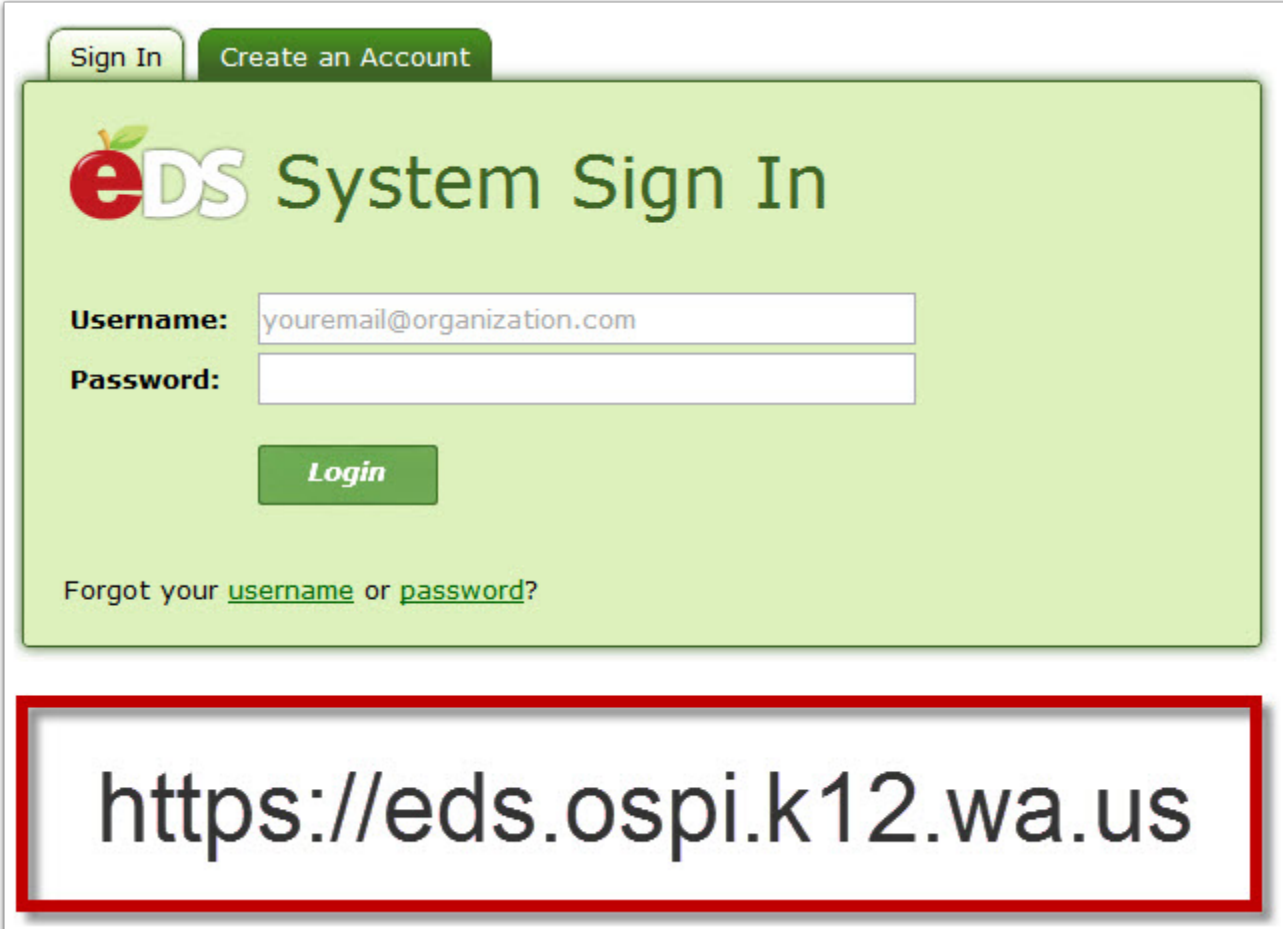


# The District Administrator Role

This guide will provide an overview of the activities expected of anyone assigned the role of District Administrator within the eVAL system.

## EDS

Login to eVAL occurs using the Office of the Superintendent of Public Instruction's Education Data System, or EDS. EDS is used for a variety of different applications within the Washington State education sphere. eVAL is just one of those applications.



Sign In Create an Account

**eDS System Sign In**

**Username:**

**Password:**

**Login**

Forgot your [username](#) or [password](#)?

**https://eds.ospi.k12.wa.us**

## Who is the District Administrator?

The role of District Administrator is assigned to an individual by the District Security Manager within OSPI's EDS. The names of eVAL roles can get confusing, so please note that district administrators are any individuals who will perform annual setup of eVAL for the district. Additionally, the district administrator can create district-wide practice sessions, and view and submit final summary evaluation data to the state.

# Roles and Tasks in eVAL

- Adds district specific resources including questions and prompts
- Assigns evaluators and plan type for evaluatees
- Sees evaluation summaries and reports for principals
- Reviews evaluation submission status
- Sets up practice sessions

**District Administrator**



- Adds school specific resources including questions and prompts
- Assigns evaluators and plan type for evaluatees (if district admin allows)
- Sees evaluation summaries and reports for teachers
- Sets up practice sessions

**School Administrator**



- Add to question bank and assign prompts to teachers
- Sets up & interacts in goal-setting and observations for teachers
- Views teacher artifacts, self-assessments and goals

**District-wide Teacher Evaluator**



- Add to question bank and assign prompts
- Sets up & interacts in goal-setting and observations for principals or vice principals
- Views principal or vice-principal artifacts, self-assessments and goals

**District Evaluator & Head Principal**



**As an Evaluatee**

- Goal-setting & self-assessment
- Interacts with evaluator in observation process
- Uploads artifacts

**As a Teacher Evaluator**

- Add to question bank and assign prompts to teachers
- Sets up & interacts in goal-setting and observations for teachers
- Views teacher artifacts, self-assessments and goals

**Principal**



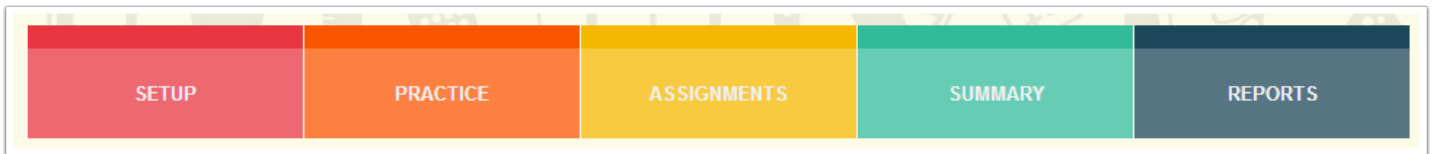
- Goal-setting & self-assessment
- Interacts with evaluator in observation process
- Uploads artifacts

**Teacher**



## District Administrator Menus

The district administrator menu interacts with five menus, many with two to three submenus. The menu choices are **Setup**, where the district administrator can supplement the selected instructional and leadership frameworks, upload or link resources, and manage the district-wide question banks; **Practice**, where the district administrator can set up live or video observation practice sessions for staff; **Assignments**, where the district administrator either matches evaluators to evaluatees, or delegates this responsibility to school administrators; **Summary**, where the district administrator can view summaries of completed evaluations and can submit aggregate evaluation data to the state; and **Reports**, where the district administrator can pull reports regarding evaluation and practice session outcomes.



