



# STAGES

Supportive Tool for Assessing  
Growth in Educational Systems

**STAGES** (Supportive Tool for Assessing Growth in Educational Systems) is a comprehensive on-line tool for evaluating, reporting, and developing high quality educational systems. Developed by Saginaw Valley State University in cooperation with the Bay-Arenac ISD and supported by Zimco, Inc., this revolutionary web-based program is based on Charlotte Danielson's system for teacher evaluation. **STAGES** provides the link between record keeping, information reporting, and strategy development that has often been missing.


Login Here	
UserName:	<input type="text"/>
Password:	<input type="password"/>
<input type="button" value="Login Now !"/>	

You will receive an automated e-mail notification when it is time to complete your Self-Evaluation that reads:

“This notice is to inform you that you are to complete a self evaluation within the next 10 days. Log on to <https://www.stagessoftware.com> go to My Evaluations. Click on the current evaluation. Notice: DO NOT REPLY to this automatically generated e-mail. Contact your supervisor directly with questions.”

## Log In

1. Log in to STAGES on the internet at <http://login.stagessoftware.com> in the URL
2. Enter your Username and Password. Note: *The password field is case sensitive.*
3. If you do not have a Username and Password contact Human Resources.



# STAGES

Supportive Tool for Assessing Growth in Educational Systems

Welcome, **Will Rogers** | Logged in as Evaluatee Print | Logout

Dashboard
My Evaluations
My Profile

Before you begin the evaluation, click [My Profile](#) at the top center of the screen.

## User Profile

Dashboard
My Evaluations
My Profile

### User Profile

**My Profile**

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**Name**

First Name: **Will**      Last Name: **Rogers**

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**Information**

Evaluation Group: <input type="text" value="DemoHS--Demo High School"/>	Education Level: <input type="text" value="Masters"/>
School Type: <input type="text"/>	Grade(s): <input type="text"/>
Gender: <input type="text" value="Male"/>	Initial Certification University: <input type="text" value="Saginaw Valley State Univers"/>
Ethnicity: <input type="text" value="Afro American"/>	Certification: <input type="text"/>
Expected Level: <input type="text" value="Proficient"/>	<input type="checkbox"/> Trained Mentor
	<input type="checkbox"/> Tenured

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**Access**

Assigned Login Name: wrogers@demodistrict.org

Password:

Review the information on your individual profile for accuracy. Report any discrepancies to Human Resources via e-mail.

To change your password, click on [Change Password](#) at the bottom of the profile screen and follow prompts.

To begin the evaluation, click **My Evaluations** at the top right of the screen.

The screenshot shows the top section of the STAGES application. On the left is a logo with a person climbing a bar chart. The main header is blue with the text "STAGES Supportive Tool for Assessing Growth in Educational Systems". Below the header, a white bar displays the user's name "Will Rogers" and role "Evaluatee", along with "Print" and "Logout" buttons. A navigation menu below contains "Dashboard", "My Evaluations", and "My Profile" buttons. An arrow points from the text above to the "My Evaluations" button.

### My Evaluations

Name	Due Date	Open
Will Rogers	04/29/2009 (Current)	Open

Click the **Open** tab next to the most current date. (STAGES maintains a history file for all evaluations completed.)

Note: the **Open New Window** tab at the bottom of the screen allows the user to view their rubric in its entirety.

The screenshot shows a dialog box titled "Assigned Rubric Review". It contains the text "Review Descriptions and Ratings:" and an "Open New Window" button. An arrow points from the text above to this button.

- 1) To view completed observations, click the **View** tab to the right of the observations.


Welcome, **Jimmy Dean** | Logged in as Teacher

My Evaluations

My Profile

Logout

### EVALUATION INFO




	<b>Personnel Info:</b> Jimmy Dean	<b>Date</b>	<b>Action</b>
	Date Evaluation Due:	04/30/2009	

### SELF EVALUATION

	Self-Evaluation		<input type="button" value="Record"/>
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### OBSERVATIONS

All Due by: 6-17-2009

	Observation		Not Completed
	Observation		Locked
	Observation		Locked

- 1) Click the **Record** tab to complete the Self-Evaluation using the drop down bars.

