

eVAL washington

FOR EVALUATORS



The Role of an Evaluator

This tutorial will provide an overview of the activities expected of anyone conducting evaluations (aka “evaluator”) within the eVAL system.

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

1. The evaluator 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 evaluator 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 the evaluator with their evaluatees.

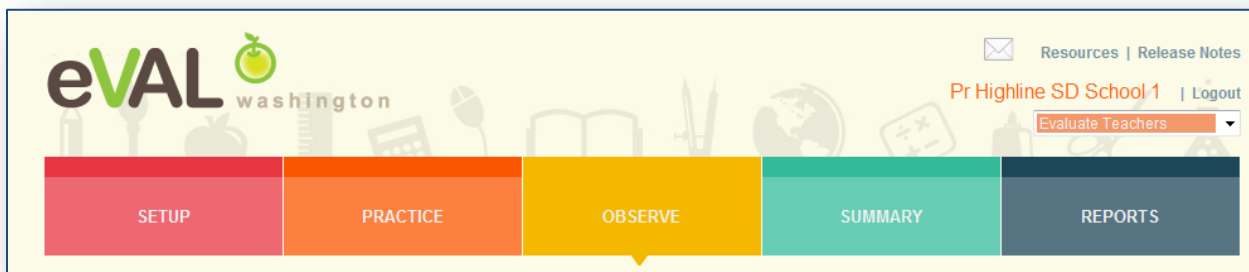
An evaluator signs in to the eVAL tool using the Office of the Superintendent of Public Instruction's Education Data System, or EDS. To access the Education Data System (EDS) web page, open your browser and enter the following URL: <https://eds.ospi.k12.wa.us>



An evaluator has these primary responsibilities in eVAL (depending on your district observation/evaluation process):

1. Provide prompts and guidance for goal-setting;
2. Conducting informal and formal observations
3. Assign final scores to evaluatees

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



- **Setup** – The evaluator manages and assigns prompts.
- **Practice** - The evaluator can participate in practice observations scheduled by the District/School Administrator.
- **Observations** - The evaluator schedules and manages his/her observations.
- **Summary** - The evaluator edits, views and prints the summative scores of the evaluations and self-assessments.
- **Reports** - The evaluator views final reports for evaluatees.



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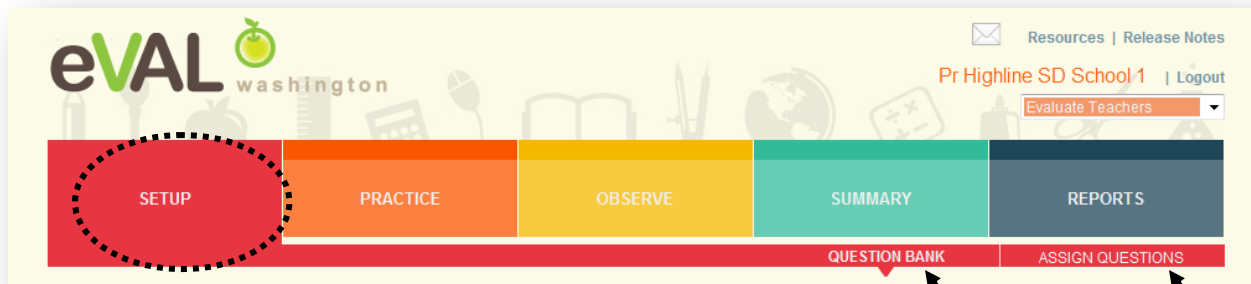


THE FIRST MENU: SETUP



When logging into eVAL, the first task an evaluator will likely complete is reviewing and/or creating prompts for different stages in the evaluation process.

A Look at the Setup Screen



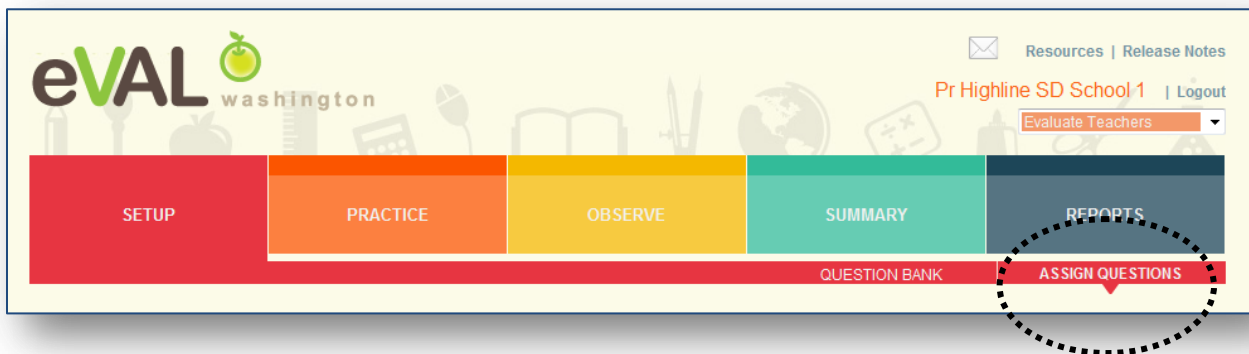
When you select the **Setup** tab, note there are two options that appear in a sub-menu: **Question Bank** and **Assign Questions**.

The default option is **Question Bank**. It is divided into **Goal Prompts**, **Reflection Prompts**, **Pre-Conference Prompts** and **Post Conference Prompts**. If the District Administrator and/or Building Administrator have already pre-set prompts, they will appear here. If you are using the “sandbox,” this section will probably be blank. The terms “Question” and “Prompt” are used interchangeably in eVAL, and both refer to the same thing – a question assigned by the evaluator to prompt reflection by the evaluatee. There are four kinds of prompts:

- **Goal Prompts** to guide the teacher’s goal-setting process.
- **Reflection Prompts** to be used at the end of the year during the review of the final summative evaluation.
- **Pre-Conference Prompts** for pre-observation meetings.
- **Post-Conference Prompts** for post-observation meetings.

You can use the prompts that are pre-populated in the Question Bank, or you can add your own (if that is part of your district’s observation and evaluation model). You can *assign* prompts in several different locations.

The first option works if you have common prompts that you want to assign to multiple teachers. To do this, select the **ASSIGN QUESTIONS** menu at the top of the screen:



Select the type of prompt to assign here.

Click the corner box to select All Evaluatees, or

Click the boxes next to individual teachers to select single teachers or groups.

The screenshot shows the 'GOAL PROMPTS' interface. At the top, there is a dropdown menu for 'Prompt Type' set to 'Goal'. Below this are two buttons: 'Assign Prompts' and 'Unassign Prompts'. The main area is a table with columns for 'Evaluatee' and 'Assigned Prompts'. The 'Assigned Prompts' column has sub-columns for 'Defined By', 'Title', 'Prompt', and 'Alignment'. The table lists four evaluatees: T1, T10, T11, and T12 Highline SD School 1. The first three rows are highlighted in orange and have checkboxes in the 'Evaluatee' column that are checked. The 'Assigned Prompts' for these rows are empty, with the text 'No records to display.' below the sub-headers. The fourth row is not highlighted and has an unchecked checkbox.

Evaluatee	Assigned Prompts
	Defined By Title Prompt Alignment
<input checked="" type="checkbox"/> T1 Highline SD School 1	No records to display.
<input checked="" type="checkbox"/> T10 Highline SD School 1	No records to display.
<input checked="" type="checkbox"/> T11 Highline SD School 1	No records to display.
<input type="checkbox"/> T12 Highline SD School 1	No records to display.

Then select *Assign Prompts* to choose the prompts.

This is a close-up screenshot of the 'GOAL PROMPTS' interface. The 'Assign Prompts' button is circled in red. Below it, the 'Unassign Prompts' button is visible. The 'Evaluatee' column header is also visible at the bottom.

Prompts can also be assigned as part of the observation cycle, and will be addressed in that section below.

