

# eVAL washington

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**FOR EVALUATEES**



*April 13, 2013*

# The Role of an Evaluatee

This tutorial will provide an overview of the activities expected of anyone being evaluated (aka “**evaluatee**”) within the eVAL system.

**IMPORTANT: In order for an evaluatee to use the eVAL tool effectively, the following must have occurred:**

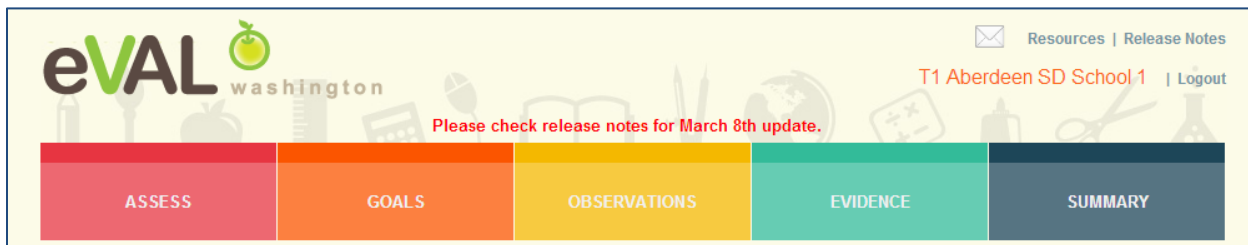
1. The evaluatee must have an account and a role assigned to them on the EDS system.
2. The District Security Manager must have approved their request for access to eVAL.
3. The evaluatee must sign in on EDS and go to the web page for the eVAL tool.
4. The School Administrator or District Administrator must have paired each evaluatee with their evaluator.

An evaluatee signs in to the eVAL tool using the Office of the Superintendent of Public Instruction's Education Data System, or EDS. To access the Education Data System (EDS) web page, open your browser and enter the following URL: <https://eds.ospi.k12.wa.us>

An evaluatee has three primary responsibilities in eVAL:

1. self-assessment and goal-setting;
2. interacting with the evaluator in the observation process; and
3. uploading evidence for areas that aren't easily observed in classroom instruction

To carry out these responsibilities, an evaluatee interacts with five menus, shown below:



- **Assess** – The evaluatee completes his or her self-evaluation.
- **Goals** - The evaluatee responds to the evaluator's goals, and adds/responds to his/ her own.
- **Observations** - The evaluatee views and tracks the status of his/her observations.
- **Evidence** - The evaluatee uploads resources that serve as evidence in his/ her evaluation.
- **Summary** - The evaluatee views and prints the summative scores of the evaluations and self-assessments.

***This handout is divided into five sections, each of which will explore one of the five menus above.***



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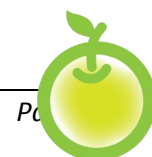
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When logging into eVAL, the first task an evaluatee will likely complete is a self-assessment, which allows the evaluatee to set a baseline for where they feel they are within the framework or state criteria at the beginning of the year. In eVAL system, self-assessments are available to anyone being evaluated, including teachers, vice principals and principals.

## A Look at the Assessment Dashboard

The screenshot shows the Assessment Dashboard interface. At the top, there are five navigation tabs: ASSESS (red), GOALS (orange), OBSERVATIONS (yellow), EVIDENCE (teal), and SUMMARY (dark blue). Below the tabs, the 'Self Assessments' section is highlighted in red. It contains a heading 'Self Assessments' and a paragraph of instructions: '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, you will be directed to a page to complete the self-assessment. If you would like to have this self-assessment included in your evaluation, check the **Share with Evaluator?** box. At any time, you can return to this page and click on the Edit link to continue working on it or to update it. To delete the assessment, click on the Delete link.' Below the instructions is a button labeled 'Notify your evaluator of Changes' with a circled 'f' next to it. Underneath is a grey header bar labeled 'SELF ASSESSMENTS' with an upward-pointing triangle. Below the header bar are two buttons: 'New Self Assessment' (with a circled 'a') and 'View Score Alignment Report' (with a circled 'd'). Below these buttons is a table with the following structure:

Share with Evaluator?	Title	Self-Assessment	Delete
<input type="checkbox"/>	My Self-Assessment	<a href="#">Edit</a> (with a circled 'b')	<a href="#">Delete</a> (with a circled 'e')

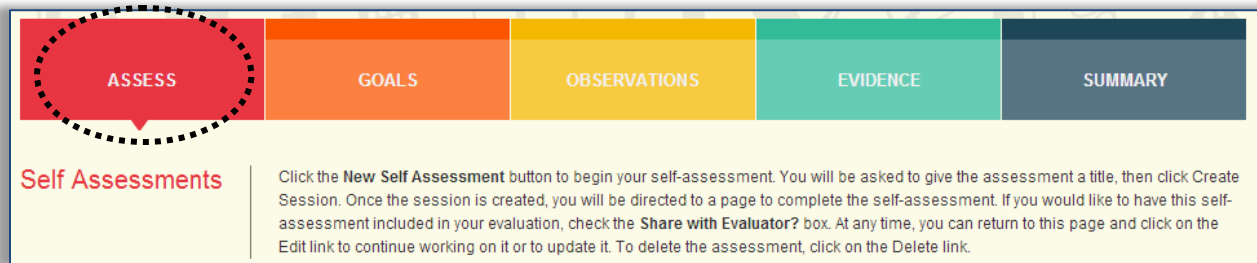
On the left side of the table, there is a circled 'c' next to the 'Share with Evaluator?' column.

### *In this window, you can:*

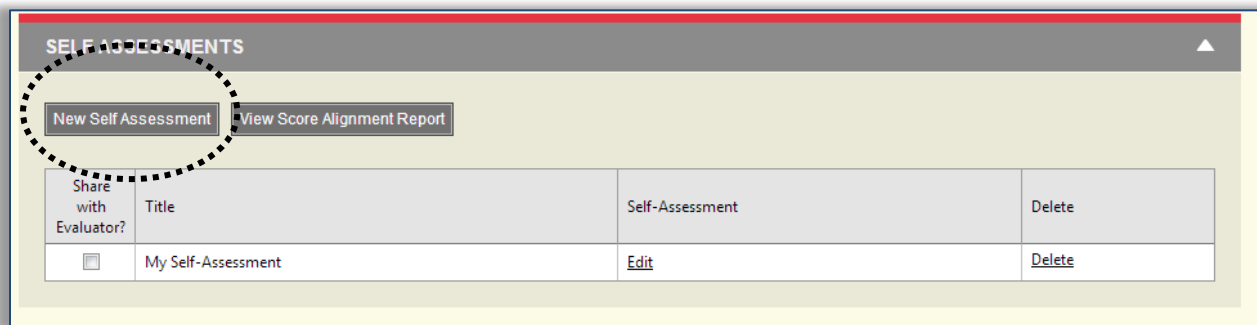
- Create a new self-assessment
- Continue to work on or edit a current self-assessment
- Include the self-assessment in your evaluation
- See a report that displays scores across all observations and self-assessments
- Delete an existing self-assessment
- Notify your evaluator of any changes you've made to an existing self-assessment

## Getting Started with the Self-Assessment

**Assess** is the first menu tab, which allows an evaluatee to begin a self-assessment. Click on the **Assess** menu tab to access this portion of eVAL. Notice that the red menu has a small arrow pointing down. That indicates that this menu tab is **active**.



1. To create a new assessment, click on the **New Self Assessment** button.



2. A new window will open. Give the session a title and then click on the **Create Session** button



3. Once you have given your session a title, you will be able to begin your self-assessment. You can use **the state's** eight criteria to self-assess, or **your district's adopted instructional framework**. Whether you are using the state's criteria or your district's adopted framework, you can self-assess at the most general level on the screen, or you can get more details with each criterion by clicking on the triangle on the right side of each gray stripe.

### Please note:

Your self-assessment scores in the **State Rubrics** will transfer over to the **Instructional Rubrics** tab, and vice versa. If you make any score changes in the **Instructional Rubrics** tab, you will see the same scores the next time you go to the **State Rubrics** tab.

The sections on the following pages illustrate the different screens and steps for using the state's criteria and/or the criteria for one of the instructional frameworks.



## The State Rubric

SELF-ASSESS  Unsatisfactory Basic Proficient Distinguished

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

For each type of rubric, you can choose whether you want to score yourself at the **broad criteria level**, or give yourself a score for each element of the criteria. To score yourself for each element, you will need to click the small arrow at the right of the gray bar to expand that criterion and to view its elements.

## The Instructional Rubric

Self Assessment | Self Assessment My Self-Assessment

SELF-ASSESS  Unsatisfactory Basic Proficient Distinguished

State Rubrics Instructional Rubrics Student Growth

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	Purpose	<input type="checkbox"/> UNS <input type="checkbox"/> BAS <input type="checkbox"/> PRO <input type="checkbox"/> DIS ▼
SE	Student Engagement	<input type="checkbox"/> UNS <input type="checkbox"/> BAS <input type="checkbox"/> PRO <input type="checkbox"/> DIS ▼
CP	Curriculum & Pedagogy	<input type="checkbox"/> UNS <input type="checkbox"/> BAS <input type="checkbox"/> PRO <input type="checkbox"/> DIS ▼
A	Assessment for Student Learning	<input type="checkbox"/> UNS <input type="checkbox"/> BAS <input type="checkbox"/> PRO <input type="checkbox"/> DIS ▼
CEC	Classroom Environment & Culture	<input type="checkbox"/> UNS <input type="checkbox"/> BAS <input type="checkbox"/> PRO <input type="checkbox"/> DIS ▼
PCC	Professional Collaboration & Communication	<input type="checkbox"/> UNS <input type="checkbox"/> BAS <input type="checkbox"/> PRO <input type="checkbox"/> DIS ▼

- When you are self-assessing at the more detailed **element level**, you can highlight text and add it to your evidence. To do this, select the text you wish to highlight. Then right-click the text with your mouse, and select **Add to Evidence and Highlight** from the drop-down menu. This will copy the selected to the **Evidence/Notes** section and will highlight the selected text in the 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
2b: Establishing a Culture for Learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	The classroom culture is characterized by a lack of teacher or student commitment to learning and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued.  Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only	The classroom culture is characterized by little commitment to learning by teacher or students.  The teacher appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality.  The teacher conveys that student success is the result of natural ability	The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students.  The teacher works with hard work and can be successful.  Students understand their role as learners and consistently expend effort	The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning.  The teacher conveys high expectations for learning  The teacher initiates and maintains a high quality of learning

Highlight

Add to evidence

Highlight and add to evidence

Clear highlight

5. To see the evidence you've selected, make sure the checkbox titled **Hide Evidence/Notes** is unchecked. When you choose **Add to Evidence** after right-clicking, you won't see that section of the text highlighted in the criteria. However, the text you added to evidence will appear in the section titled **Evidence/Notes**.