## Individual Performance Evaluation

Self Evaluation for Rogers, Will

Cancel, Back to Checklist

Expected Level: Proficient

### Planning and Preparation

- |  |                      |
|--|----------------------|
| 1. <a href="#">Knowledge of Content</a>  | <input type="text"/> |
| 2. <a href="#">Knowledge of Students' Development and Skills</a>                                 | <input type="text"/> |
| 3. <a href="#">Knowledge of Students' Interests, Cultures, and Varied Approaches to Learning</a> | <input type="text"/> |
| 4. <a href="#">Selection of Instructional Goals and Reflection within the Lesson Plan Goals:</a> | <input type="text"/> |
| 5. <a href="#">Organization of Physical Space</a>  | <input type="text"/> |
| 6. <a href="#">Health and Safety Safety Procedures:</a>  | <input type="text"/> |

### Learning Environment

- |   |                      |
|---|----------------------|
| 7. <a href="#">Interaction with Students</a>                    | <input type="text"/> |
| 8. <a href="#">Student Interaction</a>                          | <input type="text"/> |
| 9. <a href="#">Student Groups</a>                               | <input type="text"/> |
| 10. <a href="#">Materials and Resources</a>                     | <input type="text"/> |
| 11. <a href="#">Expectations and Directions</a>                 | <input type="text"/> |
| 12. <a href="#">Monitoring and Response to Student Behavior</a> | <input type="text"/> |

### Instruction

- |   |                      |
|---|----------------------|
| 13. <a href="#">Oral and Written Language</a>       | <input type="text"/> |
| 14. <a href="#">Use of Resources</a>                | <input type="text"/> |
| 15. <a href="#">Use of Instructional Techniques</a> | <input type="text"/> |
| 16. <a href="#">Activities and Assignments</a>      | <input type="text"/> |
| 17. <a href="#">Flexibility and Responsiveness</a>  | <input type="text"/> |
| 18. <a href="#">Feedback to Students</a>            | <input type="text"/> |
| 19. <a href="#">Assessment of Student Learning</a>  | <input type="text"/> |

### Classroom Management/Program Standards

- |  |                      |
|--|----------------------|
| 20. <a href="#">Placement</a>                | <input type="text"/> |
| 21. <a href="#">Community Projects</a>       | <input type="text"/> |
| 22. <a href="#">Student Clubs</a>            | <input type="text"/> |
| 23. <a href="#">Advisory Committee</a>       | <input type="text"/> |
| 24. <a href="#">LEA</a>                      | <input type="text"/> |
| 25. <a href="#">Articulation</a>             | <input type="text"/> |
| 26. <a href="#">Certification</a>            | <input type="text"/> |
| 27. <a href="#">Career Center Committees</a> | <input type="text"/> |

28. <a href="#">Technology</a>	Proficient
29. <a href="#">Student Success Indicators</a>	Proficient
<b>Professional Responsibilities</b>	
30. <a href="#">Service to Students</a>	Exemplary
31. <a href="#">Service to Families</a>	Proficient
32. <a href="#">Service to District</a>	Proficient
33. <a href="#">Service to Profession</a>	Proficient
34. <a href="#">Service to Self</a>	Proficient
35. <a href="#">Maintain Confidentiality</a>	Proficient
36. <a href="#">Work successfully and positively with others</a>	Exemplary
<input type="button" value="Save"/>   <input type="button" value="Finished"/>	
<input type="button" value="Cancel, Back to Checklist"/>	

Click the **Save** tab at the bottom of the screen to save your work and continue at a later date.  
 Click on the **Finish** tab at the bottom of the screen to save your work and Finalize the Self-Evaluation.

