

# **My Learning Plan Screen Shots**

## **Introduction Fall 2016**

1. User Guide
2. 3 Important Reminders:
  - a. Getting Back to Home Page
  - b. Saving
  - c. Submitting
3. Home Page
4. Self review
5. SLO
6. PPG
7. How to Use “Help”
8. Form Buttons
9. How to Acknowledge a Form

## Getting Started User Guide

Go to **mylearningplan.com** (Bookmark the site for easier access next time).

In the upper right hand corner is the **Registered User Login** box.

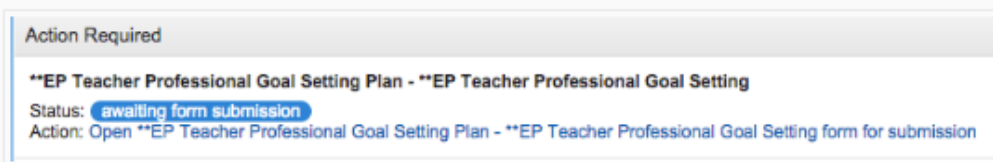
- Enter your default Username –**your district email address**
- Enter your default Password – **changeme** (Hint to do this immediately!)
- Click **LOGIN** button
- You will be prompted to create a new password. Input a new password and record for future use.

Click on the *Learning Plan* tab, you will notice 4 grey-highlighted categories:

- The **Scheduled Components** sub-section displays any forms that have been scheduled by your evaluator.
- The **Action Required** sub-section displays any forms that are awaiting your action, such as review, submit, and/or acknowledgement (your online signature).
- The **In Progress** sub-section displays any forms that have been initiated and are under way.
- The **Complete** sub-section displays any forms that have been completed along with the date and time that they were completed.

In the example below, you will see an **ACTION REQUIRED** item. In this example, the *Teacher Professional Goal Setting Plan* is listed with 2 important details about this form (status, and action).

The **STATUS** of each form is labeled in blue. It tells you what needs to be done or about the status of the form in the evaluation process. The **ACTION** requested is a “hot link” in blue. You can click on the “blue” link to open the form and take the requested action. A red exclamation point next to an item indicates an overdue form.



Action Required

**\*\*EP Teacher Professional Goal Setting Plan - \*\*EP Teacher Professional Goal Setting**

Status: [awaiting form submission](#)

Action: [Open \\*\\*EP Teacher Professional Goal Setting Plan - \\*\\*EP Teacher Professional Goal Setting form for submission](#)

When you click on the “blue” link to open a form, it will open in **new tab on your browser window**. You may now view, complete, edit, and/or take the required action needed.

Be sure to **SAVE your form by clicking the save button** on the bottom of the form. Click **SUBMIT only when you are ready to have your evaluator see your form**.

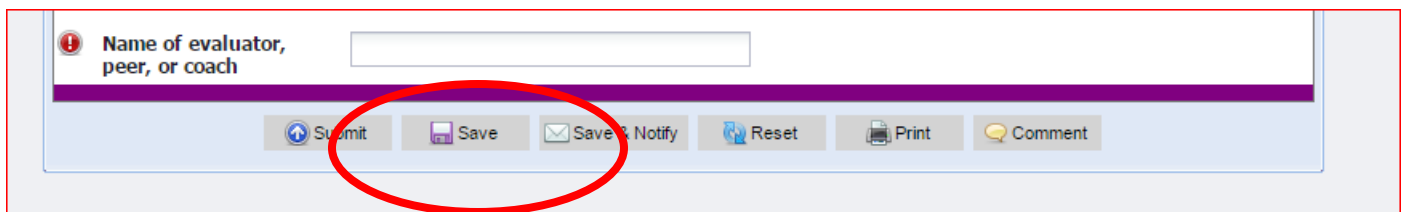
**To close out of the form** and return to main page, close this tab and click on the “My Learning Plan” tab in your browser to return to your main Learning Plan view.

**To close out of the program**, click the LOGOUT button on the main LearningPlan view located in the upper right hand corner just above the orange Learning Plan tab.