## The Assignments Menu: Principal Evaluator Assignments

We will now explore two required functions of the district administrator in greater depth. The only start of the year activity required of the district administrator is the assignment of teachers and principals to their evaluators. To begin, click on the Assignments menu. On the assignment screen, the district administrator matches principals to their evaluators and sets the type of evaluation (focused or comprehensive). Set the evaluation type by clicking the appropriate radio button under "Plan Type" and select the evaluator of the principal from the list of district evaluators. If a district evaluator's name does not appear in the list, the most likely reason is that he or she has not yet signed into eVAL through EDS.

SETUP
PRACTICE
ASSIGNMENTS
SUMMARY
REPORTS

### Evaluator Assignments for Principals and Teachers

Use the first two grids below to assign the final evaluator for principals and teachers in your district. The last grid is used for special assignment requests from evaluators that perform evaluations of teachers throughout the district. To allow a school to assign principals to teachers, click the **Allow this school to perform principal assignments** check box.

PRINCIPAL EVALUATOR ASSIGNMENTS
▲

Principals	Plan Type	DE Aberdeen SD
Hp Aberdeen SD School 1	<input checked="" type="radio"/> COMPREHENSIVE <input type="radio"/> FOCUSED	<input checked="" type="checkbox"/>
Pr Aberdeen SD School 1	<input type="radio"/> COMPREHENSIVE <input checked="" type="radio"/> FOCUSED	<input checked="" type="checkbox"/>
Hp Aberdeen SD School 2	<input checked="" type="radio"/> COMPREHENSIVE <input type="radio"/> FOCUSED	<input checked="" type="checkbox"/>
Pr Aberdeen SD School 2	<input checked="" type="radio"/> COMPREHENSIVE <input type="radio"/> FOCUSED	<input checked="" type="checkbox"/>
Hp Aberdeen SD School 3	<input checked="" type="radio"/> COMPREHENSIVE <input type="radio"/> FOCUSED	<input checked="" type="checkbox"/>
Pr Aberdeen SD School 3	<input type="radio"/> COMPREHENSIVE <input checked="" type="radio"/> FOCUSED	<input checked="" type="checkbox"/>
Hp Aberdeen SD School 4	<input checked="" type="radio"/> COMPREHENSIVE <input type="radio"/> FOCUSED	<input checked="" type="checkbox"/>
Pr Aberdeen SD School 4	<input checked="" type="radio"/> COMPREHENSIVE <input type="radio"/> FOCUSED	<input checked="" type="checkbox"/>
Hp Aberdeen SD School 5	<input checked="" type="radio"/> COMPREHENSIVE <input type="radio"/> FOCUSED	<input checked="" type="checkbox"/>
Pr Aberdeen SD School 5	<input type="radio"/> COMPREHENSIVE <input checked="" type="radio"/> FOCUSED	<input checked="" type="checkbox"/>

## The Assignments Menu: Teacher Evaluator Assignments

District administrators may elect to also assign teachers to their principal evaluators, or they may delegate this responsibility to the school administrators. To give this responsibility to the school, check the "Allow this school to perform principal assignment" checkbox. By expanding the Teacher Evaluator Assignments row (click on the grey bar to expand the row), the district administrator can view all teachers in a particular school in the district. To view other school rosters, select the dropdown menu at the top of the list of teacher names. Please note, the delegation of principal evaluation assignments to the school must be performed for each school listed in the district.

**TEACHER EVALUATOR ASSIGNMENTS** ▲

School: Aberdeen SD School 1 ▼

Allow this school to perform principal assignment?

If you do not see a teacher in this list, look below in the District-wide teacher assignment panel. The teacher may have been assigned to be evaluated by a district-wide evaluator and is therefore no longer configurable in this area.

Teachers	Plan Type	Hp Aberdeen SD School 1	Pr Aberdeen SD School 1	PMS MultiSchoolPrincipal
T1 Aberdeen SD School 1	<input checked="" type="radio"/> COMPREHENSIVE <input type="radio"/> FOCUSED	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T10 Aberdeen SD School 1	<input type="radio"/> COMPREHENSIVE <input checked="" type="radio"/> FOCUSED	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T11 Aberdeen SD School 1	<input checked="" type="radio"/> COMPREHENSIVE <input type="radio"/> FOCUSED	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T12 Aberdeen SD School 1	<input type="radio"/> COMPREHENSIVE <input checked="" type="radio"/> FOCUSED	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T13 Aberdeen SD School 1	<input checked="" type="radio"/> COMPREHENSIVE <input type="radio"/> FOCUSED	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T14 Aberdeen SD School 1	<input checked="" type="radio"/> COMPREHENSIVE <input type="radio"/> FOCUSED	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T15 Aberdeen SD School 1	<input checked="" type="radio"/> COMPREHENSIVE <input type="radio"/> FOCUSED	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T16 Aberdeen SD School 1	<input checked="" type="radio"/> COMPREHENSIVE <input type="radio"/> FOCUSED	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T17 Aberdeen SD School 1	<input checked="" type="radio"/> COMPREHENSIVE <input type="radio"/> FOCUSED	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T18 Aberdeen SD School 1	<input type="radio"/> COMPREHENSIVE <input checked="" type="radio"/> FOCUSED	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T19 Aberdeen SD School 1	<input type="radio"/> COMPREHENSIVE <input checked="" type="radio"/> FOCUSED	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T2 Aberdeen SD School 1	<input checked="" type="radio"/> COMPREHENSIVE <input type="radio"/> FOCUSED	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T20 Aberdeen SD School 1	<input type="radio"/> COMPREHENSIVE <input checked="" type="radio"/> FOCUSED	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T3 Aberdeen SD School 1	<input checked="" type="radio"/> COMPREHENSIVE <input type="radio"/> FOCUSED	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
T4 Aberdeen SD School 1	<input checked="" type="radio"/> COMPREHENSIVE <input type="radio"/> FOCUSED	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
T5 Aberdeen SD School 1	<input checked="" type="radio"/> COMPREHENSIVE <input type="radio"/> FOCUSED	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T6 Aberdeen SD School 1	<input checked="" type="radio"/> COMPREHENSIVE <input type="radio"/> FOCUSED	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

## Special Assignments: Head Principal Evaluators for Assistant Principals

District administrators have the option of assigning head principals as evaluators of assistant principals. If an assistant principal has been assigned to an evaluator in this section, he or she will not appear in the Principal Evaluator Assignments section.