**State Rubrics** | **Instructional Rubrics** | **Student Growth**

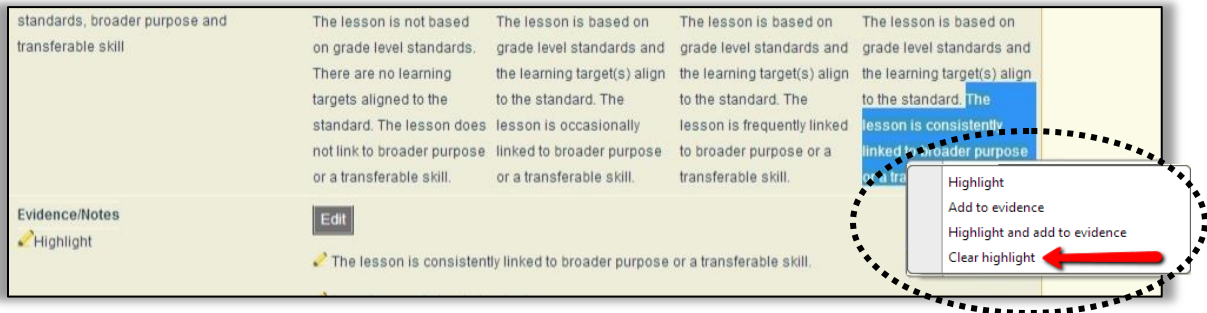
This screen presents the state rubrics. Click on the triangle on the right hand side of the page to show or hide the full rubrics.

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

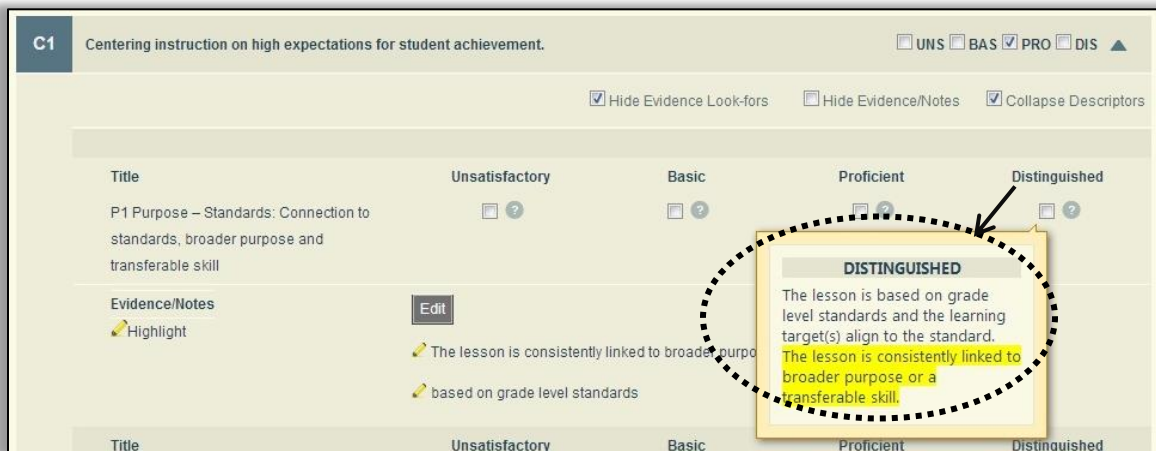
Hide Evidence Look-fors  Hide Evidence/Notes  Collapse Descriptors

Title	Unsatisfactory	Basic	Proficient	Distinguished
P1 Purpose – Standards: Connection to standards, broader purpose and transferable skill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	The lesson is not based on grade level standards. There are no learning targets aligned to the standard. The lesson does not link to broader purpose or a transferable skill.	The lesson is based on grade level standards and the learning target(s) align to the standard. The lesson is occasionally linked to broader purpose or a transferable skill.	The lesson is based on grade level standards and the learning target(s) align to the standard. The lesson is frequently linked to broader purpose or a transferable skill.	The lesson is based on grade level standards and the learning target(s) align to the standard. The lesson is consistently linked to broader purpose or a transferable skill.

6. To remove the text highlighting, simply select the text you wish to un-highlight, right click with your mouse, and click **Clear Highlight**. This will only clear the highlighting, but will not remove the evidence from your notes.



7. If you check the box labeled **Collapse Descriptors**, you can hover your mouse over the question marks by the boxes labeled **Unsatisfactory, Basic, Proficient, and Distinguished**. This will display a window with the description of what your mouse is hovering over. The window will even show any text that you have highlighted. This window will only stay up for around four seconds, so if you wish to read the full description, simply uncheck the box titled **Collapse Descriptors**.

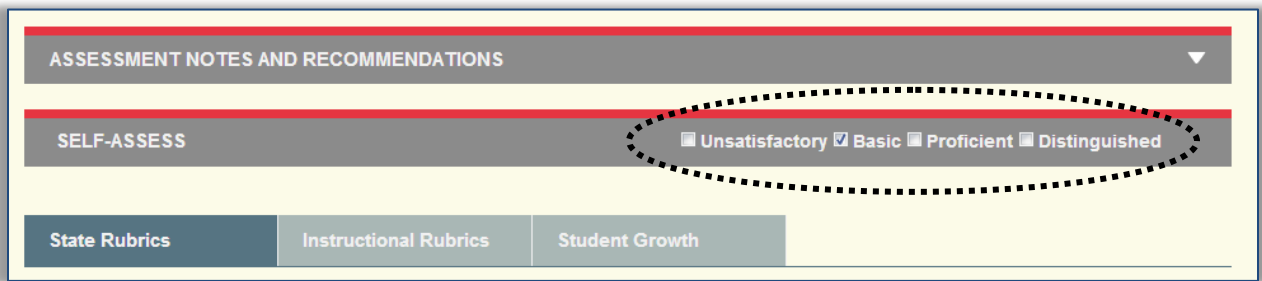


8. The next option you have is to view only the criteria that are involved in student growth. Click on the tab titled **Student Growth**. Just as with the **Instructional Rubrics tab**, the scores you've given in the **State Rubrics tab** will transfer over to the **Student Growth tab**, and vice versa. If you make any score changes in the **Student Growth tab**, you will see the same scores the next time you go to the **State Rubrics tab**.

Again, click on the small arrow on the right end of the gray stripe to assess yourself at a more detailed level.



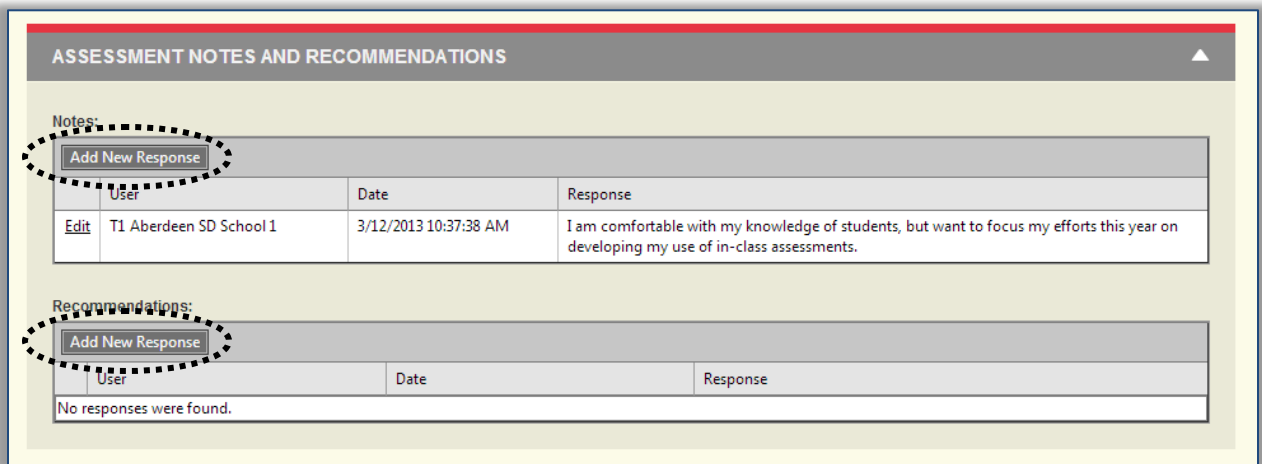
9. At the end of the assessment choose a final score in the gray bar at the top.



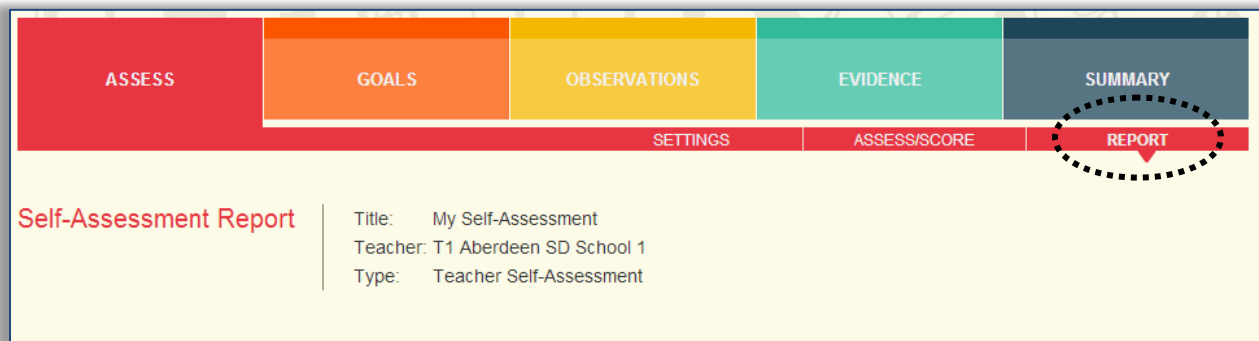
10. Once you have finished the self-assessment, you can also add notes and (after you have made it visible to your evaluator) read recommendations. To view this section, click the arrow at the right of the "Assessment Notes and Recommendations" bar:



11. Select **Add New Response** in the Notes section to add your own comments, or **Add New Response** to respond to recommendations by your evaluator.



12. Click on the **Report** sub-menu to create a report which provides a color-coded printable summary of the self-assessment.



13. After completing the self-assessment, the evaluatee can return to the **Assessment Dashboard** and carry out more tasks.

The screenshot shows the 'SELF ASSESSMENTS' dashboard. At the top, there is a button labeled 'Notify your evaluator of Changes'. Below it are two buttons: 'New Self Assessment' and 'View Score Alignment Report'. A table lists self-assessments with columns for 'Share with Evaluator?', 'Title', 'Self-Assessment', and 'Delete'. The first row shows a checkbox, the title 'My Self-Assessment', a link 'Edit', and a link 'Delete'. Three callout boxes provide instructions: the first points to the checkbox, the second to the 'Edit' link, and the third to the 'Delete' link.

