

eVAL Summaries and Final Reports

February 21, 2013

Cathey Frederick

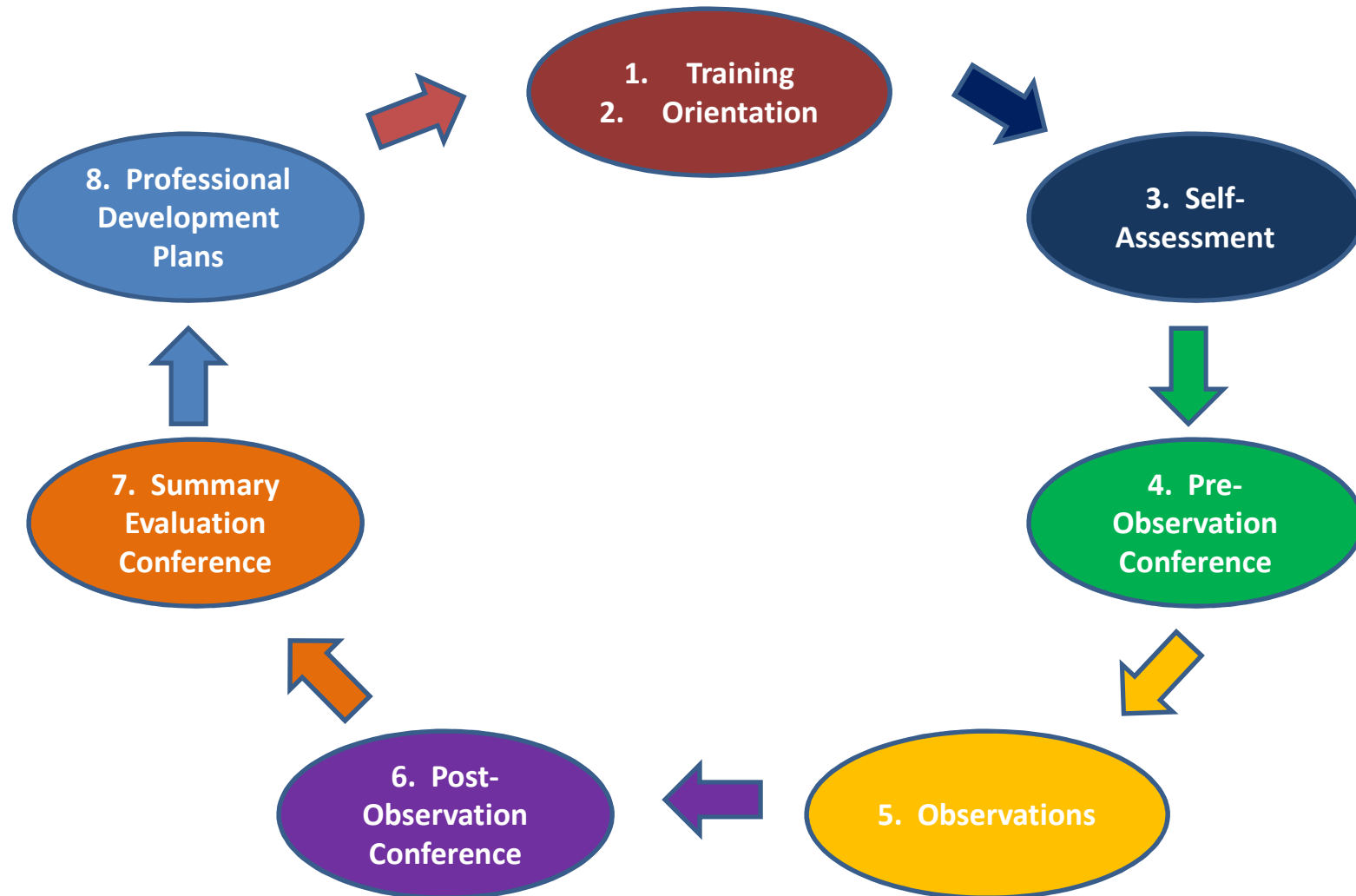
ESD 189 eVAL Specialist



Learning Targets

- Review evaluation process
- Describe the district and OSPI requirements for Summative Comprehension Evaluation
- Describe scoring process in eVAL
- Review reports available in eVAL