SETUP
PRACTICE
ASSIGNMENTS
SUMMARY
REPORTS

### Evaluator Assignments for Principals and Teachers

Use the first two grids below to assign the final evaluator for principals and teachers in your district. The last grid is used for special assignment requests from evaluators that perform evaluations of teachers throughout the district. To allow a school to assign principals to teachers, click the **Allow this school to perform principal assignments** check box.

PRINCIPAL EVALUATOR ASSIGNMENTS
▼

TEACHER EVALUATOR ASSIGNMENTS
▼

SPECIAL ASSIGNMENTS - HEAD PRINCIPAL EVALUATORS FOR ASSISTANT PRINCIPALS
▲

A district administrator may give responsibility for evaluating assistant principals within a school to the head principal. If the assistant principal has been assigned an evaluator here, then he will not be listed in the **PRINCIPAL EVALUATOR ASSIGNMENTS** section above.

School: Aberdeen SD School 1 ▼

Principals	Plan Type	Hp Aberdeen SD School 1
Pr Aberdeen SD School 1	<input checked="" type="radio"/> COMPREHENSIVE <input type="radio"/> FOCUSED	<input checked="" type="checkbox"/>

## Special Assignments: Evaluators for Teachers in Multiple Schools

If a teacher teaches in multiple schools, he or she will appear in this section. Click the dropdown menu and choose the evaluator for the teacher.

**SPECIAL ASSIGNMENTS - EVALUATORS FOR TEACHERS IN MULTIPLE SCHOOLS**

The teachers in this list teach at more than one school in the district. Their assigned evaluator must be selected from one of the principals where they teach. If the teacher is not visible in this list, check the **SPECIAL ASSIGNMENTS - DISTRICT-WIDE TEACHER EVALUATOR** section to see if the teacher has been assigned a special district-wide evaluator and is therefore is no longer configurable in this area.

Teachers	Evaluator	Plan Type
TMS MultiSchoolTeacher	<div style="border: 1px solid gray; padding: 2px;"><p>Pr Aberdeen SD School 1 - Aberdeen SD School 1</p><p>SELECT</p><p>Hp Aberdeen SD School 1 - Aberdeen SD School 1</p><p>Pr Aberdeen SD School 1 - Aberdeen SD School 1</p><p>PMS MultiSchoolPrincipal - Aberdeen SD School 1</p><p>Hp Aberdeen SD School 2 - Aberdeen SD School 2</p><p>Pr Aberdeen SD School 2 - Aberdeen SD School 2</p><p>Hp Aberdeen SD School 3 - Aberdeen SD School 3</p><p>Pr Aberdeen SD School 3 - Aberdeen SD School 3</p><p>Hp Aberdeen SD School 4 - Aberdeen SD School 4</p><p>Pr Aberdeen SD School 4 - Aberdeen SD School 4</p><p>Hp Aberdeen SD School 5 - Aberdeen SD School 5</p><p>Pr Aberdeen SD School 5 - Aberdeen SD School 5</p></div>	<input checked="" type="radio"/> COMPREHENSIVE <input type="radio"/> FOCUSED

(which also includes the ability to perform observations for the request at any time. As long as the request has

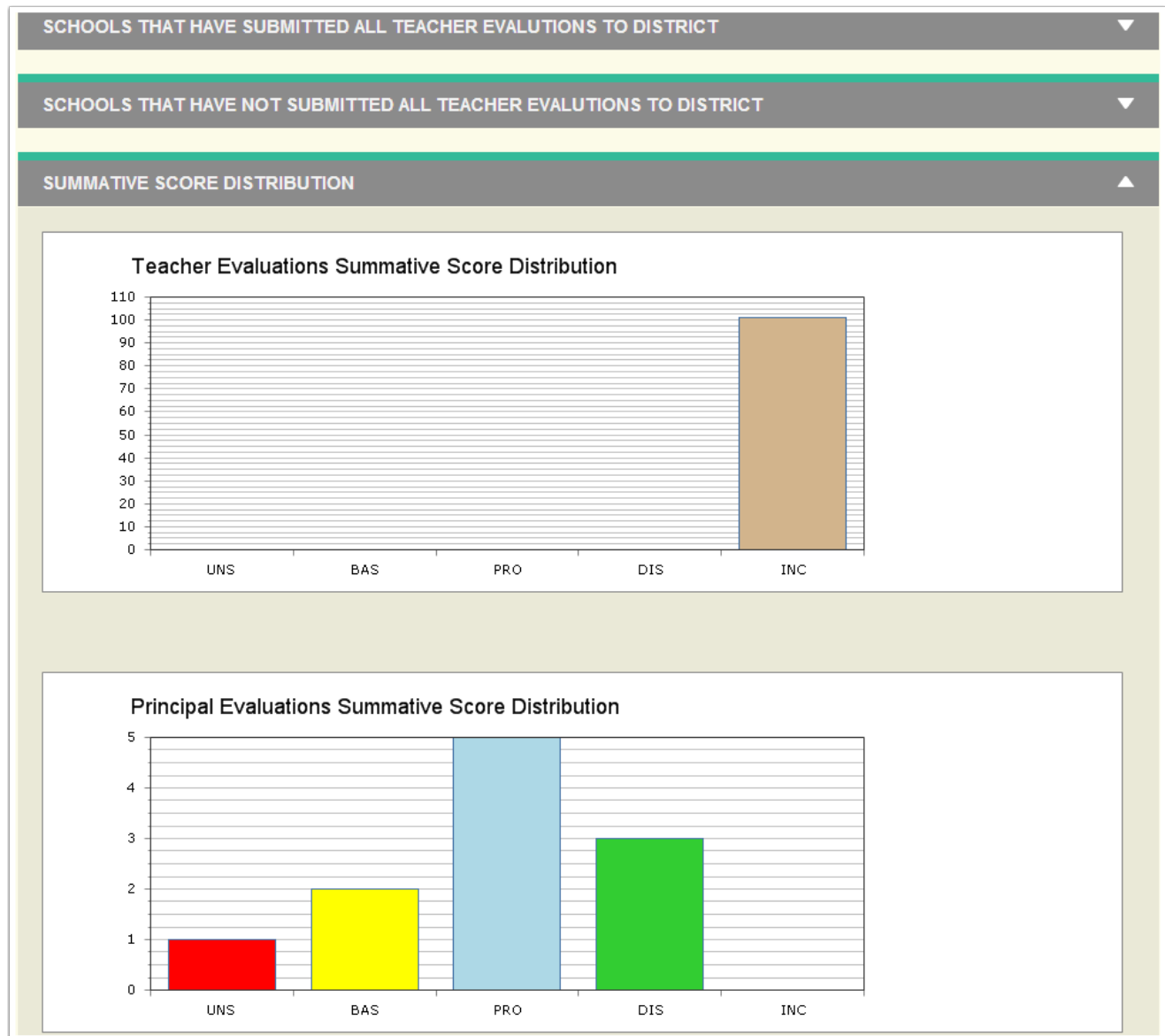
## Special Assignments: District-Wide Teacher Evaluator