THE SECOND MENU: PRACTICE



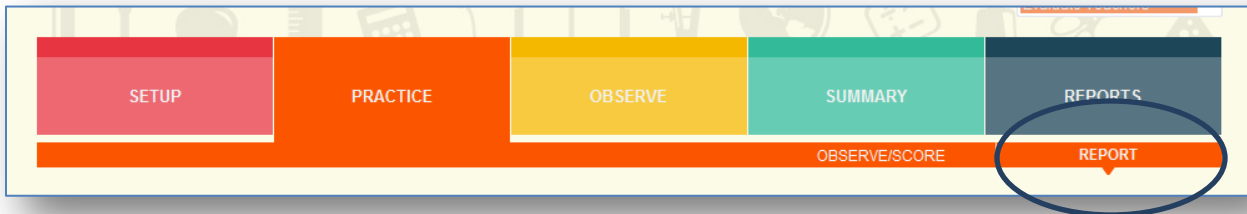
The District Administrator or School Administrator can schedule Practice Sessions, opportunities to do observations that don't become part of any teacher's evaluation records. Multiple people can be invited to a single practice session, providing a mechanism for a group of evaluators to observe the same lesson and compare scores. Sessions can be live sessions with a real teacher, or they can be video sessions, using one of the pre-recorded lessons accessible to the District/School Administrator to assign.

If you have been invited to one or more Practice Sessions, you will see them in your Practice Dashboard:

Practice Observation Sessions | This form allows you to participate in a practice observation session.

PRACTICE SESSIONS				
Type	Schedule/Location	Teacher	Title	
LIVE	10/29/2012 9:00 AM - 10:00 AM	T2 ESD 121 DAN SD School	Practice Evaluation #2	Details
LIVE	10/29/2012 8:00 AM - 9:00 AM	T1 ESD 121 DAN SD School	Practice Evaluation #1	Details

Clicking on *Details* will open an observation screen that is identical to that used in a regular observation, which will be covered in more detail below. The more important option is accessed when the practice session is complete by clicking **Report**:



This will generate a report that compares your scores with those of other evaluators and (if one has been assigned) anchor scores.

OBSERVATION AND CRITERIA SUMMATIVE SCORE SUMMARY

The data in this table displays the summative scores for the practice session and each of the criteria. The OBSERVATION column displays the summative score for the practice session as a whole. The remaining columns display the summative scores for each of the criteria for the selected framework. Click on the criteria column headings to drill down to view the rubric element data.

SCORE SUMMARY	OBSERVATION	C1	C2	C3	C4	C5	C6	C7	C8	TOTAL
ANCHOR SCORE	No anchor summative scores have been entered yet.									
SCORER		C1	C2	C3	C4	C5	C6	C7	C8	
ESD 121 DAN SD School, Pr	PRO	DIS	PRO	PRO	DIS	PRO	PRO	BAS	PRO	

Below that will be an additional graph that charts the distribution of summative scores across the criteria.



The name of the third menu tab is **OBSERVE**, the section of eVAL that allows you to set up and 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 **OBSERVE** menu, you will see the **Observation Dashboard**. Here you can see evaluation type, number of goals assigned by the evaluator and evaluatee, self-assessments and artifacts, time spent in observations, and the status of the observations.

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

Focused or comprehensive evaluation

Number of goals to be addressed

Number of completed self-assessments

Number of artifacts uploaded by the teacher (documents, links,

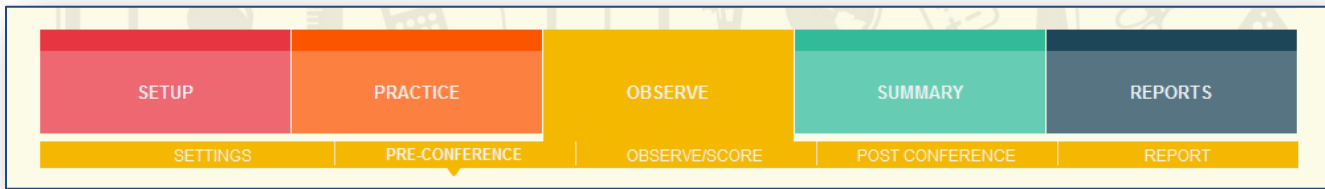
Number of minutes spent in observations

If an event has been initiated but not scheduled, the dashboard will display the non-started icon (an empty circle). If an event has been scheduled, it will display the in progress icon (a half-filled circle). And if the event has been marked as “completed”, it will display the completed icon (a filled circle). If you have not made any section of the observation cycle visible, the teacher will not see an icon in their dashboard.

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



From here, you can view each part of the observation cycle. Notice that there are now five yellow tabs below the original **OBSERVE** tab:



Settings is where you set the title of the observation, the dates and times, whether the different stages are visible to the evaluatee, and if they're complete. It is also where you lock the observation cycle when it is finished. (A session should not be locked until the evaluator and evaluatee have both finished reviewing the information and notes. **Once locked, the evaluator cannot unlock this section without permission from the evaluatee!**)

Pre-Conference is where you set up your prompts and select the criteria/components to focus on during the observation, and where the teacher posts artifacts and comments before the observation.

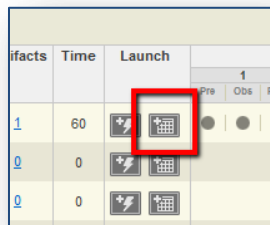
Observe/Score is where you record your notes, comments, and scores for the observation.

Post-Conference is where you set up prompts for post-observation comments and where the teacher posts artifacts and comments.

Report generates a report of the observation with embedded comments and scoring.

Start a New Observation

To start a new, formal observation, from the Observation Dashboard (if you aren't there, click on the word **OBSERVE** in the menu box) click on the box that looks like this:



Sub-Menu: Settings

This will bring up the **Settings** sub-menu.

Observation Settings

Session: December Observation - 12/3/2012
Teacher: T1 Highline SD School 5
Type: Teacher Observation
Status: Unlocked

Notify Teacher of Changes

SETTINGS

Title: December Observation - 12/3/2012 Lock From Changes Delete Session

Session Type: Teacher Observation
Principal: Pr Highline SD School 5
Teacher: T1 Highline SD School 5

Pre-Conference

Visible to Evaluatee?
 Complete?

Schedule

Day: 12/10/2012
Start Time: 8:00 AM
End Time: 9:00 AM
Location:

Observe

Visible to Evaluatee?
 Complete? (Included in Total Time on Dashboard)

Schedule

Day: 12/12/2012
Start Time: 9:00 AM
End Time: 9:00 AM
Location:

Post-Conference

Visible to Evaluatee?
 Complete?

Schedule

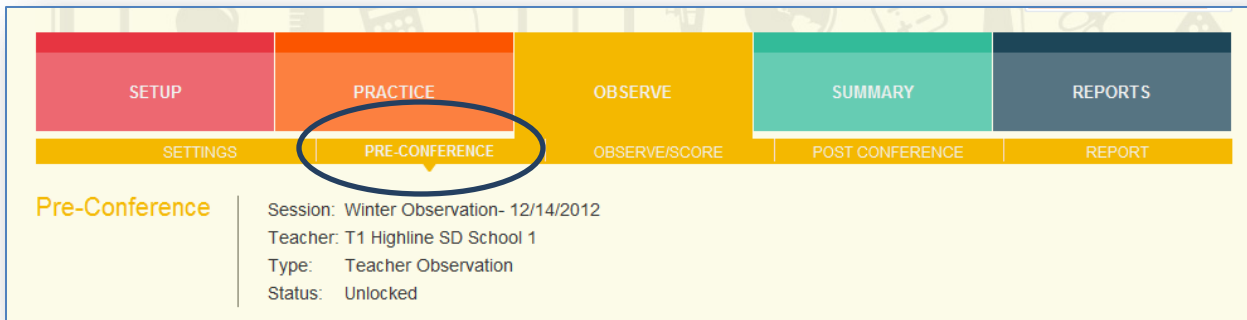
Day: 12/14/2012
Start Time: 8:00 AM
End Time: 9:00 AM
Location:

Here you give a title to the observation, put together the times and dates of the different steps in the observation cycle. Note that the date put into the title is today's date, not the date you select for the observation – be sure to change the title to prevent confusion.

After you select the dates and times for the three parts to the cycle, select **Visible to Evaluatee** when you want the evaluatee to be able to view it in their dashboard. **However, don't select Visible for the Observe and Post-Conference sections until you want the evaluatee to see what you have put in these sections.** Portions of the observation cycle that you have not made visible will not appear on the teacher's eVAL calendar. If you select the **Notify Teacher of Changes** when you are done, they will receive a message within eVAL that lists the dates and times of any of the stages in the cycle that you have scheduled. This is not required, and you may choose to use your own email and calendaring system instead.