Evaluation Process

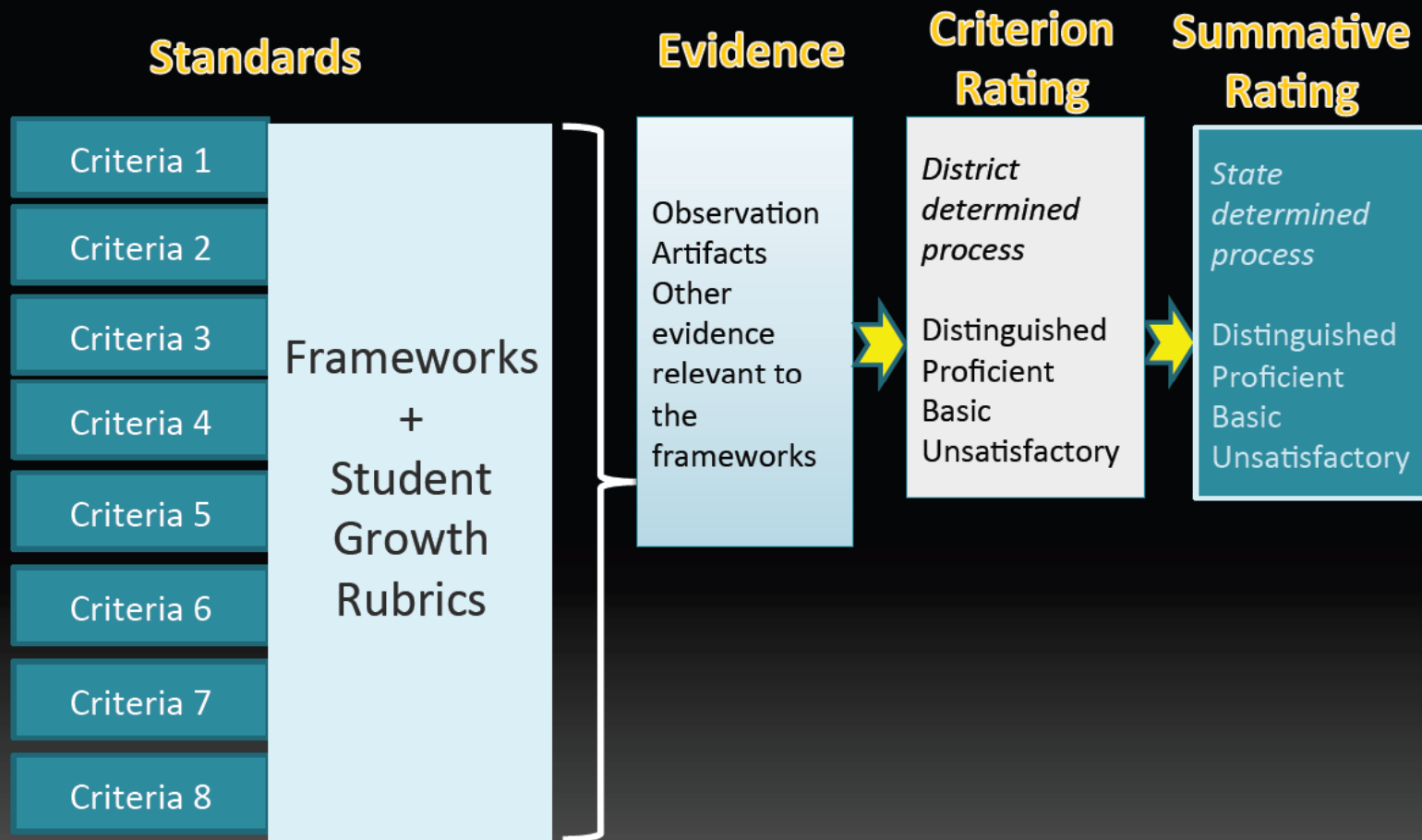


eVAL is like....

