eVAL washington

FOR EVALUATORS

The Role of an Evaluator

This tutorial will provide an overview of the activities expected of anyone conducting evaluations (aka **"evaluater"**) within the eVAL system.

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

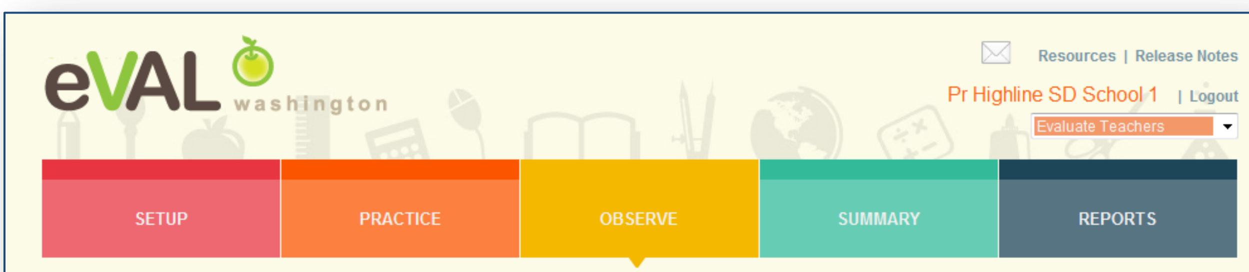
1. The evaluator must have an account and a role assigned to them on the EDS system.
2. The District Security Manager must have approved their request for access to eVAL.
3. The evaluator must sign in on EDS and go to the web page for the eVAL tool.
4. The School Administrator or District Administrator 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 manges 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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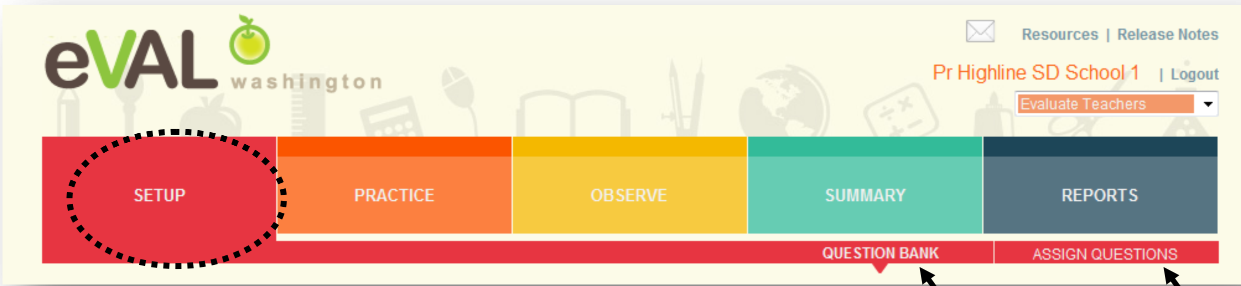
When logging into eVAL, the first task an evaluator will likely complete is reviewing and/or creating prompts for different stages in the evaluation process.

A Look at the Setup Screen



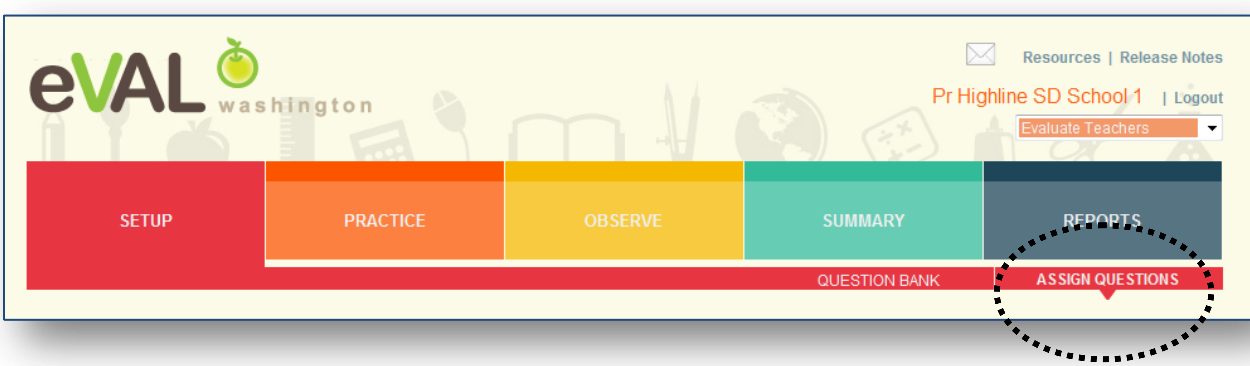
When you select the ***Setup*** tab, note there are two options that appear in a sub-menu: **Question Bank** and **Assign Questions.**

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.

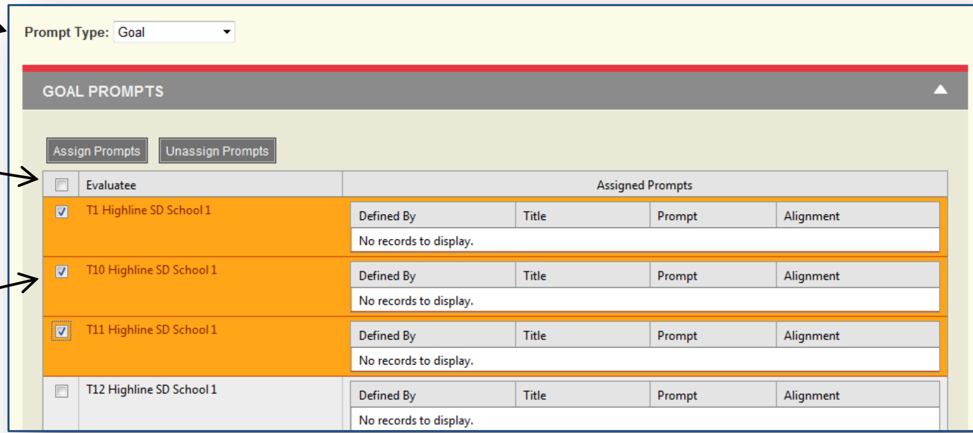
The first option works if you have common prompts that you want to assign to multiple teachers. To do this, select the **ASSIGN QUESTIONS** menu at the top of the screen:



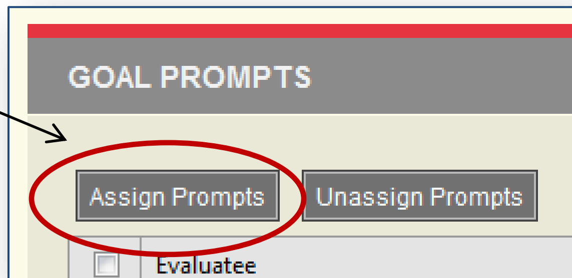
Select the type of prompt to assign here.

Click the corner box to select All Evaluatees, or

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



Then select *Assign Prompts* to choose the prompts.

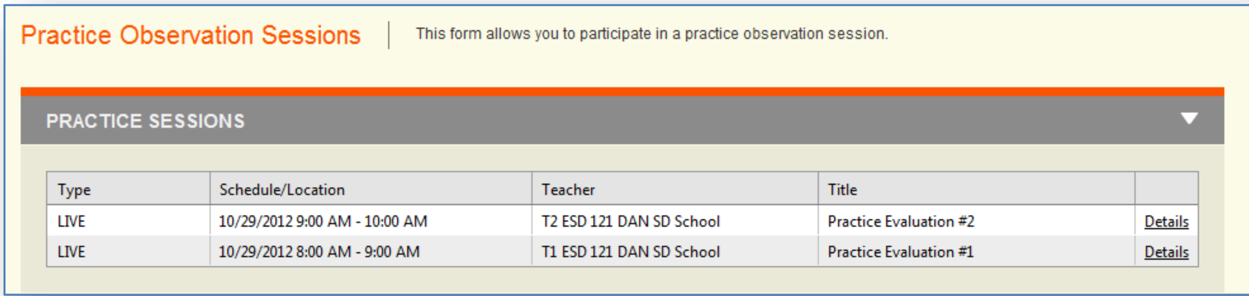


Prompts can also be assigned as part of the observation cycle, and will be addressed in that section below.

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.

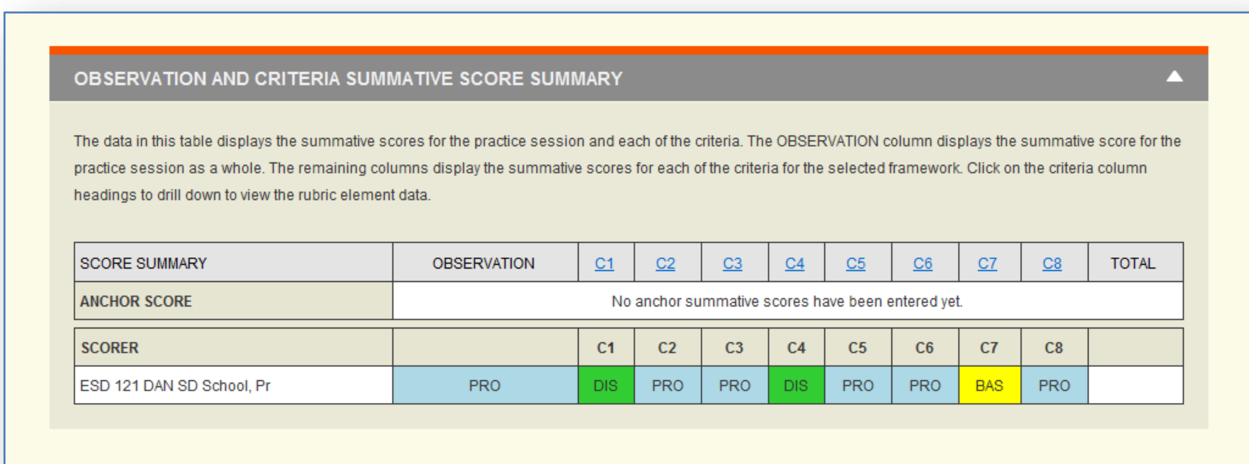
If you have been invited to one or more Practice Sessions, you will see them in your Practice Dashboard:



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.



