction to take advantage of classroom diversity to maximize learning for all students	Competent
Identifies and fosters the strengths of each student, enabling all to reach their maximum potential	Competent
Demonstrates awareness of activities or behaviors that might be discriminatory and works to improve the situation	Competent
OVERALL COMPONENT 2D RATING	Competent

Supporting Evidence C2: Classroom Environment

Supporting Evidence for Cluster 2 Components (must be at least 100 characters in length) Character count: 4013 of 4000

accepted.Supporting evidence for cluster 1 components goes in this box and should be sufficient length in order to be accepted.Supporting evidence for cluster 1 components goes in this box and should be sufficient length in order to be accepted.Supporting evidence for cluster 1 components goes in this box and should be sufficient length in order to be accepted.Supporting evidence for cluster 1 components goes in this box and should be sufficient length in order to be accepted.Supporting evidence for cluster 1 components goes in this box and should be sufficient length in order to be accepted.Supporting evidence for cluster 1 components goes in this box and should be sufficient length in order to be accepted.Supporting evidence for cluster 1 components goes in this box and should be sufficient length in order to be accepted.Supporting evidence for cluster 1 components goes in this box and should be sufficient length in order to be accepted.Supporting evidence for cluster 1 components goes in this box and should be sufficient length in order to be accepted.

[Disregard & Previous] [Save] [Save & Next]

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ALERTS – Too Much Supporting Evidence (alert)

| Header | Cluster 1 | Cluster 2 | Cluster 3 | Cluster 4 | Review and Submit |

bookmark

College of Education Online Evaluation System
Cluster 2: 2 of 4

Evaluation successfully saved.

The information you provided for supporting evidence was more than 4000 characters, please review your information and correct it if needed.

Student Name: French, Jenny	**Creation Date:** 29-OCT-12

Instructions:

Rate each observable behavior, then rate the component as a whole. The components are characterized, but are not limited to the observable behaviors that follow. It is important to cite specific examples of the observed behaviors as supporting evidence at the end of each of the four clusters. A rating of "U=Unacceptable" in any of the areas marked with an "*" may result in a grade of "F" in the student teaching practicum course.

Component Ratings:

Unacceptable =	Emerging Competence =	Competent =	Advanced Competence =	Not Applicable =
Observable behaviors are never, rarely, or occasionally seen	Observable behaviors are seen more frequently, but not seen consistently	Observable behaviors are consistently seen	Observable behaviors are exceptional and distinctly superior for a student teacher	Not applicable to person completing assessment, or no opportunity to observe

Finishing the Evaluation

- **Reviewing the Evaluation** - Once you've completed the evaluation, use the Review and Submit tab to look over the entire evaluation before submitting it.
- **Missing Information** - If you are missing any ratings or text in the Supporting Evidence boxes, you will get an alert at the top of the page telling you to "Please correct all of the errors on this form before submitting it." (The system will not allow you to submit an evaluation with missing information.)
  - If you had any missing ratings or text in the Supporting Evidence boxes, you will see "Missing score." listed in red for that rating or Supporting Evidence box.
  - If you did not have enough text listed in the Supporting Evidence box, you will see an alert saying "You must provide more information for supporting evidence before submitting this evaluation."
  - If you had too much text listed in the Supporting Evidence box, the text will be cut off at the 4000th character. You should go back to that Supporting Evidence box and edit the text for clarification.
- **Submitting the Evaluation** – When you're ready to submit your evaluation and route it forward, click the Submit button at the bottom of the page. Once the evaluation is submitted, it cannot be changed. (If changes are needed, you'll need to contact the Education Services Office.)

ALERTS – Missing Information on Review & Submit Page

Instructions:

Rate each observable behavior, then rate the component as a whole. The components are characterized, but are not limited to the observable behaviors that follow. It is important to cite specific examples of the observed behaviors as supporting evidence at the end of each of the four clusters. A rating of "U=Unacceptable" in any of the areas marked with an "*" may result in a grade of "F" in the student teaching practicum course.

Component Ratings:

Unacceptable =	Emerging Competence =	Competent =	Advanced Competence =	Not Applicable =
Observable behaviors are never, rarely, or occasionally seen	Observable behaviors are seen more frequently, but not seen consistently	Observable behaviors are consistently seen	Observable behaviors are exceptional and distinctly superior for a student teacher	Not applicable to person completing assessment, or no opportunity to observe

Cluster 1: Learner-Centered Instruction

* A rating of "Unacceptable" in any of the areas marked with an "*" may result in a grade of "F" in the student teaching practicum course.

Component 1a: Demonstrates knowledge of content that leads to high levels of learning

Demonstrates knowledge and understanding of the subject taught	**Missing score.**
Makes content connections across the curriculum	Competent
Identifies important background knowledge	Competent
Identifies important vocabulary	Competent
OVERALL COMPONENT 1A RATING	**Competent**

Component 1b: Demonstrates knowledge of students

Demonstrates knowledge and appreciation of students' varying skills, approaches to learning, and cultural and linguistic heritages	Competent
Uses developmentally appropriate practices	Competent

Supporting Evidence C2: Classroom Environment

Supporting Evidence for Cluster 2 Components (must be at least 100 characters in length)
Supporting evidence for cluster 1 components goes in this box. **You must provide more information for supporting evidence before submitting this evaluation.**

Cluster 3: Communication

* A rating of "Unacceptable" in any of the areas marked with an "*" may result in a grade of "F" in the student teaching practicum course.

Component 3a: Communicates with students

*Communicates clearly and accurately, orally, and in writing	Competent

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Header	Cluster 1	Cluster 2	Cluster 3	Cluster 4	Review and Submit

bookmark

College of Education Online Evaluation System
View

Please correct all of the errors on this form before submitting it.

The University of Texas at Austin

College of Education

Student Teacher Summative Assessment

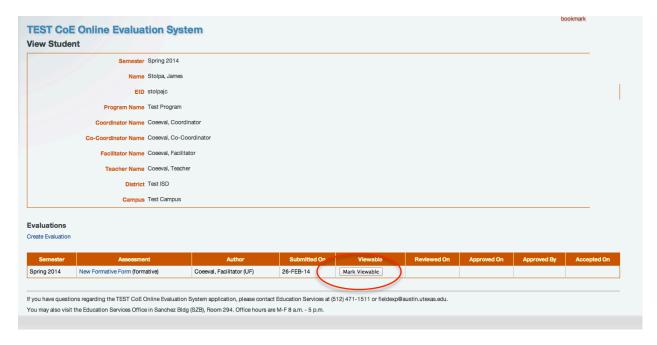| **Student Name:** Felix, Jane	
Semester: Fall 2012	
Author: Fuego, Jill - Cooperating Teacher	**District:** AISD
	School: Davis Elementary

Extra Comments Box at the End

- Compared to the Summative Evaluation, there is an added box at the end of the Long Formative, and there are two extra boxes at the end of the Short Formative. Any extra boxes must be filled out. The comments box that appears on both formatives is inserted here. In the example here the text in the box says "None provided", but where it says "Set two professional performance goals:" you will need to insert 100 to 4000 characters of text.

Supporting Evidence C4: Professionalism

Supporting Evidence for Cluster 4 Components (must be at least 100 characters in length)
Missing score.

Comments: Goals and objectives.

Set two professional performance goals:
None provided.

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Finalized Evaluation

• When an evaluation has gone through the entire submission process, you will see dates/information listed in all of the columns on the Student View.

For Further Help

If you have any questions about using this system or the evaluation process, please contact the Education Services Office at (512) 471-1511 or e-mail Mary Ann Gustafson at: redset@austin.utexas.edu.