...a cruise ship buffet. Take only what you need.
There will be more tomorrow!

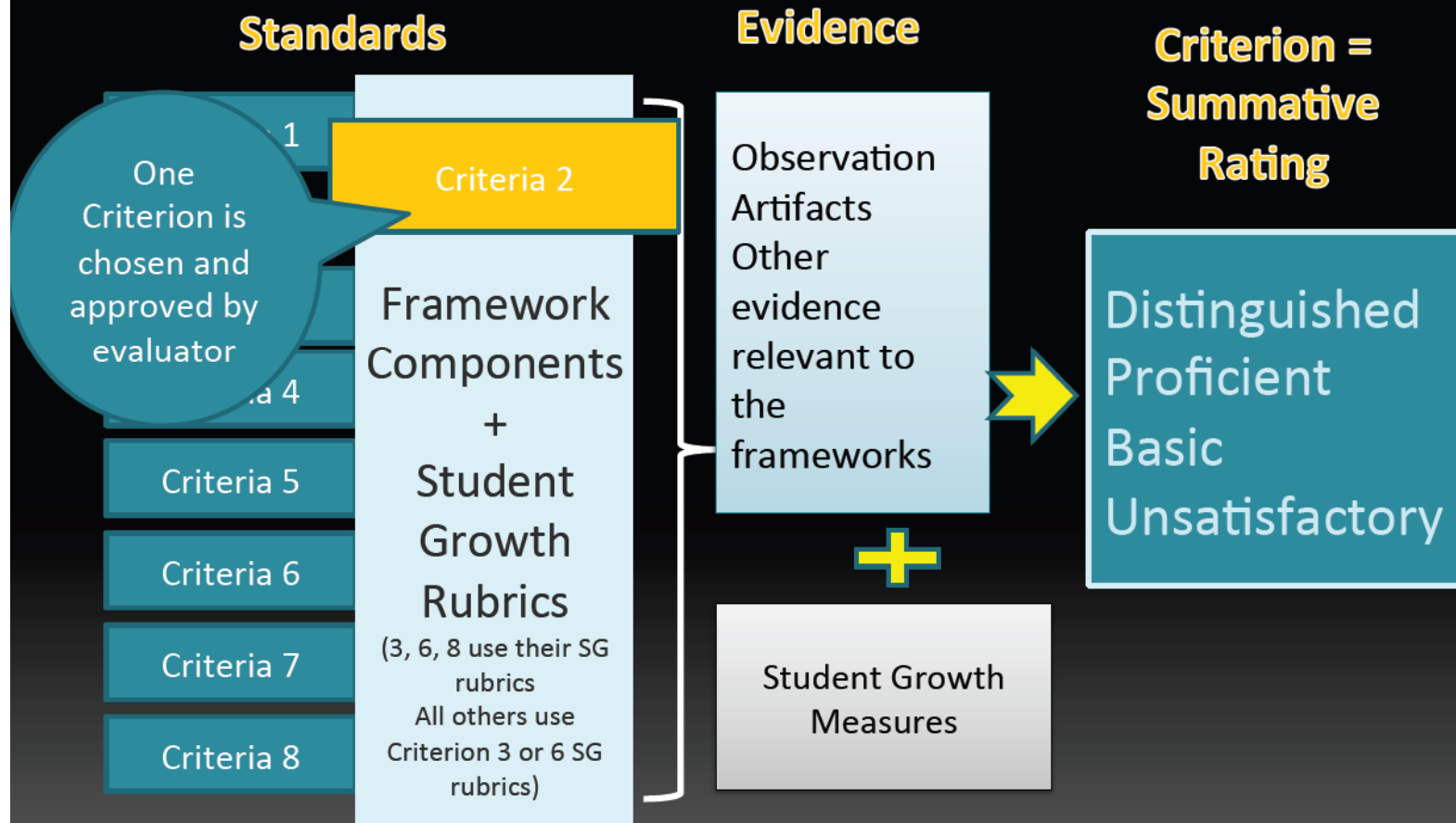


Evaluation Summative Scoring Process



Michaela Miller, TPEP Project Manager - <http://tpep-wa.org/news-updates/>

Focused Evaluation Summative Scoring Process



Michaela Miller, TPEP Project Manager - <http://tpep-wa.org/news-updates/>

The RAW Score Model

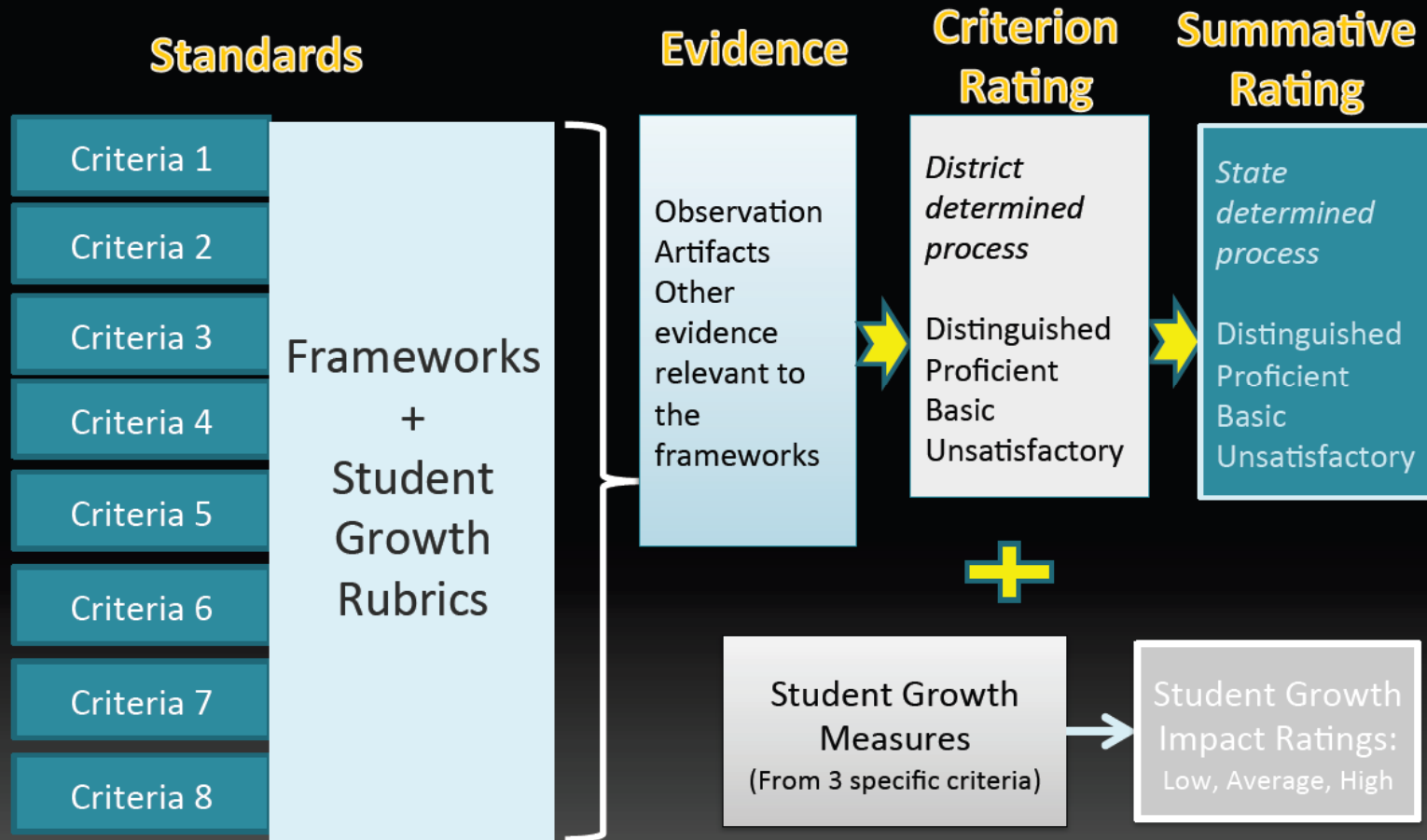
Teaching Criteria * Indicate Criterion embedded with student growth rubrics	Overall Criterion Scores
Criterion 1: Centering instruction on high expectations for student achievement	3
Criterion 2: Demonstrating effective teaching practices	4
*Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs	3
Criterion 4: Providing clear and intentional focus on subject matter content and curriculum	2
Criterion 5: Fostering and managing a safe, positive learning environment	3
*Criterion 6: Using multiple student data elements to modify instruction and improve student learning	2
Criterion 7: Communicating and collaborating with parents and school community	3
*Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning	2
Total Summative Score	22