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.

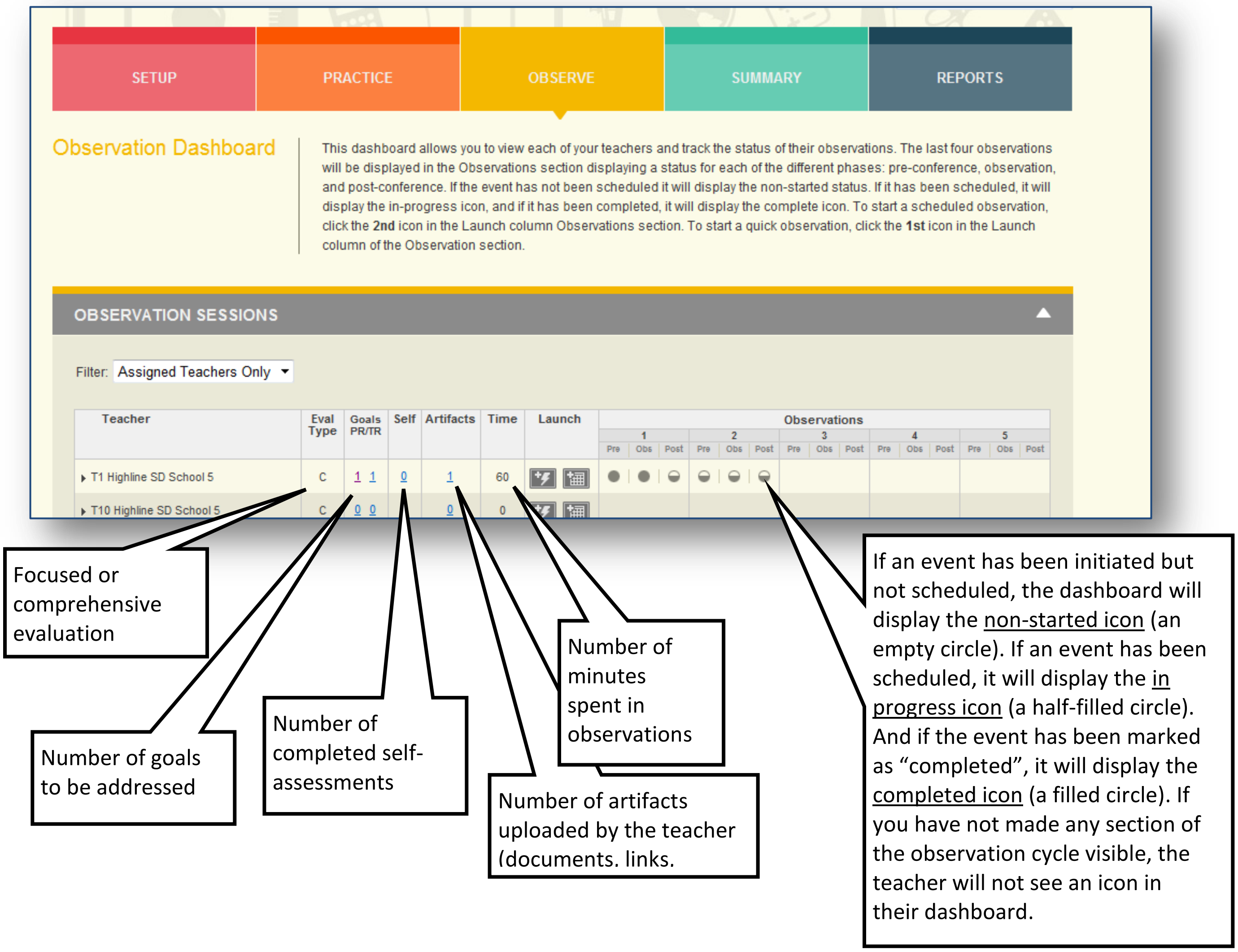
The name of the third menu tab is **OBSERVE**, the section of eVAL that allows you to set up and track all aspects of the observation process, including the pre-observation conference, the observation itself, and the post-observation conference

A Look at the Observations Dashboard

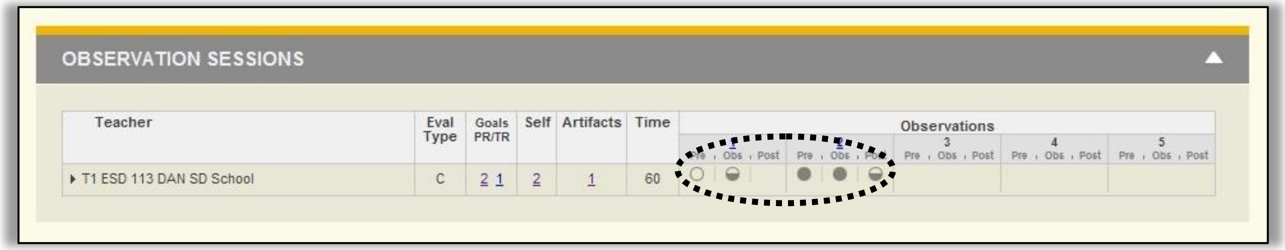
When you click on the **OBSERVE** menu, you will see the **Observation Dashboard**. Here you can see evaluation type, number of goals assigned by the evaluator and evaluatee, self-assessments and artifacts, time spent in observations, and the status of the observations.

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:

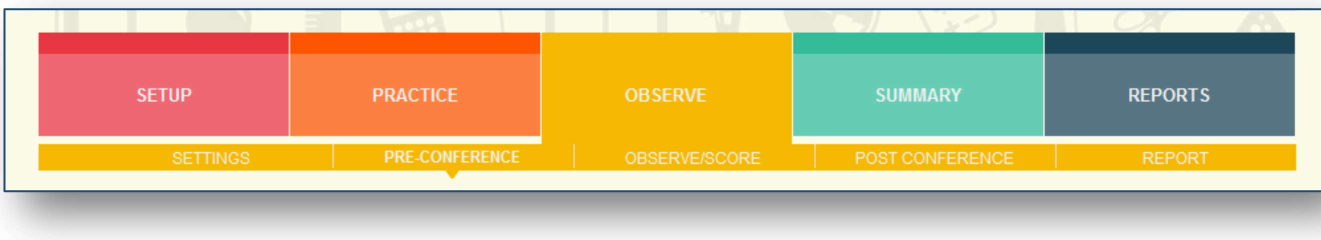
    - Pre-conference
    - Observation
    - Post-conference



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.

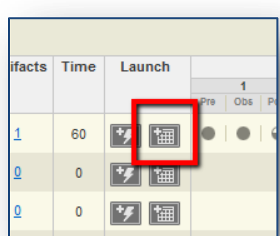
Observe/Score is where you record your notes, comments, and scores for the observation.

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.

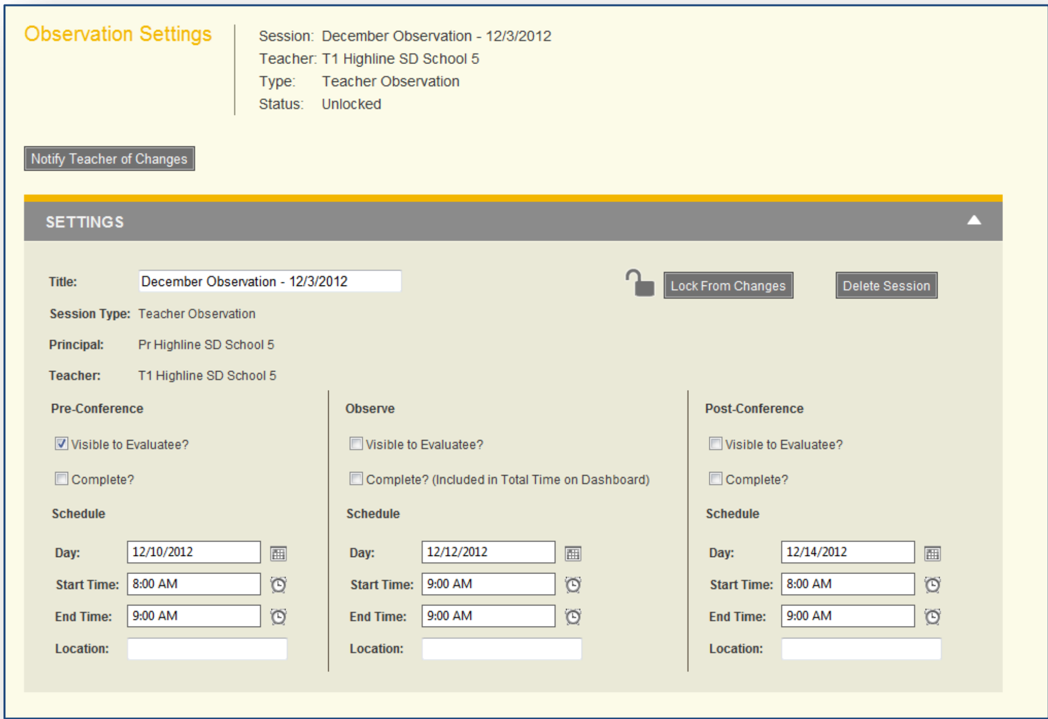
Start a New Observation

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.

