

eVAL and The Evaluation Cycle

A Look at the Interaction of Evaluator/Teacher Roles

Cathey Frederick

eVAL Specialist - ESD 189

cathey.frederick@seaotters.us

425.358.0545



Goals

- Review evaluation steps for teacher evaluations
- 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 teacher that has to be evaluated within 90 days *1=yes 2=no*

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

Principal/School Administrator Assigning Teachers

The screenshot shows the eVAL Washington interface. At the top, there is a navigation bar with the eVAL logo and a menu with five items: SETUP, PRACTICE, ASSIGNMENTS (highlighted), SUMMARY, and REPORTS. In the top right corner, there are links for Resources, Release Notes, Ad ESD 189 MAR SD School, and Logout. Below the navigation bar, there is a heading "Principals Assignments for Teacher Evaluations" and a sub-heading "Use the grid below to assign the principal that will be performing the summative scoring for each teacher." Below this is a table titled "TEACHER EVALUATOR ASSIGNMENTS". The table has four columns: Teachers, Plan Type, Hp ESD 189 MAR SD School, and Pr ESD 189 MAR SD School. The table lists 19 teachers, each with a radio button for "COMPREHENSIVE" (selected) and "FOCUSED", and checkboxes for the two schools. The "Pr ESD 189 MAR SD School" column has a checked checkbox for every teacher.

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

SETUP PRACTICE **ASSIGNMENTS** SUMMARY REPORTS

Principals Assignments for Teacher Evaluations | Use the grid below to assign the principal that will be performing the summative scoring for each teacher.

TEACHER EVALUATOR ASSIGNMENTS

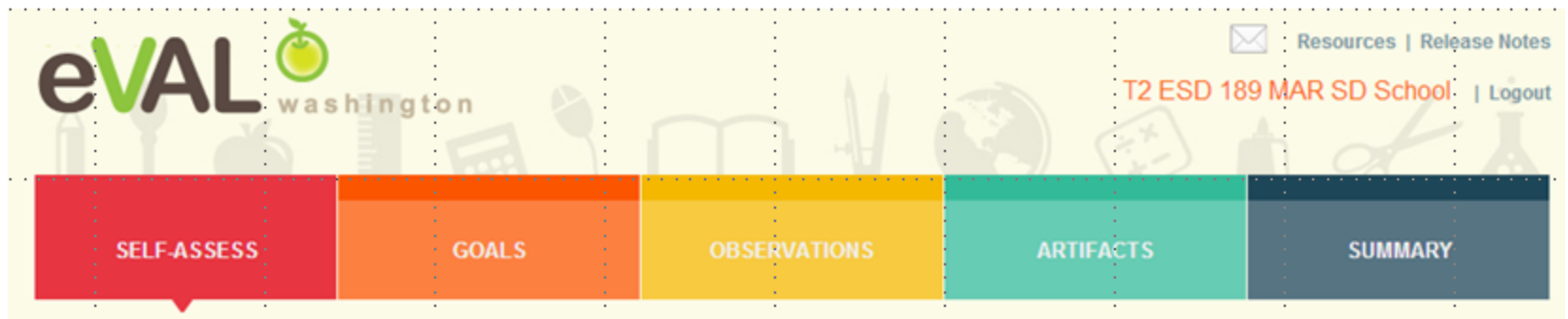
If you do not see a teacher in this list, look below in the District-wide teacher assignment panel. The teacher may have been assigned to be evaluated by a district-wide evaluator and is therefore no longer configurable in this area.

Teachers	Plan Type	Hp ESD 189 MAR SD School	Pr ESD 189 MAR SD School
T1 ESD 189 MAR SD School	<input checked="" type="radio"/> COMPREHENSIVE <input type="radio"/> FOCUSED	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T10 ESD 189 MAR SD School	<input checked="" type="radio"/> COMPREHENSIVE <input type="radio"/> FOCUSED	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T11 ESD 189 MAR SD School	<input checked="" type="radio"/> COMPREHENSIVE <input type="radio"/> FOCUSED	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T12 ESD 189 MAR SD School	<input checked="" type="radio"/> COMPREHENSIVE <input type="radio"/> FOCUSED	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T13 ESD 189 MAR SD School	<input checked="" type="radio"/> COMPREHENSIVE <input type="radio"/> FOCUSED	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T14 ESD 189 MAR SD School	<input checked="" type="radio"/> COMPREHENSIVE <input type="radio"/> FOCUSED	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T15 ESD 189 MAR SD School	<input checked="" type="radio"/> COMPREHENSIVE <input type="radio"/> FOCUSED	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T16 ESD 189 MAR SD School	<input checked="" type="radio"/> COMPREHENSIVE <input type="radio"/> FOCUSED	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T17 ESD 189 MAR SD School	<input checked="" type="radio"/> COMPREHENSIVE <input type="radio"/> FOCUSED	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T18 ESD 189 MAR SD School	<input checked="" type="radio"/> COMPREHENSIVE <input type="radio"/> FOCUSED	<input type="checkbox"/>	<input checked="" type="checkbox"/>
T19 ESD 189 MAR SD School	<input checked="" type="radio"/> COMPREHENSIVE <input type="radio"/> FOCUSED	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Either the District or School Administrator has to assign teachers to a principal before the evaluation process can start.

