

# eVAL and The Evaluation Cycle

## Getting Ready to Evaluate

December 14, 2012

Cathey Frederick

eVAL Specialist - ESD 189

[cfrederick@nwesd.org](mailto:cfrederick@nwesd.org)

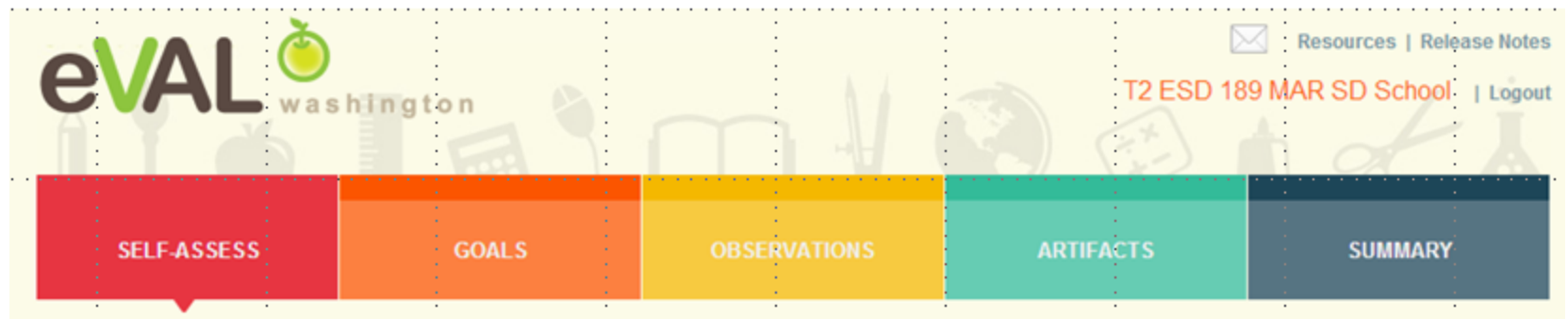


# Goals

- Review evaluation steps
- Build familiarity with supports offered to evaluator and evaluatee by eVAL
- Build familiarity with specific tasks evaluator and evaluatee might want to do in eVAL
- Look at interaction between evaluator and evaluatee roles in eVAL

# Role of Evaluatee

- An evaluatee has three primary responsibilities in eVAL:
  - self-assessment and goal-setting;
  - interacting with the evaluator in the observation process; and
  - uploading artifacts



# Logging into eVAL Sandbox

<http://sandbox.eval-wa.org/>

- District Name<space>SD<space>School  
<space>number 1-5 <space>Role Abbreviation  
(*PR AD T1-20*)
- Example (Anacortes District, School 1, PR):  
Anacortes SD School 1 PR
- Example (Anacortes District, School 1, T1):  
Anacortes SD School 1 T1
- Password is **password**

# Teacher Self Assessment



SELF-ASSESS GOALS OBSERVATIONS ARTIFACTS SUMMARY

### Self Assessments

Click the **New Self Assessment** button to begin your self-assessment. You will be asked to give the assessment a title, then click Create Session. Once the session is created, click the **Assess** link to complete the assessment. If you would like to have this self-assessment included in your evaluation, check the **Include in Evaluation?** box. To delete the assessment, click on the Delete link.

Notify your evaluator of Changes

**SELF ASSESSMENTS**

**New Self Assessment** View Score Alignment Report

Include in Evaluation?	Title	Assess	Report	Edit	Delete
No self-assessments found.					

# Teacher Self Assessment

Resources | Release Notes  
T1 ESD 189 MAR SD School | Logout

SELF-ASSESS GOALS OBSERVATIONS ARTIFACTS SUMMARY

Self Assessment Self Assessment Self-Assessment 1

SELF-ASSESS Generate Report

State Rubrics Instructional Rubrics Student Growth

This screen presents the state rubrics. Click on the triangle on the right hand side of the page to show or hide the full rubrics.

C1	Centering instruction on high expectations for student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	▼
C2	Demonstrating effective teaching practices.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	▼
C3	Recognizing individual student learning needs and developing strategies to address those needs.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	▼
C4	Providing clear and intentional focus on subject matter content and curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	▼
C5	Fostering and managing a safe, positive learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	▼
C6	Using multiple student data elements to modify instruction and improve student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	▼
C7	Communicating and collaborating with parents and the school community.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	▼
C8	Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	▼

Either self assess at the top level or click on triangle to see sub-criteria.