- Dashboard
- My Evaluations
- My Profile

EVALUATION INFO			
594	<b>Personnel Info:</b> Will Rogers	<b>Date</b>	<b>Action</b>
	Date Evaluation Due:	04/29/2009	
SELF EVALUATION			
	Self-Evaluation	01/15/2010	<input type="button" value="View"/>
	Status: Not Released To Evaluator		<input type="button" value="Release"/>
OBSERVATIONS		All Due by: 4-16-2010	
	Observation 1	04/08/2009	Not Released
	Observation 2		Available
	Observation 3		Locked

- 1) Click the **Release** tab to release your Self-Evaluation to your Supervisor.  
Note: Once you have released the Self-Evaluation, you cannot un-release it.
- 2) Click the **View** Tab to the right of the Individual Performance Evaluation to view the performance evaluation.

## STAGES Assessment Report

### Performance Evaluation for: **Teacher Sally**

Expected Level: Proficient

#### Planning and Preparation

##### Underdeveloped

- Knowledge of Content and Pedagogy
- Organization of Physical Space

Score: 40% of Planning and Preparation -- 8.3% of Total Eval

##### Developing

- Knowledge of Students' Development and Skills

Score: 20% of Planning and Preparation -- 4.2% of Total Eval

##### Proficient

- Knowledge of Students as Individuals

Score: 20% of Planning and Preparation -- 4.2% of Total Eval

##### Exemplary

- Selection of Instructional Goals

Score: 20% of Planning and Preparation -- 4.2% of Total Eval

#### Learning Atmosphere

##### Developing

- Teacher to Student Interaction
- Materials and Resources
- Expectations and Directions

Score: 42.9% of Learning Atmosphere -- 12.5% of Total Eval

**Proficient**

- Student to Student Interaction
- Student Groups
- Transitions and Pacing
- Monitoring and Response to Student Behavior

Score: 57.1% of Learning Atmosphere -- 16.7% of Total Eval

**Instructional Delivery**

**Underdeveloped**

- Flexibility and Responsiveness
- Feedback to Students

Score: 28.6% of Instructional Delivery -- 8.3% of Total Eval

**Developing**

- Techniques for Questioning and Holding Discussion

Score: 14.3% of Instructional Delivery -- 4.2% of Total Eval

**Proficient**

- Activities and Assignments
- Assessment of Student Learning

Score: 28.6% of Instructional Delivery -- 8.3% of Total Eval

**Exemplary**

- Oral and Written Communication
- Use of Resources

Score: 28.6% of Instructional Delivery -- 8.3% of Total Eval

**Professional Service**

**Underdeveloped**

- Service to Families

Score: 20% of Professional Service -- 4.2% of Total Eval

**Developing**

- Service to Self

Score: 20% of Professional Service -- 4.2% of Total Eval

**Proficient**

- Service to District
- Service to Profession

Score: 40% of Professional Service -- 8.3% of Total Eval

**Exemplary**




- Service to Students

Score: 20% of Professional Service -- 4.2% of Total Eval

**Total Score:**

<b>Exemplary:</b>	16.7%
<b>Proficient:</b>	37.5%
<b>Developing:</b>	25%
<b>Underdeveloped:</b>	20.8%

From the Self-Evaluation drop down rating selections, the information is automatically organized in this format for your Performance Evaluation.

EVALUATION			
	Individual Performance Evaluation	11/04/2009	<a href="#">View</a>
	Individual Development Plan	11/04/2009	<a href="#">Edit</a>
	Set Goals	08/05/2009	<a href="#">Edit</a>

To view/add comments to your Individual Development Plan (IDP), click the **View** tab to the right of Individual Development Plan.

Reports - Windows Internet Explorer  
 https://zbs.zimco.net/program/stages-demo/evaluatree\_report.php  
 File Edit View Favorites Tools Help  
 Reports

Print Close

**Individual Development Plan: Jimmy Dean**  
 Expected Level: Developing

Knowledge of Content **Meets Expected Level** **Expected Level:** Displays little understanding of important prerequisite knowledge. Makes content errors. Uses poor examples. Conveys a negative attitude. Communicates that the content is not important.