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 (Everett District, School 1, PR):
Everett SD School 1 PR
- Example (Mount Vernon District, School 1,
T1):
Mount Vernon SD School 1 T1
- Password is password

Teacher Self Assessment



SELF-ASSESS GOALS OBSERVATIONS ARTIFACTS SUMMARY

Self Assessments

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

Notify your evaluator of Changes

SELF ASSESSMENTS

[New Self Assessment](#) [View Score Alignment Report](#)

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

Teacher Self Assessment

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

SELF-ASSESS GOALS OBSERVATIONS ARTIFACTS SUMMARY

Self Assessment Self Assessment Self-Assessment 1

SELF-ASSESS Generate Report

State Rubrics Instructional Rubrics Student Growth

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

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

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

Teacher Self Assessment Sub-Criteria

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

Hide Evidence Look-fors Hide Evidence/Notes Collapse Descriptors

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

Evidence/Notes Edit

Highlight No rubrics at this time

learning goal is not accompanied by a scale or rubric that describes levels of performance

Uncheck box "hide evidence notes and highlight text.

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

Add to Evidence?

Highlight

Add to Evidence and Highlight?

Clear Highlight

Teacher Self Assessment

eVAL washington

Resources | Release Notes

T1 ESD 189 MAR SD School | Logout

SELF-ASSESS GOALS OBSERVATIONS ARTIFACTS SUMMARY

Self Assessments

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

Notify your evaluator of Changes

SELF ASSESSMENTS

New Self Assessment View Score Alignment Report

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

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

Principal Creates Goal Prompt in Question Bank



Resources | Release Notes

Pr ES D 189 MAR SD School | Logout

Evaluate Teachers

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

Question Bank

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

GOAL PROMPTS

[Add New Teacher Prompt](#)

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

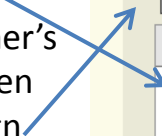
Assign Prompts Unassign Prompts

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

Choose type of prompt here



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



Teacher Goals Dashboard

SELF-ASSESS

GOALS

OBSERVATIONS

ARTIFACTS

SUMMARY

DASHBOARD

EVALUATOR-ASSIGNED

SELF-ASSIGNED

RESOURCES

Goal Settings Dashboard

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

GOALS

Teacher	Evaluator-assigned Goals	Self-assigned Goals	Artifacts	Resources
T1 ESD 189 MAR SD School	1	0		

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

Teacher Reviews Principal-Assigned Goal Prompt

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

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

A blue arrow points from the 'Respond' link in the 'Response' column to the text below the screenshot.

Clicking on Respond will open next screen.

Teacher Responds to Principal Goal Prompt

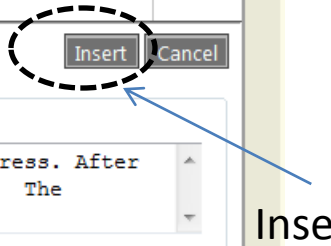
GOALS ▲

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

Response:

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

Insert **Cancel**



GOALS ▲

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

Teacher Notices Evaluator

Send a Message

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

Send Message **Cancel**

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

Teacher Self-Assigned Goal

eVAL washington

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

SELF-ASSESS GOALS OBSERVATIONS ARTIFACTS SUMMARY

DASHBOARD EVALUATOR-ASSIGNED SELF-ASSIGNED RESOURCES

Self-assigned Goals

Notify your evaluator of Changes

GOALS

Add New Goal Prompt

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

Teacher Self-Assigned Goal

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

Self-assigned Goals

Notify your evaluator of Changes

GOALS						
Add New Goal Prompt						
Prompt	Last Response	Setup	Response	Artifacts	Details	Delete
How can I improve at providing more individual feedback to students through building more informal formative assessments into the lesson?		Setup	Respond	Feedback	Details	Delete

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

Teacher Self-Assigned Goal

Edit Goal Prompt

Define question and alignment for the prompt.