# Teacher Self Assessment Sub-Criteria

C1 Centering instruction on high expectations for student achievement.  UNS  BAS  PRO  DIS ▲

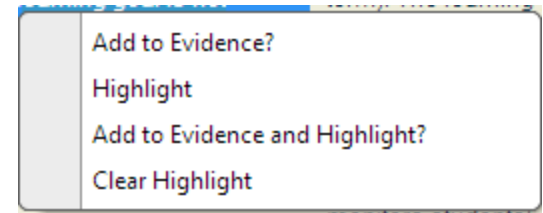
Hide Evidence Look-fors  Hide Evidence/Notes  Collapse Descriptors

Title	Unsatisfactory	Basic	Proficient	Distinguished
1.1: Providing Clear Learning Goals and Scales (Rubrics) The teacher communicates high expectations for learning by developing, aligning, and communicating clear daily learning targets and/or longer-term learning goals (grade-level standards) with rubrics for the goals.	<input type="checkbox"/> When the strategy is called for the teacher does not use it or the teacher uses the strategy incorrectly or with parts missing.	<input checked="" type="checkbox"/> The teacher provides a stated learning target (daily) and/or learning goal (longer term) but the learning goal is not accompanied by a scale or rubric that describes levels of performance.	<input type="checkbox"/> The teacher provides a clearly stated learning target (daily) and/or learning goal (longer term). The learning goal is accompanied by a scale or rubric that describes levels of performance. Additionally, the teacher monitors students' understanding of the learning target/goal and the levels of performance.	<input type="checkbox"/> The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.

Evidence/Notes   
 Highlight  
No rubrics at this time  
 learning goal is not accompanied by a scale or rubric that describes levels of performance

Uncheck box "hide evidence notes and highlight text.

Highlight text and right click; choose add to evidence and highlight



- Add to Evidence?
- Highlight
- Add to Evidence and Highlight?
- Clear Highlight

# Teacher Self Assessment

**eVAL** washington

Resources | Release Notes

T1 ESD 189 MAR SD School | Logout

**SELF-ASSESS** GOALS OBSERVATIONS ARTIFACTS SUMMARY

### Self Assessments

Click the **New Self Assessment** button to begin your self-assessment. You will be asked to give the assessment a title, then click Create Session. Once the session is created, click the **Assess** link to complete the assessment. If you would like to have this self-assessment included in your evaluation, check the **Include in Evaluation?** box. To delete the assessment, click on the Delete link.

Notify your evaluator of Changes

#### SELF ASSESSMENTS

New Self Assessment View Score Alignment Report

Include in Evaluation?	Title	Assess	Report	Edit	Delete
<input checked="" type="checkbox"/>	Self-Assessment 1	<a href="#">Assess</a>	<a href="#">Report</a>	<a href="#">Edit</a>	<a href="#">Delete</a>

Teacher can choose to include or not include self assessment in evaluation. Principal self assessment is basically the same.

# Principal Creates Goal Prompt in Question Bank



Resources | Release Notes

Pr ES D 189 MAR SD School | Logout

Evaluate Teachers

Navigation bar with buttons: SETUP, PRACTICE, OBSERVE, SUMMARY, REPORTS, QUESTION BANK, ASSIGN QUESTIONS

## Question Bank

As a principal you can define user prompts that can be assigned to any of your teachers. You must finalize the prompts before they can be assigned.