You can notify your evaluator of changes by clicking here.

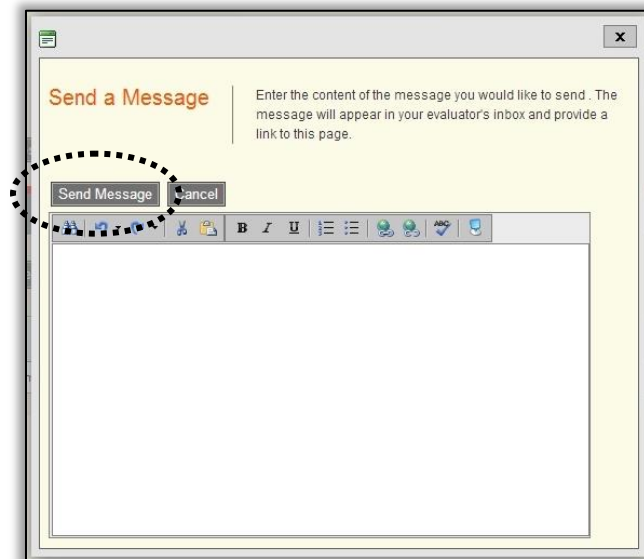
You can create a new self-assessment at any time.

**Check this box** if you want your evaluator to view the results of your self-assessment. The next time they sign in to eVAL, they will see a link that will take them to your self-assessment.

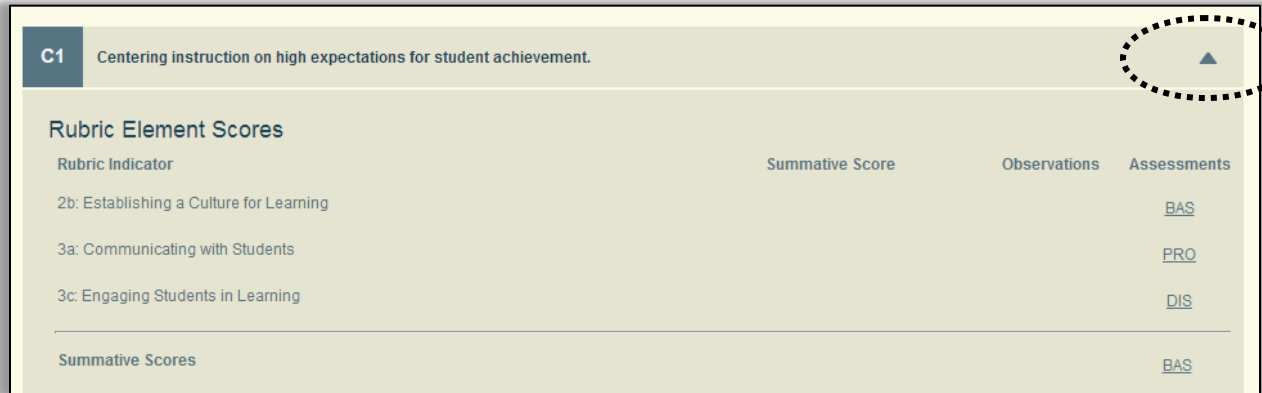
Click **Edit** if you want to make changes to your self-assessment.

Click **Delete** to remove the self-assessment.

14. **At any stage in the process above**, you have the option to notify your evaluator of any changes you've made to an existing self-assessment. If you do this, a dialog box will appear in which you can type a message to your evaluator. Once you're done, click the **Send Message** button.



15. If you mark the box to include your self-assessment as part of your evaluation, the self-assessment will also appear under the dark blue **Summary** menu at the top of the page. If you expand each of the state criteria, your self-assessment scores (labeled **Assessment**) will appear next to any observation scores. See page 35 for additional details.



The screenshot shows a table titled "Rubric Element Scores" for the criterion "C1 Centering instruction on high expectations for student achievement." The table has four columns: "Rubric Indicator", "Summative Score", "Observations", and "Assessments". The "Assessments" column contains scores: "BAS" for "2b: Establishing a Culture for Learning", "PRO" for "3a: Communicating with Students", "DIS" for "3c: Engaging Students in Learning", and "BAS" for the "Summative Scores" row. A dashed circle highlights a small blue triangle icon in the top right corner of the table area.

Rubric Indicator	Summative Score	Observations	Assessments
2b: Establishing a Culture for Learning			<a href="#">BAS</a>
3a: Communicating with Students			<a href="#">PRO</a>
3c: Engaging Students in Learning			<a href="#">DIS</a>
Summative Scores			<a href="#">BAS</a>

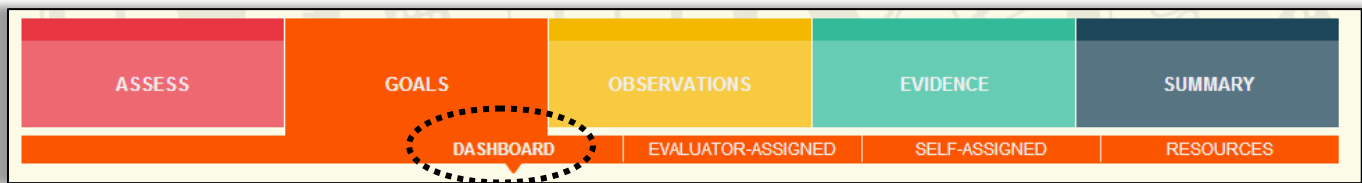
# THE SECOND MENU: GOALS



The second menu from the left is for **Goals**, the section of eVAL that helps to monitor all aspects of the goal-setting process. The goal-setting process is completed by both evaluators and evaluatees within the eVAL system, which includes teachers, vice principals and principals. In this chapter, an evaluatee will learn the steps needed to set and respond to goals in the eVAL system. A teacher's login is used as an example in this handout, but the process is the same for principals and vice principals.

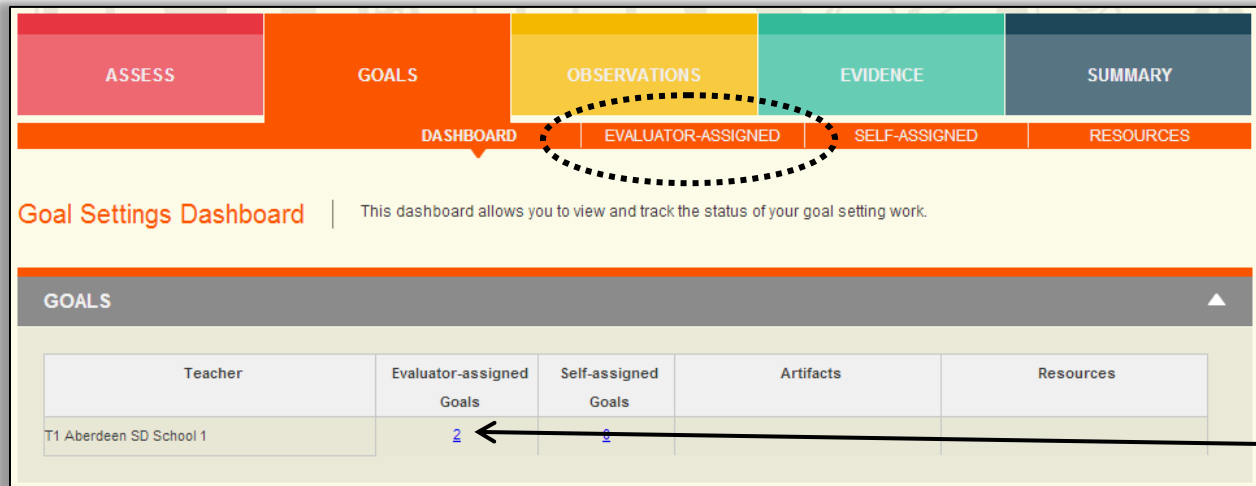


Each school year, you will likely set goals within the eVAL system and respond to prompts created by your evaluator. Your district evaluation process and policy will determine how and when this process is accomplished. To begin the goal process, click on the **Goals** tab. Four sub-menus will appear, which include **Dashboard**, **Evaluator-Assigned**, **Self-Assigned**, and **Resources**. The sub-menu with a small arrow is the **active** sub-menu.



## Sub-Menu: The Goals Dashboard

Your **Goals** dashboard will open with a summary of your goals so far this year. The sub-menus at the top of the screen are for different types of goals as well as artifacts and resources. We will look at each, starting with the **Evaluator-Assigned** goals.



Goal prompts can be assigned by the District or School Administrator roles within the eVAL system as well as by your assigned evaluator. These types of goals appear in the **Evaluator-Assigned** sub-menu.

## Sub-Menu: Evaluator-Assigned (Prompts and Goals)

If a District or School Administrator, or your evaluator, has set goals or sent you goal prompts, you will see a number in the column titled **Evaluator-assigned Goals** (displayed in the **Dashboard** sub-menu). Click on that number to view the goal prompt or goal.

### 1. Viewing and Responding to Goal Prompts:

You will see a list of the goal prompts or goals on this page. To view/add responses for an assigned prompt, click the expand icon to the left of the row.

## Principal-assigned Goals

Notify your evaluator of Changes

GOALS				
To view/add responses for an assigned prompt, click the expand icon to the left of the row.				
Title	Prompt	Last Response	Artifacts	Details
> Focus	What do you think should be your primary focus for improvement for the year? Why?			<a href="#">Details</a>
> School - Parent	Our school focus this year is improving relationships with our families. How have you addressed this issue in the past? What can you improve in this area?			<a href="#">Details</a>

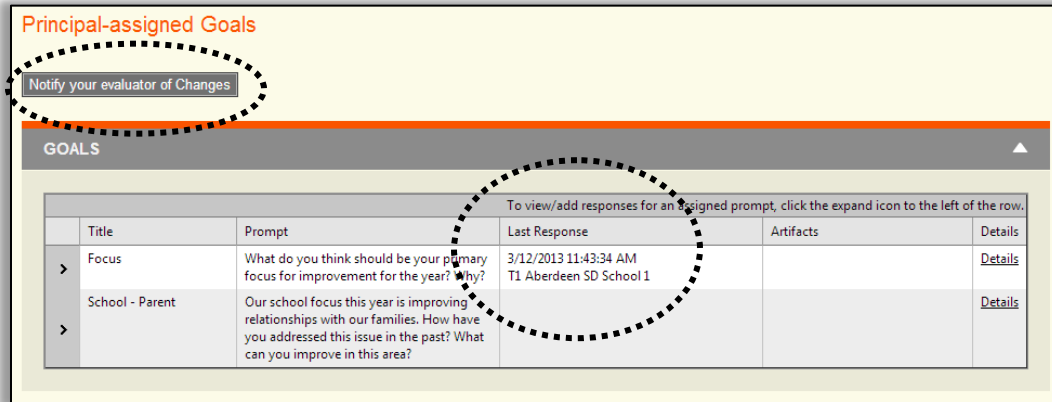
2. A list of any previous responses (if there are any) will appear, and a button labeled **Add New Response**. Click this button to add a new note or comment.