There is no **Save** button for this task. All work in this section is automatically saved. You may notice a button labeled **Lock from Changes**, but this is a button that you only select only when you have completely finished all portions of an observation and will make no more changes of any kind. Once an observation cycle is locked, it can only be unlocked by requesting permission from the evaluatee. You would click this button just before printing the final report for an observation cycle, to ensure that no edits or changes are made to the observation materials after the report is signed by both parties.

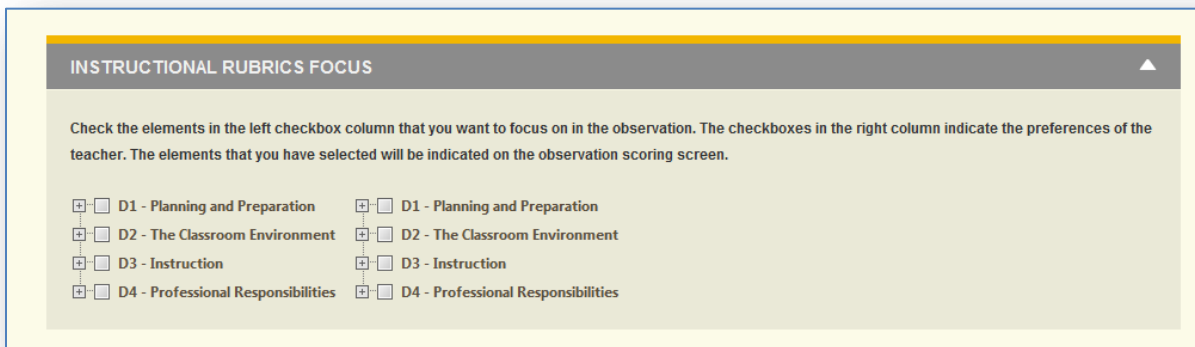
To move to the next step, go to the sub-menu **Pre-Conference**:



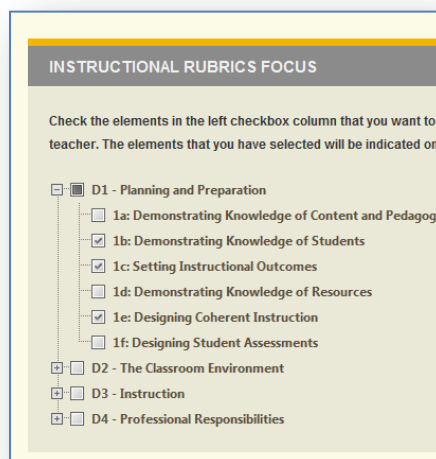
Sub-Menu: Pre-Conference

In this sub-menu, you can assign a prompt and select a focus aligned to specific state criteria or Danielson components. In the left column, check the boxes for your focus criteria/components. (If you select Danielson components, they will crosswalk to the state criteria, and vice-versa – you only need to select one set or the other to work from.) If your evaluatee has selected focus criteria, they will automatically appear in the right column. In this sub-menu, you can also type pre-conference notes or post pre-conference questions or prompts for the teacher. All sections are set up so that the teacher can post responses from their view of the dashboard.

The first section will be the state criteria, and below that will be your Instructional (Danielson) Frameworks. The left column is where you make your selections, and the right column shows what the evaluatee has selected once they have the opportunity to view this section. When you first access it, you will only see the domains:



However, if you click the small plus sign next to the domains, it will open to display the components:



Once you have identified the focus criteria/components, the next two sections are a place for the principal and teacher to engage in dialog prior to the observation. How you implement them depends on the process you use within your district. You can even fill these out while meeting in person, and work on this together. The first section is for **Pre-Conference Questions**:

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](#) To view/add responses for an assigned prompt, click the expand icon to the left of the row.

Assign?	Defined By	Prompt	Last Response	Setup	Artifacts	Details	Delete
No user prompts were found.							

If you are using the sandbox for practice, your box will probably have no prompts on display. (The sandbox resets every night at midnight, so the question bank is typically empty.) In order to assign one or more questions (or prompts), click on **Add New Pre-Conference Prompt**.

Type in the prompt/question you want to assign. When done, click **Add New Pre-Conference Prompt**.

[Add New Pre-Conference Prompt](#) To view/add responses for an assigned prompt, click the expand icon to the left of the row.

Assign?	Defined By	Prompt	Last Response	Setup	Artifacts	Details	Delete
<p><input type="checkbox"/> Add to your question bank?</p> <p>Prompt: <input type="text"/></p> <p><input type="button" value="Insert"/> <input type="button" value="Cancel"/></p>							

However, when using the actual eVAL system, you will see a screen that looks more like this:

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

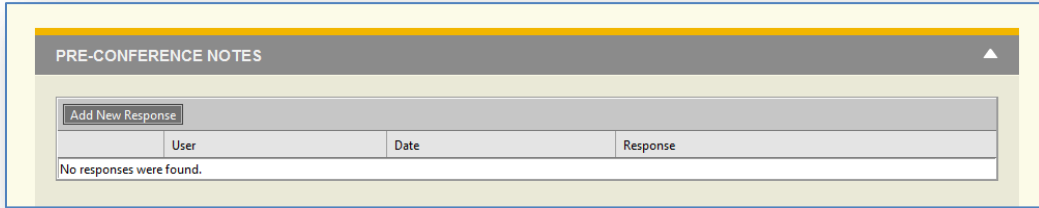
[Add New Pre-Conference Prompt](#) To view/add responses for an assigned prompt, click the expand icon to the left of the row.

Assign?	Defined By	Prompt	Last Response	Setup	Artifacts	Details	Delete
<input type="checkbox"/>	District	To which part of your curriculum does this lesson relate?					Delete
<input checked="" type="checkbox"/>	District	How does this learning "fit" in the sequence of learning for this class?				Details	Delete
<input checked="" type="checkbox"/>	District	What do you want the students to understand?				Details	Delete
<input type="checkbox"/>	District	How will you engage the students in the learning? What will you do? What will the students do? Will the students work in groups, or individually, or as a large group? Provide any worksheets or other materials the students will be using.					Delete
<input type="checkbox"/>	District	How and when will you know whether the students have learned what you intend?					Delete

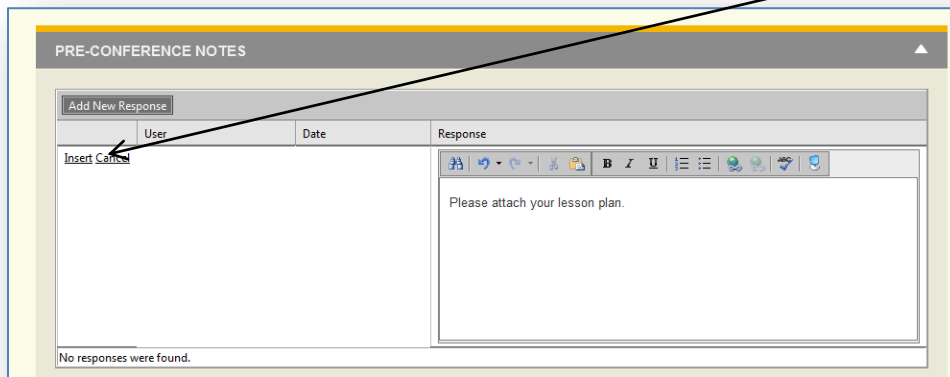
The prompts pre-loaded by the District and School Administrators will appear as a list with check boxes. You can simply select the check boxes next to the prompts you want to assign to the teacher.

When teachers' view this window from their account, they can click on Details at the right end of the row and post a note or upload artifacts in response. Once they have done this, you can see links to the responses in the columns **Last Response** and **Artifacts**.

The next section is **Pre-Conference Notes**:



This provides a section where you can post notes or ask questions of the evaluatee that are separate from the prompt questions. To add a note, click *Add New Response* to open the editing window. When done, be sure to click **Insert**.



The teacher will see this comment in their view of the pre-conference, and will be able to post a response. Please note that there is no requirement to use this section. It is an option that may or may not fit into your process.

