

eVAL and The Evaluation Cycle

A Look at the Interaction of District Evaluator/Principal Roles

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Goals

- Review evaluation steps that are part of the principal evaluation process
- Understand supports offered to evaluator and evaluatee by eVAL
- Understand specific tasks evaluator and evaluatee might want to do in eVAL
- Understand interaction between evaluator and evaluatee roles in eVAL

Norms

- Start and end on time
- Participate
- Listen
- Assume good intentions
- There is no “stupid question”
- Learn together

Agenda

- Welcome, review norms
- Pre-training data collection
- Review evaluation process
- Overview of eVAL supports
- Overview of tasks in eVAL
- Work through the evaluation process through the lens of evaluator and evaluatee

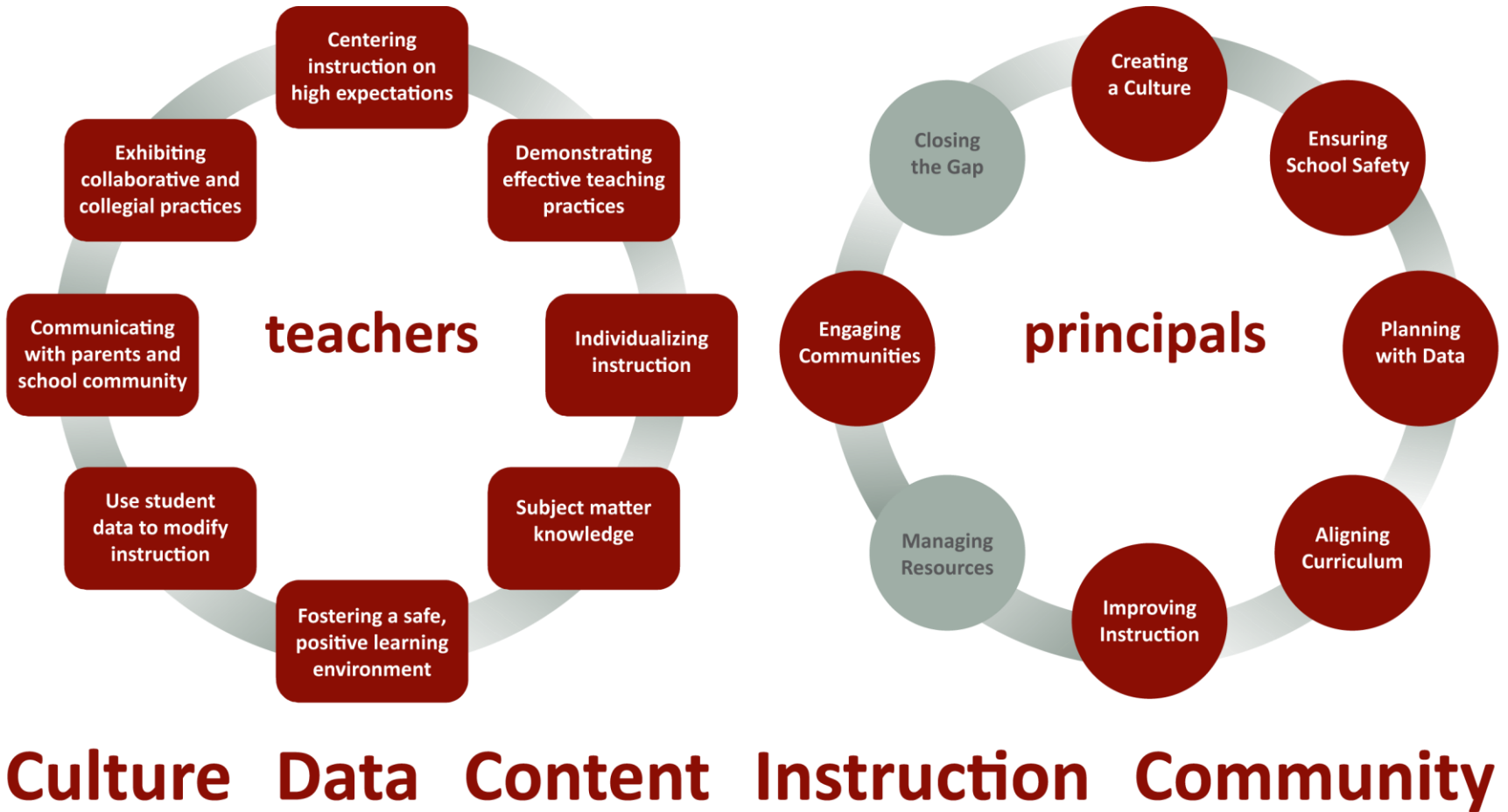
eVAL – Data Collection

- I would describe my familiarity with the eVAL tool as: *1---5 with 1 being beginner and 5 being expert*
- I have participated in an eVAL practice session
1=yes 2=no
- I have, or am, a new principals that need to be evaluated within 90 days *1=yes 2=no*