Your district might have a district-wide teacher evaluator. A district-wide teacher evaluator is not a principal, but can evaluate teachers in schools throughout the district. The district-wide teacher evaluator will choose from the district's list of teachers and will request to evaluate these teachers. The district administrator will see and accept or reject these requests here. If accepted, the district administrator will then choose between comprehensive and focused plan type. Further, the district administrator can choose the evaluation type, either assigned evaluator (meaning that s/he will give a final summative score), or observation only (meaning that s/he can only give evaluation scores for observations).

SPECIAL ASSIGNMENTS - DISTRICT-WIDE TEACHER EVALUATOR				
<p>The grid below contains all of the special assignment requests from evaluators that are responsible for evaluating teachers throughout the district. To process a request, select either <b>Accept</b> or <b>Reject</b> and then select the type of evaluations you will allow them to perform. Either <b>Assigned Evaluator for the final summative score</b> (which also includes the ability to perform observations) or <b>Observations only</b>. You can change the settings for the request at any time. As long as the request has been accepted and assigned as the final evaluator, the teacher may not be assigned another evaluator.</p>				
Teachers	Evaluator	Plan Type	Status	Accepted Request Evaluation Type
T1 Aberdeen SD School 1	DW Aberdeen SD	<input checked="" type="radio"/> COMPREHENSIVE <input type="radio"/> FOCUSED	<input checked="" type="radio"/> ACCEPTED <input type="radio"/> REJECTED	<input checked="" type="radio"/> ASSIGNED_EVALUATOR <input type="radio"/> OBSERVATION_ONLY
T12 Aberdeen SD School 1	DW Aberdeen SD	<input checked="" type="radio"/> COMPREHENSIVE <input type="radio"/> FOCUSED	<input checked="" type="radio"/> ACCEPTED <input type="radio"/> REJECTED	<input checked="" type="radio"/> ASSIGNED_EVALUATOR <input type="radio"/> OBSERVATION_ONLY
T18 Aberdeen SD School 1	DW Aberdeen SD	<input type="radio"/> COMPREHENSIVE <input checked="" type="radio"/> FOCUSED	<input checked="" type="radio"/> ACCEPTED <input type="radio"/> REJECTED	<input checked="" type="radio"/> ASSIGNED_EVALUATOR <input type="radio"/> OBSERVATION_ONLY
T2 Aberdeen SD School 3	DW Aberdeen SD	<input checked="" type="radio"/> COMPREHENSIVE <input type="radio"/> FOCUSED	<input type="radio"/> ACCEPTED <input checked="" type="radio"/> REJECTED	<input checked="" type="radio"/> ASSIGNED_EVALUATOR <input type="radio"/> OBSERVATION_ONLY
T15 Aberdeen SD School 5	DW Aberdeen SD	<input checked="" type="radio"/> COMPREHENSIVE <input type="radio"/> FOCUSED	<input checked="" type="radio"/> ACCEPTED <input type="radio"/> REJECTED	<input type="radio"/> ASSIGNED_EVALUATOR <input checked="" type="radio"/> OBSERVATION_ONLY
T5 Aberdeen SD School 5	DW Aberdeen SD	<input checked="" type="radio"/> COMPREHENSIVE <input type="radio"/> FOCUSED	<input checked="" type="radio"/> ACCEPTED <input type="radio"/> REJECTED	<input checked="" type="radio"/> ASSIGNED_EVALUATOR <input type="radio"/> OBSERVATION_ONLY

## The Summary Menu

The only other typical annual action of the district administrator is to submit aggregated evaluation data to OSPI. Once each school has submitted their final evaluation results to the district, the district administrator can submit evaluation data to OSPI. It is important to note the state only receives aggregated evaluation data; no personally identifiable or individual evaluation data is sent to the state. On the summary screen, the district administrator can view the status of completed evaluations for each school and also see a summary of the number of staff in each evaluation level. The charts are a visual summary of the data that would be submitted to OSPI annually.