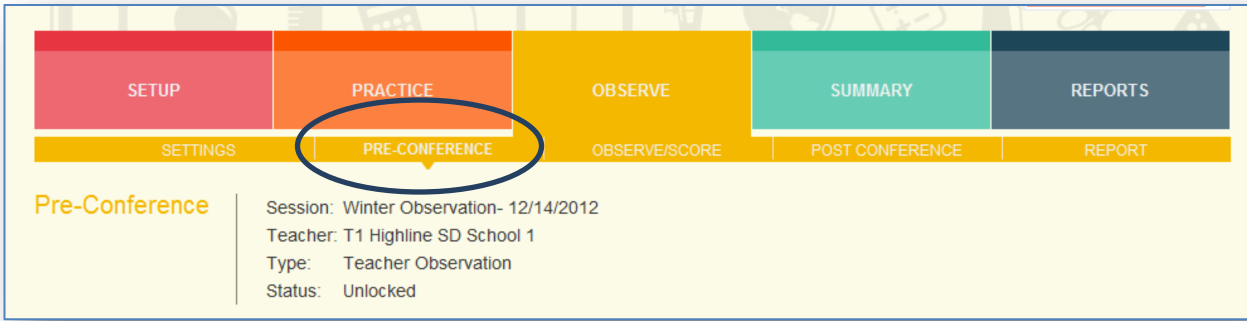


Here you give a title to the observation, put together the times and dates of the different steps in the observation cycle. Note that the date put into the title is today's date, not the date you select for the observation – be sure to change the title to prevent confusion.

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*** button 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.

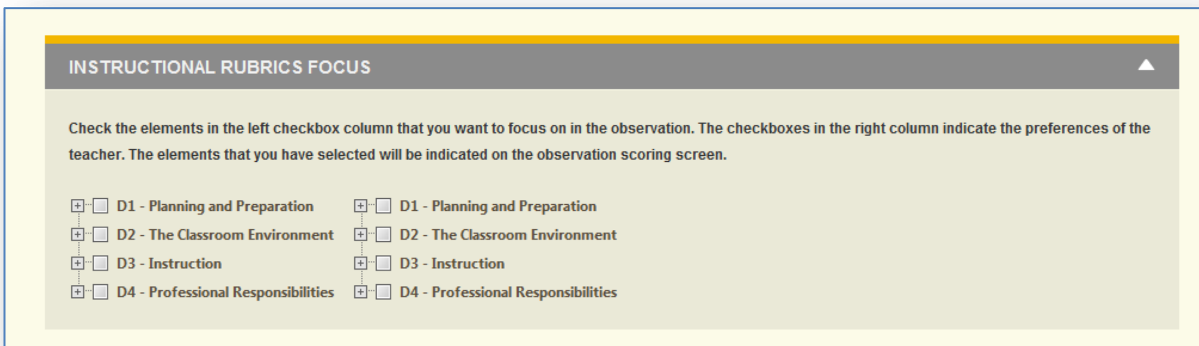
To move to the next step, go to the sub-menu ***Pre-Conference***:



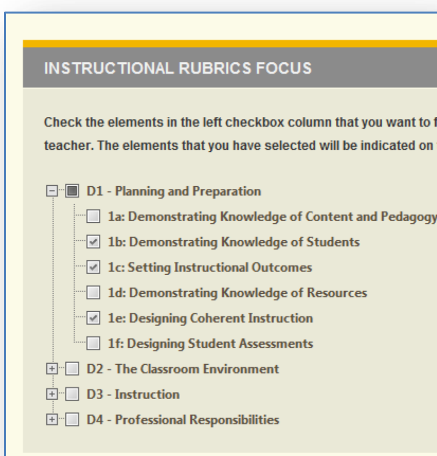
Sub-Menu: Pre-Conference

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.

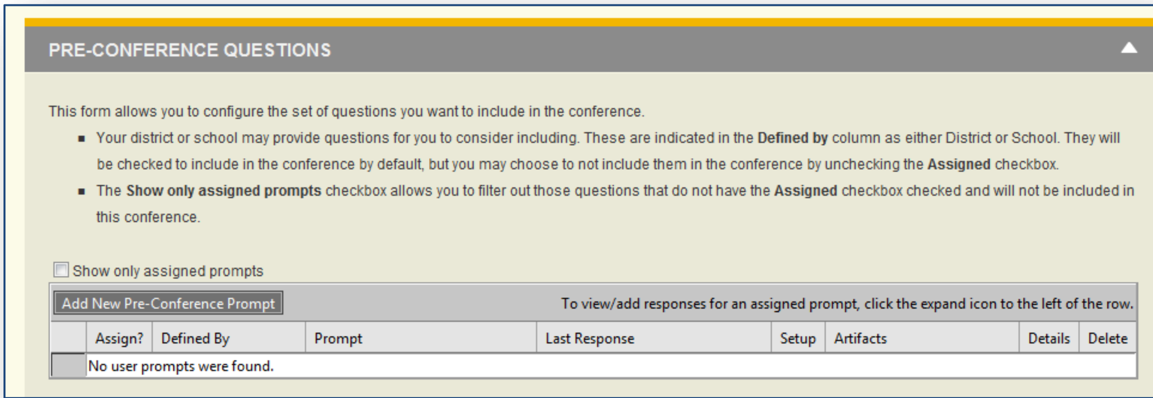
The first section will be the state criteria, and below that will be your Instructional (Danielson) Frameworks. The left column is where you make your selections, and the right column shows what the evaluatee has selected once they have the opportunity to view this section. When you first access it,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

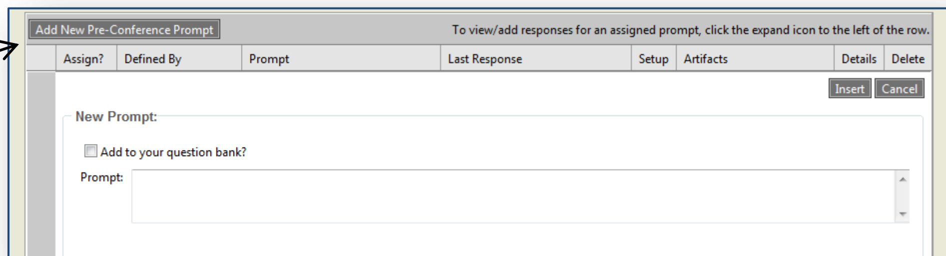


Once you have identified the focus criteria/components, the next two sections are a place for the principal and teacher to engage in dialog prior to the observation. How you implement them depends on the process you use within your district. You can even fill these out while meeting in person, and work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

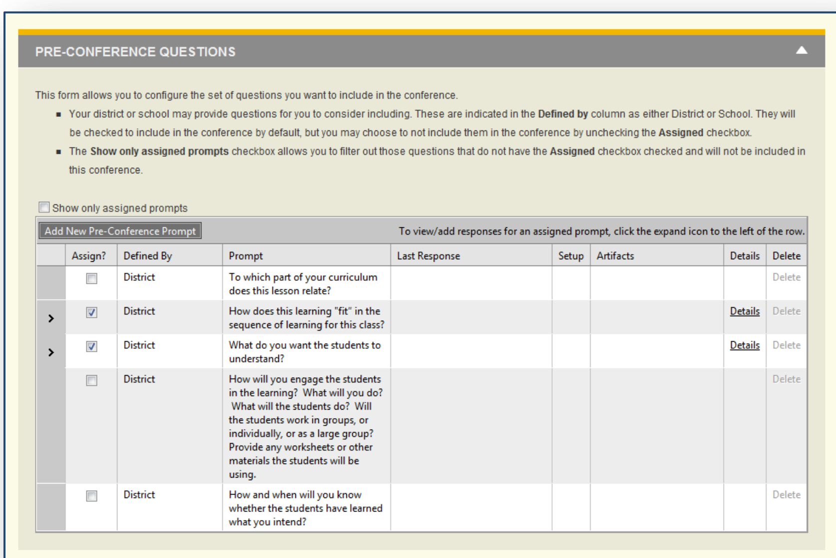


If you are using the sandbox for practice, your box will probably have no prompts on display. (The sandbox resets every night at midnight, so the question bank is typically empty.) In order to assign one or more questions (or prompts), click on *Add New Pre-Conference Prompt*.

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



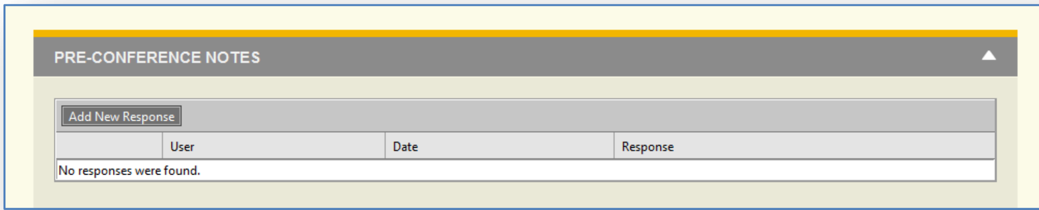
However, when using the actual eVAL system, you will see a screen that looks more like this:



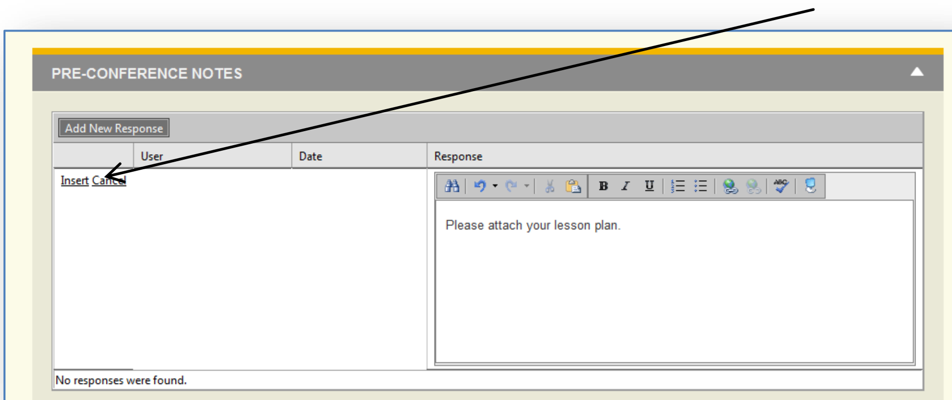
The prompts pre-loaded by the District and School Administrators will appear as a list with check boxes. You can simply select the check boxes next to the prompts you want to assign to the teacher.