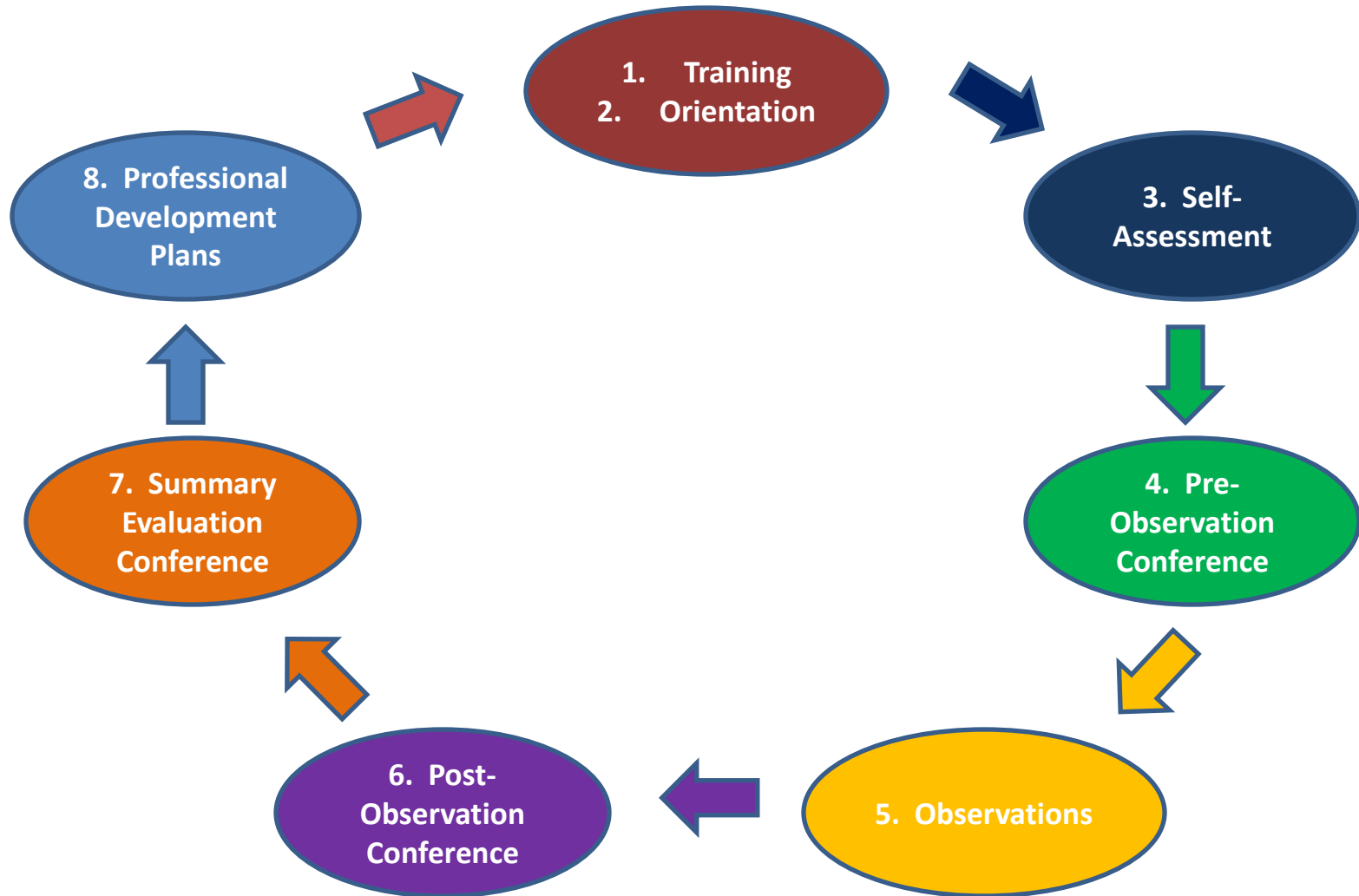
Evaluation Criteria



Alignment of Teacher and Principal Evaluations



Evaluation Process



Logging into eVAL

Log into OSPI's EDS: <https://eds.ospi.k12.wa.us/>

This section allows you to manage your account information.

What would you like to do?

- [View my applications](#)
- [View my application permissions](#)
- [Edit my personal information](#)
- [Change password](#)
- [Search Education Directory](#)
- [Search EDS Directory](#)
- [View Security Managers](#)

My Application List

You have access to the applications listed below.

If you need access to more applications, please contact your administrator.

Application
Education Data System
Electronic Certification
eVal
Events Manager
iGrants
NBPTS Scholarship
Private Participation in Federal Programs
Technology Survey
Washington Query

District Administrator Assigns Evaluators to Principals

Resources | Release Notes
DA ESD 189 MAR SD | Logout

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.

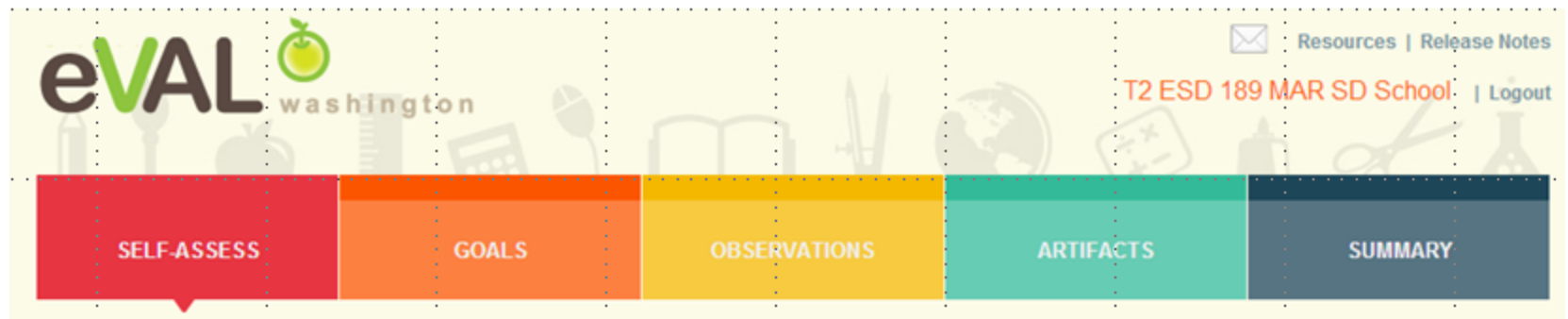
PRINCIPAL EVALUATOR ASSIGNMENTS

Principals	Plan Type	DE ESD 189 MAR SD
Hp ESD 189 MAR SD School	<input checked="" type="radio"/> COMPREHENSIVE <input type="radio"/> FOCUSED	<input checked="" type="checkbox"/>
Pr ESD 189 MAR SD School	<input checked="" type="radio"/> COMPREHENSIVE <input type="radio"/> FOCUSED	<input checked="" type="checkbox"/>

The District Administrator has to assign evaluators to principals before the process can begin.