[Objectives for Growth/Goals/Comments](#)

The following comments were added by: jdean@demodistrict.org on February 12, 2010 03:57 PM  
 this is a sample

Knowledge of Students' Development and Skills **Meets Expected Level** **Expected Level:** Displays general knowledge of developmental characteristics or student skills/knowledge, but only displays this knowledge as it pertains to the whole class.

[Objectives for Growth/Goals/Comments](#)

Knowledge of Students' Interests, Cultures, and Varied Approaches to Learning **Meets Expected Level** **Expected Level:** Displays general understanding of student interests or cultural heritage. Demonstrates basic knowledge of different approaches to learning, but views the class as a whole.

[Objectives for Growth/Goals/Comments](#)

Selection of Instructional Goals and Reflection within the Lesson Plan Goals: **Exceeds Expected Level** **Expected Level:** Are moderately clear or suitable for most students, represent moderately valuable expectations. Allow for some assessment. Reflect several types of learning with no effort at content integration.

[Objectives for Growth/Goals/Comments](#)

Organization of Physical Space **Exceeds Expected Level** **Expected Level:** Is suitable and accessible for some learning activities.

[Objectives for Growth/Goals/Comments](#)

Health and Safety Safety Procedures: **Meets Expected Level** **Expected Level:** Exist, but no evidence of review or utilization.

[Objectives for Growth/Goals/Comments](#)

Interaction with Students **Exceeds Expected Level** **Expected Level:** Interactions with students are generally appropriate, but may reflect occasional inconsistencies, favoritism or disregard for students'

The figure below is an example of the IDP. To add comments, click directly on the words **Objectives for Growth/Comments.** =

Click the **Close** Button box in the top-most right corner of THIS screen to get back to the Evaluation Information menu.

[Print](#) [Close](#)

### Individual Development Plan: Jimmy Dean

Expected Level: Developing

Knowledge of Content	<b><u>Meets Expected Level</u></b>	<b>Expected Level:</b> Displays little understanding of important prerequisite knowledge. Makes content errors. Uses poor examples. Conveys a negative content is not important.
<div style="border: 1px solid black; padding: 5px; display: flex; align-items: center;"> <a href="#">Objectives for Growth/Goals/Comments</a> <span style="margin-left: 10px; font-size: 2em; color: red;">←</span> <div style="border: 1px solid black; padding: 5px; margin-left: 10px; flex-grow: 1;">                     To add comments, click directly on the words <b>Objectives for Growth/Comments.</b> </div> </div>		
The following comments were added by: jdean@demodistrict.org on February 12, 2010 03:57 PM this is a sample		
Knowledge of Students' Development and Skills	<b><u>Meets Expected Level</u></b>	<b>Expected Level:</b> Displays general knowledge of developmental characteristics or student skills/knowledge, but only displays this knowledge as it pertains to the whole class.
<a href="#">Objectives for Growth/Goals/Comments</a>		
Knowledge of Students' Interests, Cultures, and Varied Approaches to Learning	<b><u>Meets Expected Level</u></b>	<b>Expected Level:</b> Displays general understanding of student interests or cultural heritage. Demonstrates basic knowledge of different approaches to learning, but views the class as a whole.
<a href="#">Objectives for Growth/Goals/Comments</a>		
Selection of Instructional Goals and Reflection within the Lesson Plan Goals:	<b><u>Exceeds Expected Level</u></b>	<b>Expected Level:</b> Are moderately clear or suitable for most students, represent moderately valuable expectations. Allow for some assessment. Reflect several types of learning with no effort at content integration.
<a href="#">Objectives for Growth/Goals/Comments</a>		
Organization of Physical Space	<b><u>Exceeds Expected Level</u></b>	<b>Expected Level:</b> is suitable and accessible for some learning activities.
<a href="#">Objectives for Growth/Goals/Comments</a>		
Articulation	<b><u>Meets Expected Level</u></b>	<b>Expected Level:</b> Teacher pursues articulation agreements with colleges or not applicable. Articulation agreements are not applicable at this time.
<a href="#">Objectives for Growth/Goals/Comments</a>		
Certification	<b><u>Meets Expected Level</u></b>	<b>Expected Level:</b> Teacher has integrated the certification objectives into the curriculum. Teacher and students meet all certification criteria that is available and test for certification. Certification not applicable at this time.
<a href="#">Objectives for Growth/Goals/Comments</a>		
Building Specific Committees	<b><u>Meets Expected Level</u></b>	<b>Expected Level:</b> Teacher displays a general understanding of his/her add value to our Building committees and the importance of committee work to the success of our School. Teacher is minimally involved in Building committees. Involvement in committees is non-active or limited to a participation status.
<a href="#">Objectives for Growth/Goals/Comments</a>		
Technology	<b><u>Exceeds Expected Level</u></b>	<b>Expected Level:</b> Teacher displays a general understanding of the importance of technology in his/her classroom. Teacher demonstrates a basic understanding of technology and computer applications. Some attempts to integrate technology applications into the curriculum are being made.
<a href="#">Objectives for Growth/Goals/Comments</a>		
Student Success Indicators	<b><u>Exceeds Expected Level</u></b>	<b>Expected Level:</b> Teacher has general understanding of Student Success program. Promotes some of the Student Success Indicators with students throughout the year.
<a href="#">Objectives for Growth/Goals/Comments</a>		