**GOAL PROMPTS**

[Add New Teacher Prompt](#)

Defined by	Title	Prompt	Alignment	Finalized	In Use	Retired	Edit	Delete
	<input type="text"/>	<input type="text"/>			<input type="checkbox"/>	<input type="checkbox"/>		
My Question Bank	Goal Prompt - High Expectations	What kinds of celebrations and feedback will you build into your lesson cycle? Will it look the same for all students or be tailored for individual students?	C1 C3 D1-R D1-E D2	10/12/12	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<a href="#">Edit</a>	<a href="#">Delete</a>

# Principal Assigns Goal Prompt to Teacher

Resources | Release Notes

Pr ESD 189 MAR SD School | Logout

Evaluate Teachers

SETUP PRACTICE OBSERVE SUMMARY REPORTS

QUESTION BANK ASSIGN QUESTIONS

### Assign User Prompts

You may only assign prompts to users to which you are the assigned evaluator. To assign or unassign prompts to your teachers:

- Select each of the teachers you want to assign or unassign prompts to by checking the selection checkbox in the first column
- Click the **Assign Prompts** or **Unassign Prompts** button to launch the Prompt Selection Dialog Window
- Select the Prompts you wish to assign or unassign to the selected teachers
- The grid will be updated to reflect the assigned prompts for each teacher

For Pre-Conference and Post-Conference Prompt Assignments, you are assigning the default prompts that will be assigned to the teacher when a new observation session is created for him. It will not change the prompts assigned for already created observation sessions.

Prompt Type: Goal

### GOAL PROMPTS

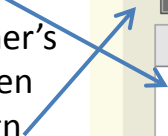
Assign Prompts Unassign Prompts

<input type="checkbox"/>	Evalueatee	Assigned Prompts			
<input type="checkbox"/>	T1 ESD 189 MAR SD School	Defined By	Title	Prompt	Alignment
		My Question Bank	Goal Prompt - High Expectations	What kinds of celebrations and feedback will you build into your lesson cycle? Will it look the same for all students or be tailored for individual students?	C1 C3 D1-R D1-E D2

Choose type of prompt here



Click on box next to teacher's name and then click on Assign Prompt



# Teacher Goals Dashboard



 [Resources](#) | [Release Notes](#)

T1 ESD 189 MAR SD School | [Logout](#)

SELF-ASSESS

GOALS

OBSERVATIONS

ARTIFACTS

SUMMARY

DASHBOARD

EVALUATOR-ASSIGNED

SELF-ASSIGNED

RESOURCES

## Goal Settings Dashboard

This dashboard allows you to view and track the status of your goal setting work.

### GOALS

Teacher	Evaluator-assigned Goals	Self-assigned Goals	Artifacts	Resources
T1 ESD 189 MAR SD School	<a href="#">1</a>	<a href="#">0</a>		

Clicking on Evaluator-assigned Goals will open up next screen.

# Teacher Reviews Principal-Assigned Goal Prompt

The screenshot shows the eVAL Washington dashboard. At the top left is the eVAL logo with a green apple icon. To the right, there are links for 'Resources' and 'Release Notes', and the user's school 'T1 ESD 189 MAR SD School' with a 'Logout' link. Below the header is a navigation bar with five colored buttons: 'SELF-ASSESS' (pink), 'GOALS' (orange), 'OBSERVATIONS' (yellow), 'ARTIFACTS' (teal), and 'SUMMARY' (dark blue). Below this bar is a secondary navigation bar with 'DASHBOARD', 'EVALUATOR-ASSIGNED', 'SELF-ASSIGNED', and 'RESOURCES'. The main content area is titled 'Principal-assigned Goals' and contains a button 'Notify your evaluator of Changes'. Below that is a 'GOALS' section with a table. A blue arrow points from the 'Respond' link in the 'Response' column of the first row to the text below.

Title	Prompt	Last Response	Response	Artifacts	Details
Goal Prompt - High Expectations	What kinds of celebrations and feedback will you build into your lesson cycle? Will it look the same for all students or be tailored for individual students?		<a href="#">Respond</a>		<a href="#">Details</a>

Clicking on Respond will open next screen.

# Teacher Responds to Principal Goal Prompt

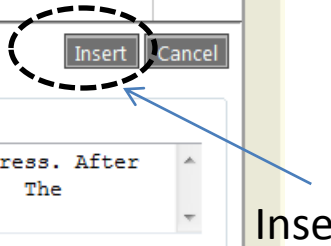
**GOALS** ▲

Title	Prompt	Last Response	Response	Artifacts	Details
Goal Prompt - High Expectations	What kinds of celebrations and feedback will you build into your lesson cycle? Will it look the same for all students or be tailored for individual students?		<a href="#">Respond</a>		<a href="#">Details</a>

**Response:**

Students usually work in pairs and at the end of each "chumk" provide feedback to one another on progress. After 3-4 "chunks" students may choose a class celebration of their progress such as a "round of applause". The student who chooses he celebration rotates.