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 District Evaluator (Mount Vernon
District, District Evaluator):
Mount Vernon SD DE
- Example Principal (Everett District, School 1, PR):
Everett SD School 1 PR
- Password is password

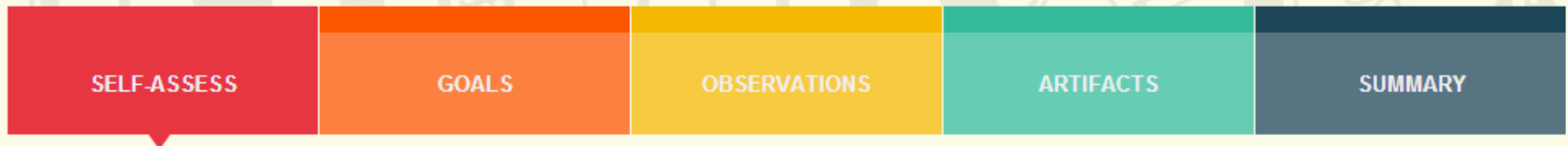
Principal Self Assessment



Resources | Release Notes

Pr ESD 189 MAR SD School | Logout

Prepare for My Evaluation ▼



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.					

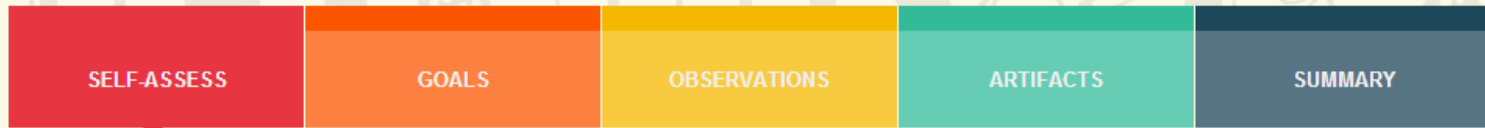
Principal Self Assessment



Resources | Release Notes

Pr ESD 189 MAR SD School | Logout




Prepare for My Evaluation



Self Assessment | Self Assessment Sample Self-Assessment



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	Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff.	<input type="checkbox"/> UNS <input type="checkbox"/> BAS <input type="checkbox"/> PRO <input type="checkbox"/> DIS 
C2	Providing for school safety.	<input type="checkbox"/> UNS <input type="checkbox"/> BAS <input type="checkbox"/> PRO <input type="checkbox"/> DIS 
C3	Leading development, implementation and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements.	<input type="checkbox"/> UNS <input type="checkbox"/> BAS <input type="checkbox"/> PRO <input type="checkbox"/> DIS 

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

Principal Self Assessment – Sub Criteria

C1 Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff. UNS BAS PRO DIS

Hide Evidence Look-fors Hide Evidence/Notes Collapse Descriptors

Title	Unsatisfactory	Basic	Proficient	Distinguished
1.1 Develops and sustains focus on a shared mission and clear vision for improvement of learning and teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Does not communicate mission, vision, and core values; tolerates behaviors and school activities in opposition to a culture of ongoing improvement	Vision and mission are developing; connections between school activities, behaviors and the vision are made explicit; vision and mission are shared and supported by stakeholders	Communicates a vision of ongoing improvement in teaching and learning such that staff and students perceive and agree upon what the school is working to achieve; encourages and supports behaviors and school activities that explicitly align with vision; shares enthusiasm and optimism that the vision will be realized; regularly communicates a strong commitment to the mission and vision of the school and holds stakeholders accountable for implementation	Is proficient AND provides leadership and support such that shared vision and goals are at the forefront of attention for students and staff and at the center of their work; communicates mission, vision, and core values to community stakeholders such that the wider community knows, understands and supports the vision of the changing world in the 21st Century that schools are preparing children to enter and succeed
Evidence Look-fors	No evidence look-fors defined			
Evidence/Notes	<input type="button" value="Edit"/> Highlight encourages and supports behaviors and school activities that explicitly align with vision; shares enthusiasm and optimism that the vision will be realized; r			

Uncheck box “hide evidence notes and highlight text.

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

Add to Evidence?

Highlight

Add to Evidence and Highlight?

Clear Highlight

Principal Self Assessment

eVAL washington

Resources | Release Notes

Pr ESD 189 MAR SD School | Logout

Prepare for My Evaluation

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"/>	Sample Self-Assessment	Assess	Report	Edit	Delete

Principal can choose to include or not include self assessment in evaluation.

District Evaluator Creates Prompts in Question Bank

SETUP
PRACTICE
OBSERVE
SUMMARY
REPORTS
QUESTION BANK
ASSIGN QUESTIONS

Question Bank

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

GOAL PROMPTS									
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="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
My Question Bank	Goal Prompt 1	How will you help teachers transition to the Common Core Standards and the new instructional framework while still preparing students for assessment using current state standards?	C1 C4 C5	10/18/12	<input type="checkbox"/>	<input type="checkbox"/>	Edit	Delete	

District Evaluator Assigns Goal Prompt to Principal

eVAL washington

Resources | Release Notes
DE ESD 189 MAR SD | Logout

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 principals:

- Select each of the principals 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 principals
- The grid will be updated to reflect the assigned prompts for each principal

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

Prompt Type:

GOAL PROMPTS

Evaluatee	Assigned Prompts				
<input type="checkbox"/>	Hp ESD 189 MAR SD School	Defined By	Title	Prompt	Alignment
		My Question Bank	Goal Prompt 1	How will you help teachers transition to the Common Core Standards and the new instructional framework while still preparing students for assessment using current state standards?	C1 C4 C5
<input type="checkbox"/>	Pr ESD 189 MAR SD School	Defined By	Title	Prompt	Alignment
		No records to display.			

Choose type of Prompt here

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

Principal Goals Dashboard

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Resources | Release Notes

Pr ESD 189 MAR SD School | Logout

Prepare for My Evaluation

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.

Principal	Evaluator-assigned Goals	Self-assigned Goals	Artifacts	Resources
Pr ESD 189 MAR SD School	1	0		

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

Principal Reviews Evaluator-Assigned Goal Prompt

The screenshot shows the eVAL dashboard interface. At the top left is the logo for eVAL washington. On the right, there are links for Resources and Release Notes, the user's name Pr ESD 189 MAR SD School, and a Logout button. Below these is a dropdown menu for 'Prepare for My Evaluation'. The main navigation bar consists of five colored tabs: SELF-ASSESS (red), GOALS (orange), OBSERVATIONS (yellow), ARTIFACTS (teal), and SUMMARY (dark blue). Below these tabs are sub-sections: DASHBOARD (under GOALS), EVALUATOR-ASSIGNED (under OBSERVATIONS), SELF-ASSIGNED (under ARTIFACTS), and RESOURCES (under SUMMARY). A blue arrow points to the 'EVALUATOR-ASSIGNED' sub-section.