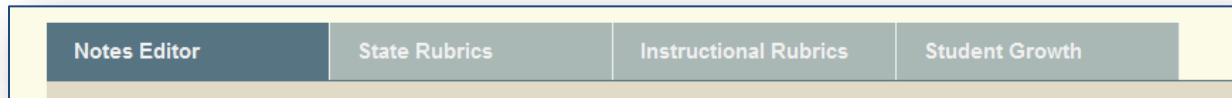
When this section is complete, it is time to move the central portion of this section – **Observe/Score**.

Sub-Menu: Observe/Score



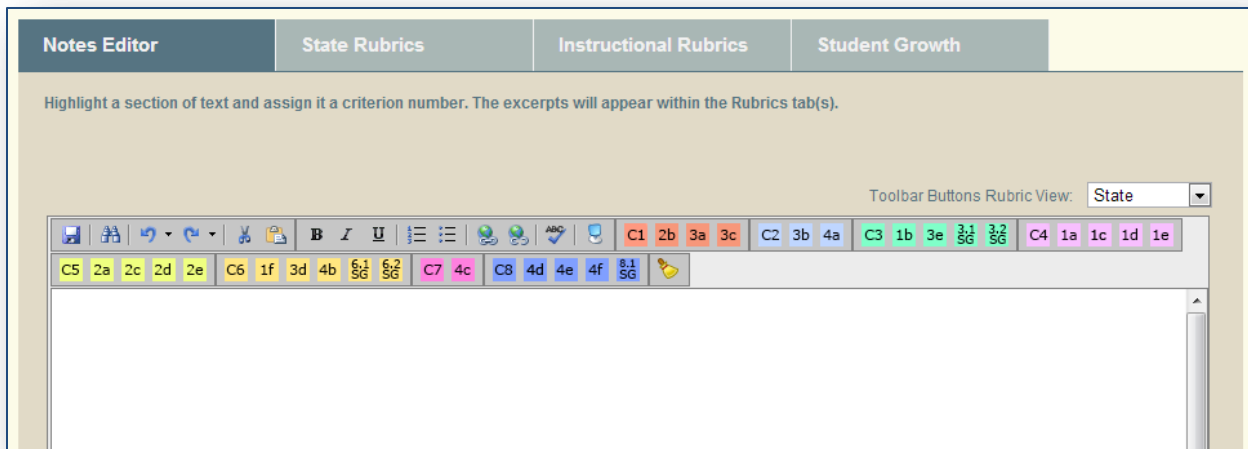
In this section, you can record your notes from the observation, add comments and evidence, use rubrics to rate what you see, assign a score for the session, and generate a printed report. (However, you would probably print your final paper copy after you complete the *Post-Conference*. More on that in the *Report* sub-menu below.)

We're going to skip down to the four tabs in the lower part of the page. We'll go through them from left to right.



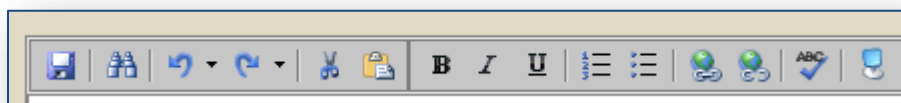
Notes Editor

The *Notes Editor* will be open when you first come to this section, and it looks like this:

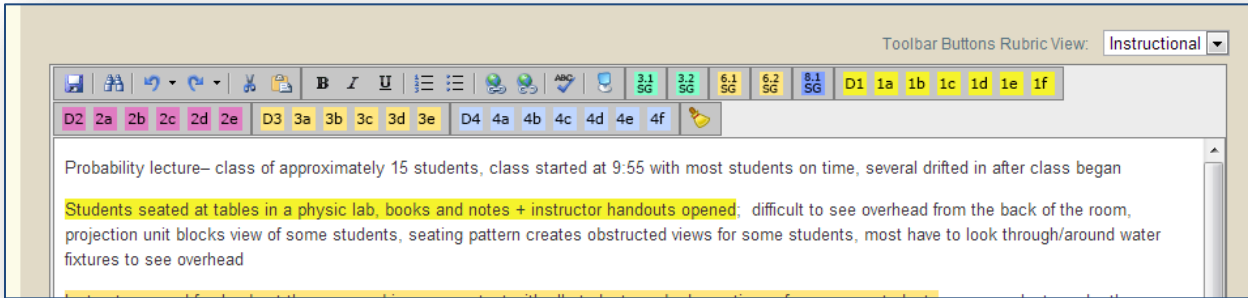


You can either take your notes directly into this editor while you are observing, can take your notes in a word processing program and copy-and-paste the notes into this window, or even handwrite your notes and retype them here.

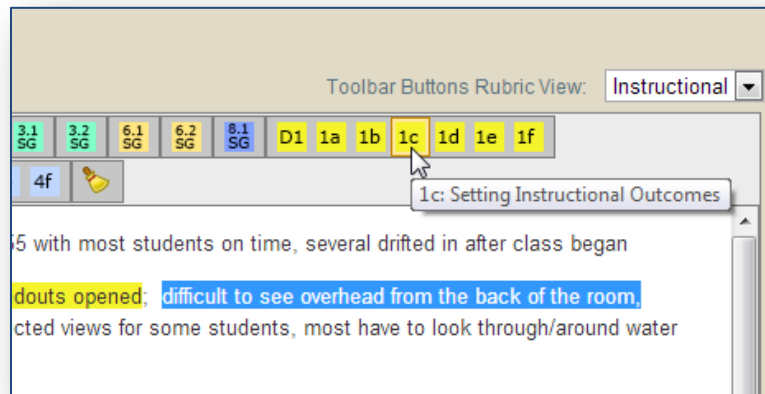
You have basic formatting options, such as bold face, italics, underline, and bulleted lists. (You can also spell check your notes by clicking the blue check with ABC in the toolbar.)



The colored squares give you the option of color-coding sections of your notes and mapping them to either state criteria or Danielson/Marzano/5D domains. To use this tool, once you have entered your notes, you can drag your cursor and highlight a portion of your text that you want to flag:



Once highlighted, click on the square that indicates the domain or component you want:



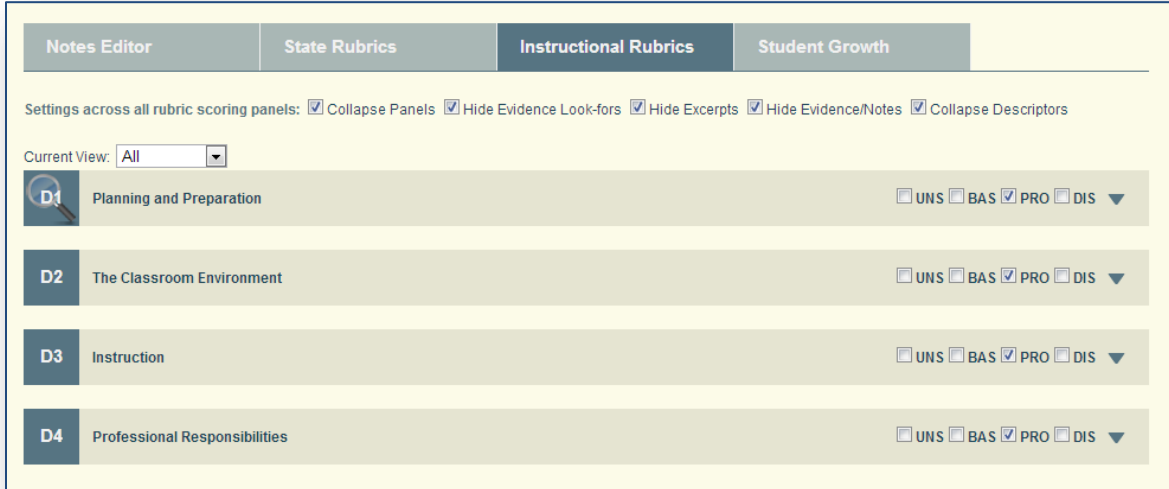
Your text will now be color-coded. (You may need to click somewhere else on the page to deselect the text first, in order to see the new color.)