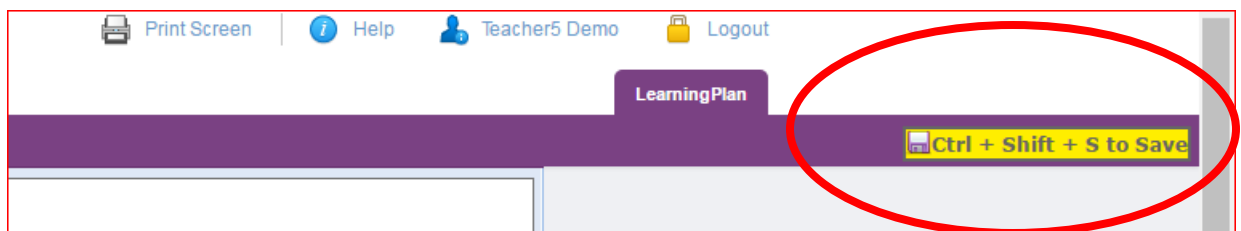
Choosing “ Learning Plan” will always get you back to your home page.



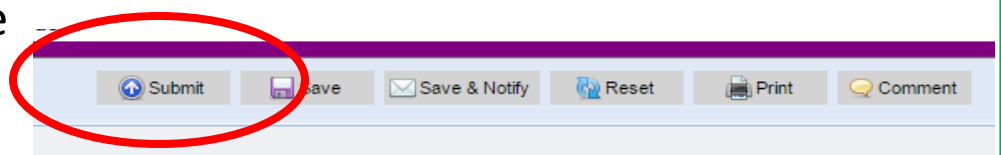
This is not like Google :  
You must **SAVE** your work.



OR



When you are finished with a form you must choose  
**Submit.**



Professional Development

- My Info
- My Evaluations
- My Personal Goals
- My File Library
- Course Catalogs
- CESA7 Catalog
- Account Options
- My User Profile
- Change Password

My Evaluation - Teacher5 Demo

Scheduled Components

None

Action Required

Teacher Self Review - Teacher Self-Review

Status: awaiting form submission

Due Date: 10/21/2016

Action: Open Teacher Self Review - Teacher Self-Review form for submission

Beginning-of-Interval SLO - Teacher Student Learning Objective (SLO)

Status: awaiting form submission

Due Date: 10/21/2016

Action: Open Beginning-of-Interval SLO - Teacher Student Learning Objective (SLO) form for submission

Mid-Interval Review SLO - Teacher Student Learning Objective (SLO)

Status: awaiting form submission

Action: Open Mid-Interval Review SLO - Teacher Student Learning Objective (SLO) form for submission

End-of-Interval Review SLO - Teacher Student Learning Objective (SLO)

Status: awaiting form submission

Action: Open End-of-Interval Review SLO - Teacher Student Learning Objective (SLO) form for submission

Beginning-of-the-Year PPG - Teacher Professional Practice Goal (PPG)

Status: awaiting form submission

Due Date: 10/21/2016

Action: Open Beginning-of-the-Year PPG - Teacher Professional Practice Goal (PPG) form for submission

Mid-Year Review PPG - Teacher Professional Practice Goal (PPG)

Status: awaiting form submission

Action: Open Mid-Year Review PPG - Teacher Professional Practice Goal (PPG) form for submission

End-of-Year Review PPG - Teacher Professional Practice Goal (PPG)

Status: awaiting form submission

Action: Open End-of-Year Review PPG - Teacher Professional Practice Goal (PPG) form for submission

Announced Observation Teacher Planning - Teacher Announced Observation

Status: awaiting form submission

Action: Open Announced Observation Teacher Planning - Teacher Announced Observation form for submission

Announced Observation Teacher Reflection - Teacher Announced Observation

Status: awaiting form submission

Action: Open Announced Observation Teacher Reflection - Teacher Announced Observation form for submission

Teacher End-of-Cycle Reflection - Teacher End-of-Cycle Summary

Status: awaiting form submission

Action: Open Teacher End-of-Cycle Reflection - Teacher End-of-Cycle Summary form for submission

In Progress

None

Complete

None

Home Page:

Scheduled Components:

Items scheduled by admin for specific day/time. (Announced Observation)

Action Required:

Your list of things that need to be done by the end of the year.

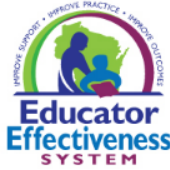
In Progress:

Forms or Activities that have been started but not completed/submitted.

Complete:

Items move from the "Action Required" section to the "Complete" section when they are done.