District Evaluator-assigned Goals

Notify your evaluator of Changes

GOALS					
Title	Prompt	Last Response	Response	Artifacts	Details
Goal Prompt 1	How will you help teachers transition to the Common Core Standards and the new instructional framework while still preparing students for assessment using current state standards?		Respond		Details

Clicking on Respond will open next screen.

Principal Responds to Evaluator Goal Prompt

GOALS ▲

Title	Prompt	Last Response	Response	Artifacts	Details
Goal Prompt 1	How will you help teachers transition to the Common Core Standards and the new instructional framework while still preparing students for assessment using current state standards?		Respond		Details

Response:

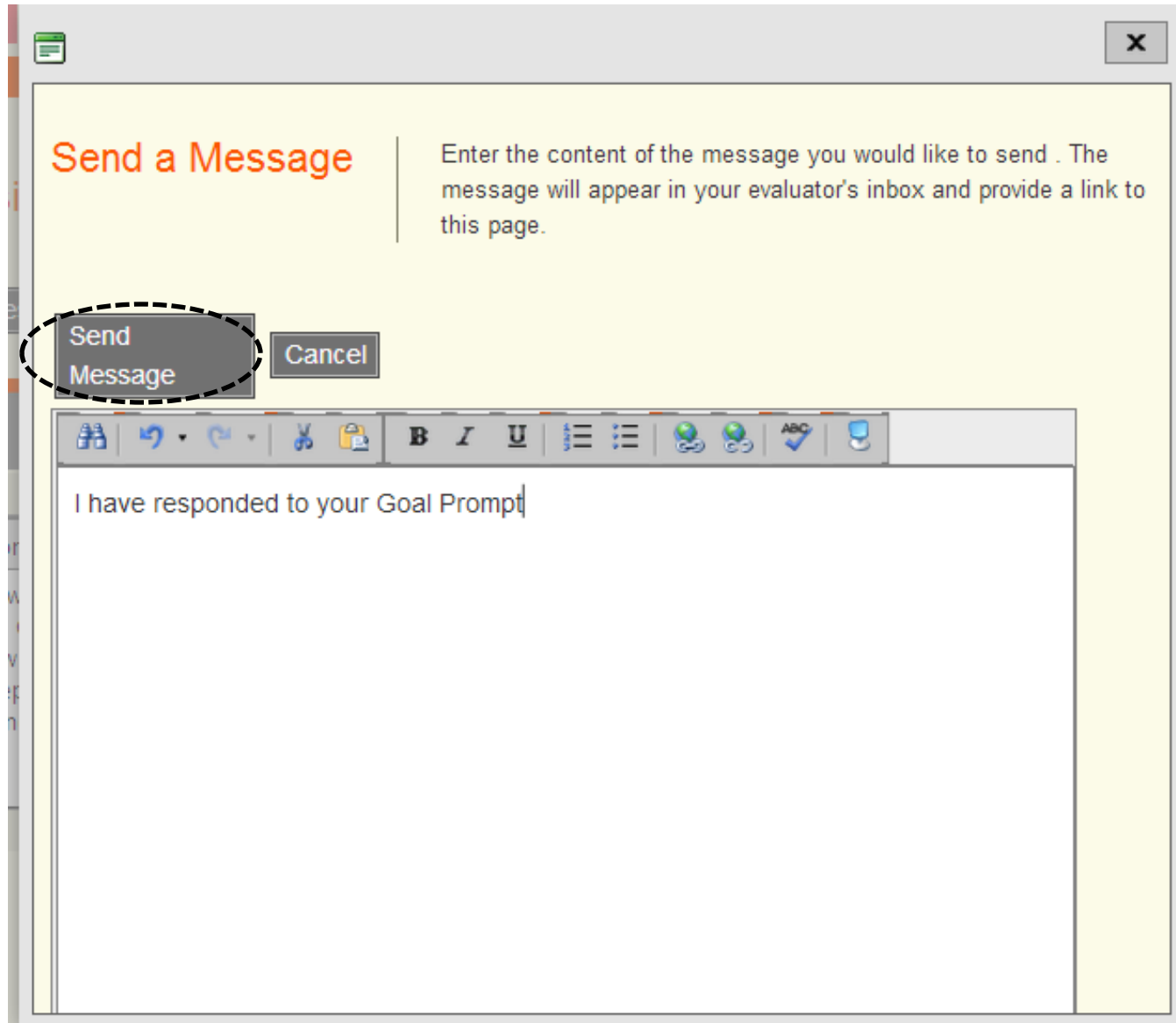
[Insert](#) [Cancel](#)

Insert

GOALS ▲

Title	Prompt	Last Response	Response	Artifacts	Details
Goal Prompt 1	How will you help teachers transition to the Common Core Standards and the new instructional framework while still preparing students for assessment using current state standards?	We will concentrate on math standards in our upcoming professional development day. We will identify the standards that are common to current standards and Common Core Standards and make sure those are taught prior to the state assessments.	Respond		Details

Principal Notices Evaluator



The screenshot shows a dialog box titled "Send a Message" with a yellow background. The dialog contains a text input field with the text "I have responded to your Goal Prompt". Below the input field is a rich text toolbar with icons for undo, redo, cut, paste, bold, italic, underline, bulleted list, numbered list, link, unlink, spell check, and help. To the right of the input field is a "Cancel" button. Below the input field and toolbar are two buttons: "Send Message" and "Cancel". The "Send Message" button is highlighted with a dashed black oval.

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 responded to your Goal Prompt

Rich text toolbar: Undo, Redo, Cut, Paste, Bold, Italic, Underline, Bulleted List, Numbered List, Link, Unlink, Spell Check, Help.

Principal Self-Assigned Goal

The screenshot displays the eVAL Washington interface. At the top left is the logo 'eVAL washington'. On the top right, there are links for 'Resources | Release Notes', the school name 'Pr ESD 189 MAR SD School | Logout', and a dropdown menu 'Prepare for My Evaluation'. Below this is a navigation bar with five colored tabs: 'SELF-ASSESS' (red), 'GOALS' (orange), 'OBSERVATIONS' (yellow), 'ARTIFACTS' (teal), and 'SUMMARY' (dark blue). Underneath the 'GOALS' tab, there are sub-tabs: 'DASHBOARD', 'EVALUATOR-ASSIGNED', 'SELF-ASSIGNED' (highlighted with a red arrow), and 'RESOURCES'.