IDP Finished

## Objective Editor

### Learning Environment Expectations and Directions




This is a place for comments |

Enter your comments in the text area to the left, then click the "Next" button to proceed.

Next >>

Follow the instructions to add your comments and click the NEXT button.

Note: It is not necessary to add comments to each objective.

EVALUATION			
	Individual Performance Evaluation	11/04/2009	<input type="button" value="View"/>
	Individual Development Plan	11/04/2009	<input type="button" value="Edit"/>
	Set Goals	08/05/2009	<input type="button" value="Edit"/>

Click the **Edit** tab to the right of Goals to review the goals.

## Goals

Complete the [Projected Activities](#), [Expected Outcome](#), [Timelines](#), and [Progress Indicator](#).

Click the **Add This New Goal** button once you have completed Goal 1.


Space will appear for Goal 2 and so on each time you click the **Save** tab.

### Goals

SELECT \* FROM tblgoals WHERE evalwfid = '629' ORDER BY goalnum

 **Goal #1:** goal 1 - attend conference

Projected Activities	Expected Outcomes	Timelines	Progress Indicator
Attend one technology conference	Implement new technology for online systems in classroom	June 2010	Posted course online.

 **Add Goal 2**

To [change a goal or add information](#), click on the pencil icon next to the "Goal #" to be changed and make the changes. Click the **Update** tab once data has been entered.

Print Close

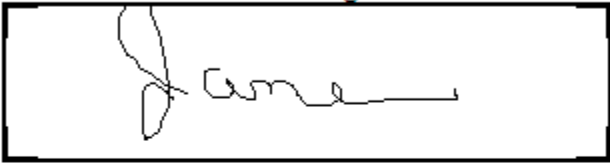

## Goals

Expected Outcomes	Timelines	Progress Indicator


Add This New Goal

Click the **Close button** to return to the Evaluation Process Checklist.

### SIGNATURES

✓	<p>Evaluatee Signature</p> <div style="border: 1px solid black; padding: 5px; text-align: center;">  </div>	
✓	<p>Evaluator Signature</p> <div style="border: 1px solid black; padding: 5px; text-align: center;">  </div>	<p>Finished</p> <p>Clear</p>

### NEXT EVALUATION DATE

	<p>Set Due Date for Next Evaluation</p>	<p>Set Date</p>
---	---	-----------------

An electronic signature is required to complete the evaluation. Use the mouse to sign the Evaluatee Signature and click the “Finished” button.

The Evaluation will not be entirely finished until both the Evaluatee and Evaluator have signed the form.

The Evaluator will set the “Date for the Next Evaluation” after both signatures have been finished.