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***:



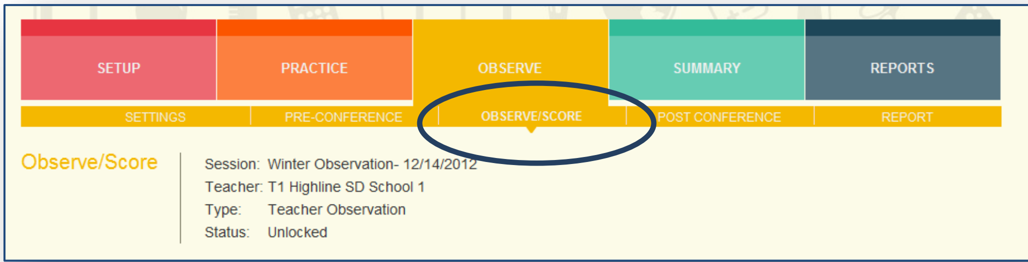
This provides a section where you can post notes or ask questions of the evaluatee that are separate from the prompt questions. To add a note, click *Add New Response* to open the editing window. When done, be sure to click ***Insert***.



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.

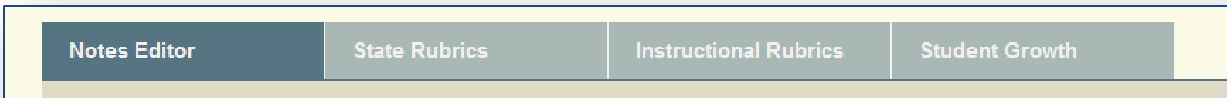
When this section is complete, it is time to move the central portion of this section – ***Observe/Score***.

Sub-Menu: Observe/Score



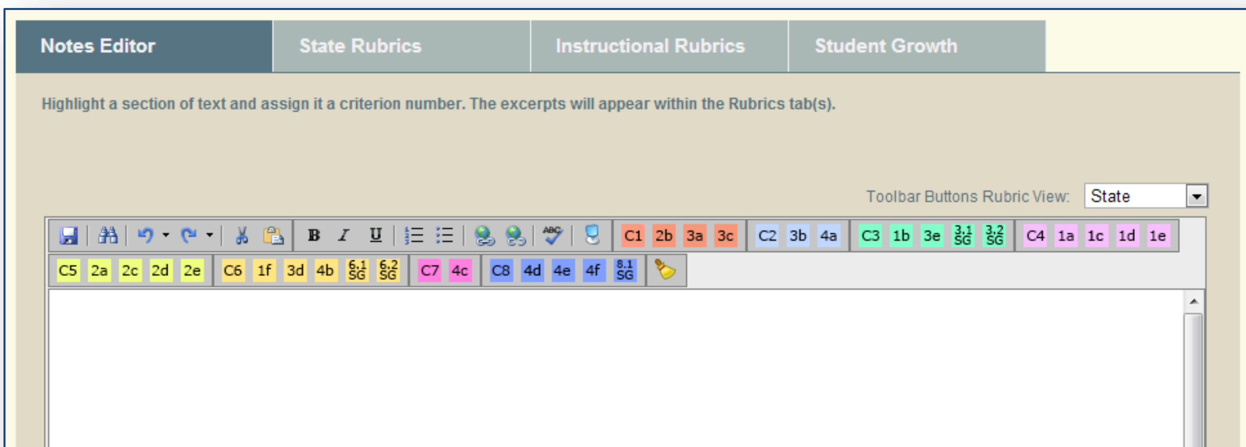
In this section, you can record your notes from the observation, add comments and evidence, use rubrics to rate what you see, assign a score for the session, and generate a printed report. (However, you would probably print your final paper copy after you complete the *Post-Conference*. More on that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



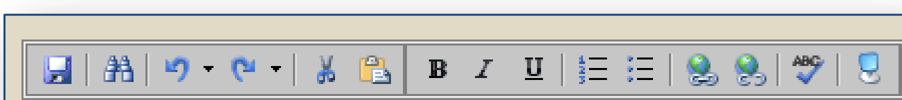
Notes Editor

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

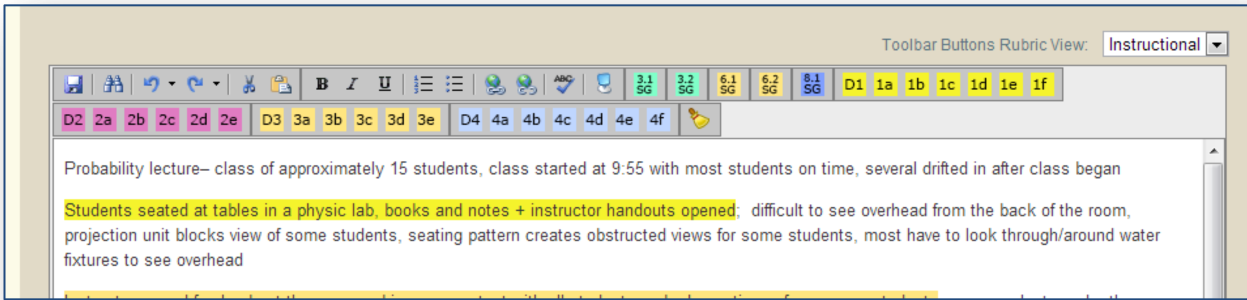


You can either take your notes directly into this editor while you are observing, can take your notes in a word processing program and copy-and-paste the notes into this window, or even handwrite your notes and retype them here.

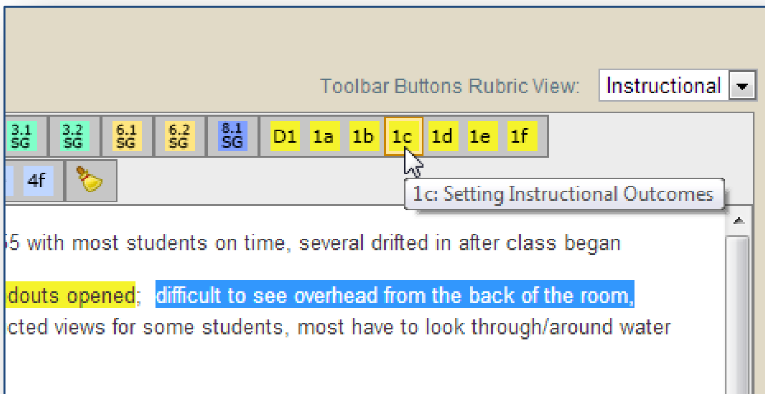
You have basic formatting options, such as bold face, italics, underline, and bulleted lists. (You can also spell check your notes by clicking the blue check with ABC in the toolbar.)



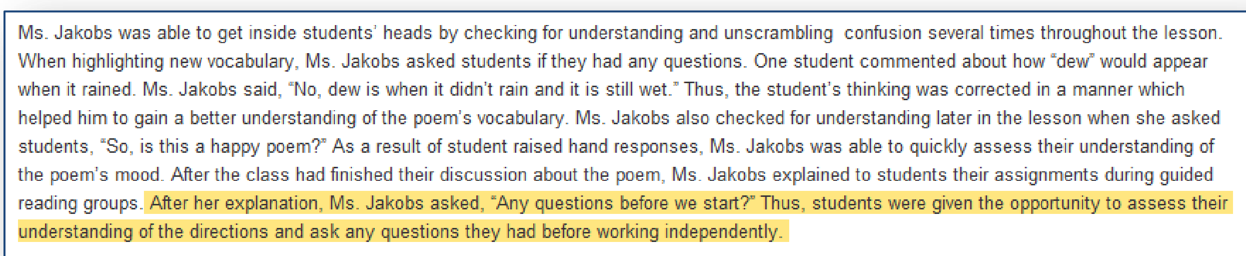
The colored squares give you the option of color-coding sections of your notes and mapping them to either state criteria or Danielson/Marzano/5D domains. To use this tool, once you have entered your notes, you can drag your cursor and highlight a portion of your text that you want to flag:



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



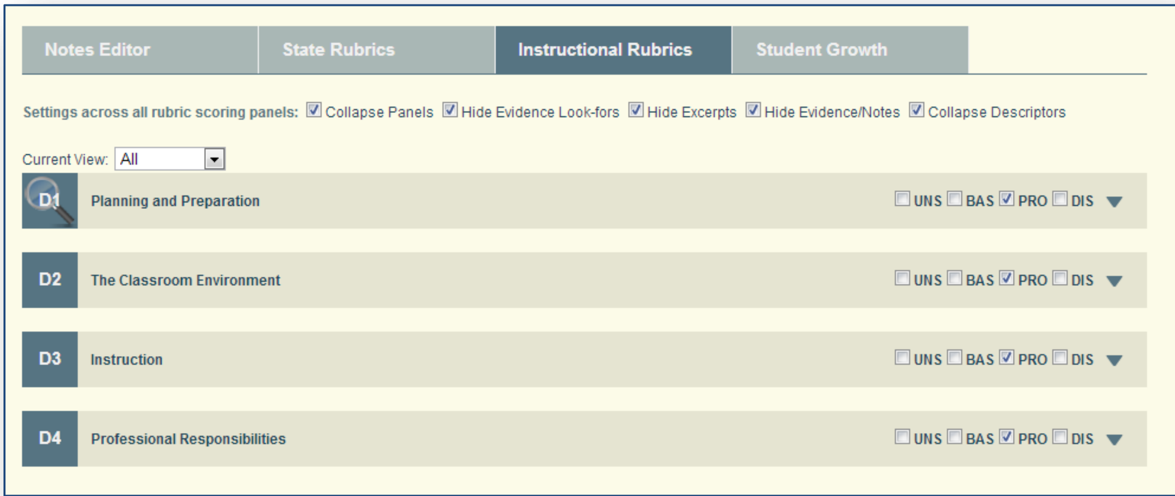
Your text will now be color-coded. (You may need to click somewhere else on the page to deselect the text first, in order to see the new color.)


