

New Formative Assessment Online Evaluation System (OES) Instructions

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 evaluations for students in the Professional Development Sequence (PDS) in the College of Education. The system has been used for the student teaching final Summative Assessment. Now, the same system can be used for both short and long Formative Assessments, and can be used either at the midterm of the semester or at the end of the semester (generally, for the intern semesters prior to student teaching). The student will do the evaluation first, allowing them to reflect on their own work. Both the field supervisor and cooperating teacher submit an evaluation for the student, having viewed the student's own evaluation. 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 both evaluations are submitted, the field supervisor, cooperating teacher, and student meet in a 3-way conference to discuss them. After this, 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 send them electronically by turning the evaluation into a PDF using the browser's print function.

Formative Assessment

Like the Summative Assessment, 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.

Routing Information

- First the student submits a Formative Assessment. 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.
- The field supervisor 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 University field supervisor 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 both of them.
- 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

- When you log in, you will see a list of online evaluations that you have done in previous semesters, if there are any.
- To create an evaluation of yourself, click on “Create Self Evaluation” in the left-hand margin.
- The next screen will ask you which semester you want to do your evaluation for. This will vary depending on which program you are in. Please check with the Program Coordinator of Education Services to make sure you are using the correct semester. Choose the correct semester and click “Go”.
- On the Create View, enter the grade and subject of the field placement setting. Then choose the assessment form you want to use on the drop-down menu underneath the big box on the right, and 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 – Create the Self-Evaluation

TEST CoE Online Evaluation System
Evaluations

You can sort each column on the table by clicking on the table header and limit the list by entering information into the search box.

Show 10 entries Search:

Semester	Assessment	Facilitator	Author	Submitted On	Reviewed On	Approved On	Approved By	Accepted On
Fall 2012	test formative 2 (formative)	Cody, John	Coeval, Student	2013-11-11				
TEST Fall 2013 Semester	New Formative Form (formative)	Facilitator, Jane	Coeval, Student					

Showing 1 to 2 of 2 entries First Previous 1 Next Last

2 – Choose Semester

TEST CoE Online Evaluation System
Choose Semester:

Choose the semester that you need to fill out your self evaluation for

Semester:

3 – Create View

TEST CoE Online Evaluation System
Create

Student Teacher Name: Coeval, Student	District: Test ISD
Author: Coeval, Student	School: Test Campus
Grade(s): <input type="text"/>	
Subject(s): <input type="text"/>	
Assessment Form: <input type="text" value="New Formative Form"/>	
<input type="button" value="Create/Update"/>	

4 – Cluster View

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

bookmark

TEST CoE Online Evaluation System

Cluster 1: 1 of 4

Student Name: Stolpa, James Creation Date: 25-FEB-14

Instructions:
Fill this whole thing out.

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

* Doing well in these areas is essential for all students. Receiving a "Unacceptable" in any of them is of major concern and improvement in that area will be an automatic goal to address and improve upon early in the following semester.s field placement. A rating of "Unacceptable" in any of the areas marked with an "*" may result in immediate termination from the PDS.

Component 1a: Demonstrates knowledge of content that leads to high levels of learning	
Demonstrates knowledge and understanding of the subject taught	Select One ▾
Makes content connections across the curriculum	Select One ▾
Identifies important background knowledge	Select One ▾
Identifies important vocabulary	Select One ▾
OVERALL COMPONENT 1A RATING	Select One ▾

5 – Supporting Evidence Box

Supporting Evidence C1: Learner-Centered Instruction

Supporting Evidence for Cluster 1 Components (must be at least 100 characters in length) Character count: 0 of 4000

Save Save & Next

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 or No Observation.

Evaluation Alerts

ALERTS – Missing a Rating

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.

You must submit a score for each behavior and complete each supporting evidence box before submitting this evaluation.

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

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.

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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.

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
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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.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 = Observable behaviors are never, rarely, or occasionally seen	Emerging Competence = Observable behaviors are seen more frequently, but not seen consistently	Competent = Observable behaviors are consistently seen	Advanced Competence = Observable behaviors are exceptional and distinctly superior for a student teacher	Not Applicable = Not applicable to person completing assessment, or no opportunity to observe
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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 forwards, 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. <div style="border: 1px solid black; padding: 2px; display: inline-block; border-radius: 10px;"> Set two professional performance goals: </div> 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.

bookmark

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

Semester	Assessment	Author	Submitted On	Viewable	Reviewed On	Approved On	Approved By	Accepted On
Spring 2014	New Formative Form (formative)	Coeval, Facilitator (JF)	26-FEB-14	Mark Viewable				

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 Dena Wagner at denaw@austin.utexas.edu.