GOALS				
To view/add responses for an assigned prompt, click the expand icon to the left of the row.				
Title	Prompt	Last Response	Artifacts	Details
∨ Focus	What do you think should be your primary focus for improvement for the year? Why?			<a href="#">Details</a>
Responses				
<b>Add New Response</b>				
User	Date	Response		
No responses found				
> School - Parent	Our school focus this year is improving relationships with our families. How have you addressed this issue in the past? What can you improve in this area?			<a href="#">Details</a>

3. A text box will appear. Type a message to your evaluator, then click **Insert** when done. The next time your evaluator logs into eVAL, s/he will be able to view the response you have written.

GOALS				
To view/add responses for an assigned prompt, click the expand icon to the left of the row.				
Title	Prompt	Last Response	Artifacts	Details
∨ Focus	What do you think should be your primary focus for improvement for the year? Why?			<a href="#">Details</a>
Responses				
<b>Add New Response</b>				
User	Date	Response		
<b>Insert</b> <b>Cancel</b>				
<p>I am interested in focusing on formative assessment.</p>				

4. Once you enter your response, your name and the date/time of the entry will appear in the **Last Response** column. You can also add evidence. (See Step #9 of this section.) If you add responses to a prompt, or upload artifacts, and you wish your evaluator to view the changes, click on the **Notify Evaluator of Changes** button.

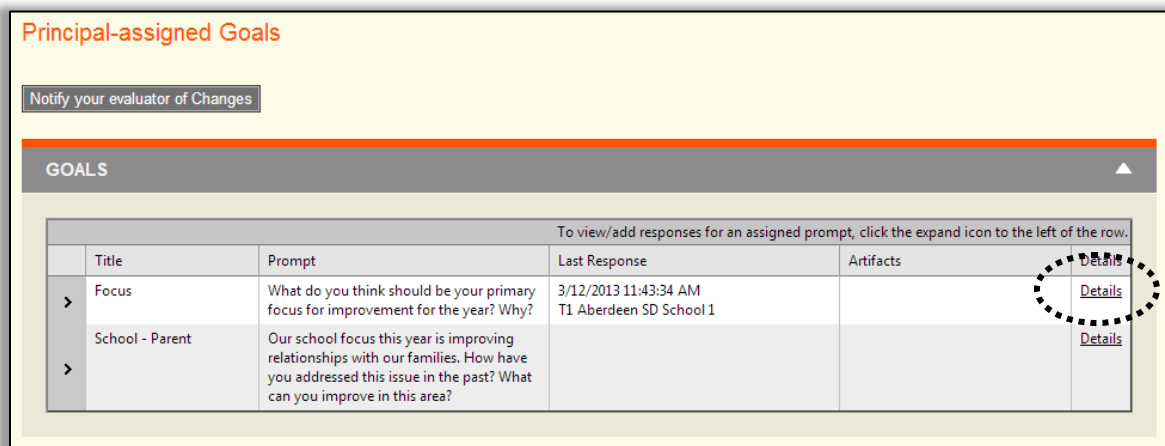


5. In the text box that appears, type a message to your evaluator that lets him/her know that you have made a change of some kind to your goal(s). Then click the **Send Message** button. The next time your evaluator logs into eVAL, they will see they have a message. The message will include the text you wrote in addition to a link that takes him/her directly to your updated item.



6. **Getting Details and Managing Alignment to Criteria:**

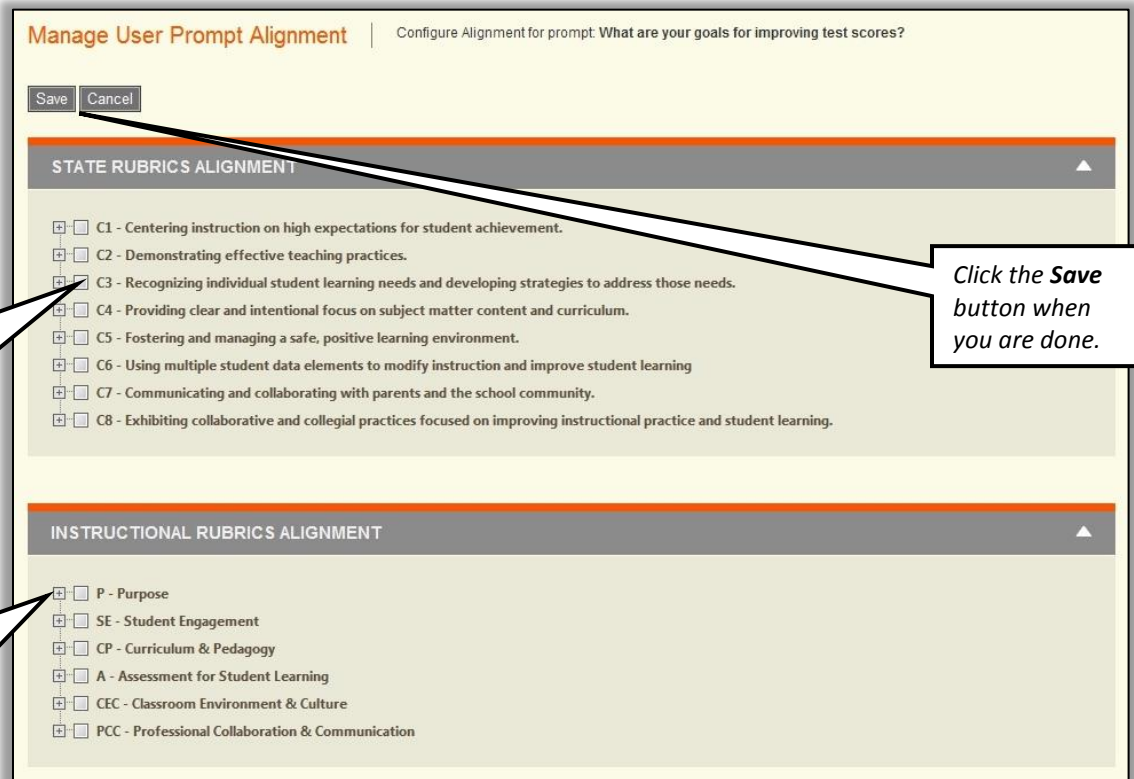
When you are viewing the **Evaluator-Assigned** window, you can also view the details about the prompts and/or goals written by your evaluator, and manage the alignment of your goal(s) to the criteria. To do so, click on the **Details** link on the right.



7. A screen will appear in which you can view three sections – **User Prompt Response, Alignment, and Artifacts**. To see the criteria your evaluator has aligned the prompt to. To link to additional criteria, click the **Manage Alignment** button.



8. You can align by **State Rubrics** or **Instructional Rubrics**.



9. **Adding Artifacts for Your Goal(s):**

In the section below **Alignment** you can add artifacts to support your response to each prompt. An **artifact** is evidence of a teaching or administrative skill that is not necessarily visible during an observation. (The terms “artifact” and “evidence” are used interchangeably within the eVAL tool, and refer to the same part of the observation process.) To add an artifact, click the **Add Artifact** button.



10. In the window that opens there are quite a few sections. Going from top to bottom, here are the tasks associated with uploading an artifact.

a. **Main** section. In this section, you will enter the basic information about the artifact.

The screenshot shows the 'Create an Artifact' form. At the top, it says 'Upload a document or supply a link to a website that can be used as evidence of your work in your evaluation.' Below this are 'Submit' and 'Cancel' buttons. The form is titled 'MAIN' and contains the following fields:

- Title:** A text box containing 'Improving Test Scores'. Callout: 'Enter a title.'
- Type:** A pull-down menu with 'Evaluator Goal' selected. Callout: 'Use the pull-down menu to identify the type of artifact you are creating. (In this setting you are responding to the Evaluator's goal, so this is greyed out.)'
- Description:** A text area containing 'Here is a research site with specific strategies for improving reading scores.' Callout: 'Enter a description of the artifact.'
- Context:** A text area containing 'I will integrate these strategies into my lesson planning.' Callout: 'Enter a context for the artifact.'
- Upload Method:** Radio buttons for 'You may enter a FILE to upload' (unselected) and 'or specify an URL' (selected). Callout: 'Specify whether you are uploading a file or a URL. If it's a file, click the **Select** button and select the file.'
- Url:** A text box containing 'http://learningdisabilities.about.com/od/instruction/'. Callout: 'If you are adding a URL, simply paste the link into the text box.'

b. **Alignment** section. Describe how you have aligned this artifact, and select the appropriate instructional or state criteria for alignment.

The screenshot shows the 'Alignment' section of the form. It starts with a text prompt: 'Alignment: What is the alignment of the selected artifact to the district's adopted instructional framework? Provide justification for your alignment.' Below this is a text area containing the response: 'My focus is in the use of embedded formative assessment, and this site provides research-based strategies on how to accomplish this goal.' Below the text area are two sections for alignment:

- STATE RUBRICS ALIGNMENT:** A section with a downward arrow.
- INSTRUCTIONAL RUBRICS ALIGNMENT:** A section with an upward arrow, containing a list of criteria with checkboxes:
  - D1 - Planning and Preparation
  - D2 - The Classroom Environment
  - D3 - Instruction
    - 3a: Communicating with Students
    - 3b: Using Questions and Discussion Techniques
    - 3c: Engaging Students in Learning
    - 3d: Using Assessment in Instruction
    - 3e: Demonstrating Flexibility and Responsiveness
  - D4 - Professional Responsibilities
    - 4a: Reflecting on Teaching
    - 4b: Maintaining Accurate Records
    - 4c: Communicating with Families
    - 4d: Participating in a Professional Community
    - 4e: Growing and Developing Professionally
    - 4f: Showing Professionalism

c. **Reflection** section. Enter your response to the reflection prompt.

Reflection: What is the significance of the selected artifact? Why was it selected as an example of your proficiency? How does the artifact demonstrate growth? ?

The artifact reflects my initiative in pursuing my own professional improvement, and my growth in finding and applying effective instructional practices.

- d. **Submit.** When you are done, return to the top of the page and click **Submit**. *If you don't click **Submit**, your work won't be saved!*

**Create an Artifact** | Upload a document or supply a link to a website that can be used as evidence of your work in your evaluation.

Submit Cancel

MAIN

### ***Sub-Menu: Self-Assigned (Prompts and Goals)***

The next sub-menu is the **Self-Assigned** sub menu. In this section, teachers, vice principals and principals can write their own goal prompts, respond to them, and add artifacts.