OSPI Approved Summative Scoring Band

8-14	15-21	22-28	29-32
1	2	3	4
Unsatisfactory	Basic	Proficient	Distinguished

Evaluators place teachers into *preliminary* summative rating categories based on score bands. As illustrated above, this teacher would receive a *preliminary* overall summative rating of Proficient.

Evaluation Summative Scoring Process



Michaela Miller, TPEP Project Manager - <http://tpep-wa.org/news-updates/>

Student Growth Rubric and Rating (Teachers Only)

Student Growth	Goal-Setting Score Based on Rubric	Student Growth* Score Based on Rubric	Overall Student Growth Criterion Score
Criterion 3	3	2**	5
Criterion 6	2	2**	4
Criterion 8	2	N/A	2
Student Growth Score	7	4	11



OSPI Approved Student Growth Impact Rating Scoring Band		
5-12	13-17	18-20
Low	Average	High

*Must include a minimum of two student growth measures (i.e., state-, district-, school-, and classroom-based measures).

** A student growth score of "1" in any of the student growth rubrics will result in a Low growth rating.

Evaluators place teachers into summative rating categories based on score bands. As illustrated below, this teacher would receive a low student growth rating

Summative Rating & Impact on Student Learning Matrix

 Summative Rating	Distinguished	Proficient Rating Student Growth Inquiry	Distinguished Rating	
	Proficient	Proficient Rating Student Growth Inquiry	Proficient Rating	
	Basic	Basic Rating Student Growth Inquiry	Basic Rating	
	Unsatisfactory	Unsatisfactory Rating Plan of Improvement		
Consequences as a result of Intersection between Summative Rating and Impact on Student Learning Rating		Low	Average	High
		 Impact on Student Learning		

What Does This Look Like in eVAL?

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	Launch	Observations														
							1			2			3			4			5		
							Pre	Obs	Post	Pre	Obs	Post	Pre	Obs	Post	Pre	Obs	Post	Pre	Obs	Post
▶ T1 ESD 189 MAR SD School	C	1 2	1	2	90	⚡ 📅	●	●	●	●	●	●									
▶ T10 ESD 189 MAR SD School	C	0 0	0	0	120	⚡ 📅	○	●	○	●	●	●									
▶ T11 ESD 189 MAR SD School	C	0 0	0	0	120	⚡ 📅	●	●	●	●	●	●									

Summary

Where the Final Work Happens

eVAL washington

Resources | Release Notes

Pr ESD 189 MAR SD School | Logout

Please check release notes for Feb 4th update.