The main content area is titled 'Self-assigned Goals'. It features a button 'Notify your evaluator of Changes'. Below this is a 'GOALS' header with a scroll arrow. A table is shown with columns: 'Prompt', 'Last Response', 'Setup', 'Response', 'Artifacts', 'Details', and 'Delete'. The 'Add New Goal Prompt' button is circled in red. The 'Details' column of the table has an 'Insert' button, also circled in red, with a blue arrow pointing to it. Below the table is a 'New Prompt:' form with a text area containing the prompt: 'How can I best partner with parents and community members to support improvement in student achievement for all students?'. At the bottom, it says 'No user prompts were found.'

Principal Self-Assigned Goal

The screenshot shows the eVAL Washington dashboard. At the top, there is a navigation bar with the eVAL logo, user information for 'Pr ESD 189 MAR SD School', and links for 'Resources | Release Notes' and 'Logout'. Below the navigation bar is a main menu with five colored buttons: 'SELF-ASSESS' (pink), 'GOALS' (orange), 'OBSERVATIONS' (yellow), 'ARTIFACTS' (teal), and 'SUMMARY' (dark blue). Below the main menu is a secondary navigation bar with five orange buttons: 'DASHBOARD', 'EVALUATOR-ASSIGNED', 'SELF-ASSIGNED' (highlighted with a red arrow), and 'RESOURCES'. Below the secondary navigation bar is the 'Self-assigned Goals' section. It contains a button 'Notify your evaluator of Changes' and a 'GOALS' header. Below the header is a table with the following data:

Prompt	Last Response	Setup	Response	Artifacts	Details	Delete
How can I best partner with parents and community members to support improvement in student achievement for all students?		Setup	Respond		Details	Delete

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

Principal Self-Assigned Goal

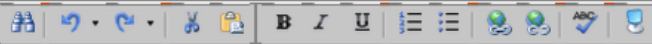
Edit Goal Prompt

Define question and alignment for the prompt.

Save Cancel

MAIN

Prompt:



How can I best partner with parents and community members to support improvement in student achievement for all students?

STATE RUBRICS ALIGNMENT

- C1 - Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff.
- C2 - Providing for school safety.
- C3 - Leading development, implementation and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data.
- C4 - Assisting instructional staff with alignment of curriculum, instruction and assessment with state and local district learning goals.
- C5 - Monitoring, assisting and evaluating effective instruction and assessment practices.
- C6 - Managing both staff and fiscal resources to support student achievement and legal responsibilities.
- C7 - Partnering with the school community to promote student learning.
- C8 - Demonstrating commitment to closing the achievement gap.

Principal Self-Assigned Goal

The screenshot shows the eVAL Washington dashboard for a principal at Pr ESD 189 MAR SD School. The dashboard has a navigation bar with five main sections: SELF-ASSESS, GOALS, OBSERVATIONS, ARTIFACTS, and SUMMARY. Below this is a secondary bar with sub-sections: DASHBOARD, EVALUATOR-ASSIGNED, SELF-ASSIGNED (highlighted with a red arrow), and RESOURCES. A button labeled 'Notify your evaluator of Changes' is visible. The 'GOALS' section is expanded, showing a table with one goal entry. A blue arrow points from the 'Details' link in the table to the explanatory text below.

Resources | Release Notes
Pr ESD 189 MAR SD School | Logout
Prepare for My Evaluation

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 best partner with parents and community members to support improvement in student achievement for all students?		Setup	Respond		Details	Delete

Clicking on Details allows the principal to add responses, manage the alignment to the framework or add artifacts.

Principal Adds Artifact

eVAL  washington

Resources | Release Notes

Pr ESD 189 MAR SD School | Logout

Prepare for My Evaluation

SELF-ASSESS | **GOALS** | **OBSERVATIONS** | **ARTIFACTS** | **SUMMARY**

DASHBOARD | EVALUATOR-ASSIGNED | **SELF-ASSIGNED** | RESOURCES

User Prompt Details | Prompt: How can I best partner with parents and community members to support improvement in student achievement for all students?

USER PROMPT

ALIGNMENT

ARTIFACTS

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

Principal Adds Artifact

Be sure to submit

The screenshot shows the eVAL Washington interface. At the top, there's a navigation bar with 'eVAL washington' logo, user information 'Pr ESD 189 MAR SD School', and a 'Logout' link. Below this is a main navigation bar with five tabs: 'SELF-ASSESS', 'GOALS', 'OBSERVATIONS', 'ARTIFACTS', and 'SUMMARY'. The 'ARTIFACTS' tab is highlighted in green. Below the navigation bar, there's a sub-navigation bar with 'DASHBOARD', 'EVALUATOR-ASSIGNED', 'SELF-ASSIGNED', and 'RESOURCES'. The 'SELF-ASSIGNED' section is active. The main content area is titled 'Create an Artifact' and includes the instruction: 'Upload a document or supply a link to a website that can be used as evidence of your work in your evaluation.' Below this instruction are 'Submit' and 'Cancel' buttons. The 'Submit' button is circled in red. The form below has a 'MAIN' header and the following fields: 'Title' (text input with 'Link to Family/Communi'), 'Type' (dropdown menu with 'Evaluatee Goal'), 'Description' (text area with 'This is the plan that the School Improvement Team created to help us improve our partnership with parents and community.'), and 'Url' (text input with 'http://www.mountvernonchools.org'). There are also radio buttons for 'You may enter a FILE to upload' and 'or specify an URL'.

Artifacts can also be added here

Principal Artifact Added

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Resources | Release Notes

Pr ESD 189 MAR SD School | Logout

Prepare for My Evaluation

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 best partner with parents and community members to support improvement in student achievement for all students?		Setup	Respond	Link to Family/Community Partnership Plan	Details	Delete

District Evaluator Dashboard

Notice message in mail box



Resources | Release Notes

DE ESD 189 MAR SD | Logout



Observation Dashboard

This dashboard allows you to view each of your principals 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 Principals Only

Principal	Eval Type	Goals DE/PR	Self	Artifacts	Time	Observations					
						Launch	1 Pre, Obs, Post	2 Pre, Obs, Post	3 Pre, Obs, Post	4 Pre, Obs, Post	5 Pre, Obs, Post
▶ Hp ESD 189 MAR SD School	C	1 0	0	0	0						
▶ Pr ESD 189 MAR SD School	C	1 1	1	1	0						

CALENDAR

Self evaluation shows because principal made part of evaluation.