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.

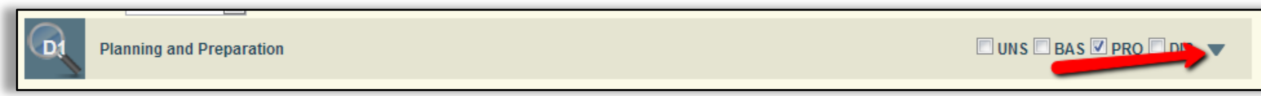
This text will now also be automatically embedded in the *Rubric* areas of this section, which you'll see below. While the text is selected, you can assign other domains, components or criteria to it as well. However, some browsers work better than others for this task. Internet Explorer, for instance,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

State and Instructional Rubrics

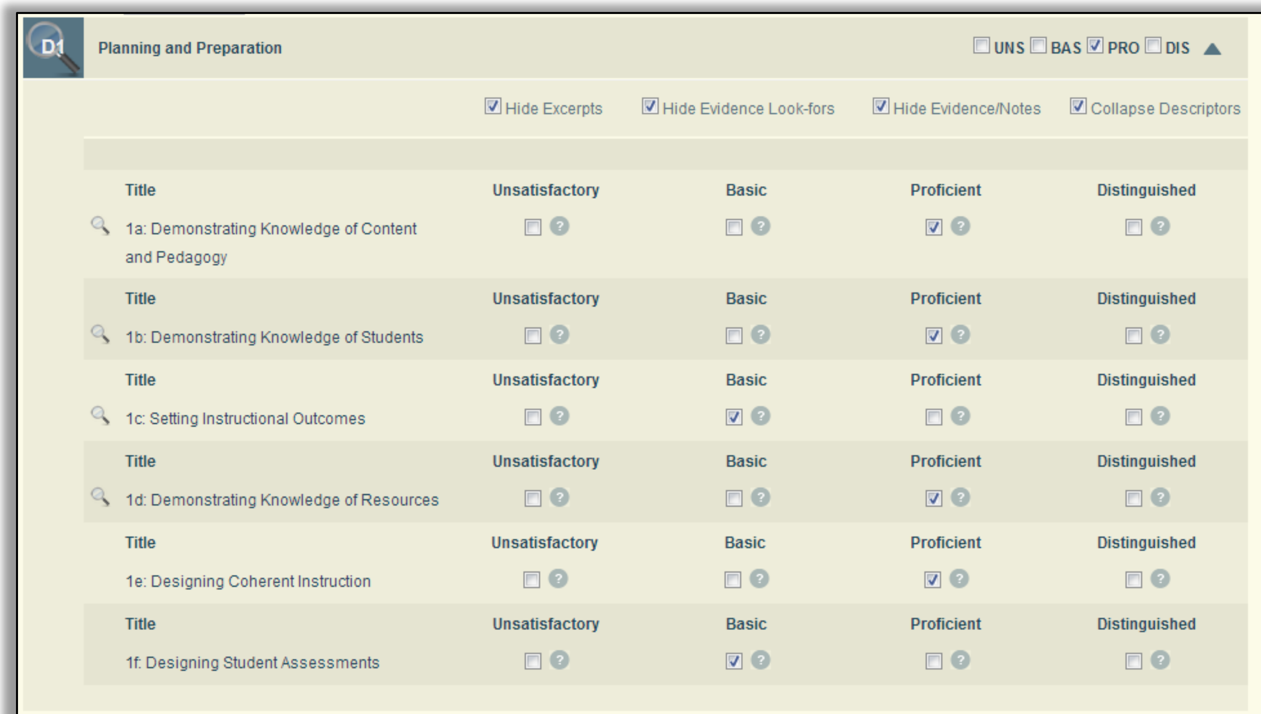
The *State Rubrics* tab has the eight state critieria and sub-criteria, but most teacher observations will be done using the *Instructional* (Danielson/Marzano/5D)*Rubrics.* We will jump to that tab next, and come back to the *State Rubrics* afterward. When you first open the tab, it will look like t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



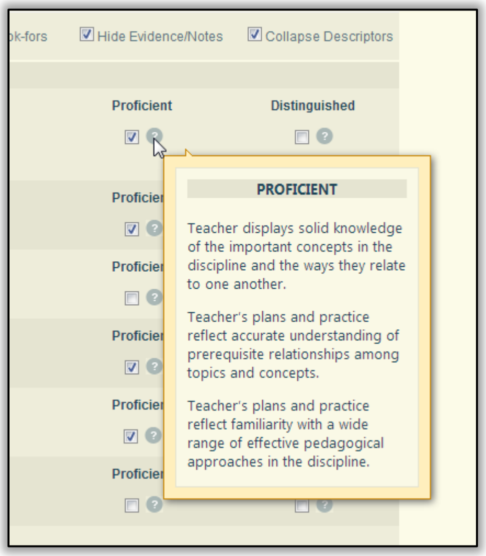
As you can see, the default view only shows the titles of the four domains. (In 5D or Marzano, you would see the appropriate domain-level titles as well. The magnifying glass in D1 indicates this domain or its components have been selected for focus in this observation.) To see the component level rubric,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



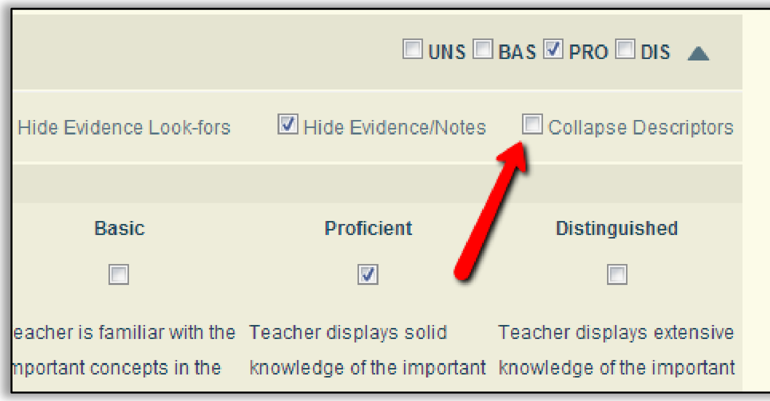
This allows you to see all the components of this domain. The magnifying glass on the left side indicates which components you have selected for focus in this observation.



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.

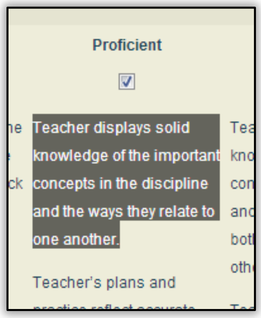


The second option is to uncheck the box ***Collapse Descriptors*** across the top of this window:

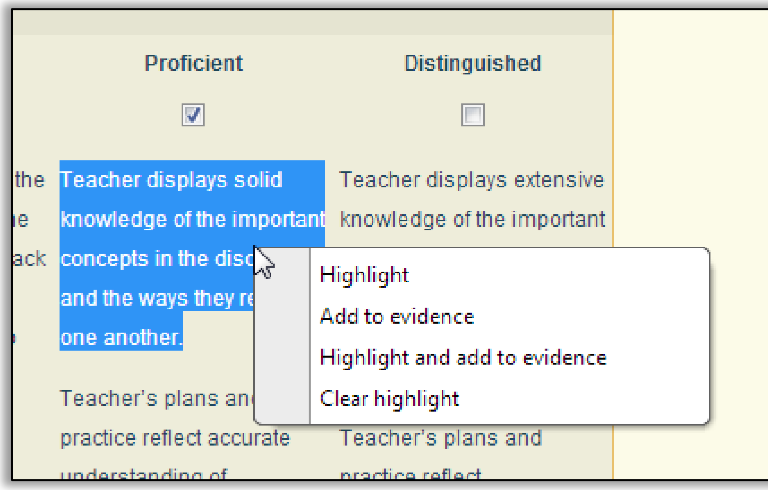


Now the window will display the full language for the rubric.