Ms. Jakobs was able to get inside students' heads by checking for understanding and unscrambling confusion several times throughout the lesson. When highlighting new vocabulary, Ms. Jakobs asked students if they had any questions. One student commented about how "dew" would appear when it rained. Ms. Jakobs said, "No, dew is when it didn't rain and it is still wet." Thus, the student's thinking was corrected in a manner which helped him to gain a better understanding of the poem's vocabulary. Ms. Jakobs also checked for understanding later in the lesson when she asked students, "So, is this a happy poem?" As a result of student raised hand responses, Ms. Jakobs was able to quickly assess their understanding of the poem's mood. After the class had finished their discussion about the poem, Ms. Jakobs explained to students their assignments during guided reading groups. After her explanation, Ms. Jakobs asked, "Any questions before we start?" Thus, students were given the opportunity to assess their understanding of the directions and ask any questions they had before working independently.

This text will now also be automatically embedded in the *Rubric* areas of this section, which you'll see below. While the text is selected, you can assign other domains, components or criteria to it as well. However, some browsers work better than others for this task. Internet Explorer, for instance, makes you re-select the text each time you want to assign an additional criteria to it.

State and Instructional Rubrics

The *State Rubrics* tab has the eight state criteria and sub-criteria, but most teacher observations will be done using the *Instructional (Danielson/Marzano/5D) Rubrics*. We will jump to that tab next, and come back to the *State Rubrics* afterward. When you first open the tab, it will look like this:



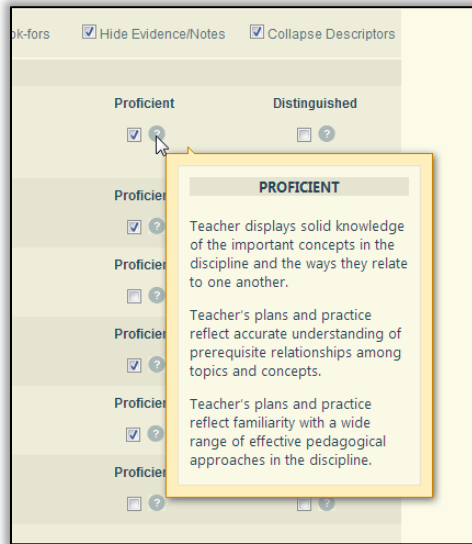
As you can see, the default view only shows the titles of the four domains. (In 5D or Marzano, you would see the appropriate domain-level titles as well. The magnifying glass in D1 indicates this domain or its components have been selected for focus in this observation.) To see the component level rubric, click on the gray triangle on the right hand side.



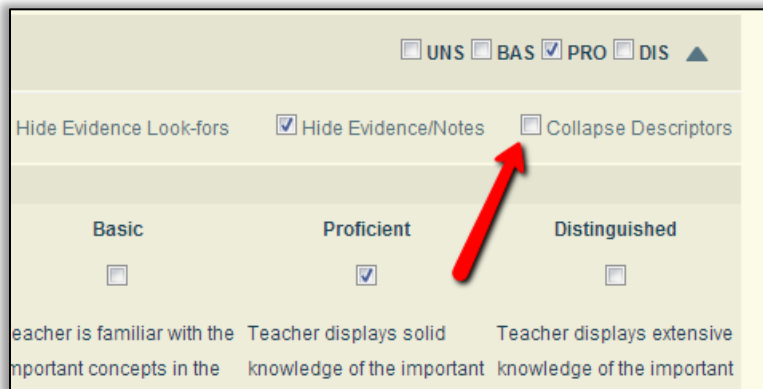
This allows you to see all the components of this domain. The magnifying glass on the left side indicates which components you have selected for focus in this observation.

D1 Planning and Preparation		UNS	BAS	PRO	DIS
<input checked="" type="checkbox"/> Hide Excerpts <input checked="" type="checkbox"/> Hide Evidence Look-fors <input checked="" type="checkbox"/> Hide Evidence/Notes <input checked="" type="checkbox"/> Collapse Descriptors					
Title	Unsatisfactory	Basic	Proficient	Distinguished	
1a: Demonstrating Knowledge of Content and Pedagogy	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input checked="" type="checkbox"/> ?	<input type="checkbox"/> ?	
1b: Demonstrating Knowledge of Students	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input checked="" type="checkbox"/> ?	<input type="checkbox"/> ?	
1c: Setting Instructional Outcomes	<input type="checkbox"/> ?	<input checked="" type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?	
1d: Demonstrating Knowledge of Resources	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input checked="" type="checkbox"/> ?	<input type="checkbox"/> ?	
1e: Designing Coherent Instruction	<input type="checkbox"/> ?	<input type="checkbox"/> ?	<input checked="" type="checkbox"/> ?	<input type="checkbox"/> ?	
1f: Designing Student Assessments	<input type="checkbox"/> ?	<input checked="" type="checkbox"/> ?	<input type="checkbox"/> ?	<input type="checkbox"/> ?	

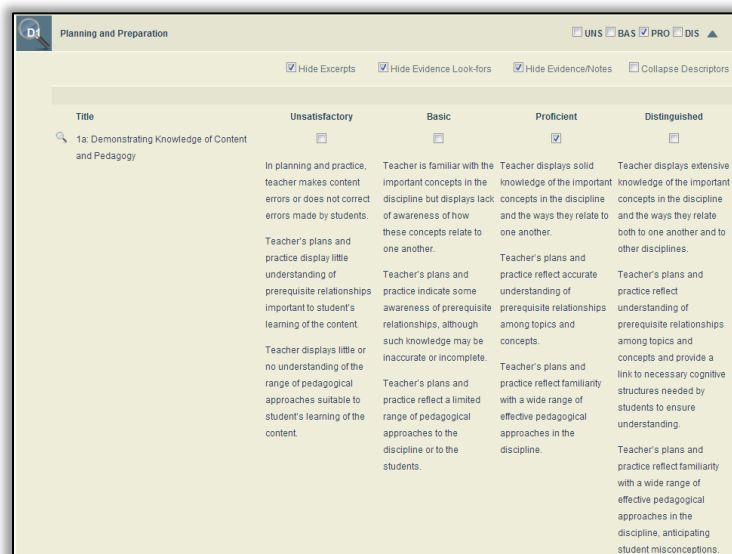
You will notice in this view that you are not able to see the rubric language describing these components. You have two ways to use this language. The first option is to hover your mouse over the question mark below the rating terms, and the appropriate descriptors will appear.



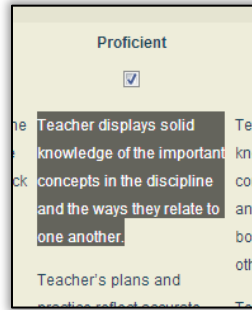
The second option is to uncheck the box **Collapse Descriptors** across the top of this window:



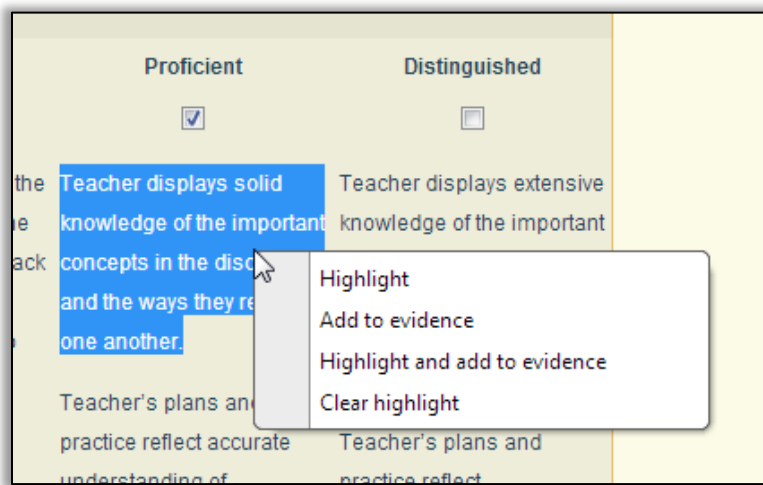
Now the window will display the full language for the rubric.



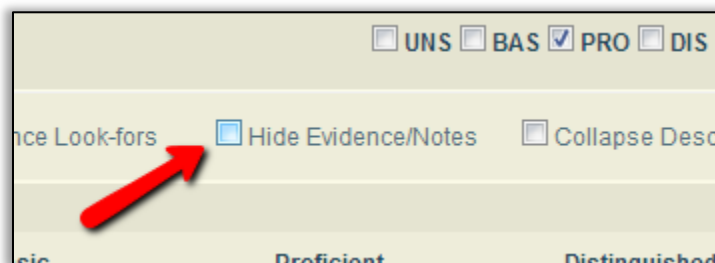
The disadvantage of expanding the descriptors is that they take up a lot space, and make it hard to see the overview. The advantage of expanding the descriptors is that you can use the language within the descriptors if it accurately reflects what you are observing, and select that text to add to your evidence and notes. To do this, first highlight the text you wish to add to your evidence and notes.