District Evaluator

Schedules Formal Observation

Resources | Release Notes
DE ESD 189 MAR SD | Logout

SETUP **PRACTICE** **OBSERVE** **SUMMARY** **REPORTS**

SETTINGS PRE-CONFERENCE OBSERVE/SCORE POST CONFERENCE REPORT

Observation Settings

Session: PD Day - 10/19/2012
Principal: Pr ESD 189 MAR SD School
Type: Principal Observation
Status: Unlocked

[Notify Principal of Changes](#)

SETTINGS

Title: [Lock From Changes](#) [Delete Session](#)

Session Type: Principal Observation


District: DE ESD 189 MAR SD

Evaluator: Pr ESD 189 MAR SD School

Principal: Pr ESD 189 MAR SD School

Pre-Conference	Observe	Post-Conference
<input checked="" type="checkbox"/> Visible to Evaluatee?	<input checked="" type="checkbox"/> Visible to Evaluatee?	<input checked="" type="checkbox"/> Visible to Evaluatee?
<input type="checkbox"/> Complete?	<input type="checkbox"/> Complete? (Included in Total Time on Dashboard)	<input type="checkbox"/> Complete?
Schedule	Schedule	Schedule
Day: <input type="text" value="10/22/2012"/>	Day: <input type="text" value="10/25/2012"/>	Day: <input type="text" value="10/29/2012"/>
Start Time: <input type="text" value="8:00 AM"/>	Start Time: <input type="text" value="9:00 AM"/>	Start Time: <input type="text" value="8:00 AM"/>
End Time: <input type="text" value="9:00 AM"/>	End Time: <input type="text" value="9:30 AM"/>	End Time: <input type="text" value="9:00 AM"/>
Location: <input type="text" value="School Office"/>	Location: <input type="text" value="Library"/>	Location: <input type="text" value="School Office"/>

Principal Observation Dashboard Part 1



Resources | Release Notes
Pr ESD 189 MAR SD School | Logout
Prepare for My Evaluation

SELF-ASSESS GOALS OBSERVATIONS ARTIFACTS SUMMARY

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										
Principal	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
▶ Pr 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.

Principal Observation Dashboard Part 2

CALENDAR

Oct, 2012 Day Week Month

today

Sun	Mon	Tue	Wed	Thu	Fri	Sat
30	01 Oct	2	3	4	5	6
7	8	9	10	11	12	13
	T1 ESD 189 MAR SD School - Evaluation 1 -		T1 ESD 189 MAR SD School - Evaluation 1 -			
14	15	16	17	18	19	20
	T1 ESD 189 MAR SD School - Evaluation 1 -					
21	22	23	24	25	26	27
	Pr ESD 189 MAR SD School - PD Day -			Pr ESD 189 MAR SD School - PD Day -		
28	29	30	31	01 Nov	2	3
	Pr ESD 189 MAR SD School - PD Day -					

Calendar includes teacher observations as well as principal's own observation.

Principal Mailbox



Resources | Release Notes

Pr ESD 189 MAR SD School | Logout

Prepare for My Evaluation ▼

SELF-ASSESS

GOALS

OBSERVATIONS

ARTIFACTS

SUMMARY

Message Inbox

MESSAGES

Delete Selected

<input type="checkbox"/>	Type	From	Subject	Date
<input type="checkbox"/>	Details Observation/Settings	DE ESD 189 MAR SD	Observation/Settings Updates Notification	10/19/2012 1:22:05 PM

Close

Observation/Settings Updates Notification


DE ESD 189 MAR SD 10/19/2012 1:22 PM

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

I have scheduled our observation during your PD late arrival day.

To view the observation settings place the following url in your browser: http://demo.eval-wa.org//StandardSessionSettings_Settings_Evaluatee.aspx?Data=aX5xxe96Dq6y4UxFXi19So%2buUe%2fs1b02OO0wAyRXwMSLWIUa6u2oVq8Y3zMJnw3tGT0NPikCe3QIDI%2bf1tboz1pRHVpLbP7YAa

District Evaluator Preconference Part 1

eVAL  **washington**

Resources | Release Notes
DE ESD 189 MAR SD | Logout

SETUP PRACTICE OBSERVE SUMMARY REPORTS

SETTINGS PRE-CONFERENCE OBSERVE/SCORE POST CONFERENCE REPORT

Pre-Conference Session: PD Day - 10/19/2012
Principal: Pr ESD 189 MAR SD School
Type: Principal Observation
Status: Unlocked

Notify Principal 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 principal. The elements that you have selected will be indicated on the observation scoring screen.

Select focus here → C1 - Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff.

C2 - Providing for school safety.

C3 - Leading development, implementation and evaluation of a data-driven plan for increasing student achievement, including the use of multiple

C4 - Assisting instructional staff with alignment of curriculum, instruction and assessment with state and local district learning goals.

C5 - Monitoring, assisting and evaluating effective instruction and assessment practices.

C6 - Managing both staff and fiscal resources to support student achievement and legal responsibilities.

C7 - Partnering with the school community to promote student learning.

C8 - Demonstrating commitment to closing the achievement gap.

District Evaluator Preconference Part 2

PRE-CONFERENCE NOTES

Add Response

You indicated that team leaders would assist you in leadership of the professional development day.

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	How will you use the professional development time during the early release day to facilitate professional learning communities working on improving student achievement?		Setup	Respond		Details	Delete

Principal Preconference Part 1

The screenshot shows the eVAL Washington web application interface. At the top left is the eVAL Washington logo. On the top right, there are links for 'Resources | Release Notes', the school name 'Pr ESD 189 MAR SD School', a 'Logout' link, and a 'Prepare for My Evaluation' dropdown menu. Below the header is a navigation bar with five main tabs: 'SELF-ASSESS', 'GOALS', 'OBSERVATIONS', 'ARTIFACTS', and 'SUMMARY'. Underneath these are sub-tabs: 'SETTINGS', 'PRE-CONFERENCE', 'OBSERVE/SCORE', 'POST CONFERENCE', and 'REPORT'. The 'PRE-CONFERENCE' sub-tab is currently selected.