Your Action Required list will grow shorter as the year progresses.



## Teacher Self Review

**User Information**

Name: Teacher5 Demo Title:  
 Building: Durand Middle/High School Department: None  
 Grade: None Evaluation Type: Teacher - Summary Year  
 Assigned Administrator: Clouse, William Evaluation Cycle: 08/31/2016 - 08/30/2017  
 Saved By: N/A Date Submitted: Incomplete  
 Acknowledged By: N/A Date Acknowledged: Unacknowledged  
 Finalized By: N/A Date Finalized: Unfinalized

The self-review process allows teachers to reflect on their practice and prior evaluations to prepare for the development of their Educator Effectiveness Plan. Teachers are to review the Danielson Framework for Teaching, and score themselves on all 22 components. Teachers are encouraged to provide any rationale for the score on each component.

*Minimum requirement in the WI Model: 1 time at beginning of Summary Year*

### Domain 1: Planning & Preparation

#### Component 1a: Demonstrating Knowledge of Content and Pedagogy

- Critical Attributes:**
- 1 - The teacher makes content errors.
  - 1 - The teacher does not consider prerequisite relationships when planning.
  - 1 - The teacher's plans use inappropriate strategies for the discipline.
  - .
  - 2 - The teacher's understanding of the discipline is rudimentary.
  - 2 - The teacher's knowledge of prerequisite relationships is inaccurate or incomplete.
  - 2 - Lesson and unit plans use limited instructional strategies, and some are not suitable to the content.
  - .
  - 3 - The teacher can identify important concepts of the discipline and their relationships to one another.
  - 3 - The teacher provides clear explanations of the content.
  - 3 - The teacher answers students' questions accurately and provides feedback that furthers their learning.
  - 3 - Instructional strategies in unit and lesson plans are entirely suitable to the content.
  - 4 - The teacher cites intra- and interdisciplinary content relationships.
  - 4 - The teacher's plans demonstrate awareness of possible student misconceptions and how they can be addressed.
  - 4 - The teacher's plans reflect recent developments in content-related pedagogy.

#### Component 1a: Demonstrating Knowledge of Content and Pedagogy

Elements	1 - Unsatisfactory	2 - Basic	3 - Proficient	4 - Distinguished
<ul style="list-style-type: none"> <li>• Knowledge of content and the structure of the discipline;</li> <li>• Knowledge of prerequisite relationships;</li> <li>• Knowledge of content-related pedagogy.</li> </ul>	In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge.	The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates a	The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate	The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines.

either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.

supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.

with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.

solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.

[Enter Rationale](#)

All criteria must be selected

#### Component 4f: Showing Professionalism

- Critical Attributes:**
- 1 - The teacher is dishonest.
  - 1 - The teacher does not notice the needs of students.
  - 1 - The teacher engages in practices that are self-serving.
  - 1 - The teacher willfully rejects district regulations.
  - .
  - 2 - The teacher is honest.
  - 2 - The teacher notices the needs of students but is inconsistent in addressing them.
  - 2 - The teacher does not notice that some school practices result in poor conditions for students.
  - 2 - The teacher makes decisions professionally but on a limited basis.
  - 2 - The teacher complies with district regulations.
  - 3 - The teacher is honest and known for having high standards of integrity.
  - 3 - The teacher actively addresses student needs.
  - 3 - The teacher actively works to provide opportunities for student success.
  - 3 - The teacher willingly participates in team and departmental decision making.
  - 3 - The teacher complies completely with district regulations.
  - 4 - The teacher is considered a leader in terms of honesty, integrity, and confidentiality.
  - 4 - The teacher is highly proactive in serving students.
  - 4 - The teacher makes a concerted effort to ensure opportunities are available for all students to be successful.
  - 4 - The teacher takes a leadership role in team and departmental decision making.
  - 4 - The teacher takes a leadership role regarding district regulations.

#### Component 4f: Showing Professionalism

Elements	1 - Unsatisfactory	2 - Basic	3 - Proficient	4 - Distinguished
<ul style="list-style-type: none"> <li>• Integrity and ethical conduct;</li> <li>• Service to students;</li> <li>• Advocacy;</li> <li>• Decision making;</li> <li>• Compliance with school and district regulations</li> </ul>	The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations.	The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contribute to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.	The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.	The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.