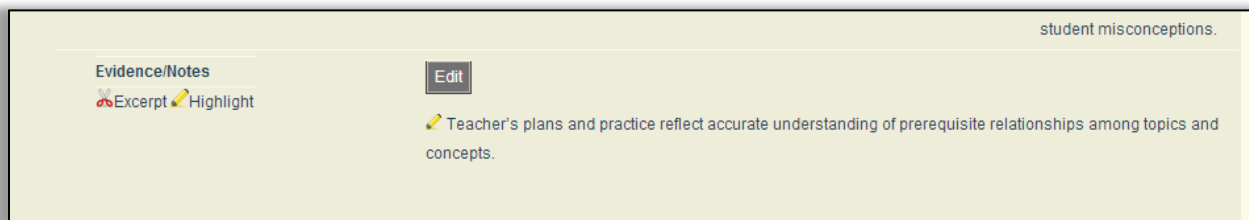
Next, right click on the highlighted text. (This is one trick you won't be able to do on the iPad.) This will open up a drop-down menu where you can select whether you want to highlight your text (this will just leave a color in the rubric text), add it to your evidence, or do both:



When you first select *Add to Evidence*, you won't actually see where it has gone. In order to view what you have added, go to the top of the window and un-check *Hide Evidence/Notes*:

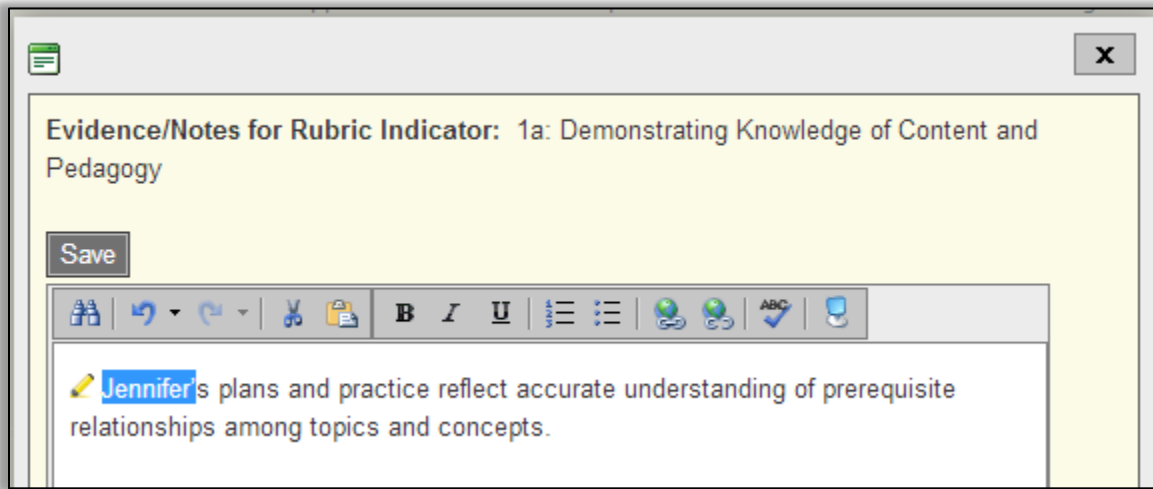


Look below the rubric text, and you will see two kinds of text – *Excerpts* and *Highlights*:



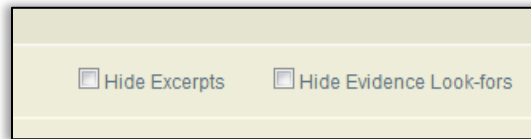
Text with a red pair of scissors is an *Excerpt*, which is text from the *Notes Editor* that you have coded to particular components. Text with a yellow highlighter is text from the rubric you have selected as *Evidence*.

You also have the option of editing this text by clicking on the **Edit** button. Once selected, it will open up an editing window:



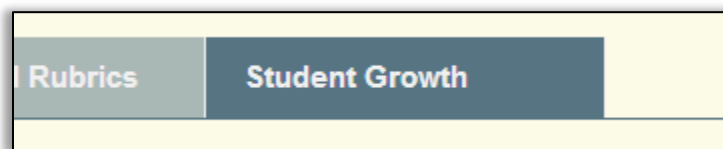
You can edit the text to personalize it (replacing “Teacher” with the teacher’s actual name, for instance) and add your own text as well. Please note that this is one of the places where there is a **Save** button – if you use the X in the upper corner to close the window, any writing you have done will be lost!

The last two check-boxes at the top of the rubric are *Hide Excerpts* and *Hide Evidence Look-fors*



Excerpts here are selections of text from the *Notes Editor* that were coded at the Domain level, rather than the component level. They will appear at the top of the rubric. *Evidence/Look-fors* is customizable text that can be added to your district instructional framework, but only by a person with the District Administrator role.

Everything you post in your *Instructional Rubrics* section will map to the appropriate parts of the *State Rubrics*. However, there are five areas that don’t have an overlap between the state and instructional criteria, which is why there is one more tab labeled **Student Growth**



Whether or not you enter observation information in here will depend on the nature of the class you are observing and how you have decided to measure student growth in your district.

Scoring

If you are scoring your observation, once you have completed assigning a score to each component, you will need to assign an overall score to the domain. **The tool does not total up the scores for you.**

Title	Unsatisfactory	Basic	Proficient	Distinguished
2a: Creating an Environment of Respect and Rapport	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2b: Establishing a Culture for Learning	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2c: Managing Classroom Procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2d: Managing Student Behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2e: Organizing Physical Space	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

You need to identify a score based on your best professional judgment. There are a number of reasons for this, such as the weighting of each component varying from one district to the next.

State Rubrics

The component scores from the Instructional Rubrics will automatically map to the State Rubrics at the sub-criteria level. However, just as in the Instructional Rubrics, if you choose to use the State Rubrics, you will need to again exercise your own judgment when assigning a score at the criteria level.

It is your scoring of the State Rubric criteria that generates the **Raw Score**. Each of the criteria is worth a total of four points, and the total score will reflect how many criteria are scored. For example, one criteria scored at *Distinguished* will score **4/4**, (four out of four), while one scored at *Proficient* and one scored at *Distinguished* would be **7/8** (seven out of a possible eight).

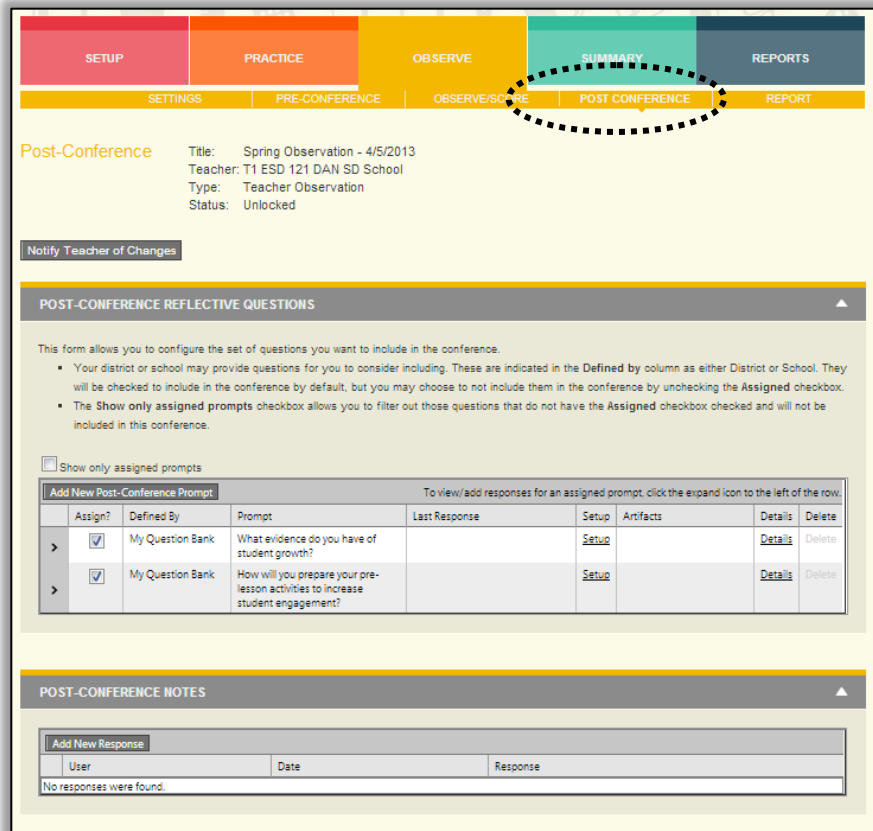
C1 Centering instruction on high expectations for student achievement.	<input type="checkbox"/> UNS <input type="checkbox"/> BAS <input type="checkbox"/> PRO <input checked="" type="checkbox"/> DIS ▼
C2 Demonstrating effective teaching practices.	<input type="checkbox"/> UNS <input type="checkbox"/> BAS <input checked="" type="checkbox"/> PRO <input type="checkbox"/> DIS ▼