MAIN

Prompt:

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

STATE RUBRICS ALIGNMENT

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

INSTRUCTIONAL RUBRICS ALIGNMENT

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

Teacher Adds Artifact

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

User Prompt Details

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

[Back to Pre-Conference](#)

USER PROMPT

ALIGNMENT

ARTIFACTS

[Add Artifact](#)

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

Teacher Adds Artifact

Be
Sure
To
Submit

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

Artifacts
Can
Also
Be
Added
Here

Teacher Artifact Added

SELF-ASSESS GOALS OBSERVATIONS **ARTIFACTS** SUMMARY

Manage Artifacts

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

Notify your evaluator of Changes

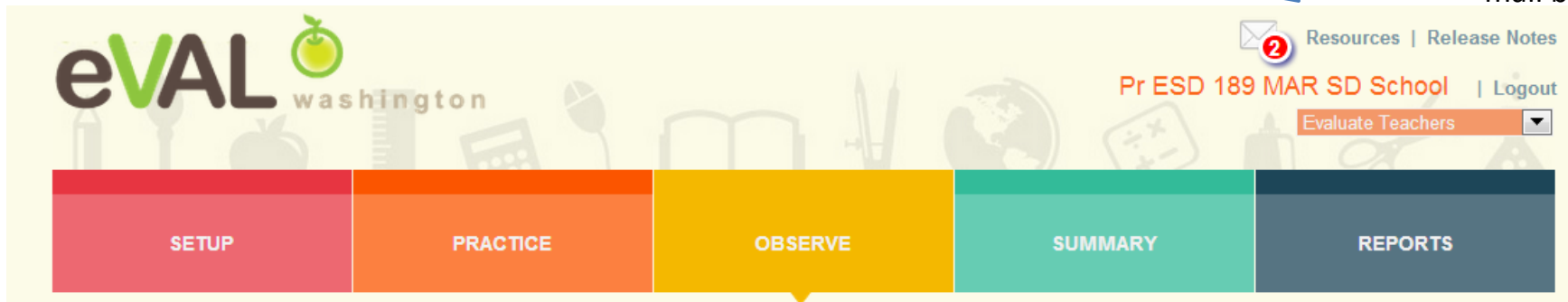
ARTIFACTS

[Add New Artifact](#)

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

Principal Dashboard



Notice message in mail box



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

Observation Dashboard


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

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

Self evaluation shows because teacher made part of evaluation.

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

Principal Schedules Formal Observation

Resources | Release Notes
Pr ESD 189 MAR SD School | Logout
Evaluate Teachers

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

SETTINGS PRE-CONFERENCE OBSERVE/SCORE POST CONFERENCE REPORT

Observation Settings










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

[Notify Teacher of Changes](#)

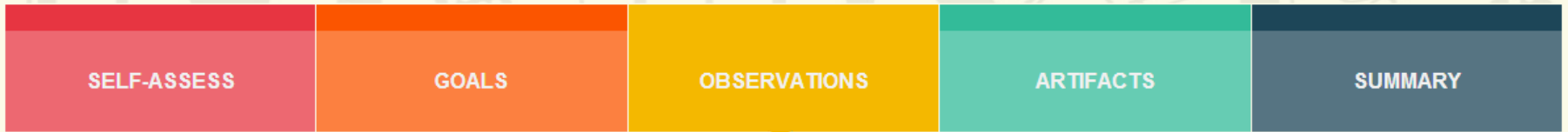
SETTINGS

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

Session Type: Teacher Observation
Principal: Pr ESD 189 MAR SD School
Teacher: T1 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="10/23/2012"/> 	Day: <input type="text" value="10/25/2012"/> 	Day: <input type="text" value="10/30/2012"/> 
Start Time: <input type="text" value="10:30 AM"/> 	Start Time: <input type="text" value="1:00 PM"/> 	Start Time: <input type="text" value="10:30 AM"/> 
End Time: <input type="text" value="11:00 AM"/> 	End Time: <input type="text" value="1:30 PM"/> 	End Time: <input type="text" value="11:30 AM"/> 
Location: <input type="text" value="Principal Office"/>	Location: <input type="text" value="RM 106"/>	Location: <input type="text" value="Principal Office"/>