1. To add a goal, click on the **Add New Goal Prompt** button. It may seem a bit awkward, but to write a goal, you need to ask yourself a question (or prompt). Click on the **Self-Assigned** menu tab to access this portion of eVAL. A little arrow will appear under the **Self-Assigned** menu, indicating that menu is the **active** menu.

SELF-ASSESS GOALS OBSERVATIONS ARTIFACTS SUMMARY

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

**Self-assigned Goals**

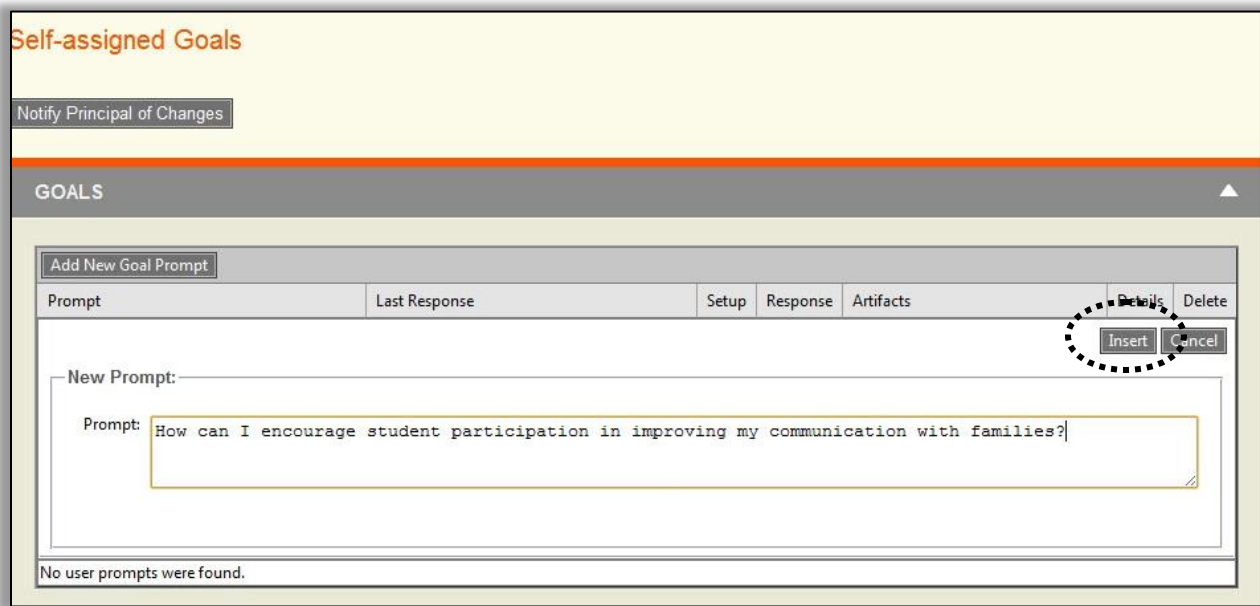
Notify Principal of Changes

GOALS

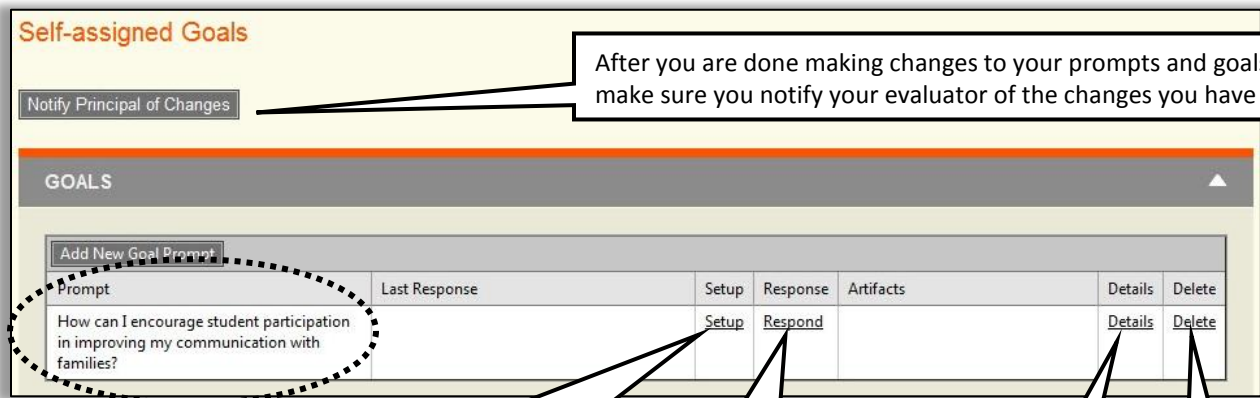
Add New Goal Prompt

Prompt	Last Response	Setup	Response	Artifacts	Details	Delete
No user prompts were found.						

2. Type your goal prompt in the text box and then click on the **Insert** button.



3. The prompt will be added to your list of self-assigned goals. The various links next to the goal allow to you add more information.



The **Setup** link allows you align the goal to either the state's criteria or your locally adopted instructional or leader framework. **See Step #4 on the following page.**

Click on the **Respond** link to respond to the goal prompt.

Click on the **Details** link to see and carry out detailed tasks related to your goal(s)

Click the **Delete** button to remove this goal prompt and goal from your dashboard.

4. After clicking on the **Setup** link in Step #3 above, you can expand each item to get more focused on your goal alignment by clicking on the plus sign on the left to the criteria.

**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.
  - 7.1: Promoting Positive Interactions about Students and Parents – Courses, Programs and School Events  
The teacher actively communicates and collaborates with parents/guardians and school/community regarding courses, programs, and school events.
  - 7.2: Promoting Positive Interactions about Students and Parents – Timeliness and Professionalism  
The teacher communicates individual student progress to parents/guardians in a timely and professional manner.
- 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
- D2 - Domain 2: Planning and Preparing
- D3 - Domain 3: Reflecting on Teaching
- D4 - Domain 4: Collegiality and Professionalism
  - 7.1: Promoting Positive Interactions about Students and Parents – Courses, Programs and School Events  
The teacher actively communicates and collaborates with parents/guardians and school/community regarding courses, programs, and school events.
  - 7.2: Promoting Positive Interactions about Students and Parents – Timeliness and Professionalism  
The teacher communicates individual student progress to parents/guardians in a timely and professional manner.
  - 8.1: Seeking Mentorship for Areas of Need or Interest

Note: If you are setting a goal linked to Student Growth right now that can only happen within the State Rubric. You'll find student growth criteria under C3, C6, and C8.

5. After completing the alignment, you can return to the **Self-Assigned** area and click on **Details**.

**Self-assigned Goals**

Notify Principal of Changes

**GOALS**

Add New Goal Prompt

Prompt	Last Response	Setup	Response	Artifacts	Details	Delete
How can I encourage student participation in improving my communication with families?		Setup	Respond		Details	Delete

6. The area called **User Prompt Details** allows you to respond to the prompt, see the alignment you just set, and to upload artifacts to support your response to the goal or provide evidence for meeting the goal. While your dashboard will show the last response to a goal prompt, the **Details** section displays all the conversations that have occurred this year.

**User Prompt Details** | Prompt: How can I encourage student participation in improving my communication with families?

[Back to Goals](#)

**USER PROMPT**

Add Response

I plan to encourage students to help with family communication by assigning one student per week to write a short description of one of our learning activities and collect two quotes from other students about what they learn in that activity.

**ALIGNMENT**

Teacher Alignment: C7 C8 D4 [ManageAlignment](#)

**ARTIFACTS**

Add Artifact

Visible to Evaluator?	File?	Title	Alignment			
<input checked="" type="checkbox"/>	File	parent communication	C7 C8 D4	<a href="#">View</a>	<a href="#">Edit</a>	<a href="#">Delete</a>

7. **Adding Artifacts for Your Goals:**

To add an artifact, click **Add Artifact**. You can upload images, files, and video samples here, and attach them to a particular goal as additional evidence. Give the artifact a title and description and then find the file on your computer to add it to the prompt. Evidence or artifacts can also be links to examples of your work located on the Internet.

**Create an Artifact** | Upload a document or supply a link to a website that can be used as evidence of your work in your evaluation.

[Submit](#) [Cancel](#)

**MAIN**

Title: parent communication

Type: Evaluatee Goal

Description: Sample of parent communication email

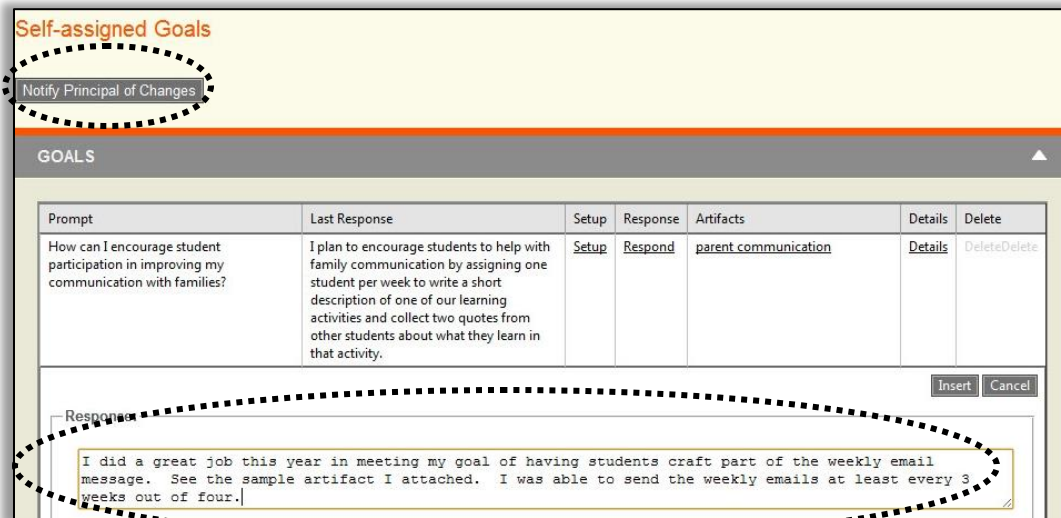
You may enter a FILE to upload

or specify an URL

File: T1 email to parents.docx [Select](#)

Click the **Submit** button to confirm and upload the artifact.

- When you are done providing all of the details about your goal(s), if you are using the eVAL messaging system make sure you click on the **Notify Principal (or Evaluator) of Changes**. If a dialog box appears, type in any pertinent information, and send the message. The next time that your evaluator signs in to eVAL, s/he will receive a message that you have sent additional/updated information about your goal(s).