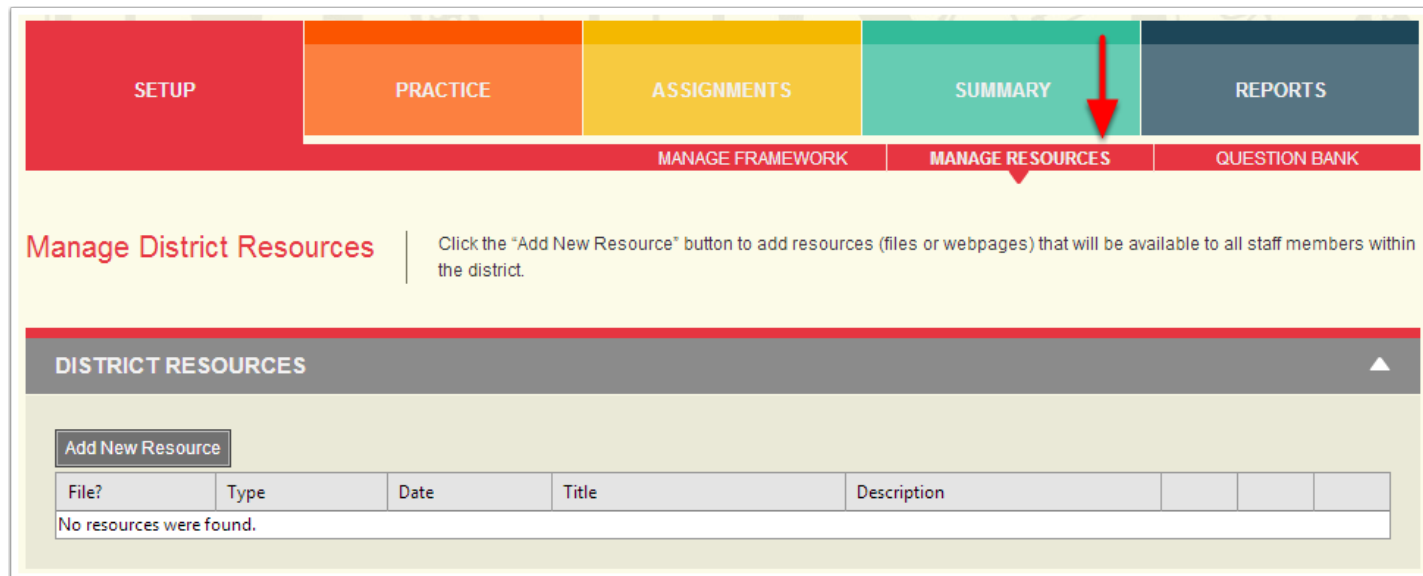
## Additional Functions of the District Administrator

We will now explore some other functions a district administrator may perform during the year, beginning with setup activities and concluding with creating practice sessions for the district.

The screenshot shows the eVAL Washington dashboard. At the top left is the eVAL logo with a green apple icon and the text 'eVAL washington'. At the top right are links for 'Resources | Release Notes', 'DA Aberdeen SD', and 'Logout'. Below the header is a navigation bar with five colored buttons: 'SETUP' (red), 'PRACTICE' (orange), 'ASSIGNMENTS' (yellow), 'SUMMARY' (teal), and 'REPORTS' (dark blue). The main content area features a dark background with a photograph of a smiling young child in a classroom. Three text boxes are overlaid on the image: 1) A welcome message: 'Welcome District Administrator DA Aberdeen SD!'. 2) A link to 'PLAN A PRACTICE SESSION' with a red arrow, accompanied by the text: 'Follow this link to create practice sessions for staff within your district.' 3) A link to 'VIEW SUMMARY' with a yellow arrow, accompanied by the text: 'Follow this link to view a status summary of the principal and teacher evaluations within your district and to submit the evaluations to OSPI.'

## Setup: Manage Resources

In order to supplement the district instructional or leadership framework, link or upload resources, or add to the district-wide question banks, select the Setup menu. This menu has three sub-menus, and by default falls on the middle option, Manage Resources. To add a resource, click on the "Add New Resource" button.



**Manage District Resources** | Click the "Add New Resource" button to add resources (files or webpages) that will be available to all staff members within the district.

**DISTRICT RESOURCES**

[Add New Resource](#)

File?	Type	Date	Title	Description			
No resources were found.							

## Manage Resources - Add a New Resource

Here, you can load any resources that would be helpful for all district staff to view from within eVAL. This may include district evaluation goal setting forms, or general resources supporting the evaluation process. For example, the district may have an introductory presentation that all staff should review. Additionally, resources can include links to other websites with information supporting the district evaluation process. To create a resource, simply provide a title, determine if the resource is general or goal-setting specific, and either select a file for upload or enter a website address, then click the "Submit" button.

**RESOURCE SETTINGS** ▲

Resource Details:

Title:

Type: GENERAL ▼

Description:

You may enter a **FILE** to upload    
 or specify an **URL**

File:

Once a resource has been created, it can be edited or deleted by clicking on the appropriate link. As a reminder, resources can be added at any time throughout the year.

SETUP
PRACTICE
ASSIGNMENTS
SUMMARY
REPORTS

MANAGE FRAMEWORK
MANAGE RESOURCES
QUESTION BANK

**Manage District Resources** | Click the "Add New Resource" button to add resources (files or webpages) that will be available to all staff members within the district.

**DISTRICT RESOURCES** ▲

File?	Type	Date	Title	Description			
Url	GENERAL	10/18/2012	TPEP Website	This is a link to the OSPI TPEP project website	<a href="#">View</a>	<a href="#">Edit</a>	<a href="#">Delete</a>

## Setup: Manage Framework

Another possible setup function of the district administrator is to supplement the adopted instructional and leadership frameworks with "Evidence Look-Fors." Clicking on the "Manage Framework" sub-menu accesses this feature. These evidence look-fors are likely the product of a district-wide committee seeking to clarify district expectations within the adopted frameworks. This function DOES NOT alter the state approved rubrics in any way.

FRAMEWORKS		
Teacher/State	Teacher/Instructional	Principal/State
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.	▼

## Manage Framework: Add Evidence Look-Fors

To supplement the frameworks, select the appropriate tab (Teacher/State, Teacher/Instructional, or Principal/State), and click on the evidence look-fors pencil below each rubric entry.

Teacher/State		Teacher/Instructional		Principal/State	
<b>C1</b> Centering instruction on high expectations for student achievement. <span style="float: right;">▲</span>					
Title	Unsatisfactory	Basic	Proficient	Distinguished	
2b: Establishing a Culture for Learning	<p>The classroom culture is characterized by a lack of teacher or student commitment to learning and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued.</p> <p>Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.</p>	<p>The classroom culture is characterized by little commitment to learning by teacher or students.</p> <p>The teacher appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality.</p> <p>The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</p>	<p>The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students.</p> <p>The teacher conveys that with hard work students can be successful.</p> <p>Students understand their role as learners and consistently expend effort to learn.</p> <p>Classroom interactions support learning and hard work.</p>	<p>The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning.</p> <p>The teacher conveys high expectations for learning by all students and insists on hard work.</p> <p>Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.</p>	
<div style="border: 2px solid red; padding: 2px; display: inline-block;">Evidence Look-fors </div>					
	?				
Title	Unsatisfactory	Basic	Proficient	Distinguished	
3a: Communicating with Students	The instructional purpose	The teacher's attempt to	The teacher clearly	The teacher links the	

## Adding Evidence Look-Fors

In the text box that appears, enter your evidence look-fors. Appropriate guidance for each rubric entry can be entered and formatted. Text or links to external webpages can be entered to supplement the state approved frameworks adopted by the district.

