

eVAL Overview

Preparing to Evaluate Others

RIG 2-2

March 25, 2013

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ESD 189 eVAL Specialist



Learning Targets

- Understand the role of the evaluation cycle in encouraging evaluatee growth
- Set up and walk through the evaluation cycle
- Explore eVAL tools to support the evaluation cycle

What Can Evaluators Do in eVAL?



Under  Evaluators can:

- Create question prompts for goals, pre-conference, reflection, and post conference
- Assign questions to evaluatees

Principal Creates Goal Prompt in Question Bank



Resources | Release Notes

Pr ESD 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"/>	Edit	Delete

Principal Assigns Goal Prompt to Teacher

evAL washington

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"/>	Evaluatee	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

Play in the Sandbox

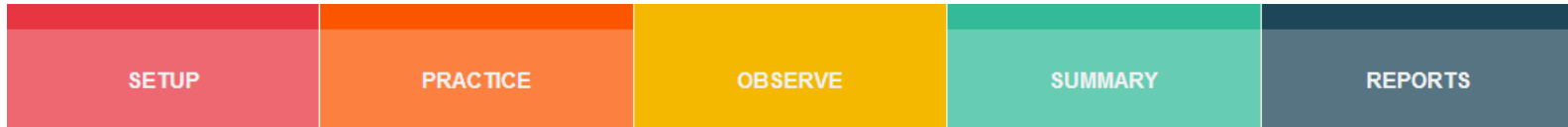


- District Name <space> SD
<space> School <space>
number 1-5 <space> Role
Abbreviation (*T1-20 or PR*)
- Example (Anacortes District,
School 1, Principal):
- Anacortes SD School 1 PR

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

Password=**password**

What Can Evaluators Do in eVAL?

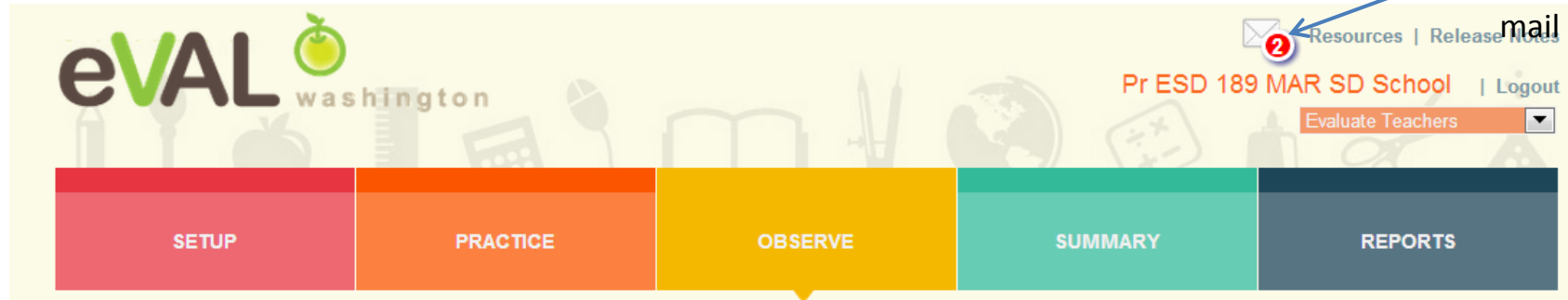


Under **OBSERVE** Evaluators can:

- Schedule pre-conference, conference, and post-conference sessions
- Enter notes during lessons (or paste them from other software afterwards)
- Align the evidence from their notes to state or local rubrics and provide feedback regarding the level of quality observed
- Score rubric, annotate scores and manage all aspects of evidence gathered during observations
- Print post-conference observation reports

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 '2' and a blue arrow pointing to it from the text 'Notice message in mail box'. Next to it are links for 'Resources | Release Notes'. Below these is the school name 'Pr ESD 189 MAR SD School' and a 'Logout' link. A dropdown menu labeled 'Evaluate Teachers' is also present. The main navigation bar consists of 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	 					

Self evaluation shows because teacher shared.