Pre-Conference Session: PD Day - 10/19/2012
Principal: Pr ESD 189 MAR SD School
Type: Principal 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.

<input type="checkbox"/>	<input checked="" type="checkbox"/>	C1 - Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff.
<input type="checkbox"/>	<input type="checkbox"/>	C2 - Providing for school safety.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	C3 - Leading development, implementation and evaluation of a data-driven plan for increasing student achievement, including the use of multiple
<input type="checkbox"/>	<input type="checkbox"/>	C4 - Assisting instructional staff with alignment of curriculum, instruction and assessment with state and local district learning goals.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	C5 - Monitoring, assisting and evaluating effective instruction and assessment practices.
<input type="checkbox"/>	<input type="checkbox"/>	C6 - Managing both staff and fiscal resources to support student achievement and legal responsibilities.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	C7 - Partnering with the school community to promote student learning.
<input type="checkbox"/>	<input type="checkbox"/>	C8 - Demonstrating commitment to closing the achievement gap.

Principal Preconference Part 2

PRE-CONFERENCE NOTES

Add Response



Teachers will interview parents and community members during conferences to determine how they would feel most comfortable being involved as partners to improve student achievement.

PRE-CONFERENCE QUESTIONS

Prompt	Last Response	Response	Artifacts	Details
How will you use the professional development time during the early release day to facilitate professional learning communities working on improving student achievement?	We will discuss the results of the teacher parent survey and then break into content area teams to develop plans to create partnerships	Respond		Details

District Evaluator Observe/Score

The screenshot displays the eVAL Washington District Evaluator Observe/Score interface. At the top, the eVAL logo is on the left, and navigation links for Resources, Release Notes, DE ESD 189 MAR SD, and Logout are on the right. A horizontal menu bar contains five main sections: SETUP, PRACTICE, OBSERVE, SUMMARY, and REPORTS. Below this, a secondary bar shows sub-sections: SETTINGS, PRE-CONFERENCE, OBSERVE/SCORE, and POST CONFERENCE. The main content area is titled 'Observe/Score' and includes session details: 'Session: PD Day - 10/19/2012', 'Principal: Pr ESD 189 MAR SD School', 'Type: Principal Observation', and 'Status: Unlocked'. A 'Notify Principal of Changes' button is present. Below are three expandable sections: 'PRE-CONFERENCE', 'POST-CONFERENCE', and 'OBSERVE'. The 'OBSERVE' section shows a 'Generate Report' button, a 'Raw Score: 9/12', and four performance level indicators: 'Unsatisfactory', 'Basic', 'Proficient', and 'Distinguished', with 'Proficient' selected. At the bottom, there are tabs for 'Notes Editor', 'State Rubrics', and 'Student Growth'. The 'Notes Editor' tab is active, displaying a text editor with a rich text toolbar and a list of criteria (C1-C8). The text in the editor is highlighted in various colors corresponding to the criteria: C1 (red), C2 (orange), C3 (yellow), C4 (green), C5 (blue), C6 (purple), C7 (pink), and C8 (grey).

Resources | Release Notes
DE ESD 189 MAR SD | Logout

SETUP PRACTICE OBSERVE SUMMARY REPORTS

SETTINGS PRE-CONFERENCE OBSERVE/SCORE POST CONFERENCE

Observe/Score Session: PD Day - 10/19/2012
Principal: Pr ESD 189 MAR SD School
Type: Principal Observation
Status: Unlocked

Notify Principal of Changes

PRE-CONFERENCE

POST-CONFERENCE

OBSERVE Generate Report Raw Score: 9/12

Unsatisfactory Basic Proficient Distinguished

Notes Editor State Rubrics Student Growth

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

C1 C2 C3 C4 C5 C6 C7 C8

By scheduling professional development for your teachers to collaboratively plan ways to partner with parents and community, you encourage and support behaviors and school activities that explicitly align with vision, shares enthusiasm and optimism that the vision will be realized

You keep the dialogue ongoing and purposeful, regularly communicates high expectations and standards for staff and students regarding ongoing improvement. Actively models, supports, and facilitates collaborative processes among staff utilizing diversity of skills, perspectives and knowledge in the group. Provides continual opportunity and invitation for staff to develop leadership qualities.

Regularly assists staff to use multiple types of data to reflect on effectiveness of lessons.

Builds effective communication systems between home, community and school that are interactive and regularly used by students, school staff and families and other stakeholders. consistently implements effective plans for engaging community outside of school to participate in school decision making to improve teaching and learning.

District Evaluator State Rubrics

Magnifying glasses point to areas of focus

Item	Description	Check 1	Check 2	Check 3	Check 4	Dropdown
C1	Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	▼
C2	Providing for school safety.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	▼
C3	Leading development, implementation and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	▼
C4	Assisting instructional staff with alignment of curriculum, instruction and assessment with state and local district learning goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	▼
C5	Monitoring, assisting and evaluating effective instruction and assessment practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	▼
C6	Managing both staff and fiscal resources to support student achievement and legal responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	▼
C7	Partnering with the school community to promote student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	▼
C8	Demonstrating commitment to closing the achievement gap.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	▼

District Evaluator C1.1 – Expanded View

C1 Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff. UNS BAS PRO DIS ▲

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

Title	Unsatisfactory	Basic	Proficient	Distinguished
1.1 Develops and sustains focus on a shared mission and clear vision for improvement of learning and teaching	<input type="checkbox"/> Does not communicate mission, vision, and core values; tolerates behaviors and school activities in opposition to a culture of ongoing improvement	<input type="checkbox"/> Vision and mission are developing; connections between school activities, behaviors and the vision are made explicit; vision and mission are shared and supported by stakeholders	<input checked="" type="checkbox"/> Communicates a vision of ongoing improvement in teaching and learning such that staff and students perceive and agree upon what the school is working to achieve; encourages and supports behaviors and school activities that explicitly align with vision; shares enthusiasm and optimism that the vision will be realized; regularly communicates a strong commitment to the mission and vision of the school and holds stakeholders accountable for implementation	<input type="checkbox"/> Is proficient AND provides leadership and support such that shared vision and goals are at the forefront of attention for students and staff and at the center of their work; communicates mission, vision, and core values to community stakeholders such that the wider community knows, understands and supports the vision of the changing world in the 21st Century that schools are preparing children to enter and succeed