**Insert** **Cancel**



**GOALS** ▲

Title	Prompt	Last Response	Response	Artifacts	Details
Goal Prompt - High Expectations	What kinds of celebrations and feedback will you build into your lesson cycle? Will it look the same for all students or be tailored for individual students?	Students usually work in pairs and at the end of each "chumk" provide feedback to one another on progress. After 3-4 "chunks" students may choose a class celebration of their progress such as a "round of applause". The student who chooses he celebration rotates.	<a href="#">Respond</a>		<a href="#">Details</a>

# Teacher Notices Evaluator

**Send a Message**

Enter the content of the message you would like to send . The message will appear in your evaluator's inbox and provide a link to this page.

**Send Message** **Cancel**

I have respnded to your goal prompt with some celebration ideas.

# Teacher Self-Assigned Goal

Resources | Release Notes  
T1 ESD 189 MAR SD School | Logout

SELF-ASSESS GOALS OBSERVATIONS ARTIFACTS SUMMARY

DASHBOARD EVALUATOR-ASSIGNED SELF-ASSIGNED RESOURCES

## Self-assigned Goals

Notify your evaluator of Changes

### GOALS

Add New Goal Prompt

Prompt	Last Response	Setup	Response	Artifacts	Details	Delete
<p>New Prompt:</p> <p>Prompt: Which instructional strategies should I use to deepen students' understanding of the key vocabulary?</p>						
How can I improve at providing more individual feedback to students through building more informal formative assessments into the lesson?		Setup	Respond	Feedback	Details	Delete

# Teacher Self-Assigned Goal

SELF-ASSESS	GOALS	OBSERVATIONS	ARTIFACTS	SUMMARY
	DASHBOARD	EVALUATOR-ASSIGNED	SELF-ASSIGNED	RESOURCES

## Self-assigned Goals

Notify your evaluator of Changes

### GOALS

Add New Goal Prompt

Prompt	Last Response	Setup	Response	Artifacts	Details	Delete
How can I improve at providing more individual feedback to students through building more informal formative assessments into the lesson?		<a href="#">Setup</a>	<a href="#">Respond</a>	<a href="#">Feedback</a>	<a href="#">Details</a>	Delete

Clicking on Setup allows the teacher to edit prompt and align to the State and Instructional Framework Criteria.

# Teacher Self-Assigned Goal

Edit Goal Prompt

Define question and alignment for the prompt.



**MAIN**

Prompt:

Which instructional strategies should I use to deepen students' understanding of the key vocabulary?

**STATE RUBRICS ALIGNMENT**

- C1 - Centering instruction on high expectations for student achievement.
- C2 - Demonstrating effective teaching practices.
- C3 - Recognizing individual student learning needs and developing strategies to address those needs.
- C4 - Providing clear and intentional focus on subject matter content and curriculum.
- C5 - Fostering and managing a safe, positive learning environment.
- C6 - Using multiple student data elements to modify instruction and improve student learning.
- C7 - Communicating and collaborating with parents and the school community.
- C8 - Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

**INSTRUCTIONAL RUBRICS ALIGNMENT**

- D1-R - Domain 1: Routine
- D1-C - Domain 1: Content
- D1-E - Domain 1: Enacted on the Spot

# Teacher Adds Artifact

SELF-ASSESS	GOALS	OBSERVATIONS	ARTIFACTS	SUMMARY
SETTINGS	PRE-CONFERENCE	OBSERVE/SCORE	POST CONFERENCE	REPORT

## User Prompt Details

**Prompt:** What is the content you will be teaching for this observation? How are you helping students apply and use the academic vocabulary contained in this lesson?

[Back to Pre-Conference](#)

USER PROMPT ▼

ALIGNMENT ▼

ARTIFACTS ▲

[Add Artifact](#)

Visible to Evaluator?	File?	Title	Alignment			
No artifacts found.						