The screenshot shows a web application interface for managing rubric frameworks. At the top, there is a 'FRAMEWORKS' header. Below it are three tabs: 'Teacher/State', 'Teacher/Instructional', and 'Principal/State'. A dropdown menu is set to 'C1' with the description 'Centering instruction on high expectations for student achievement.' Below this is a table with columns for 'Title', 'Unsatisfactory', 'Basic', 'Proficient', and 'Distinguished'. A modal window is open over the table, titled 'Evidence Look-fors for Rubric Indicator: 2b: Establishing a Culture for Learning'. The modal window contains a 'Save' button and a rich text editor with a toolbar. The text box in the modal window is currently empty, containing only a question mark. The background table shows the following content:

Title	Unsatisfactory	Basic	Proficient	Distinguished
2b: Establishing a Culture for Learning				The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work. Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.

## Setup - Question Bank

A final setup function that can be performed at the district level is the creation of question banks. The question banks provide district developed questions to support goal setting, reflective questions, pre-conference questions and post-conference questions. Questions are further categorized by the audience they are intended to reach, either teachers or principals.

The screenshot shows a navigation bar with tabs for SETUP, PRACTICE, ASSIGNMENTS, SUMMARY, and REPORTS. Below the navigation bar are three sub-tabs: MANAGE FRAMEWORK, MANAGE RESOURCES, and QUESTION BANK. The main content area is titled 'Question Bank' and includes a descriptive text: 'As a district administrator you can define user prompts that will be available to all the schools in your district. You must finalize the prompts before they can be assigned.'

There are two sections for adding prompts:

### GOAL PROMPTS

Buttons: Add New Teacher Prompt, Add New Principal Prompt

Defined By	Title	Prompt	Alignment	Finalized	In Use	Retired	Edit	Delete
	<input type="text"/>	<input type="text"/>				<input type="checkbox"/>	<input type="text"/>	
Evaluation Type: Teacher Prompts								
District	Professionalism	Describe some goals you have for this year regarding professional responsibility.	C2 C6 C7 C8 D4	10/30/12	<input type="checkbox"/>	<input type="checkbox"/>	<a href="#">Edit</a>	<a href="#">Delete</a>

### REFLECTION PROMPTS

Buttons: Add New Teacher Prompt, Add New Principal Prompt

Defined By	Prompt	Alignment	Finalized	In Use	Retired	Edit	Delete
	<input type="text"/>				<input type="checkbox"/>	<input type="text"/>	
Evaluation Type: Principal Prompts							
District	Reflect on the school's safety and describe the actions you have taken in order to improve it.	C2	10/30/12	<input type="checkbox"/>	<input type="checkbox"/>	<a href="#">Edit</a>	<a href="#">Delete</a>

## Question Bank - Add a New Prompt

To add a question to the question bank, simply find the question type (goal, reflective, pre- or post-conference) and the audience (teacher or principal) and click the appropriate "Add New Prompt" button. A new window will open where the question is given a title (something that will help identify the question's purpose) and the text of the question.

## State & Instructional Rubrics Alignment

Questions can be aligned to the state or instructional frameworks to clarify the intention of the question further. Once a question is completed, it can be saved for further work later, or saved and finalized so it can be assigned to teachers or principals. The district evaluator or principal assigns questions to groups or individuals. The assignment of questions is not a function of the district administrator.

**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 - Planning and Preparation
- D2 - The Classroom Environment
- D3 - Instruction
- D4 - Professional Responsibilities

## Reordering Prompts

As the bank of questions grows, or based on the district model for structuring questions, it may be necessary to change the order of questions. To assign an order to questions, simply click, drag and drop the question into the desired place within the question bank.

**Question Bank** | As a district administrator you can define user prompts that will be available to all the schools in your district. You must finalize the prompts before they can be assigned.

**GOAL PROMPTS**

Add New Teacher Prompt | Add New Principal Prompt

Defined By	Title	Prompt	Alignment	Finalized	In Use	Retired	Edit	Delete
District	q2	good question here		10/18/12	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<a href="#">Edit</a>	<a href="#">Delete</a>
District	q1	really good question		10/18/12	<input type="checkbox"/>	<input type="checkbox"/>	<a href="#">Edit</a>	<a href="#">Delete</a>
District	q2	good question here		10/18/12	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<a href="#">Edit</a>	<a href="#">Delete</a>

## The Practice Menu

eVAL provides a structure for teams of teachers, principals and guests to participate in evaluation practice sessions. These sessions are intended to help learn the selected instructional and leadership frameworks, and can be observations of classrooms, videos, or videos in the eVAL library. Currently the library is relatively small, but over the year we will be adding over 50 new videos.

**Plan Practice Sessions** | To create a new practice session, click on the **New Live Practice Session** button or **New Video Library Practice Session** button.