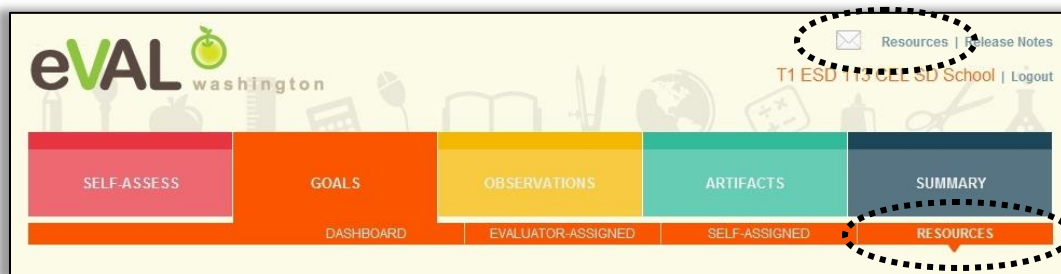


You can also update progress toward your goal at any time during the year according to your district policy or your own preference. The end of the year is a great time to add a response about how you did on meeting your goal.

### Sub-Menu: Resources (for Prompts and Goals)

The final submenu for **Goals** is **Resources**. This is where you will find any resources related to goals that have been added by the District or School Administrator within the eVAL system. The resources found here will typically be scaffolds, supports, policy, or templates related to goal-setting. Your school or district will determine how this section is used.

- To view the resources available to you, you can either click on **Resources** link in the upper right corner by the **Message** icon, or click on the sub-menu titled **Resources**.



- Click the **View** link to view the resource. A document will download to your computer. A web page will open in a new window.



# THE THIRD MENU: OBSERVATIONS



The name of the third menu tab is **Observations**, the section of eVAL that allows you to track all aspects of the observation process, including the pre-observation conference, the observation itself, and the post-observation conference

## A Look at the Observations Dashboard

When you click on the **Observations** menu, you will see the **Observation** dashboard. Here you can see evaluation type, number of goals, self-assessments and artifacts, time spent in observations, the status of the observations, and any scheduled practice sessions. You will know the **Observations** menu is active if there is a little arrow that points downward from that menu.

## Getting to the Observation Dashboard as an Evaluatee

Evaluatees who are signed in to eVAL can click on the **Observation** menu immediately and view their **Observation** dashboard.

**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.

Teacher	Eval Type	Goals PR/TR	Self	Artifacts	Time	Observations				
						1 Prs , Obs , Post	2 Prs , Obs , Post	3 Prs , Obs , Post	4 Prs , Obs , Post	5 Prs , Obs , Post
▶ T1 ESD 113 DAN SD School	C	2 1	2	1	80	○	○	○	○	○

Type	Schedule/Location	Teacher	Title	
VIDEO	Unscheduled		Practice session 1	<a href="#">Details</a>
VIDEO	Unscheduled		Practice Session	<a href="#">Details</a>

## Getting to the Observation Dashboard as a Principal

Principals who are signed in to eVAL will not see their own **Observations** menu (as an evaluatee) until they select **Prepare for My Evaluation** from the drop-down menu in the top right corner of the eVAL web page. After making this selection, the **Observations** dashboard will appear by clicking on the yellow **Observations** menu.

**eVAL** washington

Pr ESD 171 MAR SD School | Logout

Resources | Release Notes

SELECT ROLE  
Evaluate Teachers  
**Prepare for My Evaluation**

Welcome Principal  
Pr ESD 171 MAR SD School!

**BEGIN SELF EVALUATION** →  
This section is for preparing for observations where you are the one being observed.

**TEACHER EVALUATIONS** →  
This section is for preparing for teacher evaluations.

1. This **Observations** dashboard allows you to view and track the status of your observations. The five most recent observations will be displayed in the **Observations** section, each displaying a status icon for the three unique observation phases:

- Pre-Conference
- Observation
- Post-Conference

**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.

Teacher	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	Pre, Obs, Post
▶ T1 ESD 113 DAN SD School	C	2 1	2	1	60	○	◐	◑	◑	◑

**Callouts:**

- Focused or comprehensive evaluation:** Points to the Eval Type 'C'.
- Number of goals to be addressed:** Points to the Goals PR/TR '2 1'.
- Number of completed self-assessments:** Points to the Self '2'.
- Number of artifacts uploaded (documents, links, videos, etc.):** Points to the Artifacts '1'.
- Number of minutes spent in observations:** Points to the Time '60'.
- Observation Status Legend:**
  - non-started icon (an empty circle): If an event has been initiated but not scheduled.
  - in progress icon (a half-filled circle): If an event has been scheduled.
  - completed icon (a filled circle): If the event has been marked as "completed" by your evaluator.

2. To view the progress of an observation, click the icon for the portion of the evaluation you wish to see.

Teacher	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	Pre, Obs, Post
▶ T1 ESD 113 DAN SD School	C	2 1	2	1	60	○	◐	◑	◑	◑

- From here, you can view each part of the observation made visible to you by your evaluator. You can view the rubrics comprehensively or filtered to the criteria that you and your evaluator would like to focus on within this observation. (You can select your focus criteria by following the instructions in Step #6.) A comprehensive view will show all criteria. This is the default option when you click on **State Rubrics**.

### Sub-Menu: Pre-Conference

- To respond to pre-conference prompts, click on the **Pre-Conference** sub-menu option.



- In this sub-menu, you can align the prompt to specific criteria. In the left column, check the boxes for your focus criteria. If your evaluator has selected focus criteria, they will automatically appear in the right column. In this sub-menu, you can also type pre-conference notes or respond to pre-conference questions.

**Pre-Conference** | Session: Second Drop in  
Teacher: T1 ESD 113 DAN SD School  
Type: Teacher Observation  
Status: Unlocked

[Notify Principal of Changes](#)

**STATE RUBRICS FOCUS** ▼

**INSTRUCTIONAL 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.

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	D1 - Planning and Preparation
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	D2 - The Classroom Environment
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	D3 - Instruction
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	D4 - Professional Responsibilities

**PRE-CONFERENCE NOTES** ▼

**PRE-CONFERENCE QUESTIONS** ▲

Prompt	Last Response	Response	Artifacts	Details
Pre-Conference Prompt		<a href="#">Respond</a>		<a href="#">Details</a>

If you have artifacts that you want to upload in response to the Pre-Conference Prompts, click on [Details](#). This will give you access to the Add Artifact menu.

## Sub-Menu: Observe/Score

6. The top part of the screen under the **Observe/Score** submenu gives you access to any Pre-Conference, Post-Conference and Session Notes and Recommendations that the evaluator has shared with you, as well as the rating they have assigned for this observation (if ratings are being assigned at all).

The screenshot shows the 'Observe/Score' interface. At the top, there are five tabs: SETTINGS, PRE-CONFERENCE, OBSERVE/SCORE (highlighted with a dashed circle), POST-CONFERENCE, and REPORT. Below the tabs, the 'Observe/Score' section displays the following details:

- Title: Fall Observation
- Teacher: T1 Northshore SD School 1
- Type: Teacher Observation
- Status: Unlocked

Below the details are four main sections, each with a dropdown arrow:

- PRE-CONFERENCE
- POST-CONFERENCE
- SESSION NOTES AND RECOMMENDATIONS
- OBSERVE

At the bottom of the OBSERVE section, there is a 'Raw Score: 0/0' and a rating scale with four options: Unsatisfactory, Basic, Proficient (selected with a checkmark), and Distinguished. The 'Proficient' option is also highlighted with a dashed circle.

7. The lower half of the screen has the **Notes** and **Rubrics** that have been filled out by the evaluator. Under the **Notes** tab you can view any notes that he/she has entered, and if they have color-coded any elements to the state or instructional frameworks, which domains or criteria they have selected.

The screenshot shows the 'Notes Editor' interface. At the top, there are four tabs: Notes Editor (selected), State Rubrics, Instructional Rubrics, and Student Growth. Below the tabs, there is a toolbar with buttons for C1 through D4, each with a different color. To the right of the toolbar is a 'Toolbar Buttons Rubric View:' dropdown menu set to 'Instructional'.

The main text area contains several paragraphs of notes, with some text highlighted in pink and purple to indicate color-coding:

- Probability lecture**— class of approximately 15 students, class started at 9:55 with most students on time, several drifted in after class began
- Students seated at tables in a physic lab, books and notes + instructor handouts opened, difficult to see overhead from the back of the room, projection unit blocks view of some students, seating pattern creates obstructed views for some students, most have to look through/around water fixtures to see overhead**
- Instructor moved freely about the room making eye contact with all students, asked questions of numerous students – some volunteered, others were asked to respond by the instructor – continually asking if students needed help with the problems, whether they understand how the answer was determined before moving on to the next topic; always checked to see if students had the information in their notes before moving on to the next slide; actively prepared notes on the overhead for students to copy for their own notes
- Called students by their first name, appeared to have a good rapport with students**
- Classroom environment is stale, boring, lacks any décor that would be stimulating (no fault of the instructor)
- Good effort to keep the private conversations to a minimum – either the instructor moved toward the students or called on them to discourage "chatting"
- Instructor has a sense of humor, willing to admit mistakes, creates a comfortable and caring environment, seems genuinely interested in whether students are learning,

At the bottom of the screen, there is a copyright notice: © 2011, 2012 WEA, OSPI and ESD 113; rev 1.2.942.0

8. Selecting the **State Rubric** tab gives this view:

A comprehensive view will show all criteria.

Observe/Score

Session: Second Drop in  
Teacher: T1 ESD 113 DAN SD School  
Type: Teacher Observation  
Status: Unlocked

PRE-CONFERENCE

POST-CONFERENCE

OBSERVE  Raw Score: 25/32  Unsatisfactory  Basic  Proficient  Distinguished

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: All

C1	Centering instruction on high expectations for student achievement.	<input type="checkbox"/> UNS <input type="checkbox"/> BAS <input checked="" type="checkbox"/> PRO <input type="checkbox"/> DIS
C2	Demonstrating effective teaching practices.	<input type="checkbox"/> UNS <input checked="" type="checkbox"/> BAS <input type="checkbox"/> PRO <input type="checkbox"/> DIS
C3	Recognizing individual student learning needs and developing strategies to address those needs.	<input type="checkbox"/> UNS <input type="checkbox"/> BAS <input type="checkbox"/> PRO <input checked="" type="checkbox"/> DIS
C4	Providing clear and intentional focus on subject matter content and curriculum.	<input type="checkbox"/> UNS <input type="checkbox"/> BAS <input checked="" type="checkbox"/> PRO <input type="checkbox"/> DIS

This view will also show a magnifying glass by any criteria that the evaluator has selected as a focus.