Raw Score: 7/8

Giving scores is entirely optional. Probably the biggest advantage to using this in the observation cycle is practice; when you reach the end-of-the-year summative evaluation, the use of the state criteria scores and the overall "raw score" will drive the final summative score for the teacher. Using this during one or more observations will give both you and the teacher practice in working with this part of the system.

Sub-Menu: Post-Conference

Click the **Post-Conference** sub-menu. Here you can assign post-conference prompts, view teacher artifacts and view evaluatee's responses to prompts or notes that you have posted:

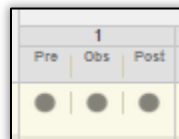


The organization and functions of this section are identical to those the *Pre-Conference* section. You can provide the teacher with post-observation prompts and notes, and they can respond with their own comments, notes and artifacts.

Remember that the teacher cannot see this or the observation data you have recorded unless you have set those to *Visible to Evaluatee* in the settings for that observation:

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 checked="" type="checkbox"/> Complete?	<input checked="" type="checkbox"/> Complete? (Included in Total Time on Dashboard)	<input checked="" type="checkbox"/> Complete?

Selecting *Complete* does not lock the data, but it does change the dots in the dashboard (visible to you or the teacher) to display as solid dots indicating that you think this section is done.



If you are having trouble finding the *Settings* control for an observation, you open that by first clicking on one of the circles for that observation in the dashboard. (It doesn't matter which circle!) Then you can access the *Settings* sub-menu for that observation.

Sub-Menu: Report

You can view an observation report at any stage in the process. Click on the **Report** submenu, and this will generate a report of all the scoring you have assigned:

Observation Report Title: Summary - Observation Report
Teacher: T1 ESD 121 DAN SD School
Type: Teacher Observation
Status: Unlocked

[Back to Dashboard](#)

PRINT SETTINGS ▾

eVAL Observation Report

Report Date: 5/20/2013
School Year: 2013
Title: Spring Observation - 4/5/2013
District: ESD 121 DAN SD
School: ESD 121 DAN SD School
Principal: Pr ESD 121 DAN SD School
Teacher: T1 ESD 121 DAN SD School

Observation Summary

Spring Observation - 4/5/2013 (Pr ESD 121 DAN SD School)
Pre-Conference: 4/3/2013 Observation: 4/5/2013 Post-Conference: 4/7/2013

State Rubric View

OBSERVATION	C1	C2	C3	C4	C5	C6	C7	C8
PRO	DIS	PRO						

C1	
Centering instruction on high expectations for student achievement.	DIS
2b: Establishing a Culture for Learning	BAS
3a: Communicating with Students	DIS

The default report is of the state criteria, and showing only the scores. You can modify the report, however, by selecting the small triangle on the right end of the section titled **Print Settings**:

PRINT SETTINGS ▾

This will open up a dialog window that will allow you to choose between state and instructional rubrics, and which elements from your observation data collection you would like to be included in the report.

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.

Selecting **Print Report** will generate a PDF that you can download and print, while selecting **Preview Report** will update the on-screen report. All printable versions of the report have dates and signature lines if you want to create formal hard-copies for filing. (However, before printing this final copy, it is a good idea to go back to the **Settings** submenu for this observation and select **Lock from Changes**. That insures that the printed copy is identical to the last agreed-upon version within the system.)

THE FOURTH MENU: SUMMARY



The last menu tab is entitled **Summary**. It is from this menu that you will manage and submit your teachers' summative evaluations:

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 18 teachers

UNSUBMITTED EVALUATIONS

If there is not a checkbox in the first column to select the row it is due to one of the following:

- AE: Only the assigned evaluator can submit.
- FS: The Final Score must be set before submission.

<input type="checkbox"/>	Name	Eval Type	#1	#2	#3	#4	#5	Criteria	Growth	Final	Provide Feedback
<input type="checkbox"/>	T1 ESD 121 DAN SD School	C	PRO	PRO	PRO	NA		PRO (22/32)	AVG (15/20)	PRO	Enter Scores
<input type="checkbox"/>	*FS T10 ESD 121 DAN SD School	C	PRO	PRO	PRO			INC*	INC*	INC*	Enter Scores
<input type="checkbox"/>	*FS T11 ESD 121 DAN SD School	C						INC*	INC*	INC*	Enter Scores
<input type="checkbox"/>	*FS T12 ESD 121 DAN SD School	C	NA					INC*	INC*	INC*	Enter Scores
<input type="checkbox"/>	*FS T13 ESD 121 DAN SD School	C	NA					INC*	INC*	INC*	Enter Scores
<input type="checkbox"/>	*FS T14 ESD 121 DAN SD School	C	NA					INC*	INC*	INC*	Enter Scores
<input type="checkbox"/>	*FS T15 ESD 121 DAN SD School	C						INC*	INC*	INC*	Enter Scores
<input type="checkbox"/>	*FS T16 ESD 121 DAN SD School	C						INC*	INC*	INC*	Enter Scores

The table will list all of your teachers, their observation scores, and their final summative scores if you have assigned them. Those will be indicated by blue cells. Incomplete scores will be indicated by orange cells labeled **INC***. To begin the process of entering scores, or just to view a teacher's progress to date, click on **Enter Scores** to the right of the teachers' row.

	Growth	Final	Provide Feedback
	AVG (15/20)	PRO	Enter Scores
	INC*	INC*	Enter Scores
	INC*	INC*	Enter Scores
	INC*	INC*	Enter Scores
	INC*	INC*	Enter Scores
	INC*	INC*	Enter Scores

This will pull up a copy of the state criteria.

SUMMARY Eval Type: C HAS NOT BEEN SUBMITTED Criteria **INC*** Growth **INC*** Final **INC***

FINAL REPORT SNAPSHOTS

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

Selecting the white triangle on the right end of each criteria will open a full report of all of the observations, excerpts, evidence, notes, and artifacts for that teacher.

This section displays all of the component scores from any observations during the year, as well as and self-assessment scores. It is also where you assign the final summative scores for this criteria.

This section displays any text that you highlighted in the rubrics or coded to components from the Notes Editor.

This section displays excerpts from the Notes Editor that were coded at the domain level.

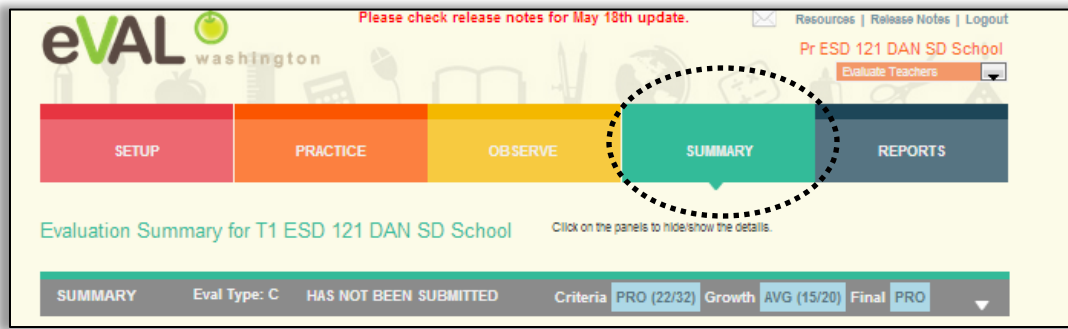
This section lists any artifacts that the teacher mapped to this criteria, and has a hyperlink to view the artifacts.