[Enter Rationale](#)

All criteria must be selected

Submit Save Save & Notify Reset Print Comment

# Self Review

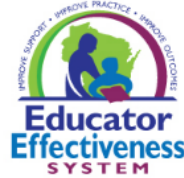
1. You must choose some of the checkboxes in each component.
2. Click on the text box of the rating to apply it. If you rate your self as proficient in a component, click on the proficient box. It will turn a color—that is how you know it is selected.
3. Save.
4. Submit when finished, by October 21.

## Important!

The red circle with white exclamation point indicates a required action. Form will not submit if not completed, you get an error message.

# SLO or SPO

[Show Submission History](#)



## Beginning-of-Interval SLO

### User Information

Name: Teacher5 Demo	Title:
Building: Durand Middle/High School	Department: None
Grade: None	Evaluation Type: Teacher - Summary Year
Assigned Administrator: Clouse, William	Evaluation Cycle: 09/31/2016 - 09/30/2017
Saved By: N/A	Date Submitted: Incomplete
Acknowledged By: N/A	Date Acknowledged: Unacknowledged
Finalized By: N/A	Date Finalized: Unfinalized

Using all available data and the prompts below, develop and record a Student Learning Objective (SLO). Data sources include, but are not limited to:

- Grade level data
- Benchmark data
- Historical data
- Schoolwide reading value-added
- Common assessments
- Graduation rate

Resource: [SLO & Outcome Summary Process & Scoring Guide](#)

Minimum of the WT Model: 1 SLO for each year of the Effectiveness Cycle

### Beginning-of-Interval SLO Reflection and Goal Setting Process

#### Baseline Data/Rationale

- What qualitative and quantitative sources(s) of data did you examine in selecting this SLO?
- Summarize trends and patterns found in the data.
- What issues related to student equity can be seen through the data review?

#### Baseline Data:

Rich text editor with toolbar and text area.

1. All questions need to be answered.
2. Wait with uploading artifact until we go over this.
3. You must indicate who you are collaborating with:

Summary Year/1st year; My Evaluator

Supporting Year: You write : PLC Team or a specific person.

4. Save
5. Submit when completed, by October 21.

\*If you want administrator to review prior to submitting, choose save and notify. You still need to submit after eval has commented if you choose this option.

## SLO Goal Statement (SMART Criteria)

Goal should be in SMART format. Specific, Measurable, Attainable, Results-based, Time-bound

Is each of these criteria included in your SLO goal statement?

- Specific
- Measurable
- Attainable
- Results-based
- Time-bound

SLO Goal Statement:

Rich text editor with toolbar and text area.

Educators are to meet, collaborate, and receive formative feedback throughout the goal process (beginning-of-interval, mid-interval review, and end-of-interval).

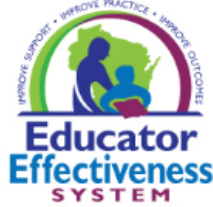
During this SLO interval, I am meeting and collaborating with

- my evaluator (Summary or Supporting Year)
- a peer or coach (Supporting Year)

Name of evaluator, peer, or coach

Submit | Save | Save & Notify | Reset | Print | Comment

Show Submission History



### Beginning-of-the-Year PPG

#### User Information

Name: Teacher5 Demo	Title:
Building: Durand Middle/High School	Department: None
Grade: None	Evaluation Type: Teacher - Summary Year
Assigned Administrator: Clouse, William	Evaluation Cycle: 08/31/2016 - 08/30/2017
Saved By: N/A	Date Submitted: Incomplete
Acknowledged By: N/A	Date Acknowledged: Unacknowledged
Finalized By: N/A	Date Finalized: Unfinalized

After reflecting on your self-review of performance and identifying instructional strategies to support your student growth goals, develop and record a Professional Practice Goal (PPG). Identify your instructional strategies and support you need to achieve this PPG.

The instructional strategies you identified for your SLO can inform your PPG, or you can focus on other areas you and/or your evaluator have identified.

Minimum of the WI Model: 1 PPG for each year of the Effectiveness Cycle

#### Beginning-of-Year Professional Practice Reflection & Goal Setting Process

Based on the reflection of past practice and/or self-review, craft your PPG Statement:

Rich text editor for PPG Statement with toolbar and dropdown menu.

List related SLO Goal (if applicable):

Rich text editor for related SLO Goal with toolbar and dropdown menu.