Evaluate Teachers

SETUP PRACTICE OBSERVE **SUMMARY** REPORTS

Status Summary

To submit final scores for the teachers you are evaluating in your school, check the box for the appropriate score then click the checkbox in front of the teacher's name then click Submit Selected Teachers. Scores cannot be changed once they are submitted. You must be the assigned principal to set the final summative score and submit the evaluation for a teacher.

Filter: Assigned Teachers Only

SUBMITTED EVALUATIONS - 0 out of 20 teachers

UNSUBMITTED EVALUATIONS

Submit Selected Teachers

If there is not a checkbox in the first column to select the row it is due to one of the following:

- AE: Only the assigned evaluator can submit.
- FS: The Final Score must be set before submission.

<input type="checkbox"/>	Name	Eval Type	#1	#2	#3	#4	#5	Criteria	Growth	Final	Provide Feedback
<input type="checkbox"/>	T1 ESD 189 MAR SD School	C	PRO	PRO				PRO (24/32)	AVG (14/20)	PRO	Enter Scores
<input type="checkbox"/>	T10 ESD 189 MAR SD School	C	NA	PRO				BAS (21/32)	LOW (12/20)	BAS	Enter Scores
<input type="checkbox"/>	T11 ESD 189 MAR SD School	C	DIS	DIS				DIS (32/32)	HIGH (20/20)	DIS	Enter Scores
FS	T12 ESD 189 MAR SD School	C						INC	INC*	INC*	Enter Scores

Click on
Enter Scores

Summative State Criteria Data Must be Entered Here

FINAL REPORT SNAPSHOTS

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

Rubric Drop Down

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

Rubric Element Scores

Rubric Indicator	Summative Score				Observations	Assessments
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"/> UNS	<input type="checkbox"/> BAS	<input checked="" type="checkbox"/> PRO	<input type="checkbox"/> DIS	NA PRO	BAS
1.2: Celebrating Success The teacher celebrates student success relative to the learning targets and/or the learning goals.	<input type="checkbox"/> UNS	<input type="checkbox"/> BAS	<input checked="" type="checkbox"/> PRO	<input type="checkbox"/> DIS	NA PRO	PRO
1.3: Understanding Students' Interests and Backgrounds The teacher builds positive relationships with students by understanding students' interests and background.	<input type="checkbox"/> UNS	<input type="checkbox"/> BAS	<input checked="" type="checkbox"/> PRO	<input type="checkbox"/> DIS	NA NA	PRO
1.4: Demonstrating Value and Respect for Typically Underserved Students The teacher demonstrates value and respect for all, including typically underserved students.	<input type="checkbox"/> UNS	<input checked="" type="checkbox"/> BAS	<input type="checkbox"/> PRO	<input type="checkbox"/> DIS	NA NA	PRO
Summative Scores					NA PRO	PRO

Rubric Element Evidence/Notes

Rubric Indicator	Observation	Evidence/Notes
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.	T1 ESD 189 MAR SD School - Self-Assessment 1 - 10/13/2012	No rubrics at this time 📌 Learning goal is not accompanied by a scale or rubric that describes levels of performance

Excerpts

Excerpt **Observation**

No excerpts found.

Artifacts

Title	Artifact Type	Alignment	View
Feedback	Evaluatee	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. 1.2: Celebrating Success The teacher celebrates student success relative to the learning targets and/or the learning goals. 1.3: Understanding Students' Interests and Backgrounds The teacher builds positive relationships with students by understanding students' interests and background. 1.4: Demonstrating Value and Respect for Typically Underserved Students The teacher demonstrates value and respect for all, including typically underserved students.	View