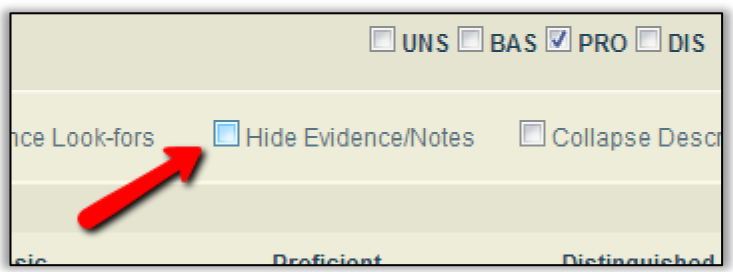
The disadvantage of expanding the descriptors is that they take up a lot space, and make it hard to see the overview. The advantage of expanding the descriptors is that you can use the language within the descriptors if it accurately reflects what you are observing, and select that text to add to your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



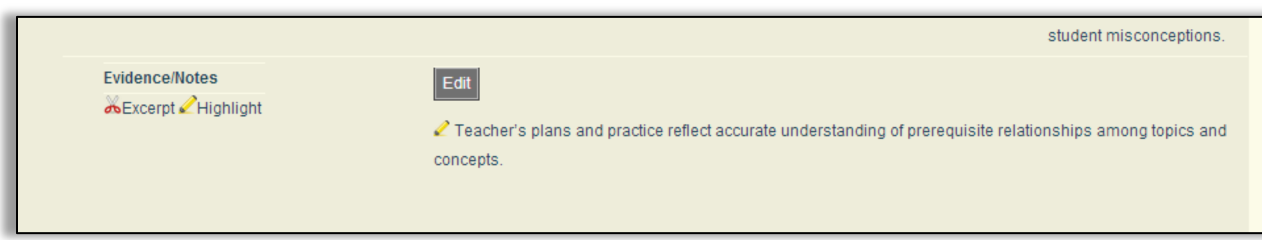
Next, right click on the highlighted text. (This is one trick you won't be able to do on the iPad.) This will open up a drop-down menu where you can select whether you want to highlight your text (this will just leave a color in the rubric text),add it to your evidence, or do both:



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***:



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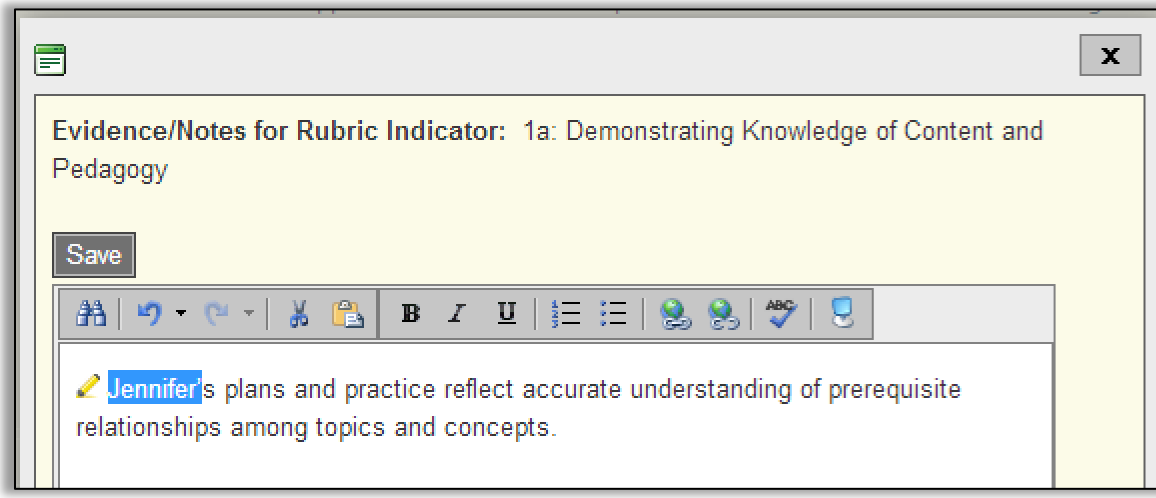
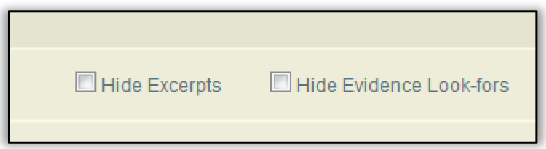
Text with a red pair of scissors is an *Excerpt*, which is text from the *Notes Editor* that you have coded to particular components. Text with a yellow highlighter is text from the rubric you have selected as *Evidence*.

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

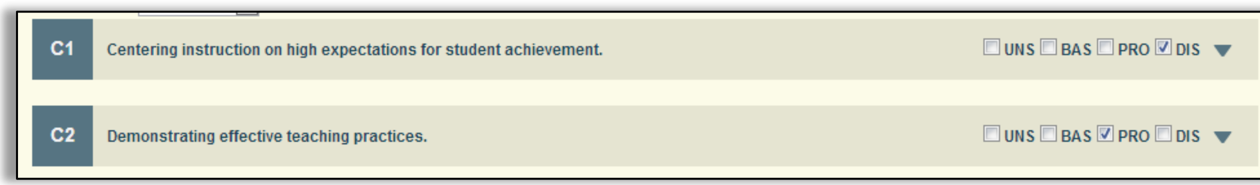
If you are scoring your observation, once you have completed assigning a score to each component, you will need to assign an overall score to the domain. ***The tool does not total up the scores for you.***

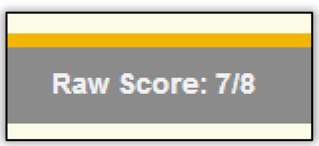
You need to identify a score based on your best professional judgment. There are a number of reasons for this, such as the weighting of each component varying from one district to the next.

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).

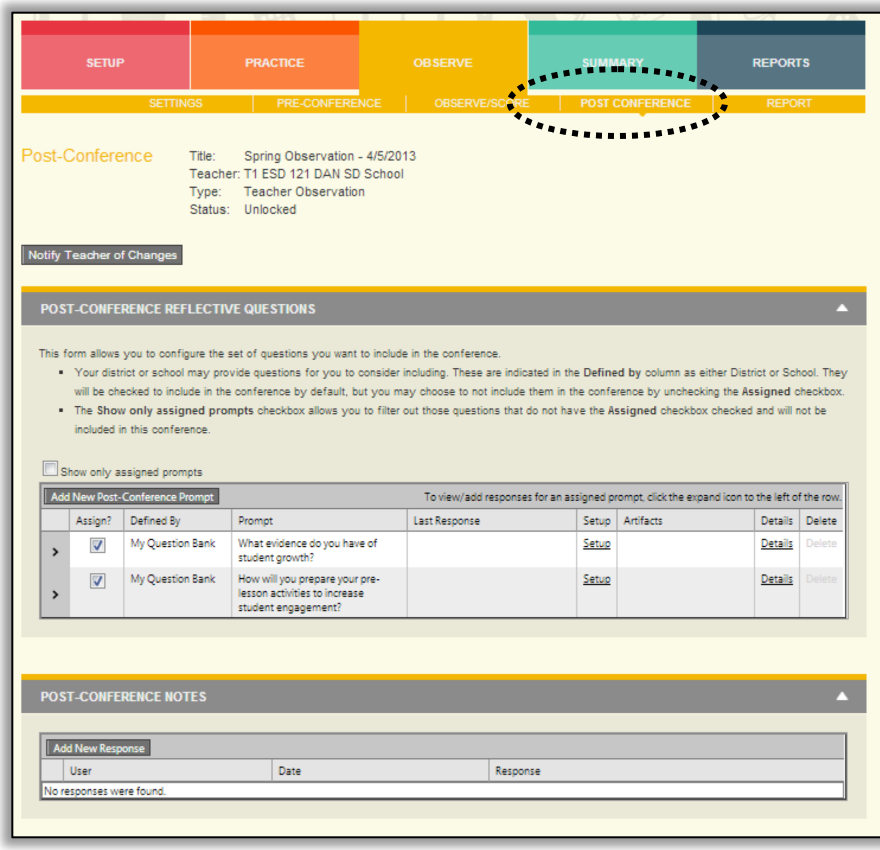




Giving scores is entirely optional. Probably the biggest advantage to using this in the observation cycle is practice; when you reach the end-of-the-year summative evaluation, the use of the state criteria scores and the overall "raw score" will drive the final summative score for the teacher. Using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

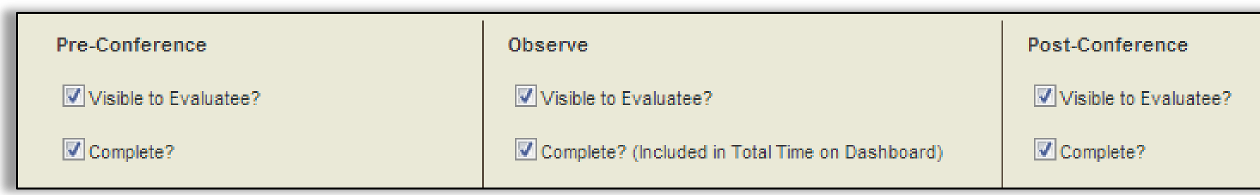
Sub-Menu: Post-Conference

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:

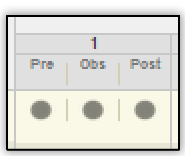


The organizaton and functions of this section are identical to those the *Pre-Conference* section. You can provide the teacher with post-observation prompts and notes, and they can respond with their own comments, notes and artifacts.

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:



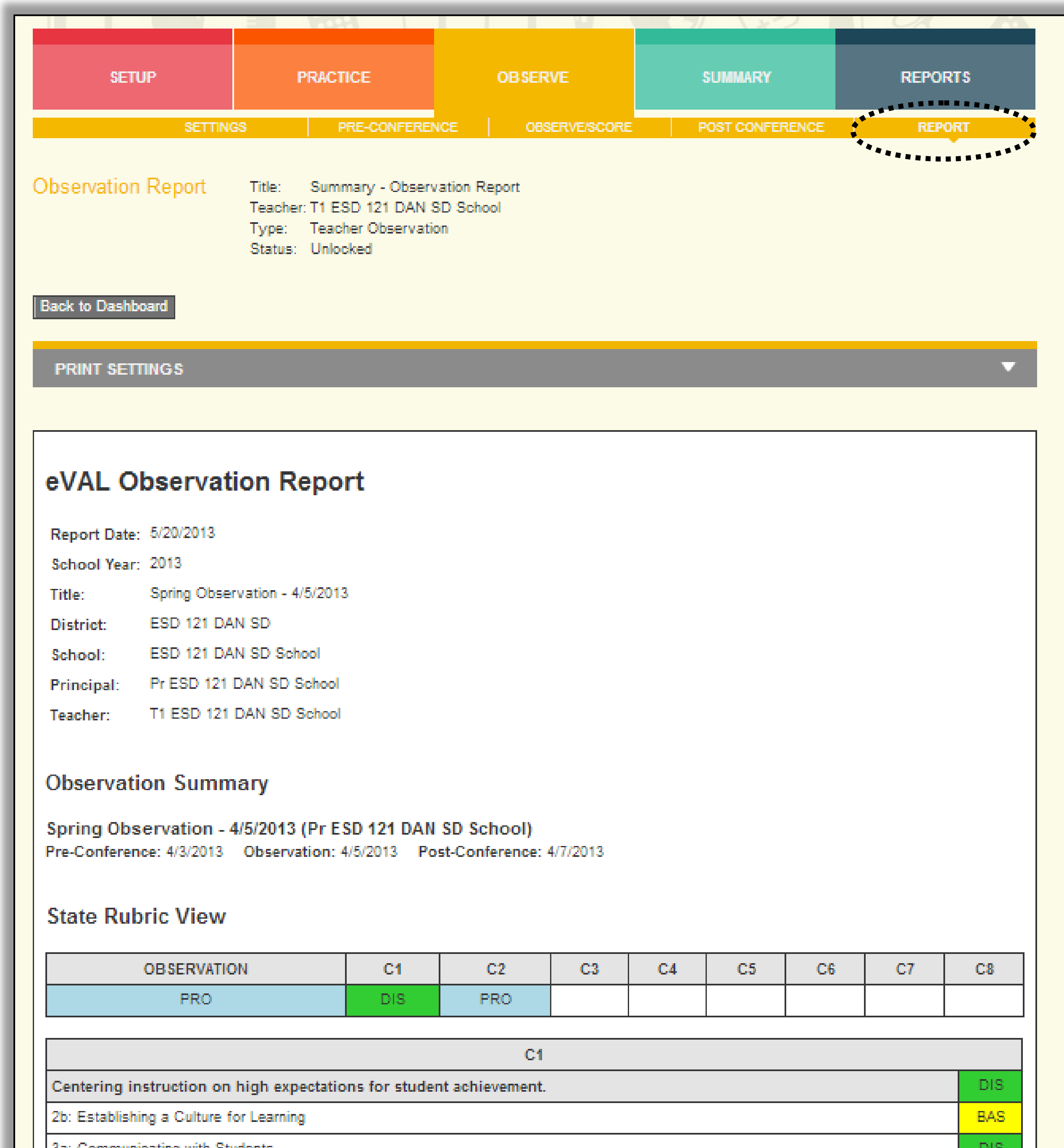
Selecting *Complete* does not lock the data, but it does change the dots in the dashboard (visible to you or the teacher) to display as solid dots indicating that you think this section is done.



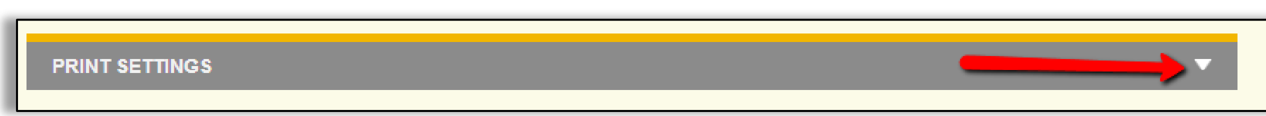
If you are having trouble finding the *Settings* control for an observation, you open that by first clicking on one of the circles for that observation in the dashboard. (It doesn't matter which circle!) Then you can access the *Settings* sub-menu for that observation.

Sub-Menu: Report

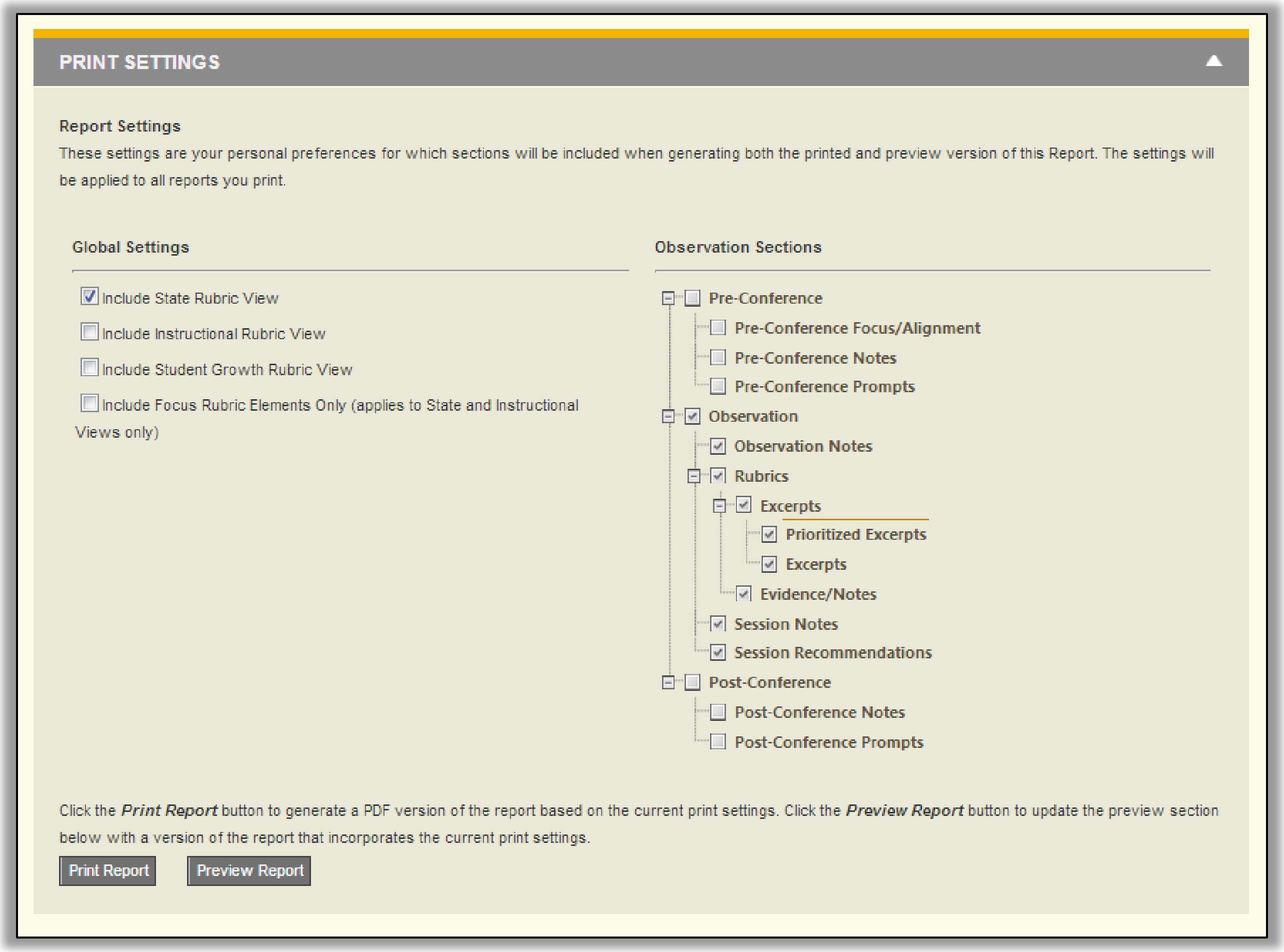
You can view an observation report at any stage in the process. Click on the ***Report*** submenu, and this will generate a report of all the scoring you have assigned:



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***:



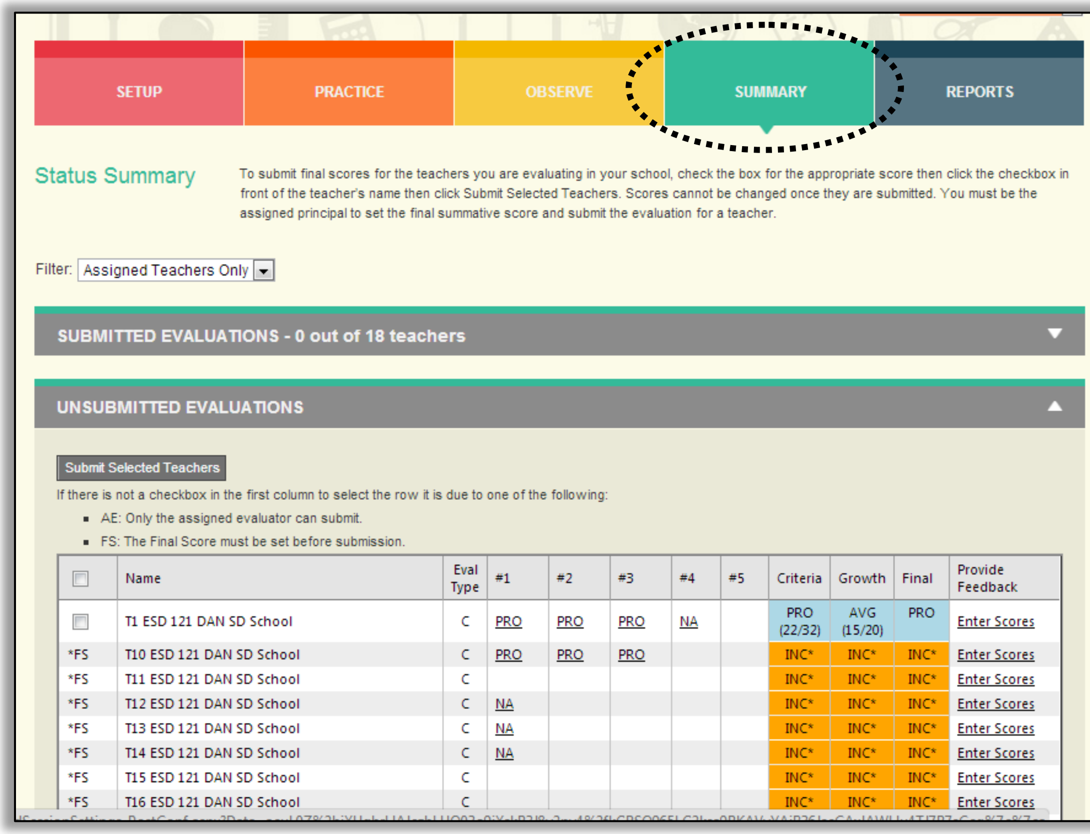
This will open up a dialog window that will allow you to choose between state and instructional rubrics, and which elements from your observation data collection you would like to be included in the report.