Identify related Danielson Framework for Teaching domain/component(s):

- 1a - Demonstrating Knowledge of Content & Pedagogy
- 2a - Creating an Environment of Respect & Rapport
- 3a - Communicating with Students
- 4a - Reflecting on Teaching
- 1b - Demonstrating Knowledge of Students
- 2b - Establishing a Culture for Learning
- 3b - Using Questioning & Discussion
- 4b - Maintaining Accurate Records

1. Complete all sections.
2. You must indicate who you are collaborating with:

Summary Year/1st year; My Evaluator  
Supporting Year:  
You write : PLC Team  
or a specific person.

3. Save

4. Submit when completed, by October 21.

\*If you want administrator to review prior to submitting, choose save and notify. You still need to submit after eval has commented if you choose this option.

or students

- 1c - Setting Instructional Outcomes
- 1d - Demonstrating Knowledge of Resources
- 1e - Designing Coherent Instruction
- 1f - Designing Student Assessments
- 2c - Managing Classroom Procedures
- 2d - Managing Student Behavior
- 2e - Organizing Physical Space
- 3c - Engaging Students in Learning
- 3d - Using Assessment in Instruction
- 3e - Demonstrating Flexibility & Responsiveness
- 4c - Communicating with Families
- 4d - Participating in a Professional Community
- 4e - Growing & Developing Professionally
- 4f - Showing Professionalism

Describe applicable instructional or non-instructional activities and any necessary resources and support to achieve this PPG:

Rich text editor for PPG description with toolbar and dropdown menu.

Educators are to meet, collaborate, and receive formative feedback throughout the goal process (beginning-of-year, mid-year review, and end-of-year).

During this PPG process, I am meeting and collaborating with:

my evaluator       a peer or coach

Name of evaluator, peer, or coach:

Submit Save Save & Notify Reset Print Comment

# HELP—My Learning Plan Oasys



**Employee Evaluation**  
formerly MLPOASYS

Print Screen | **Help** | Teacher5 Demo | Logout

Durand-Arkansaw School District

**Professional Development**

- My Info
  - My Evaluations
  - My Personal Goals
  - My File Library
- Course Catalogs
  - CESA7 Catalog
- Account Options
  - My User Profile
  - Change Password

**My Evaluation - Teacher5 Demo**

Scheduled Components: None

Action Required

**Teacher Self Review - Teacher Self-Review**  
Status: **awaiting form submission**  
Due Date: 10/21/2018  
Action: Open Teacher Self Review - Teacher Self-Review form for submission

**Beginning-of-Interval SLO - Teacher Student Learning Objective (SLO)**  
Status: **awaiting form submission**  
Due Date: 10/21/2018  
Action: Open Beginning-of-Interval SLO - Teacher Student Learning Objective (SLO) form for submission

**Mid-Interval Review SLO - Teacher Student Learning Objective (SLO)**

**PD and Evaluation**  
PD and Evaluation (formerly MLPPDMS and MLPOASYS)

Print Screen | Help | Logout

Durand-Arkansaw School District

**MyLearningPlan Help**

Documents and Webinars

- Help Manual
  - MLPOASYS - Teacher/End User**
  - MLP WebReg User

User Info

Teacher5 Demo

Durand-Arkansaw School District

Browser: **Chrome V53**

Have a procedural question? Contact: Barbara O'Brien (bobrien@durand.k12.wi.us)

My Help Request Tickets

View Existing Tickets

Enter your keyword search below:

**Choose MLPOASYS Teacher/End User;**  
MLP WebReg User is for the Professional Development Component which we are not using.

**PD and Evaluation**  
PD and Evaluation (formerly MLPPDMS and MLPOASYS)

Durand-Arkansaw School District

**MyLearningPlan Help**

Documents and Webinars

- Help Manual
  - MLPOASYS - Teacher/End User**
    - Learning Plan Tab
    - Frequently Asked Questions (FAQs)
    - Tutorials/Webinars
  - MLP WebReg User

User Info

Teacher5 Demo

Durand-Arkansaw School District

Browser: **Chrome V53**

Enter your keyword search below:

**You will get 3 folders.**



# HELP– My Learning Plan Continued

**PD and Evaluation**  
PD and Evaluation (formerly MLPPDMS and MLPOASYS)

**Durand-Arkansaw School District**

**MyLearningPlan Help** Print Reset

**Documents and Webinars**

- Help Manual
  - MLPOASYS - Teacher/End User
    - Learning Plan Tab
      - Completing a Form
      - Printing Evaluation Forms
      - Viewing Past Completed Evaluations
      - Acknowledging the Final Evaluation Su
      - Acknowledging a Form
      - Viewing a Form
      - Declining a Schedule Request
      - Accepting a Schedule Request
      - Reviewing My Evaluation Status
      - Uploading/Managing Artifacts
      - Re-acknowledging a Form in MLPOASY
      - [Submit New Help Ticket](#)
    - Frequently Asked Questions (FAQs)
      - Q: How can I add an artifact?
      - Q: What's the difference between Subm
      - Q: Why don't I see a certain person in th
      - Q: Why can't I edit a form after I've subm
      - Q: How do I copy & paste from MS Word
      - Q: How can I view existing artifacts?
      - [Submit New Help Ticket](#)
    - Tutorials/Webinars
      - Webinar: Using the Artifact Tool
      - Webinar: End User Tutorial (MLPOASY)
      - [Submit New Help Ticket](#)
    - MLP WebReg User

Enter your keyword search below

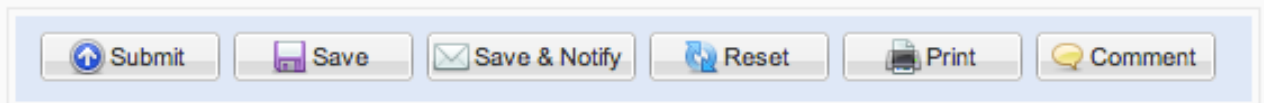
**Choose the topic you would like to review.**

**User Info**

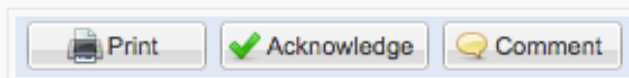
# Form Buttons

## What do the buttons at the bottom of the form mean?

Enter data into a form and then at the bottom of the form click:



Some forms require the evaluatee to acknowledge.



- **Submit** - if you are completely finished with the form and ready for it to be reviewed.
- **Save** - to save as a draft to finish later (or press CTRL+SHIFT+S)
- **Save & Notify** - to give an administrator a "heads-up" to review the form before submitting the form – allows for a two-way feedback process prior to submitting form (This works for both evaluatee to admin feedback OR admin to admin feedback)
- **Reset** - to clear/delete the form
- **Print** - to print a hard copy of the form
- **Comment** - to add a comment about something on the form, which will be attached to the form, but not part of the form itself
- **Acknowledge** - Clicking the Acknowledge button is the equivalent of an online signature. The user's acknowledgement indicates the form information has been received. It does not necessarily indicate agreement.

## Acknowledge A Form

When the information on a form has been entered and submitted by an evaluator, the form will be submitted to the evaluatee for review and acknowledgement. The evaluatee will receive an email with the request to "acknowledge" the form and the form is listed under *Action Required* status in the My Evaluation section of the **Learning Plan** tab. Not all forms require evaluatee acknowledgement.

To ACKNOWLEDGE a form:

- Under the *Action Required* section, click on the hot link next to the "Action" status to open the form.

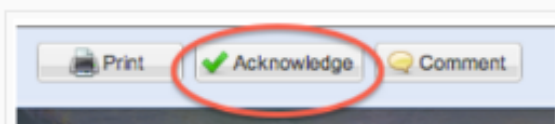
**EP Teacher Formal Observation / Formative Feedback - EP Teacher Formal observation/Formative Feedback**

Status: awaiting acknowledgment

Submitted: 12/01/2014 10:16 AM CST

Action: [Acknowledge EP Teacher Formal Observation / Formative Feedback - EP Teacher Formal observation/Formative Feedback](#)

- Review your form.
- Click on the **ACKNOWLEDGE** button at the bottom of the form. The acknowledge button is the equivalent of an online signature. User acknowledgement indicates the form information has been reviewed. It does not necessary indicate agreement.



Your evaluator has now received an email that you have acknowledged the form. The request under *Action Required* has now moved down to the *In Progress* section as you are waiting for your evaluator to finalize the form. Once finalized, the form will move down to the *Complete* section.