Use information found here to Determine Summative Scores


Growth Scores Must be Marked in Sub-Criteria

Rubric Element Scores

Rubric Indicator	Summative Score				Observations		Assessments
3.1: Effective Scaffolding of Information Within a Lesson The teacher plans and prepares for effective scaffolding of information within lessons and units that progresses toward a deep understanding and transfer of content.	<input type="checkbox"/> UNS	<input type="checkbox"/> BAS	<input type="checkbox"/> PRO	<input type="checkbox"/> DIS	<u>NA</u>	<u>NA</u>	<u>BAS</u>
3.2: Planning and Preparing for the Needs of All Students The teacher uses data to plan and provide interventions that meet individual student learning needs, including ELL, special education, and students who come from home environments that offer little support for schooling.	<input type="checkbox"/> UNS	<input type="checkbox"/> BAS	<input type="checkbox"/> PRO	<input type="checkbox"/> DIS	<u>NA</u>	<u>NA</u>	<u>BAS</u>
SG 3.1: Establish Student Growth Goal(s)	<input type="checkbox"/> UNS	<input checked="" type="checkbox"/> BAS	<input type="checkbox"/> PRO	<input type="checkbox"/> DIS	<u>NA</u>	<u>PRO</u>	<u>PRO</u>
SG 3.2: Achievement of Student Growth Goal(s)	<input type="checkbox"/> UNS	<input type="checkbox"/> BAS	<input checked="" type="checkbox"/> PRO	<input type="checkbox"/> DIS	<u>NA</u>	<u>PRO</u>	<u>PRO</u>

Student Growth Criteria in Criteria 3, 6, and 8 must be marked at the Sub-Criteria Level.

All Scores Entered

eVAL  washington Resources | Release Notes

Pr ESD 189 MAR SD School | Logout

Evaluate Teachers ▼

Please check release notes for Feb 4th update.

SETUP PRACTICE OBSERVE SUMMARY REPORTS

Evaluation Summary for T1 ESD 189 MAR SD School | Click on the panels to hide/show the details.

SUMMARY Eval Type: C HAS NOT BEEN SUBMITTED Criteria PRO (24/32) Growth AVG (14/20) Final PRO ▼

FINAL REPORT SNAPSHOTS ▼

C1	Centering instruction on high expectations for student achievement.	<input type="checkbox"/> UNS <input type="checkbox"/> BAS <input checked="" type="checkbox"/> PRO <input type="checkbox"/> DIS ▼
C2	Demonstrating effective teaching practices.	<input type="checkbox"/> UNS <input type="checkbox"/> BAS <input checked="" type="checkbox"/> PRO <input type="checkbox"/> DIS ▼
C3	Recognizing individual student learning needs and developing strategies to address those needs.	<input type="checkbox"/> UNS <input type="checkbox"/> BAS <input checked="" type="checkbox"/> PRO <input type="checkbox"/> DIS ▼
C4	Providing clear and intentional focus on subject matter content and curriculum.	<input type="checkbox"/> UNS <input type="checkbox"/> BAS <input checked="" type="checkbox"/> PRO <input type="checkbox"/> DIS ▼
C5	Fostering and managing a safe, positive learning environment.	<input type="checkbox"/> UNS <input type="checkbox"/> BAS <input checked="" type="checkbox"/> PRO <input type="checkbox"/> DIS ▼

Submitting Final Evaluations

UNSUBMITTED EVALUATIONS

Submit Selected Teachers

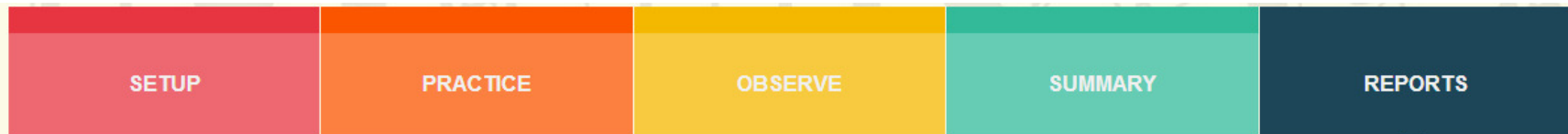
If there is not a checkbox in the first column to select the row it is due to one of the following:

- AE: Only the assigned evaluator can submit.
- FS: The Final Score must be set before submission.