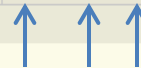
Teacher Observation Dashboard Part 1



Observation Dashboard

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

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



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

Teacher Observation Dashboard Part 2

CALENDAR ▲

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

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

Calendar events:

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

Teacher Mailbox



Resources | Release Notes

T1 ESD 189 MAR SD School | Logout

SELF-ASSESS

GOALS

OBSERVATIONS

ARTIFACTS

SUMMARY

Message Inbox

MESSAGES

Delete Selected

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

Close

Observation/Settings Updates Notification

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

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

I have set up a calendar for our first observation.

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

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

Teacher Preconference Part 1

The screenshot displays the eVAL Washington web application interface. At the top left is the eVAL Washington logo. At the top right, there are links for 'Resources' and 'Release Notes', and the user's school information: 'T1 ESD 189 MAR SD School' with a 'Logout' link. 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: Evaluation 1
Teacher: T1 ESD 189 MAR SD School
Type: Teacher Observation
Status: Unlocked

[Notify your evaluator of Changes](#)

STATE RUBRICS FOCUS

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

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

Teacher Preconference Part 2

PRE-CONFERENCE NOTES

Add Response

B I U [List Icons]

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

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

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

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

PRE-CONFERENCE QUESTIONS

Prompt	Last Response	Response	Artifacts	Details
What is the content you will be teaching for this observation? How are you helping students apply and use the academic vocabulary contained in this lesson?		Respond		Details