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

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?		Setup	Respond		Details	Delete

Principal Observe/Score

Notes Editor

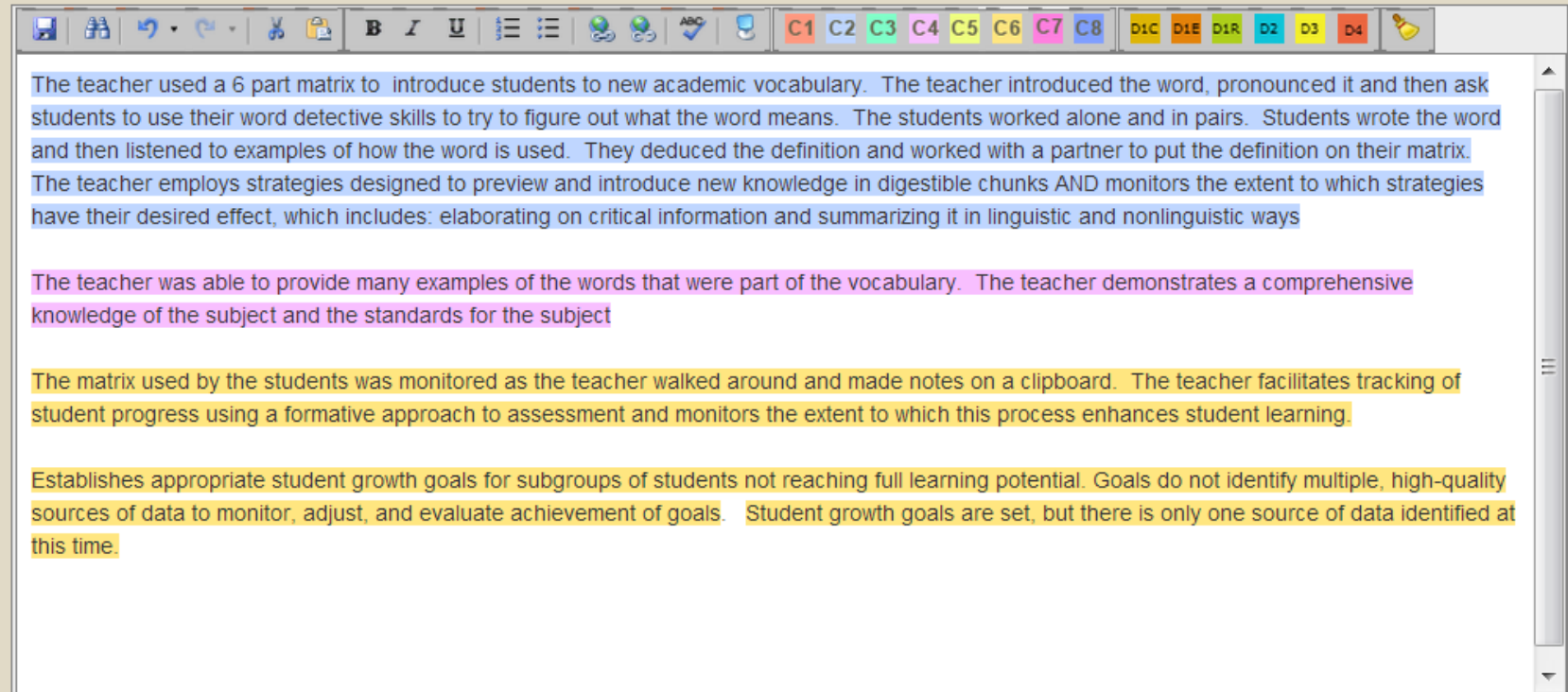
State Rubrics

Instructional Rubrics

Student Growth

Highlight a section of text and assign it a criterion number. The excerpts will appear within the Rubrics tab(s).

Last Saved 22:53:32



The screenshot shows a text editor window with a toolbar at the top. The toolbar includes icons for file operations (save, print, undo, redo, copy, paste), text formatting (bold, italic, underline), list creation (bulleted, numbered), alignment (left, center, right, justified), and other tools like a spell checker and a search icon. To the right of the toolbar are several colored buttons labeled C1 through C8, and D1C through D4, along with a bell icon. The main text area contains four paragraphs of text, each with a different background highlight color: blue, purple, yellow, and yellow. A vertical scrollbar is visible on the right side of the text area.