9. To view the focused criteria only, click the dropdown menu where it says **Current View** and select **Focus Only**.

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: Focus Only

C1	Centering instruction on high expectations for student achievement.	<input type="checkbox"/> UNS <input type="checkbox"/> BAS <input checked="" type="checkbox"/> PRO <input type="checkbox"/> DIS ▲
----	---------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------

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

10. You can, of course, switch to your own district criteria by selecting the **Instructional Rubric** tab:

Notes Editor State Rubrics **Instructional Rubrics** Student Growth

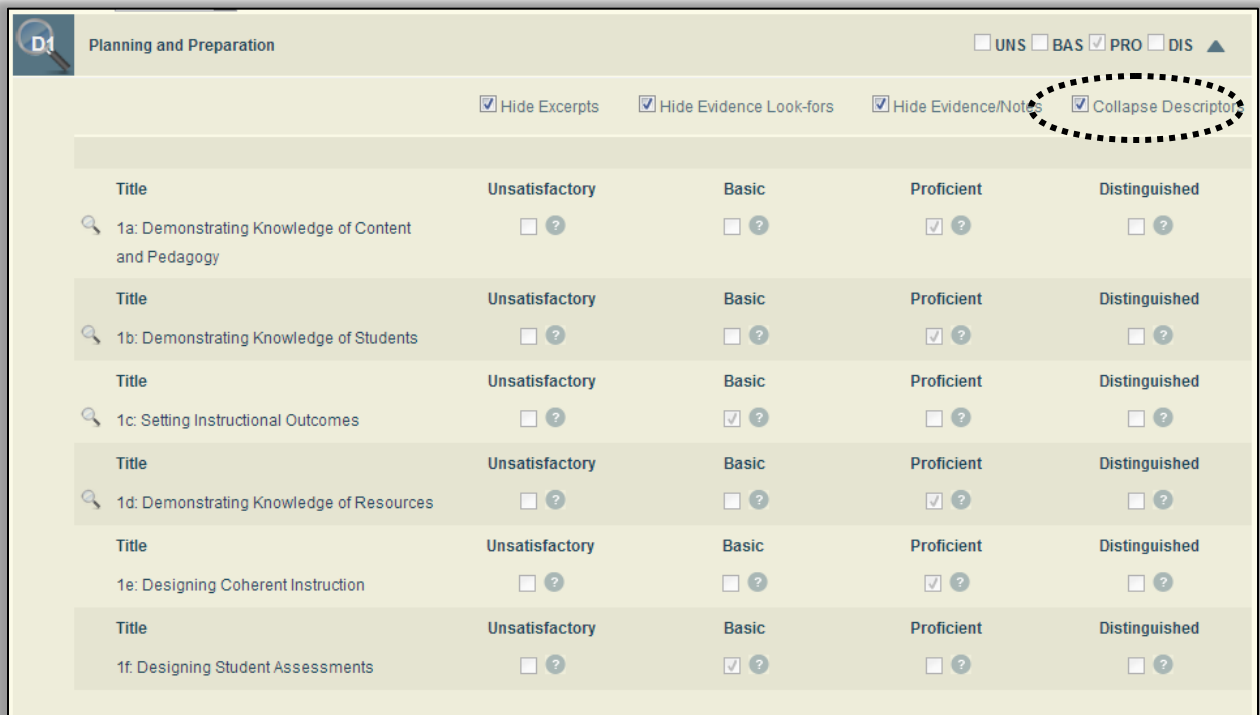
Current View: All

D1	Planning and Preparation	<input type="checkbox"/> UNS <input type="checkbox"/> BAS <input checked="" type="checkbox"/> PRO <input type="checkbox"/> DIS
D2	The Classroom Environment	<input type="checkbox"/> UNS <input type="checkbox"/> BAS <input checked="" type="checkbox"/> PRO <input type="checkbox"/> DIS
D3	Instruction	<input type="checkbox"/> UNS <input type="checkbox"/> BAS <input checked="" type="checkbox"/> PRO <input type="checkbox"/> DIS
D4	Professional Responsibilities	<input type="checkbox"/> UNS <input type="checkbox"/> BAS <input checked="" type="checkbox"/> PRO <input type="checkbox"/> DIS

11. Click on the triangle on the right end of the domain to open the rubric to the individual components.

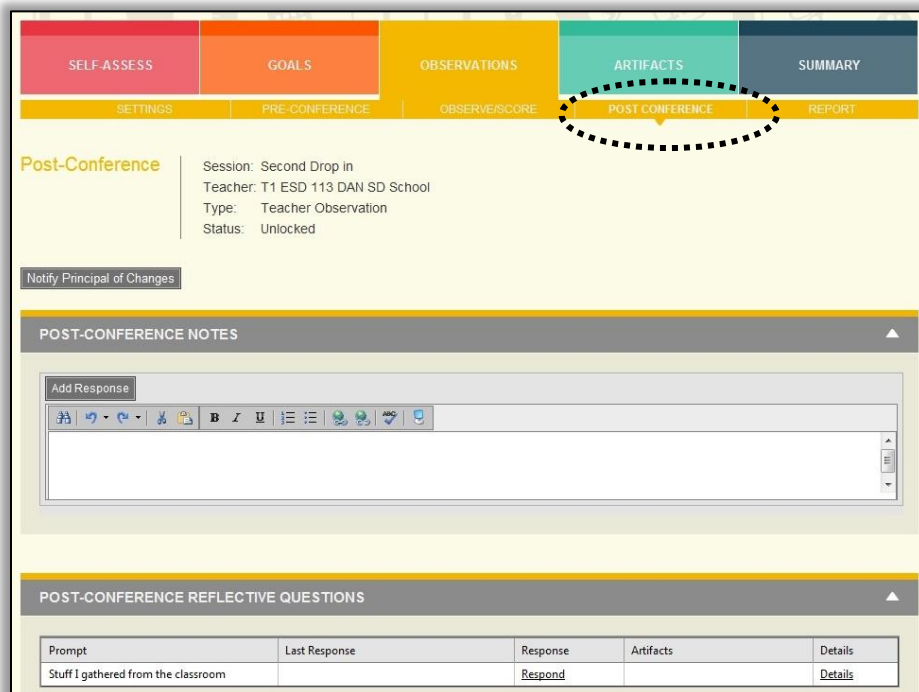


12. To make it easier to view the scoring on the rubric, check **Collapse Descriptors**. To be able to view notes or highlighted excerpts from the **Notes** tab, un-check **Hide Excerpts** and **Hide Evidence/Notes**.



### Sub-Menu: Post-Conference

13. Click the **Post-Conference** sub-menu. Here you can add post-conference notes or respond to a post-conference reflective question.



## Sub-Menu: Report

14. You can view an observation report. Click on the **Report** submenu. You can view the report here, or you can click the **Print Settings** heading to create a customized printed version.

Observation Report

Title: Spring Observation  
Teacher: T1 Aberdeen SD School 1  
Type: Teacher Observation  
Status: Unlocked

PRINT SETTINGS

**eVAL Observation Report**

Report Date: 3/12/2013  
School Year: 2013  
Title: Spring Observation  
District: Aberdeen SD

15. The **Print Preview** panel lets you select which elements of the observation cycle you want to include in your report. When you have made your selections, **Print Report** will generate a PDF of the report, while **Preview Report** will update the report displayed on the web page.

PRINT SETTINGS

Report Settings

These settings are your personal preferences for which sections will be included when generating both the printed and preview version of this Report. The settings will be applied to all reports you print.

Global Settings

- Include State Rubric View
- Include Instructional Rubric View
- Include Student Growth Rubric View
- Include Focus Rubric Elements Only (applies to State and Instructional Views only)

Observation Sections

- Pre-Conference
  - Pre-Conference Focus/Alignment
  - Pre-Conference Notes
  - Pre-Conference Prompts
- Observation
  - Observation Notes
  - Rubrics
    - Excerpts
    - Prioritized Excerpts
    - Excerpts
  - Evidence/Notes
  - Session Notes
  - Session Recommendations
- Post-Conference
  - Post-Conference Notes
  - Post-Conference Prompts

Click the **Print Report** button to generate a PDF version of the report based on the current print settings. Click the **Preview Report** button to update the preview section below with a version of the report that incorporates the current print settings.

Print Report Preview Report

16. The **Observations** dashboard that is visible to teachers or principals as evaluatees also contains information regarding planned practice sessions. Practice sessions are created by District or School Administrators, and are intended to support teams as they explore and apply selected frameworks. If you are included in any planned practice sessions, you will see details regarding dates, times and locations in this section of the **Observations** dashboard.

PRACTICE SESSIONS				
Type	Schedule/Location	Teacher	Title	
No sessions found				

Finally, the **Observations** dashboard also contains a calendar view of all scheduled events. The calendar can be viewed as a day, week, or month at a glance. While this feature may help summarized planned events, it is important to note that eVAL does not currently export calendar events to external calendar systems, nor does eVAL support integration with desktop calendar clients such as Microsoft Outlook.

CALENDAR						
<a href="#">&lt;</a> <a href="#">&gt;</a> <a href="#">today</a>		Sep, 2012				<a href="#">Day</a> <a href="#">Week</a> <a href="#">Month</a>
Sun	Mon	Tue	Wed	Thu	Fri	Sat
26	27	28	29	30	31	01 Sep
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
			Pr ESD 112 MAR SD School - Observation	Pr ESD 112 MAR SD School - Observation		
23	24	25	26	27	28	29
		Pr ESD 112 MAR SD School - Observation				

# THE FOURTH MENU: EVIDENCE



The fourth menu tab is entitled **Evidence**. This section allows the teacher to manage **artifacts**, which are files or weblinks that are evidence of a teaching or administrative skill that is not necessarily visible during an observation. This section of eVAL allows you to keep track of all of your artifacts. If there is a small arrow pointing downward from the aqua **Evidence** menu tab, the **Evidence** menu is active.

## Sub-Menu: Artifacts

The Evidence dashboard allows you to see the title and description of your artifacts, the criteria with which they are aligned, and whether or not you have marked them as visible to your evaluator. You can also delete an artifact.