# Teacher Adds Artifact

Be  
Sure  
To  
Submit

The screenshot shows the 'eVAL Washington' interface. At the top, there is a navigation bar with 'Resources | Release Notes' and 'T1 ESD 189 MAR SD School | Logout'. Below this is a horizontal menu with five tabs: 'SELF-ASSESS', 'GOALS', 'OBSERVATIONS', 'ARTIFACTS', and 'SUMMARY'. The 'ARTIFACTS' tab is highlighted in green. Below the menu, there is a section titled 'Create an Artifact' with the instruction: 'Upload a document or supply a link to a website that can be used as evidence of your work in your evaluation.' Underneath this instruction are two buttons: 'Submit' and 'Cancel'. The 'Submit' button is circled with a dashed line. Below the buttons is a form titled 'MAIN' with the following fields: 'Title' (text input with 'My Website'), 'Type' (dropdown menu with 'Pre-Conference'), 'Description' (text area with 'This is my school website where you can find out about my curriculum.'), and 'Url' (text input with 'http://www.mountvernon.schools.org'). There are two radio buttons for 'You may enter a FILE to upload' and 'or specify an URL', with the second one selected. At the bottom of the form, there are two expandable sections: 'STATE RUBRICS ALIGNMENT' and 'INSTRUCTIONAL RUBRICS ALIGNMENT'.

Artifacts  
Can  
Also  
Be  
Added  
Here

# Teacher Artifact Added

SELF-ASSESS   GOALS   OBSERVATIONS   **ARTIFACTS**   SUMMARY

## Manage Artifacts

Upload documents or supply links to web pages that can be used as evidence of your work in your evaluation. Click on the "Add New Artifact" button to start, then follow the prompts to upload a document or link to a webpage.

Notify your evaluator of Changes

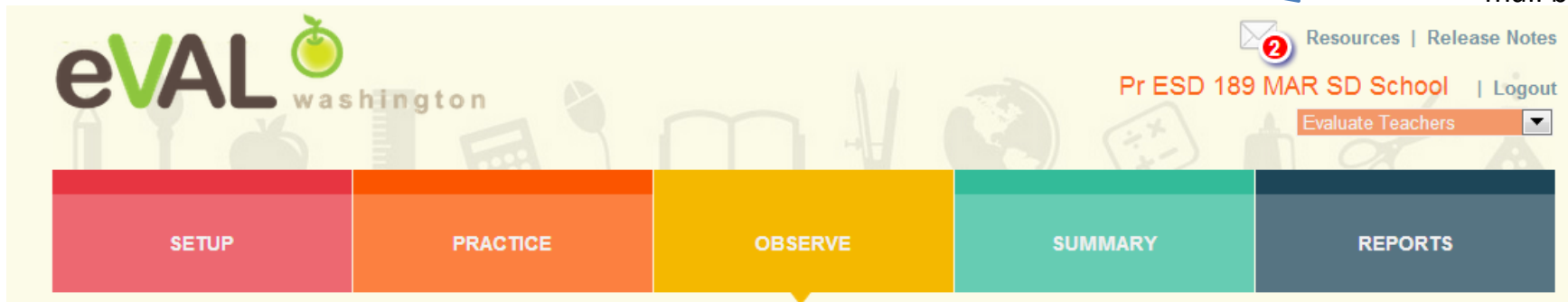
### ARTIFACTS

[Add New Artifact](#)

Visible to Evaluator?	File?	Type	Date	Title	Alignment	Description			
<input checked="" type="checkbox"/>	Url	Evaluatee Goal	10/13/2012	Feedback	C1 C6 D1-R D1-E D2	This PowerPoint explains how to do a better job of providing feedback to students using formative assessments built into the lesson.	<a href="#">View</a>	<a href="#">Edit</a>	<a href="#">Delete</a>

# Principal Dashboard



Notice message in mail box



The dashboard header features the 'eVAL washington' logo on the left. On the right, there is a notification icon with a red circle containing the number '2', followed by the text 'Resources | Release Notes'. Below this, the school name 'Pr ESD 189 MAR SD School' is displayed in red, with a 'Logout' link to its right. A dropdown menu labeled 'Evaluate Teachers' is also present. A horizontal navigation bar below the header contains five colored buttons: 'SETUP' (red), 'PRACTICE' (orange), 'OBSERVE' (yellow), 'SUMMARY' (teal), and 'REPORTS' (dark blue).