Evidence/Notes
 Excerpt Highlight

encourages and supports behaviors and school activities that explicitly align with vision; shares enthusiasm and optimism that the vision will be realized;

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

To highlight and excerpt – highlight and right click on highlighted section

District Evaluator Student Growth Rubrics

Notes Editor State Rubrics **Student Growth**


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

C3 Leading development, implementation and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements. ▾

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

Title	Unsatisfactory	Basic	Proficient	Distinguished
3.4 Assists staff to use data to guide, modify and improve classroom teaching and learning	<input type="checkbox"/> Does not assist staff to use multiple types of data to reflect on effectiveness of lessons, guide lesson and assessment development, differentiate instruction, and to determine whether re-teaching, practice or moving forward is appropriate; focuses more on student characteristics rather than the actions of teachers; no improvement in student academic achievement	<input type="checkbox"/> Occasionally assists staff to use multiple types of data to reflect on effectiveness of lessons, guide lesson and assessment development, differentiate instruction, and to determine whether re-teaching, practice or moving forward is appropriate; strategies result in incomplete relationship between the actions of teachers and the impact on student achievement; minimum improvement in student academic growth	<input checked="" type="checkbox"/> Regularly assists staff to use multiple types of data to reflect on effectiveness of lessons, guide lesson and assessment development, differentiate instruction (highly achieving as well as non-proficient) and to determine whether re-teaching, practice or moving forward with instruction is appropriate at both the group and individual level; strategies result in clear relationship between the actions of teachers and the impact on student achievement; demonstrated and measureable improvements in student academic growth readily apparent	<input type="checkbox"/> Is proficient AND demonstrates leadership by routinely and consistently assisting teachers to use multiple types of data to reflect on effectiveness of lessons, guide lesson and assessment development, differentiate instruction, and to determine whether re-teaching, practice or moving forward with instruction is appropriate at both the group and individual level; explicitly demonstrates consistent and measurable improvements in student academic growth

District Evaluator – Summary View – After All Observation Data Complete – End of Year Submission



[Resources](#) | [Release Notes](#)
DE ESD 189 MAR SD | [Logout](#)

SETUP

PRACTICE

OBSERVE

SUMMARY

REPORTS

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

Filter: Assigned Principals Only


SUBMITTED EVALUATIONS - 0 out of 2 principals
▼

UNSUBMITTED EVALUATIONS
▲

Submit Selected Principals

<input type="checkbox"/>	Name	Eval Type	#1	#2	#3	#4	#5	Final Score	View Details
<input type="checkbox"/>	Hp ESD 189 MAR SD School	C	<u>NA</u>					<input type="checkbox"/> UNS <input type="checkbox"/> BAS <input type="checkbox"/> PRO <input type="checkbox"/> DIS	View
<input type="checkbox"/>	Pr ESD 189 MAR SD School	C	<u>PRO</u>					<input type="checkbox"/> UNS <input type="checkbox"/> BAS <input type="checkbox"/> PRO <input type="checkbox"/> DIS	View

Principal – Score Alignment Report



[Resources](#) | [Release Notes](#)
 Pr ESD 189 MAR SD School | [Logout](#)
 Prepare for My Evaluation

SELF-ASSESS

GOALS

OBSERVATIONS

ARTIFACTS

SUMMARY

Score Alignment Report This report displays the scores across all of the observations and self-assessments for the selected principal. You can generate a PDF version of the report for printing or saving to your computer by clicking on the Print button.

Principal: Pr ESD 189 MAR SD School Print

Session Summary

OBSERVATIONS				
Session #	Scheduled Date	Scorer	Title	Score
OBS #1	10/25/2012	DE ESD 189 MAR SD	PD Day - 10/19/2012	PRO

SELF-ASSESSMENTS				
Session #	Start Date	Scorer	Title	Score
SA #1	10/18/2012	Pr ESD 189 MAR SD School	Sample Self-Assessment	PRO


State Framework Criteria

Session #	C1	C2	C3	C4	C5	C6	C7	C8	Score
OBS #1	PRO		PRO				PRO		PRO
SA #1		PRO	DIS	PRO	PRO	PRO	PRO	PRO	PRO

C1		OBS	SA
		#1	#1
Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff.			
1.1 Develops and sustains focus on a shared mission and clear vision for improvement of learning and teaching		PRO	PRO
1.2 Engages in essential conversations for ongoing improvement		PRO	PRO
1.3 Facilitates collaborative processes leading toward continuous improvement		PRO	PRO
1.4 Creates opportunities for shared leadership		PRO	PRO

C2		OBS	SA
		#1	#1
Providing for school safety.			
2.1 Provides for Physical Safety		PRO	PRO
2.2 Provides for social, emotional and intellectual safety		PRO	PRO

Principal Dashboard – Observation 1 Complete



[Resources](#) | [Release Notes](#)
 Pr ESD 189 MAR SD School | [Logout](#)
Prepare for My Evaluation

SELF-ASSESS

GOALS

OBSERVATIONS

ARTIFACTS

SUMMARY

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

Principal	Eval Type	Goals PR/TR	Self	Artifacts	Time	Observations											
						1			2		3		4		5		
						Pre	Obs	Post	Pre	Obs	Post	Pre	Obs	Post	Pre	Obs	Post
▶ Pr ESD 189 MAR SD School	C	1 1	1	1	30	●	●	●									

Next Steps

- What do you need to do next?
- Who needs to be involved?
- When does it need to happen?
- How can I help?

Goals

- Review evaluation steps that are part of the principal evaluation process
- Understand supports offered to evaluator and evaluatee by eVAL
- Understand specific tasks evaluator and evaluatee might want to do in eVAL
- Understand interaction between evaluator and evaluatee roles in eVAL

Self Assessment

- Your familiarity with the eVAL tool 1----5

Thank You!

Cathey Frederick

ESD 189 eVAL Specialist

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