In essence, you have everything you need here on one screen to score your teacher.

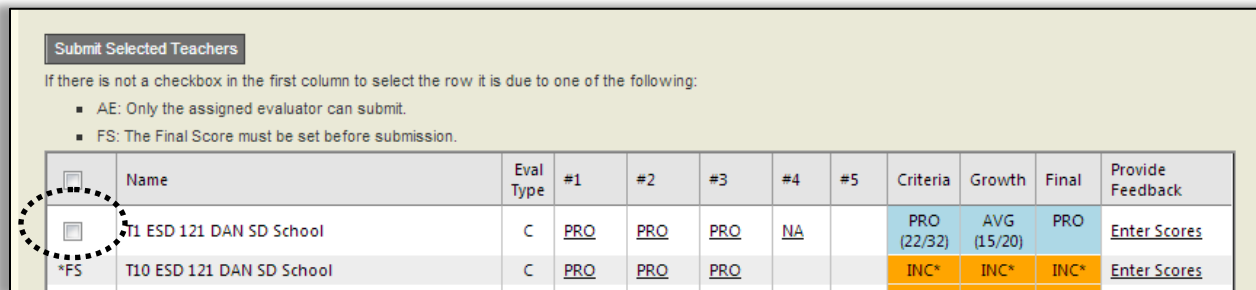
As with other parts in the tool, scoring components or sub-criteria does not generate the overall criteria-level score. You must assign that based on the total evidence in the teacher's data. Once you have assigned all of the criteria scores, the **Summary** score at the top will begin to calculate.

You do **not** have to score all components or sub-criteria to generate a **Criteria** score. eVAL only looks at the criteria scores to calculate this. However, you do have to score all five Student Growth components to generate the **Growth** score, and the **Final** score will not calculate until you do. Those five components are **SG 3.1** and **SG 3.2** (under Criteria 3), **SG 6.1** and **SG 6.2** (under Criteria 6), and **SG 8.1** (under Criteria 8). Once these are scored, then the final summative score will be calculated.

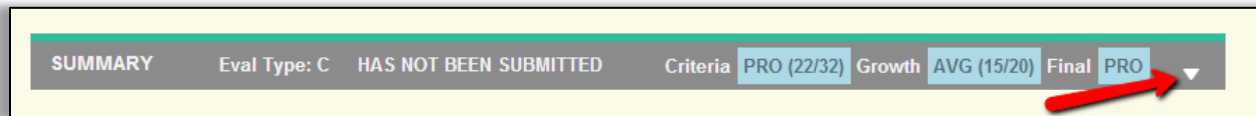
To return to the **Summary** dashboard, click again on the teal **Summary** tab.



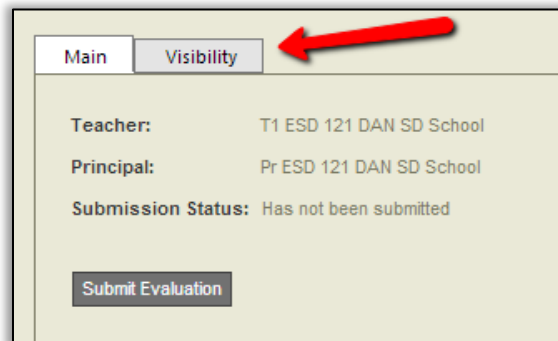
Once a teacher's score is final, a check-box will appear to the left of their name. That indicates that it is now possible to *Submit* the teacher's final score. This is done by selecting the check-box and then clicking *Submit Selected Teachers*. **Once this is done, all of the observations, reports, and all data associated with evaluating this teacher are locked. This cannot be undone!**



One final step. When you want the teacher to be able to view their scoring, select the white triangle next to their score in the header labeled **SUMMARY**.



In the window that opens, select **Visibility**.



(You may also notice that you can submit your teacher's score from here as well, rather than from the table view of all the teachers.)

From here you can select which parts of their evaluation data they can view. If you want to apply this to all teachers at the same time, select the check box *Apply these visibility settings to all your teachers.*

Main Visibility

Select the sections of the evaluation which you would like to have visible to the teacher.

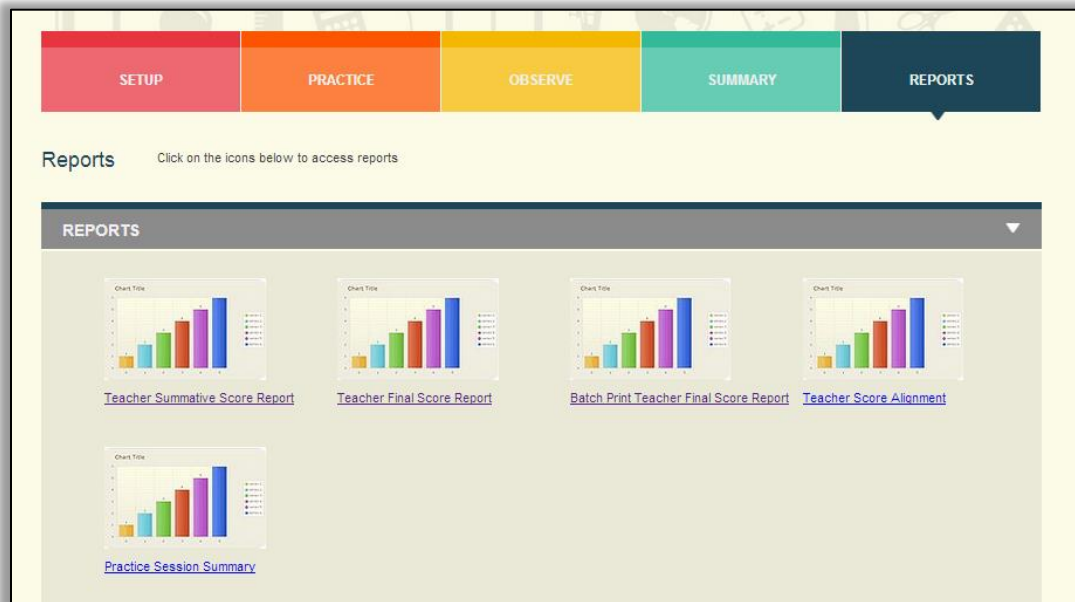
Update Apply these visibility settings to all your teachers?

- Final Score** (within Main Tab and score display on SUMMARY Panel)
- Report Snapshots** (REPORT SNAPSHOTS Panel)
- Final Notes** (FINAL NOTES Panel)
- Final Recommendations** (FINAL RECOMMENDATIONS Panel)
- Prioritized Observation Excerpts** (PRIORITIZED OBSERVATION EXCERPTS Panel)
- Criteria Summative Score** (score checkboxes on Criteria Panels)
- Observations** (within Criteria Panels)
- Rubric Element Summative Scores** (score checkboxes for each rubric element within Criteria Panels)
- Criteria Excerpts** (within Criteria Panels)
- Rubric Indicator Evidence/Notes** (within Criteria Panels)

THE FIFTH MENU: REPORTS



The right-most tab is the **Reports** tab. Selecting it will bring up these options:



- **Teacher Summative Score Report** will generate an on-screen report of any or all of you teachers and their overall and criteria scores. It does not currently create a printable version. It displays in both table format and charts.
- **Teacher Final Score Report** will generate a detailed report for each individual, one at a time. You can customize what is included in the report by clicking the white triangle on the right end of the gray bar labeled **PRINT/SAVE SNAPSHOTS**.



- **Batch Print Teacher Final Score Report** lets you do the same work as the previous section, but allows you to create multiple reports in one batch.
- **Teacher Score Alignment** generates a report that lines up observation scores with the teacher's self-assessment(s).
- **Practice Session Summary** generates a report on any practice observation sessions to compare different evaluators' scores and (if entered) anchor scores.

**To schedule additional professional development on the eVAL tool,
Contact your regional Educational Technology Support Center Director or Trainer**

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eVAL is provided to Washington State School Districts
Through a partnership including Washington Education Association,
The Office of the Superintendent of Public Instruction, and Educational Service Districts