



Notes for Student Teacher Mentors

July 8, 2021

Evaluations/Rubrics/Observations

1. Mentor teachers will receive an email from *Standard for Success* that looks like the screenshot below. a. Please note the message from the requestor (which is the student teacher's faculty supervisor). The Education Department requires COMMENTS for every item evaluated. Evaluations submitted without comments will not be accepted by the Supervisor, because we need this information to help the student teacher.

b. Click on the blue link to enter the SFS Portal



2. On the next screen you will begin by confirming your Evaluator Information – please note the items listed on this page before clicking the SUBMIT TO BEGIN OBSERVATION button

Standard For Success - Guest Evaluator Portal	
HOME LOGOUT	
	Zoom In / Zoom Out
Welcome!	
Cheryl Torline of Hanover College requested that you evaluate DP3student Sandbox.	
Please begin by filling out the form below	
 Upon submitting the form you will be given access to the observation. 	
 Within the observation there is a 'tutorial' link available that will allow you to familiarize yourself with the observation. 	ion process and allow you to experiment with a 'test'
 Once you complete the observation you will no longer be able to access it. 	
 The evaluatee and administrators will have immediate access to this observation when it is complete. 	
 The evaluatee and administrators will be notified by email in their early morning daily email. 	
First Name Chervl	
Cher yi	
Last Name	
Torline	
Position	
Organization	
Contact Email	
cjtorline@gmail.com	
cjtorline@gmail.com	

3. On this page be sure to click the button marked TUTORIAL (circled in RED in the screenshot) as this is an interactive sample observation document that allows you to get familiar with the system. You can also use the email button to get help from *Standard for Success*.

The screenshot below shows an actual evaluation rubric. Simply click on the desired score box to select it and that item becomes highlighted as well as being pinned to the comments section. REMEMBER THAT COMMENTS ARE NEEDED FOR EACH SCORE GIVEN!

There is an area at the bottom to allow the evaluator to upload a document, etc. However, the Evaluation/Observation MUST be scoreD within the SFS portal. The upload could be a copy of an email or other documentation of conversation you have had with the student teacher.

C Standard For Success - Guest Evaluator Portal					
HOME LOGOUT					
				Zoom In / Zoom Out	
DP3student Sandbox Hanover College					
Message from Cheryl Torline:					
Sava Obsentation				Tutorial Email Us	
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B I U = 📾 🛱 🛱 Size - 🔀	Communication Ability of Candidate			hide/show 🖆	
This IID comments section will become available when you choose a scoring box (highlighted on the rubric). The mentor teacher must enter their comments on why this score was chosen as required by the EPP]	1.1 Reading, Writing and Oral Language: Candidate demonstrates a high level of knowledge of English language arts in spoken and written communication.				
	Highly Effective	Effective	Developing	Not Effective	
	Candidate models excellent nearly perfect written and oral communication skills on a consistent basis-effective use of grammar, sentence structure, and composition.	Candidate makes one consistent error when speaking and/or writing and is improving on that pattern.	Candidate makes one or two consistent errors when speaking and/or writing and is making little improvement in these skills.	Frequent mistakes in both written and spoken language; language use is not improving after feedback given.	
	Computances Elementaria Education Castron Resultation for Instantian				
	Competence Leave Arts - Reading				
		577 V			
	Highly Effective	Effective	Developing	Not Effective	
	Candidate could easily explain ELA concepts in clear and accurate manner with numerous examples and connections to other subjects and the real world	Candidate could consistently explain information in clear and accurate manner; is able to describe ELA concepts in own words; book used as resource	Candidate could teach ELA concepts relying heavily on resources and /or cannot personally explain or answer questions	Candidate presents inaccurate ELA information with personal misconceptions about topic	
	2.2 English Language Arts - Writing				
	Highly Effective	Effective	Developing	Not Effective	
body p	Candidate could easily explain ELA concepts in clear and accurate manner with ormerous examples and consections to	Candidate could consistently explain information in clear and accurate mapper: is able to describe ELA concepts in own words:	Candidate could teach ELA concepts relying heavily on resources and (or cannot personally explain or answer questions	Candidate presents inaccurate ELA information with personal	
Emergency Restore from Local Save	other subjects and the real world	book used as resource	and for carried personally explored analysis questions	maconecptions served copie	
Attachments & Links Allowable Filetypes					
Click Here to Switch to Add Links Description					
250 characters Characters Inford Attachment	2.3 English Language Arts - Speaking/Listening				
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4. To save your work to return to later, click the green SAVE OBSERVATION button. Once you hit the SUBMIT button, the Observation form is sent to the Supervisor and no additional changes can be made to it although the evaluator may request a new Observation/Evaluation rubric to complete/correct.