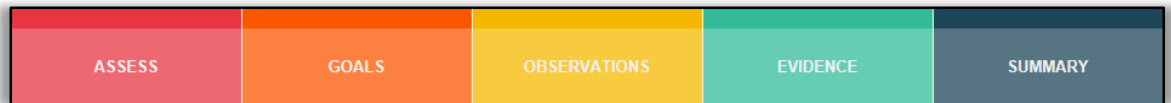




SYSTEM FEATURES

eVAL is easy to navigate, simple to use, and supports any locally adopted framework for teacher and principal evaluation. eVAL has a number of uses, but the primary use is to support dialog between evaluators and evaluatees, reflection about an individual's practice, and the collection of evidence of effective practice. eVAL serves as a central storage and reporting tool for many aspects of the evaluation process. The primary users of eVAL are teachers and principals. A summary of their uses of eVAL is summarized below.

EVALUATEES



Assess:
Evaluatees can conduct self-assessments by using rubrics organized by the state criteria or frameworks selected by the district. Each self-assessment can remain private, or be shared at evaluatee's discretion with evaluators. Self-assessments can be conducted at any time throughout the year.

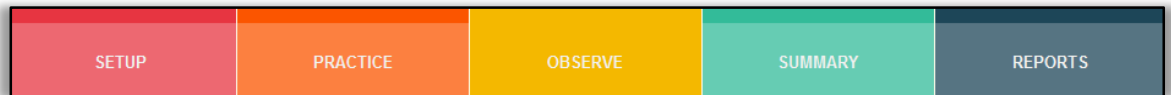
Goals:
Evaluatees can view their own personal goal-setting dashboard; write goals in response to their evaluator's prompts, as well as write their own personal goals. In addition, they can access district forms (if present) and load them as part of the goal-setting process.

Observations:
Evaluatees are reminded of the date, time and location of events related to scheduled observations. Evaluatees can also respond to questions prior to observations, enter notes for their evaluator and reflect upon the outcomes of their work.

Evidence:
Evaluatees can load evidence such as documents, presentations and/or hyperlinks, and align them to the state criteria or locally adopted frameworks. Evaluatees have the opportunity to gather and showcase evidence in multiple forms.

Summary:
Evaluatees can view the totality of the elements of their evaluation, as well as the results of their final summative evaluation.

EVALUATORS



Setup:
Evaluators can create a question bank with prompts for goals, reflections, pre-observation conferences and post-observation conferences. They can also assign these questions to their evaluatees.

Practice:
Evaluators and evaluatees can use the practice section to enter formative evaluation data regarding videos or classroom observations. The purpose of **Practice** is to engage evaluators and evaluatees in dialog as they share their perceptions of quality instruction. **Practice** contains dashboards that display multiple data points summarizing many perspectives.

Observe:
Evaluators can schedule observations, enter notes that document their observations, align the evidence from their notes to state or local rubrics, and provide feedback to their evaluatees, based on the rubrics they utilize. Evaluators score rubrics, annotate their scores and manage all aspects of evidence gathered during observations in this section. Post-conference observation reports can be printed from within the **Observe** section.

Summary:
Evaluators can reflect upon evidence gathered during the year, score final summative rubrics, and submit final summative scores of their evaluatees to their district office. Final summative reports can be printed from this section.

Reports:
Evaluators can view a variety of reports under this section. Reports include school-wide evaluation summaries, individual evaluation trends for their evaluatees, and discrepancies between evaluatees' self-assessments and the evaluator scores.