Principal Observe/Score

Notes Editor

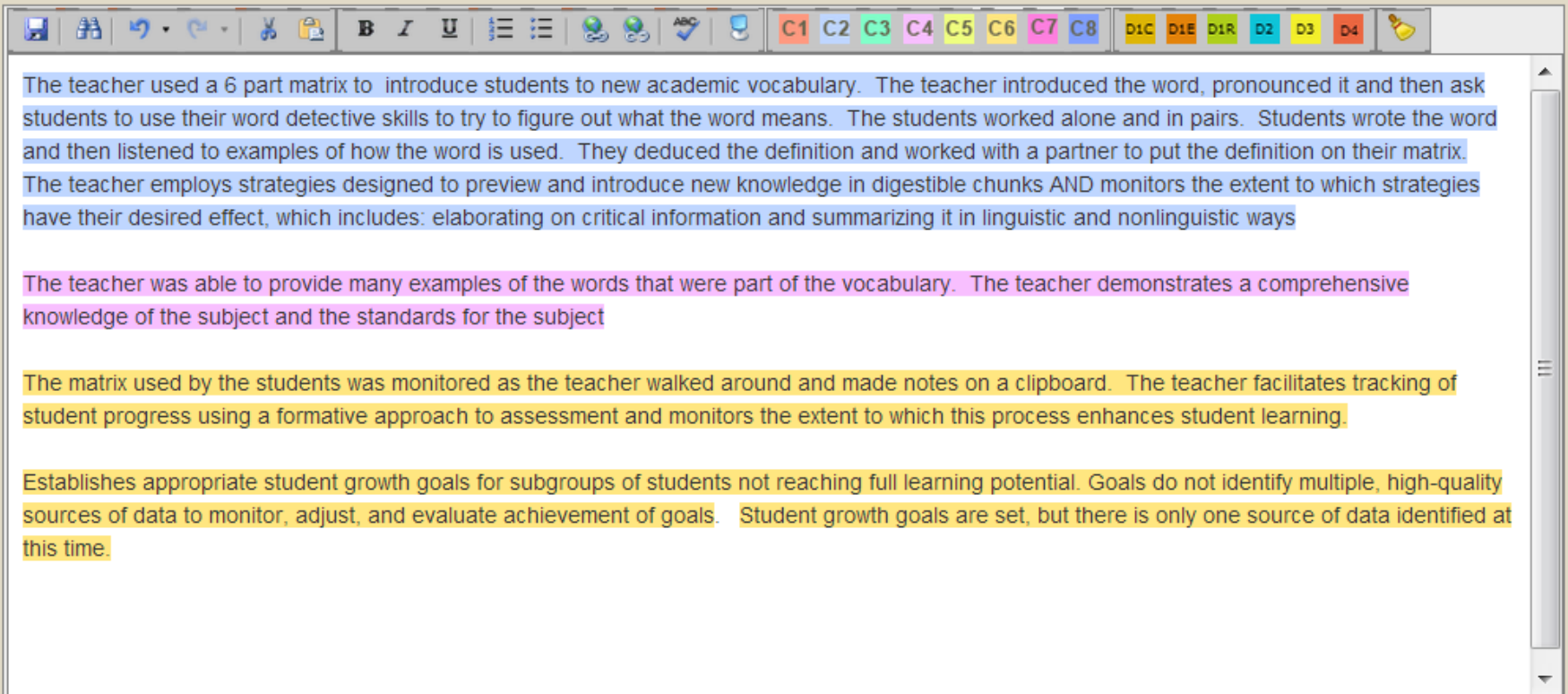
State Rubrics

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 undo, redo, copy, paste, bold, italic, underline, list, link, unlink, and a notification bell. Below the toolbar, there are two rows of colored buttons labeled C1 through C8 and D1C through D4. The main text area contains four paragraphs of text, each with a different section highlighted in a color corresponding to a criterion number: blue for C1-C8, pink for C3, yellow for C6, and orange for D1C-D4.

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.	

Principal – Summary View

Resources | Release Notes
Pr ESD 189 MAR SD School | Logout
Evaluate Teachers

SETUP PRACTICE OBSERVE SUMMARY REPORTS

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

Filter:

SUBMITTED EVALUATIONS - 0 out of 20 teachers

UNSUBMITTED EVALUATIONS

<input type="checkbox"/>	Name	Eval Type	#1	#2	#3	#4	#5	Final Score	View Details
<input type="checkbox"/>	T1 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 – Final Report

C1	OBS	SA	SCORE
	#1	#1	
Centering instruction on high expectations for student achievement.		PRO	
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.		BAS	
1.2: Celebrating Success The teacher celebrates student success relative to the learning targets and/or the learning goals.		PRO	
1.3: Understanding Students' Interests and Backgrounds The teacher builds positive relationships with students by understanding students' interests and background.		PRO	
1.4: Demonstrating Value and Respect for Typically Underserved Students The teacher demonstrates value and respect for all, including typically underserved students.		PRO	

C2	OBS	SA	SCORE
	#1	#1	
Demonstrating effective teaching practices.	PRO	BAS	
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	BAS	
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)		BAS	
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.		BAS	
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.		PRO	
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.		PRO	
2.6: Noticing When Students Are Not Engaged The teacher uses various methods to engage students. (Development scales with which to set teacher growth goals are available for specific elements of this component—see Appendix)		BAS	
2.7: Using and Applying Academic Vocabulary The teacher identifies appropriate academic vocabulary aligned to the learning targets and uses various strategies for student acquisition.	PRO	PRO	
2.8: Evaluating Effectiveness of Individual Lessons and Units The teacher reflects on and evaluates the effectiveness of instructional performance to identify areas of pedagogical strength and weakness.		BAS	

Principal – Observation 1 Complete



Resources | Release Notes

Pr ESD 189 MAR SD School | Logout

Evaluate Teachers



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			2			3			4			5			
							Pre	Obs	Post	Pre	Obs	Post	Pre	Obs	Post	Pre	Obs	Post	Pre	Obs	Post	
▼ T1 ESD 189 MAR SD School	C	1 1	1	1	0		●	●	●													
Teacher Visibility							<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Complete							<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
▶ T10 ESD 189 MAR SD School	C	0 0	0	0	0																	

Another place to click on teacher name to open up section to mark complete.

Principal Observation Dashboard



Resources | Release Notes

Pr ESD 189 MAR SD School | Logout

Evaluate Teachers

SETUP

PRACTICE

OBSERVE

SUMMARY

REPORTS

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	5 Pre, Obs, Post		
▶ T1 ESD 189 MAR SD School	C	1 2	1	1	30		●	●	●				

Teacher Dashboard – Observation 1 Complete

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										
Teacher	Eval Type	Goals PR/TR	Self	Artifacts	Time	Observations				
						1 Pre , Obs , Post	2 Pre , Obs , Post	3 Pre , Obs , Post	4 Pre , Obs , Post	5 Pre , Obs , Post
▶ T1 ESD 189 MAR SD School	C	1 1	1	1	30	● ● ●				

PRACTICE SESSIONS				
Type	Schedule/Location	Teacher	Title	
No sessions found				

CALENDAR

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 for teacher evaluations
- 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

cathey.frederick@seaotters.us

425.358.0545