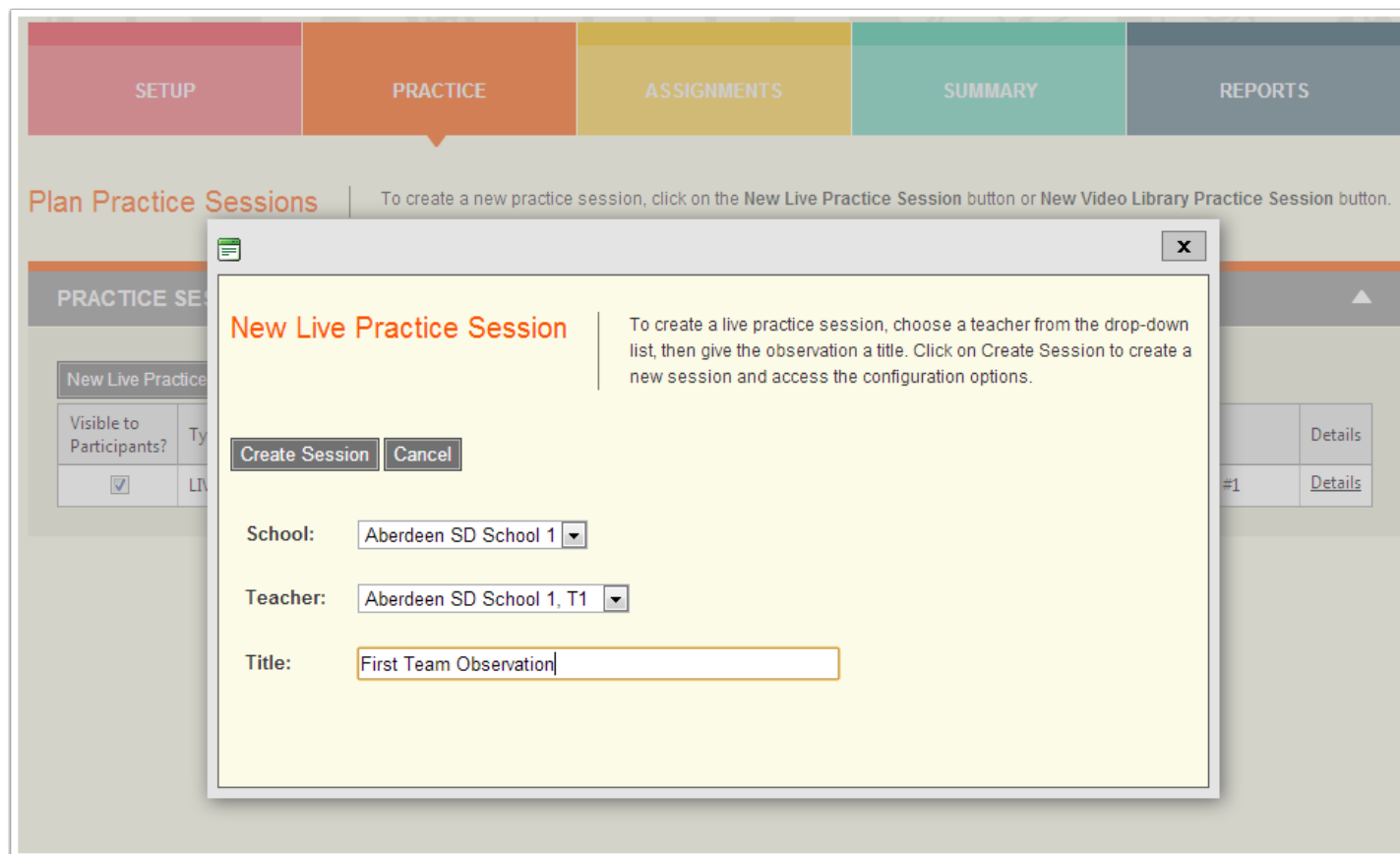
**PRACTICE SESSIONS**

New Live Practice Session | New Video Library Practice Session

Visible to Participants?	Type	Schedule/Location	Teacher	Title	Details
<input checked="" type="checkbox"/>	LIVE	8/30/2012 8:00 AM - 9:00 AM	T1 Aberdeen SD School 1 (Aberdeen SD School 1)	Observation #1	<a href="#">Details</a>

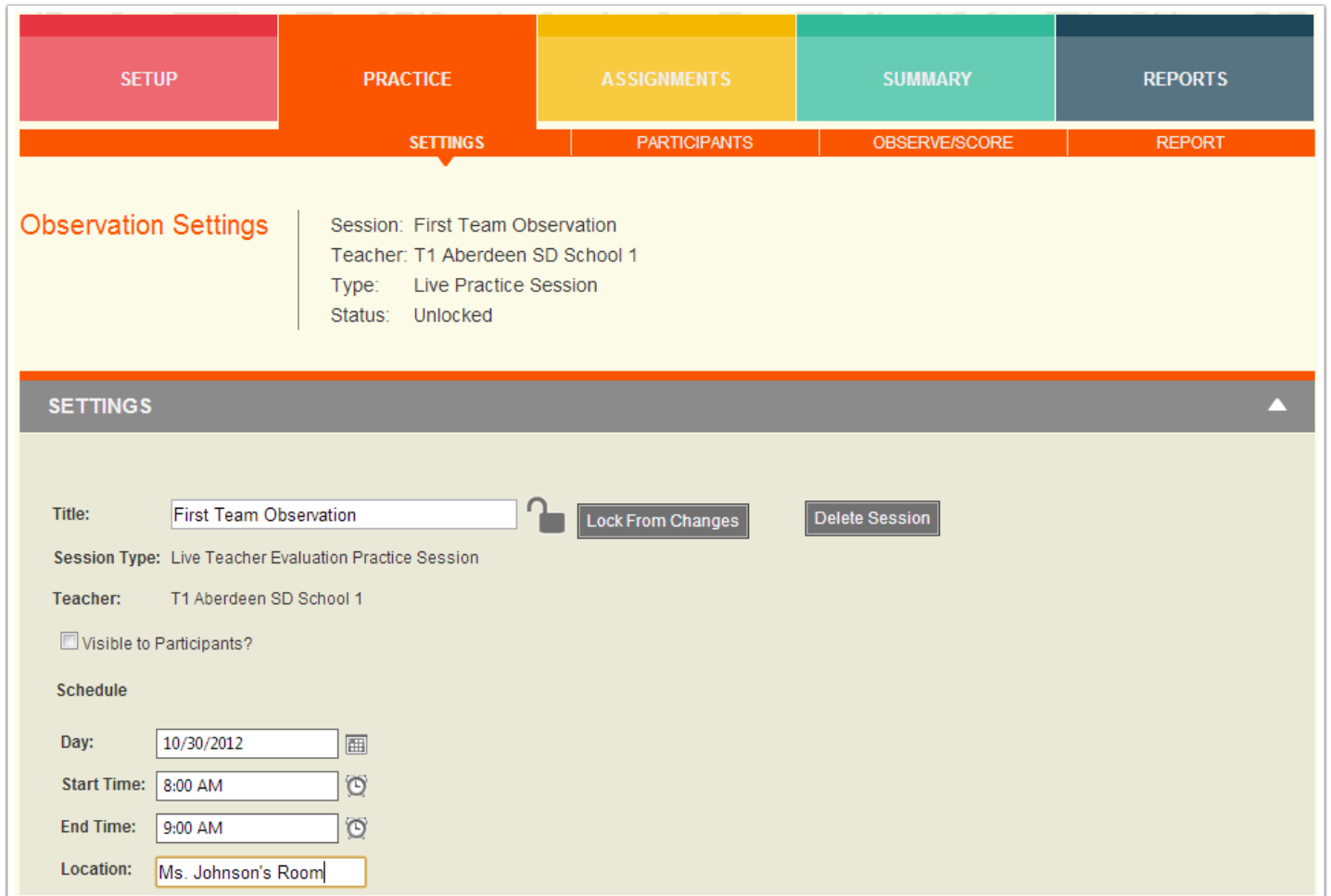
## Create a New Practice Session

In this example we will be creating a new live practice session. To do this, click on the "New Live Practice Session" button. In the dialog box that appears, select the appropriate school and teacher from the dropdown menus, and provide a title for the session (often the date and audience participating). If a video of instruction will be shown, you may click the "New Video Library Practice Session" button and select a video, but use your own in place of the eVAL video. Here is an example of a completed live practice session setup screen. Be sure to click the "Create Session" button to continue the setup process.