## Observation Dashboard

This dashboard allows you to view each of your teachers and track the status of their observations. The last four observations will be displayed in the Observations section displaying a status for each of the different phases: pre-conference, observation, and post-conference. If the event has not been scheduled it will display the non-started status. If it has been scheduled, it will display the in-progress icon, and if it has been completed, it will display the complete icon. To start a scheduled observation, click the 2nd icon in the Launch column Observations section. To start a quick observation, click the 1st icon in the Launch column of the Observation section.

OBSERVATION SESSIONS										
Filter: Assigned Teachers Only										
Teacher	Eval Type	Goals PR/TR	Self	Artifacts	Time	Observations				
						Launch	1 Pre, Obs, Post	2 Pre, Obs, Post	3 Pre, Obs, Post	4 Pre, Obs, Post
▶ T1 ESD 189 MAR SD School	C	1 1	1	1	0	 				

Self evaluation shows because teacher made part of evaluation.

To schedule a formal observation, click on the calendar; to schedule an informal observation, click on the lightning bolt.

# Principal Schedules Formal Observation

The screenshot shows the 'eVAL washington' web application interface. At the top, there is a navigation bar with the eVAL logo, a user menu for 'Pr ESD 189 MAR SD School' with options for 'Resources | Release Notes', 'Logout', and 'Evaluate Teachers', and a dropdown menu currently set to 'Evaluate Teachers'. Below the navigation bar is a horizontal menu with five main sections: 'SETUP' (red), 'PRACTICE' (orange), 'OBSERVE' (yellow), 'SUMMARY' (teal), and 'REPORTS' (dark blue). Underneath these are sub-sections: 'SETTINGS' (under SETUP), 'PRE-CONFERENCE' (under PRACTICE), 'OBSERVE/SCORE' (under OBSERVE), 'POST CONFERENCE' (under SUMMARY), and 'REPORT' (under REPORTS).

The main content area is titled 'Observation Settings' and displays the following information:

- Session: Evaluation 1
- Teacher: T1 ESD 189 MAR SD School
- Type: Teacher Observation
- Status: Unlocked

There is a button labeled 'Notify Teacher of Changes'.

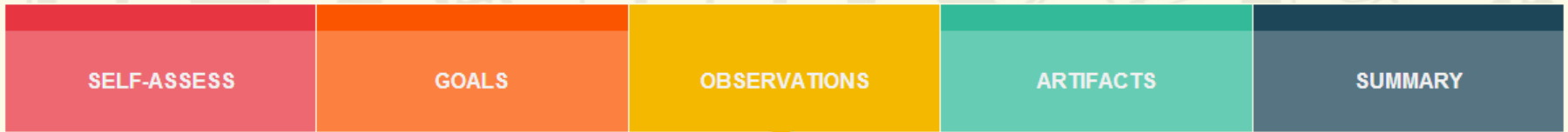
The 'SETTINGS' section is expanded, showing a form for configuring the observation session. It includes a title field with 'Evaluation 1', a 'Lock From Changes' button, and a 'Delete Session' button. The session type is 'Teacher Observation', the principal is 'Pr ESD 189 MAR SD School', and the teacher is 'T1 ESD 189 MAR SD School'.

The settings are organized into three columns:

- Pre-Conference:**
  - Visible to Evaluatee?
  - Complete?
  - Schedule:**
    - Day: 10/23/2012
    - Start Time: 10:30 AM
    - End Time: 11:00 AM
    - Location: Principal Office




- Observe:**
- Visible to Evaluatee?
- Complete? (Included in Total Time on Dashboard)
- Schedule:**
  - Day: 10/25/2012
  - Start Time: 1:00 PM
  - End Time: 1:30 PM
  - Location: RM 106
- Post-Conference:**
- Visible to Evaluatee?
- Complete?
- Schedule:**
  - Day: 10/30/2012
  - Start Time: 10:30 AM
  - End Time: 11:30 AM
  - Location: Principal Office

# Teacher Observation Dashboard Part 1



## Observation Dashboard

This dashboard allows you to view and track the status of your observations. The last four observations will be displayed in the Observations section displaying a status for each of the different phases: pre-conference, observation, and post-conference. If the event has not been scheduled it will display the non-started status. If it has been scheduled, it will display the in-progress icon, and if it has been completed, it will display the complete icon.