**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 Principal of Changes

**ARTIFACTS**

Add New Artifact

Visible to Evaluator?	File?	Type	Date	Title	Alignment	Description			
<input checked="" type="checkbox"/>	File	Evaluator Goal	09/26/2012	Student Learning	C3 C8	Here is an artifact as evidence of improving student learning.	<a href="#">View</a>	<a href="#">Edit</a>	<a href="#">Delete</a>
<input type="checkbox"/>	Url	Lesson Plan	09/27/2012	My Lesson Plan	C1 C2 D2 D3	This artifact is my lesson plan.	<a href="#">View</a>	<a href="#">Edit</a>	<a href="#">Delete</a>

1. To add a new artifact, click the **Add New Artifact** button.

Notify Principal of Changes

**ARTIFACTS**

Add New Artifact

Visible to Evaluator?	File?	Type	Date	Title	Alignment	Description			
<input checked="" type="checkbox"/>	File	Evaluator Goal	09/26/2012	Student Learning	C3 C8	Here is an artifact as evidence of improving student learning.	<a href="#">View</a>	<a href="#">Edit</a>	<a href="#">Delete</a>

2. A screen such as the one below will appear.

The screenshot shows a web form titled "Create an Artifact" with a subtitle "Upload a document or supply a link to a website that can be used as evidence of your work in your evaluation." Below the title are "Submit" and "Cancel" buttons. The form is divided into several sections:

- Title:** A text input field containing "Improving Test Scores". A callout box points to this field with the text "Give the artifact a title."
- Type:** A drop-down menu currently set to "Evaluator Goal". A callout box points to this menu with the text "Click on the drop-down menu to select the type of artifact."
- Description:** A large text area containing the text "Here is a research site with specific strategies for improving reading scores." A callout box points to this area with the text "Give the artifact a description."
- Context:** A text area with a question mark icon and the prompt "Describe the setting, purpose, and background of the selected artifact." It contains the text "I will integrate these strategies into my lesson planning." A callout box points to this area with the text "Describe the context of the artifact."
- Upload/URL:** Radio buttons for "You may enter a FILE to upload" and "or specify an URL". The "URL" option is selected. Below is a text input field for the URL containing "http://learningdisabilities.about.com/od/instruction". A callout box points to this field with the text "Select a file to upload, or enter a URL."

3. Next, describe the criteria alignment of your artifact is aligned, and select the appropriate criteria from the **State** or **Instructional Rubrics**.

The screenshot shows the "Alignment" section of the form. It starts with a question: "Alignment: What is the alignment of the selected artifact to the district's adopted instructional framework? Provide justification for your alignment." Below the question is a text area containing the text "My focus is in the use of embedded formative assessment, and this site provides research-based strategies on how to accomplish this goal." Below the text area are two expandable sections:

- STATE RUBRICS ALIGNMENT** (collapsed)
- INSTRUCTIONAL RUBRICS ALIGNMENT** (expanded)

The expanded "INSTRUCTIONAL RUBRICS ALIGNMENT" section shows a tree view of criteria with checkboxes:

- D1 - Planning and Preparation
- D2 - The Classroom Environment
- D3 - Instruction
  - 3a: Communicating with Students
  - 3b: Using Questions and Discussion Techniques
  - 3c: Engaging Students in Learning
  - 3d: Using Assessment in Instruction
  - 3e: Demonstrating Flexibility and Responsiveness
- D4 - Professional Responsibilities

4. Last, and if appropriate, enter your **Reflections** and any **Notes** you wish to attach to this artifact.

Reflection: What is the significance of the selected artifact? Why was it selected as an example of your proficiency? How does the artifact demonstrate growth? ?

The artifact reflects my initiative in pursuing my own professional improvement, and my growth in finding and applying effective instructional practices.

**NOTES**

Notes:

Add New Response

User	Date	Response
No responses were found.		

5. When you have entered all of the information you need for the artifact, be sure to click **Submit** to save your work.

Update Artifact

Submit Cancel

MAIN

6. After you've submitted your artifact, you will be returned to the **Evidence** dashboard. Here you can see an updated view of the work you have done to create and upload your artifacts.

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 Principal of Changes

**ARTIFACTS**

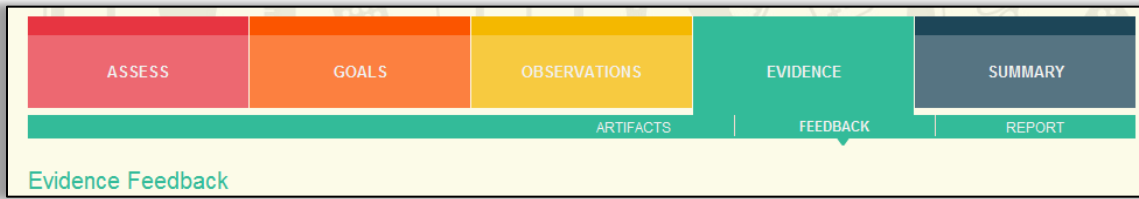
Add New Artifact

Visible to Evaluator?	File?	Type	Date	Title	Alignment	Description	View	Edit	Delete
<input checked="" type="checkbox"/>	File	Evaluator Goal	09/26/2012	Student Learning	C3 C8	Here is an artifact as evidence of improving student learning.	<a href="#">View</a>	<a href="#">Edit</a>	<a href="#">Delete</a>
<input type="checkbox"/>	Url	Lesson Plan	09/27/2012	My Lesson Plan	C1 C2 D2 D3	This artifact is my lesson plan.	<a href="#">View</a>	<a href="#">Edit</a>	<a href="#">Delete</a>

Note that if you have uploaded an artifact in response to your evaluator's goal or prompt, it cannot be deleted via the **Artifacts** menu. Instead, it must be deleted from within the goal or prompt.

## Sub-Menu: Feedback

7. Selecting the **Feedback** submenu will display any Notes and Recommendations from your evaluator about your evidence.



## Sub-Menu: Report

8. Selecting the **Report** submenu will let you generate a single document cataloging all of the artifacts you have uploaded, listed by Domain/Criteria and with hyperlinks to the original documents/files/URLs.



You can customize the display under **Print Settings**.

### PRINT SETTINGS

**Report Settings**  
These settings are your personal preferences for which sections will be included when generating both the printed and preview version of this Report. The settings will be applied to all reports you print.

**Global Settings**

- Include State Rubric View
- Include Instructional Rubric View
- Include Student Growth Rubric View
- Include Artifact Summaries section
- Include Artifact Feedback section

Click the **Print Report** button to generate a PDF version of the report based on the current print settings. Click the **Preview Report** button to update the preview section below with a version of the report that incorporates the current print settings.

The letters across the tops of the columns refer to the artifacts you have uploaded, and these are hyperlinks.

D2	The Classroom Environment	<a href="#">A1</a>	<a href="#">A2</a>	<a href="#">A3</a>	<a href="#">A4</a>	<a href="#">A5</a>
	2a: Creating an Environment of Respect and Rapport	X				
	2b: Establishing a Culture for Learning	X				
	2c: Managing Classroom Procedures	X				
	2d: Managing Student Behavior					
	2e: Organizing Physical Space					

The bottom of the report will display the Artifact Summaries. The display below is the default; if you turn on “Include Artifact Summaries section” in the **Print Settings**, it will display all of the information and notes for each artifact.

### **Artifact Summaries**

Artifact A1: [Question Strategies](#) - Evaluator Goal (file)

Artifact A2: [Assessment Results](#) - Post-Conference (file)

Artifact A3: [Parent Newsletter](#) - Parent Communication (file)

Artifact A4: [Student Learning Goals](#) - Student Growth (file)

Artifact A5: [Spring Assessment of Learning Goals](#) - Student Growth (file)

# THE FIFTH MENU: SUMMARY



The last menu tab is entitled **Summary**. Here you can track the status of your evaluations. If there is a small arrow pointing downward from the dark blue **Summary** menu tab, then the **Summary** menu is active.

1. Click on the dark blue bar entitled **Summary**. Here you can view type of summary, submission status, score, and other information.

ASSESS GOALS OBSERVATIONS EVIDENCE **SUMMARY**

Evaluation Summary for T1 Aberdeen SD School 1 | Click on the panels to hide/show the details.

SUMMARY Eval Type: C HAS NOT BEEN SUBMITTED

FINAL REPORT SNAPSHOTS

Report Snapshots are currently not available.

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.

2. In the first part of the summary, you can see the **Summary** of your annual evaluation, including what type it is and whether it has been submitted. Below that are **Final Report Snapshots**, which can be generated by the evaluator at different stages during the process of finalizing the evaluation. Below that are the rubric element scores, summative scores (if completed), observation score, and your score from your self-assessment. Much of this depends on what your evaluator has made visible to you.

Evaluation Summary for T1 Aberdeen SD School 1 | Click on the panels to hide/show the details.

SUMMARY Eval Type: C HAS NOT BEEN SUBMITTED

FINAL REPORT SNAPSHOTS

C1 Centering instruction on high expectations for student achievement.

Rubric Element Scores

Rubric Indicator	Summative Score	Observations	Assessments
2b: Establishing a Culture for Learning		PRO	BAS
3a: Communicating with Students		BAS	PRO
3c: Engaging Students in Learning		PRO	DIS
Summative Scores		PRO	BAS

3. In the second part of the summary, you can see evidence and notes, excerpts, and artifacts. Remember that your evaluator may not have made all of this information available to you.

The screenshot shows a 'Summative Scores' interface. At the top right, there are links for 'BAS' and 'PRO'. Below this, there are three sections: 'Rubric Element Evidence/Notes' with the note 'Annotations are currently not available.', 'Excerpts' with the note 'Excerpts are currently not available.', and 'Artifacts'. The 'Artifacts' section contains a table with the following data:

Title	Artifact Type	Alignment	View
Improving Test Scores	Evaluator Goal	3b: Using Questions and Discussion Techniques 4a: Reflecting on Teaching	<a href="#">View</a>

4. The next four sections of the summary are **Prioritized Observation Extracts**, **Reflections**, **Final Notes**, and **Final Recommendations**.

The screenshot shows a vertical navigation menu with four items, each with a dropdown arrow: 'PRIORITIZED OBSERVATION EXCERPTS', 'REFLECTIONS', 'FINAL NOTES', and 'FINAL RECOMMENDATIONS'.

**Prioritized Observation Extracts** are notes from any observations during the year that have been flagged by the evaluator as *prioritized*. This causes them to be included in the year-end report.

**Reflections** is where the evaluator can assign one or more prompts for you to respond to as part of the year-end summary.

**Final Notes** and **Final Recommendations** are where the evaluator's final observations and comments will be viewable. They will not be visible until the final evaluation has been submitted. However, the evaluator can create **Snapshots** of the summary in draft and final form and make them available to you, and you would view them in the **Final Reports Snapshot** section at the top of the page:

The screenshot shows a navigation bar with five colored tabs: 'ASSESS' (red), 'GOALS' (orange), 'OBSERVATIONS' (yellow), 'EVIDENCE' (teal), and 'SUMMARY' (dark blue). Below the navigation bar, the page title is 'Evaluation Summary for T1 Aberdeen SD School 1' with a link to 'Click on the panels to hide/show the details.'. Below this, there are two summary panels. The first panel shows 'SUMMARY', 'Eval Type: C', and 'HAS NOT BEEN SUBMITTED'. The second panel, 'FINAL REPORT SNAPSHOTS', is circled with a dashed line.

**To schedule additional professional development on the eVAL tool,  
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eVAL is provided to Washington State School Districts  
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The Office of the Superintendent of Pubic Instruction, and Educational Service Districts