<input type="checkbox"/>	Name	Eval Type	#1	#2	#3	#4	#5	Criteria	Growth	Final	Provide Feedback
<input type="checkbox"/>	T1 ESD 189 MAR SD School	C	<u>PRO</u>	<u>PRO</u>				PRO (24/32)	AVG (14/20)	PRO	Enter Scores
<input type="checkbox"/>	T10 ESD 189 MAR SD School	C	<u>NA</u>	<u>PRO</u>				BAS (21/32)	LOW (12/20)	BAS	Enter Scores
<input type="checkbox"/>	T11 ESD 189 MAR SD School	C	<u>DIS</u>	<u>DIS</u>				DIS (32/32)	HIGH (20/20)	DIS	Enter Scores

When you are **TOTALLY** finished, click on box next to teachers name and then click on Submit Selected Teachers. Once submitted, you can no longer make any changes.

Reports



Reports

Click on the icons below to access reports

REPORTS ▼

[Teacher Final Score Report](#) [Teacher Score Alignment](#) [Practice Session Summary](#)

Final Report for Selected Teacher

Please check release notes for Feb 4th update.

SETUP PRACTICE OBSERVE SUMMARY **REPORTS**

Final Report | Select a teacher from the dropdown list and the report will be generated. Once a teacher has been selected you can generate a PDF version of the report for printing or saving to your computer by clicking on the **Print** button.

Teacher: T1 ESD 189 MAR SD School ▼

PRINT/SAVE SNAPSHOTS ▼

eVAL Final Report

Report Date: 2/12/2013
School Year: 2013
Teacher: T1 ESD 189 MAR SD School
District: ESD 189 MAR SD
School: ESD 189 MAR SD School
Evaluation Type: Comprehensive

Final Evaluation Score

Criteria	Student Growth	Final	Submission Status
PROFICIENT (24/32)	AVG (14/20)	PROFICIENT	Has not been submitted

Report Formatting Options

PRINT/SAVE SNAPSHOTS

Report Settings

These settings are your personal preferences for which sections will be included when generating both the printed and saved version of a Final Report. The settings will be applied to all reports you print/save.

Global Settings

Include Instructional Rubric View Include Complete Observations Only

Observation Sections

- Pre-Conference
 - Pre-Conference Focus/Alignment
 - Pre-Conference Notes
 - Pre-Conference Prompts
- Observation
 - Observation Notes
 - Rubrics
 - Excerpts
 - Prioritized Excerpts
 - Excerpts
 - Evidence/Notes
 - Session Notes
 - Session Recommendations
- Post-Conference
 - Post-Conference Notes
 - Post-Conference Prompts

Self-Assessment Sections

- Assessment
 - Rubrics
 - Evidence/Notes
 - Assessment Notes
 - Assessment Recommendations

Final Evaluation Sections

- Reflections
- Final Notes
- Final Recommendations

Click the **Print Report** button to generate a PDF version of the report based on the current print settings. Click the **Preview Report** button to update the preview section below with a version of the report that incorporates the current print settings.

Final Evaluation Report

Print, Sign, and send to HR if District Decides to do so

Final Recommendations

- 2/12/2013 - Pr ESD 189 MAR SD School: This is an example of a final recommendation from the principals

Report Date: 2/12/2013
School Year: 2013
Teacher: T1 ESD 189 MAR SD School
District: ESD 189 MAR SD
School: ESD 189 MAR SD School
Evaluation Type: Comprehensive

Principal Signature: _____ Date: _____

Teacher Signature: _____ Date: _____

Questions?



cathey Frederick

ESD 189 eVAL Specialist

cfrederick@nwesd.org