OBSERVATION SESSIONS										
Teacher	Eval Type	Goals PR/TR	Self	Artifacts	Time	Observations				
						1 Pre   Obs   Post	2 Pre   Obs   Post	3 Pre   Obs   Post	4 Pre   Obs   Post	5 Pre   Obs   Post
▶ T1 ESD 189 MAR SD School	C	1 1	1	1	0	  				



Pre- and Post- Conferences along with Observation are scheduled. Clicking on any one of the circles will bring up that section.

# Teacher Observation Dashboard Part 2

CALENDAR ▲

< > today ▾ Oct, 2012 Day Week **Month**

Sun	Mon	Tue	Wed	Thu	Fri	Sat
30	01 Oct	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	01 Nov	2	3

Calendar events:

- 23 Oct: T1 ESD 189 MAR SD School - Evaluation 1 -
- 25 Oct: T1 ESD 189 MAR SD School - Evaluation 1 -
- 30 Oct: T1 ESD 189 MAR SD School - Evaluation 1 -

# Teacher Mailbox

SELF-ASSESS

GOALS

OBSERVATIONS

ARTIFACTS

SUMMARY

## Message Inbox

### MESSAGES

Delete Selected

<input type="checkbox"/>		Type	From	Subject	Date
<input type="checkbox"/>	<a href="#">Details</a>	Observation/Settings	Pr ESD 189 MAR SD School	Observation/Settings Updates Notification	10/13/2012 10:00:52 PM

Close

#### Observation/Settings Updates Notification

Pr ESD 189 MAR SD School 10/13/2012 10:00 PM

Pr ESD 189 MAR SD School has updated the Settings for an observation session.

I have set up a calendar for our first observation.

To view the observation settings place the following url in your browser: [http://demo.eval-wa.org//StandardSessionSettings\\_Settings\\_Evaluatee.aspx?Data=aX5xxe96Dq6y4UxFXi19So%2buUe%2fS1b02O00wAyRXwMSLWlUa6u2oVg8Y3zMJnw3tGH6%2fXEC094xuwGA0859%2bjAPm%2f30ter0ita](http://demo.eval-wa.org//StandardSessionSettings_Settings_Evaluatee.aspx?Data=aX5xxe96Dq6y4UxFXi19So%2buUe%2fS1b02O00wAyRXwMSLWlUa6u2oVg8Y3zMJnw3tGH6%2fXEC094xuwGA0859%2bjAPm%2f30ter0ita)



# Principal Preconference Part 2

**PRE-CONFERENCE NOTES**

Add Response

Pr ESD 189 MAR SD School 10/13/2012 10:22 PM

Literacy lesson will include introduction of vocabulary for week using academic vocabulary matrix. T1 requests feedback on goal to provide feedback to all students through formative assessment embedded in lesson. Teacher provided link to information about vocabulary: [Marzano Academic Vocabulary](#)

**PRE-CONFERENCE QUESTIONS**

This form allows you to configure the set of questions you want to include in the conference.

- Your district or school may provide questions for you to consider including. These are indicated in the **Defined by** column as either District or School. They will be checked to include in the conference by default, but you may choose to not include them in the conference by unchecking the **Assigned** checkbox.
- The **Show only assigned prompts** checkbox allows you to filter out those questions that do not have the **Assigned** checkbox checked and will not be included in this conference.