## Practice Session Settings


Once a session is set up, you may wish to provide additional supporting information so participants will know where and when to observe the classroom. This is not required. However, BE SURE to check the "Visible to Participants?" box here or on the main practice window, or all your efforts will not be visible to anyone else.



**Observation Settings**

Session: First Team Observation  
Teacher: T1 Aberdeen SD School 1  
Type: Live Practice Session  
Status: Unlocked

**SETTINGS**


Title:  


Session Type: Live Teacher Evaluation Practice Session


Teacher: T1 Aberdeen SD School 1

Visible to Participants?

**Schedule**

Day:  

Start Time:  

End Time:  

Location:

## Inviting Participants

Once a practice session is created, you must include participants. Click on the participants sub-menu. Initially, no one will be included in the practice session. Click on the "Add Participants" button to search for them within eVAL.

The screenshot displays the eVAL interface with a top navigation bar containing five main tabs: SETUP (red), PRACTICE (orange), ASSIGNMENTS (yellow), SUMMARY (teal), and REPORTS (dark blue). Below these is a secondary navigation bar with sub-tabs: SETTINGS (under PRACTICE), PARTICIPANTS (under ASSIGNMENTS), OBSERVE/SCORE (under SUMMARY), and REPORT (under REPORTS). The 'PARTICIPANTS' sub-tab is active, indicated by a downward-pointing arrow. The main content area is titled 'Manage Participants' and shows session details: Session: First Team Observation, Teacher: T1 Aberdeen SD School 1, Type: Live Practice Session, and Status: Unlocked. Below this is a 'PARTICIPANTS' header with a dropdown arrow. Two buttons are visible: 'Add Participants' and 'Send Message to all Participants'. A table with columns for Name, District, and School is shown, but it is empty, with the text 'There are no participants for this practice session.' displayed below it.

## Search for Participants

On the next screen, you can search for participants from the entire district. Anyone who has access to eVAL can be included in a practice session. Often it is easiest to leave the search filters blank and simply click "Search through District" for participants. If the list would be too lengthy, search filters can be used.

**Add Participants to your Practice Session** | This form allows you to search for and add new participants to your practice session.

[Return to Participants](#)

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**SEARCH** ▲

**Search Filters:**

Search for participants whose last name begins with:

[Search through Aberdeen SD](#)

**Search Results:**

[Add Selected Users](#)

<input type="checkbox"/>	Name	District	School
<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

There are no users that match the search criteria.

## Select Participants

Place a check next to the individuals who will be participating in the practice session. Then click the "Add Selected Users" button. They will see what has been set up when they log in to their accounts and select the "Observe" menu.

Search Results:

**Add Selected Users**

<input type="checkbox"/>	Name	District	School
<input type="checkbox"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input checked="" type="checkbox"/>	DE Aberdeen SD	Aberdeen SD	
<input type="checkbox"/>	DW Aberdeen SD	Aberdeen SD	
<input type="checkbox"/>	G1 Aberdeen SD School 1	Aberdeen SD	Aberdeen SD School 1
<input checked="" type="checkbox"/>	G10 Aberdeen SD School 1	Aberdeen SD	Aberdeen SD School 1
<input type="checkbox"/>	G11 Aberdeen SD School 1	Aberdeen SD	Aberdeen SD School 1
<input type="checkbox"/>	G12 Aberdeen SD School 1	Aberdeen SD	Aberdeen SD School 1
<input type="checkbox"/>	G13 Aberdeen SD School 1	Aberdeen SD	Aberdeen SD School 1
<input type="checkbox"/>	G14 Aberdeen SD School 1	Aberdeen SD	Aberdeen SD School 1
<input checked="" type="checkbox"/>	G15 Aberdeen SD School 1	Aberdeen SD	Aberdeen SD School 1
<input type="checkbox"/>	G16 Aberdeen SD School 1	Aberdeen SD	Aberdeen SD School 1
<input type="checkbox"/>	G17 Aberdeen SD School 1	Aberdeen SD	Aberdeen SD School 1
<input type="checkbox"/>	G18 Aberdeen SD School 1	Aberdeen SD	Aberdeen SD School 1
<input type="checkbox"/>	G19 Aberdeen SD School 1	Aberdeen SD	Aberdeen SD School 1
<input type="checkbox"/>	G2 Aberdeen SD School 1	Aberdeen SD	Aberdeen SD School 1
<input type="checkbox"/>	G20 Aberdeen SD School 1	Aberdeen SD	Aberdeen SD School 1
<input type="checkbox"/>	G3 Aberdeen SD School 1	Aberdeen SD	Aberdeen SD School 1
<input type="checkbox"/>	G4 Aberdeen SD School 1	Aberdeen SD	Aberdeen SD School 1
<input type="checkbox"/>	G5 Aberdeen SD School 1	Aberdeen SD	Aberdeen SD School 1
<input type="checkbox"/>	G6 Aberdeen SD School 1	Aberdeen SD	Aberdeen SD School 1
<input type="checkbox"/>	G7 Aberdeen SD School 1	Aberdeen SD	Aberdeen SD School 1
<input type="checkbox"/>	G8 Aberdeen SD School 1	Aberdeen SD	Aberdeen SD School 1
<input type="checkbox"/>	G9 Aberdeen SD School 1	Aberdeen SD	Aberdeen SD School 1
<input type="checkbox"/>	Hp Aberdeen SD School 1	Aberdeen SD	Aberdeen SD School 1
<input checked="" type="checkbox"/>	Pr Aberdeen SD School 1	Aberdeen SD	Aberdeen SD School 1

## Hosting a Practice Session

Once all the settings are completed and participants are added, you are ready to host a practice session. If participants are not able to see a session you have created, the most likely reason is the "Make Visible to Participants" checkbox has not been checked. Check here first.

**Plan Practice Sessions** | To create a new practice session, click on the **New Live Practice Session** button or **New Video Library Practice Session** button.

**PRACTICE SESSIONS**

**New Live Practice Session** | **New Video Library Practice Session**

Visible to Participants?	Type	Schedule/Location	Teacher	Title	Details
<input checked="" type="checkbox"/>	LIVE	10/30/2012 8:00 AM - 9:00 AM	T1 Aberdeen SD School 1 (Aberdeen SD School 1)	First Team Observation	<a href="#">Details</a>
<input type="checkbox"/>	LIVE	8/30/2012 8:00 AM - 9:00 AM	T1 Aberdeen SD School 1 (Aberdeen SD School 1)	Observation #1	<a href="#">Details</a>