The teacher used a 6 part matrix to introduce students to new academic vocabulary. The teacher introduced the word, pronounced it and then ask students to use their word detective skills to try to figure out what the word means. The students worked alone and in pairs. Students wrote the word and then listened to examples of how the word is used. They deduced the definition and worked with a partner to put the definition on their matrix. The teacher employs strategies designed to preview and introduce new knowledge in digestible chunks AND monitors the extent to which strategies have their desired effect, which includes: elaborating on critical information and summarizing it in linguistic and nonlinguistic ways

The teacher was able to provide many examples of the words that were part of the vocabulary. The teacher demonstrates a comprehensive knowledge of the subject and the standards for the subject

The matrix used by the students was monitored as the teacher walked around and made notes on a clipboard. The teacher facilitates tracking of student progress using a formative approach to assessment and monitors the extent to which this process enhances student learning.

Establishes appropriate student growth goals for subgroups of students not reaching full learning potential. Goals do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goals. Student growth goals are set, but there is only one source of data identified at this time.

Principal State Rubrics

Magnifying
glasses
point
to
areas
of
focus

Notes Editor 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.

Current View:

C1	Centering instruction on high expectations for student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	▼
C2	Demonstrating effective teaching practices.	<input type="checkbox"/>	<input 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 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 type="checkbox"/>	<input type="checkbox"/>	▼
C5	Fostering and managing a safe, positive learning environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	▼
C7	Communicating and collaborating with parents and the school community.	<input type="checkbox"/>	<input type="checkbox"/>	<input 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 type="checkbox"/>	<input type="checkbox"/>	▼

Principal C4.1 – Expanded View




C4 Providing clear and intentional focus on subject matter content and curriculum. UNS BAS PRO DIS ▲

Hide Excerpts
 Hide Evidence Look-fors
 Hide Evidence/Notes
 Collapse Descriptors

Title	Unsatisfactory	Basic	Proficient	Distinguished
4.1: Attention to Established Content Standards The teacher demonstrates a comprehensive understanding of the subject taught and the standards for the subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.2: Use of Available Resources and Technology The teacher plans and prepares for the use of available materials, including technology.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evidence notes
Show up below
when you
uncheck Hide
Evidence/Notes

Principal Instructional Rubrics

Notes Editor	State Rubrics	Instructional Rubrics	Student Growth			
<p>This screen presents the instructional rubrics. Click on the triangle on the right hand side of the page to show or hide the full rubrics.</p> <p>Current View: <input type="text" value="All"/></p>						
 D1-R	Domain 1: Routine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	▼
 D1-C	Domain 1: Content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	▼
D1-E	Domain 1: Enacted on the Spot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	▼
 D2	Domain 2: Planning and Preparing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	▼
D3	Domain 3: Reflecting on Teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	▼
D4	Domain 4: Collegiality and Professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	▼

Principal – Generated Report

eVAL Observation Report

Report Date: 10/13/2012
 School Year: 2013
 Title: Evaluation 1
 District: ESD 189 MAR SD
 School: ESD 189 MAR SD School
 Principal: Pr ESD 189 MAR SD School
 Teacher: T1 ESD 189 MAR SD School

State Framework Criteria

OBSERVATION	C1	C2	C3	C4	C5	C6	C7	C8
PRO		PRO		PRO		PRO		

C1	
Centering instruction on high expectations for student achievement.	
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.	

C2	
Demonstrating effective teaching practices.	PRO
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 specific elements of this component—see Appendix)	PRO
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 goals are available for specific elements of this component—see Appendix)	
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 new knowledge.	
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 The teacher probes typically underserved students' incorrect answers in the same manner as other students' incorrect answers.	

More Information?

- ESD 189 eVAL Training Documents
 - <https://library.nwesd.org/tpep/eval-training-documents>
- OSPI eVAL
 - <http://tpep-wa.org/resources/eval/>
- eVAL Sandbox Demonstration Site
 - <http://sandbox.eval-wa.org/>
 - [https://files.nwesd.org/~jlongchamps/TPEP/eVAL/Getting Started with Sandbox.pdf](https://files.nwesd.org/~jlongchamps/TPEP/eVAL/Getting_Started_with_Sandbox.pdf)

Questions?



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