Show only assigned prompts

Add New Pre-Conference Prompt

Assign?	Defined By	Prompt	Last Response	Setup	Response	Artifacts	Details	Delete
<input checked="" type="checkbox"/>	My Question Bank	What is the content you will be teaching for this observation? How are you helping students apply and use the academic vocabulary contained in this lesson?		<a href="#">Setup</a>	<a href="#">Respond</a>		<a href="#">Details</a>	Delete

# Teacher Preconference Part 1

The screenshot displays the eVAL Washington web application interface. At the top left is the eVAL logo with a green apple icon and the text 'eVAL washington'. To the right, there are links for 'Resources' and 'Release Notes', and the user's school 'T1 ESD 189 MAR SD School' with a 'Logout' link. Below the header is a navigation bar with five main tabs: 'SELF-ASSESS' (pink), 'GOALS' (orange), 'OBSERVATIONS' (yellow), 'ARTIFACTS' (teal), and 'SUMMARY' (dark blue). Underneath these are sub-tabs: 'SETTINGS', 'PRE-CONFERENCE' (highlighted with a yellow arrow), 'OBSERVE/SCORE', 'POST CONFERENCE', and 'REPORT'. The main content area is titled 'Pre-Conference' and shows session details: 'Session: Evaluation 1', 'Teacher: T1 ESD 189 MAR SD School', 'Type: Teacher Observation', and 'Status: Unlocked'. A button labeled 'Notify your evaluator of Changes' is present. Below this is a section titled 'STATE RUBRICS FOCUS' with a scroll arrow. A text block explains: 'Check the elements in the left checkbox column that you want to focus on in the observation. The checkboxes in the right column indicate the preferences of the evaluator.' The rubric content includes two main categories, C1 and C2, each with a tree structure of sub-items. C1 is 'Centering instruction on high expectations for student achievement' and C2 is 'Demonstrating effective teaching practices'. Under C2, there are five sub-items: 2.1: Interacting with New Knowledge, 2.2: Organizing Students to Practice and Deepen Knowledge, 2.3: Organizing Students for Cognitively Complex Tasks, 2.4: Asking Questions of Typically Underserved Students, and 2.5: Probing Incorrect Answers with Typically Underserved Students. Each sub-item has a checkbox in the left column and a checkbox in the right column. The right column checkboxes for 2.1, 2.3, and 2.5 are checked.

Resources | Release Notes  
T1 ESD 189 MAR SD School | Logout

SELF-ASSESS GOALS OBSERVATIONS ARTIFACTS SUMMARY

SETTINGS PRE-CONFERENCE OBSERVE/SCORE POST CONFERENCE REPORT

**Pre-Conference**

Session: Evaluation 1  
Teacher: T1 ESD 189 MAR SD School  
Type: Teacher Observation  
Status: Unlocked

Notify your evaluator of Changes

**STATE RUBRICS FOCUS**

Check the elements in the left checkbox column that you want to focus on in the observation. The checkboxes in the right column indicate the preferences of the evaluator.

- C1 - Centering instruction on high expectations for student achievement.
- C2 - Demonstrating effective teaching practices.
  - 2.1: Interacting with New Knowledge  
The teacher helps students effectively interact with new knowledge. (Development scales with which to set teacher growth goals are available for s
  - 2.2: Organizing Students to Practice and Deepen Knowledge  
The teacher helps students to practice and deepen their understanding of new knowledge. (Development scales with which to set teacher growth g
  - 2.3: Organizing Students for Cognitively Complex Tasks  
The teacher provides resources and guidance and organizes students to engage in cognitively complex tasks involving application and transfer of r
  - 2.4: Asking Questions of Typically Underserved Students  
The teacher asks questions of typically underserved students with the same frequency and depth as other students.
  - 2.5: Probing Incorrect Answers with Typically Underserved Students

# Teacher Preconference Part 2

**PRE-CONFERENCE NOTES**

**Add Response**

**B I U** [List Icons]

T1 ESD 189 MAR SD School 10/13/2012 10:35 PM

I'd also like to focus on making certain I meet the specific needs of the ESL students in my class by calling their attention to any Spanish cognates.

Pr ESD 189 MAR SD School 10/13/2012 10:22 PM

Literacy lesson will include introduction of vocabulary for week using academic vocabulary matrix. T1 requests feedback on goal to provide feedback to all students through formative assessment embedded in lesson. Teacher provided link to information about vocabulary: [Marzano Academic Vocabulary](#)

**PRE-CONFERENCE QUESTIONS**

Prompt	Last Response	Response	Artifacts	Details
What is the content you will be teaching for this observation? How are you helping students apply and use the academic vocabulary contained in this lesson?		<a href="#">Respond</a>		<a href="#">Details</a>