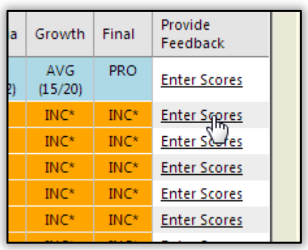
Selecting ***Print Report*** will generate a PDF that you can download and print, while selecting ***Preview Report*** will update the on-screen report. All printable versions of the report have dates and signature lines if you want to create formal hard-copies for filing. (However, before printing this 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

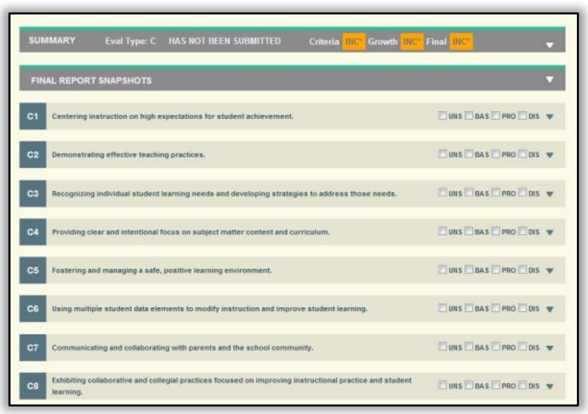
The last menu tab is entitled **Summary**. It is from this menu that you will manage and submit your teachers' summative evaluations:



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.



This will pull up a copy of the state criteria.



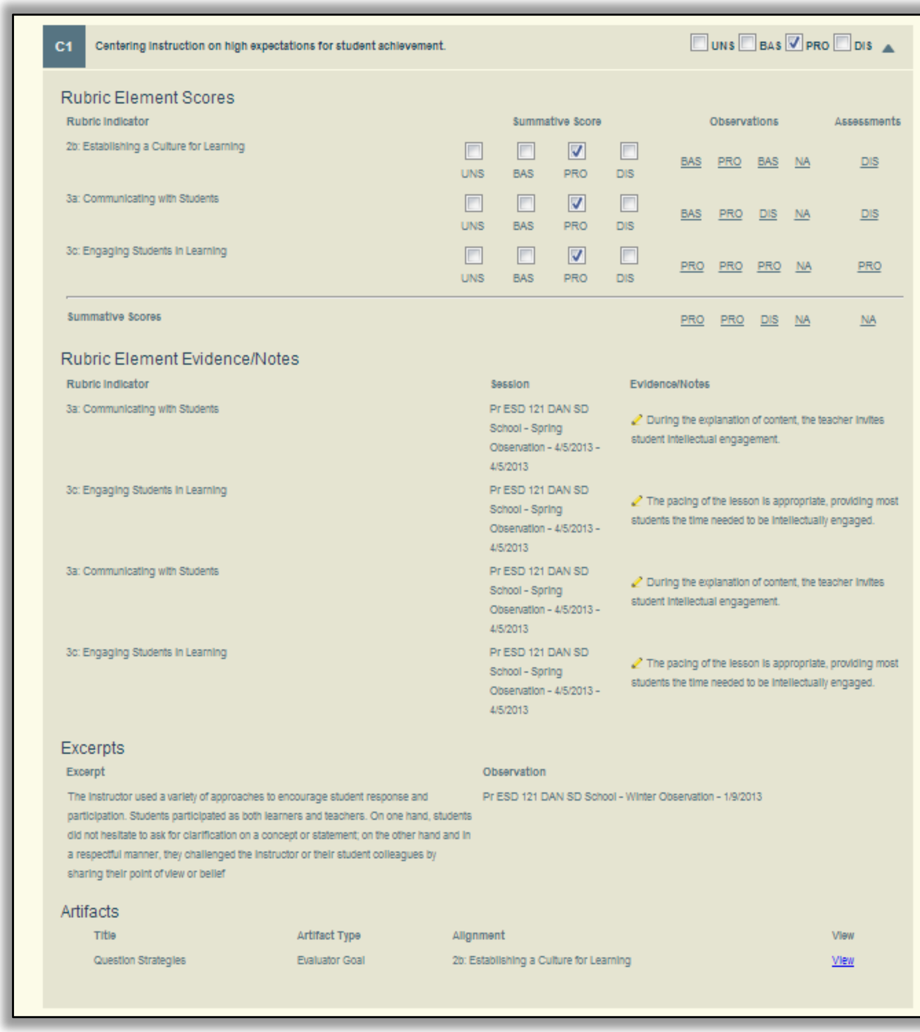
Selecting the white triangle on the right end of each criteria will open a full report of all of the observations, excerpts, evidence, notes, and artifacts for that teacher.

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.

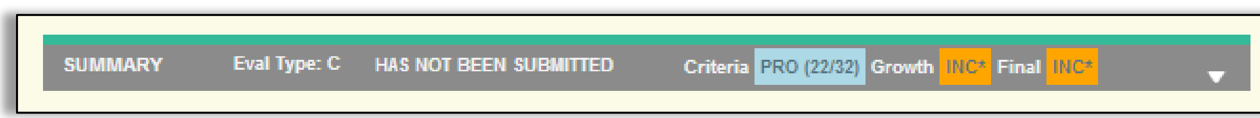
This section displays excerpts from the Notes Editor that were coded at the domain level.

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

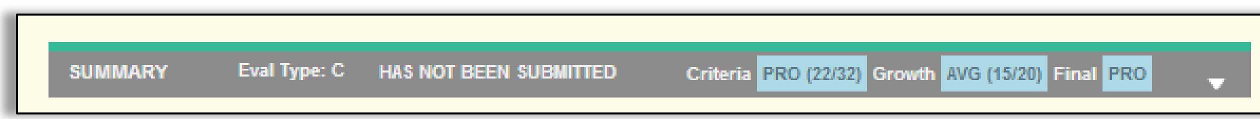


In essence, you have everything you need here on one screen to score your teacher.

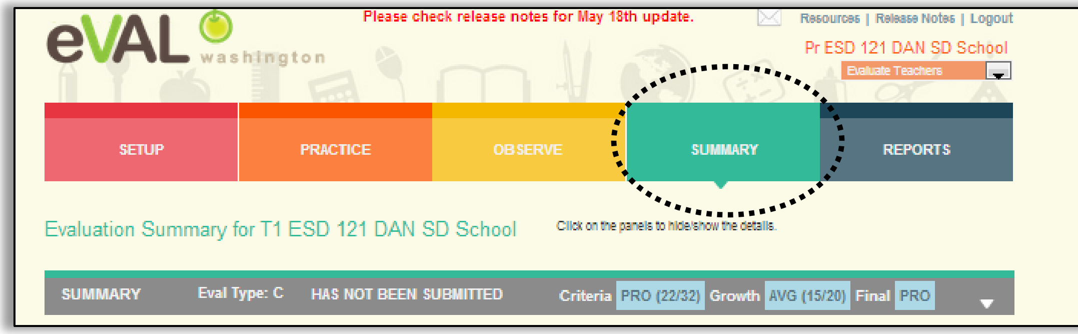
As with other parts in the tool, scoring components or sub-criteria does not generate the overall criteria-level score. You must assign that based on the total evidence in the teacher's data. Once you have assigned all of the criteria scores, the ***Summary*** score at the top will begin to calculate.



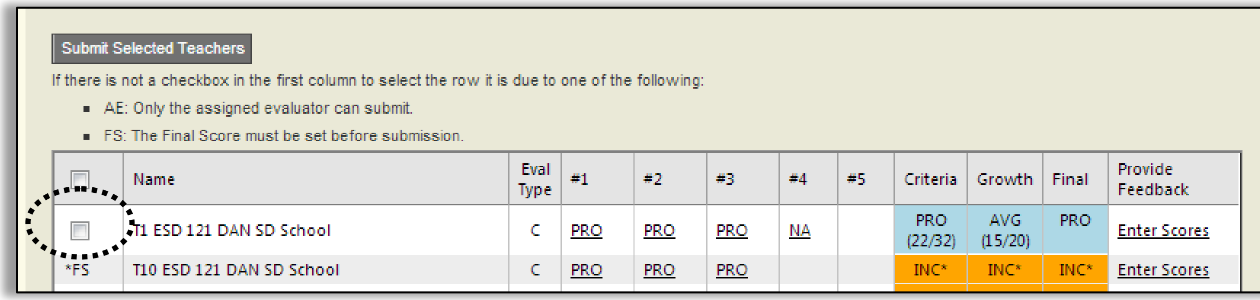
You do **not** have to score all components or sub-criteria to generate a ***Criteria*** score. eVAL only looks at the criteria scores to calculate this. However, you do have to score all five Student Growth components to generate the ***Growth*** score, and the ***Final*** score will not calculate until 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.

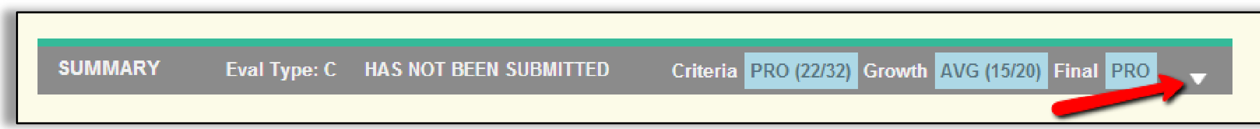


Once a teacher's score is final, a check-box will appear to the left of their name. That indicates that it is now possible to *Submit* the teacher's final score. This is done by selecting the check-box and then clicking *Submit Selected Teachers.* **Once this is done, all of the observations, reports,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

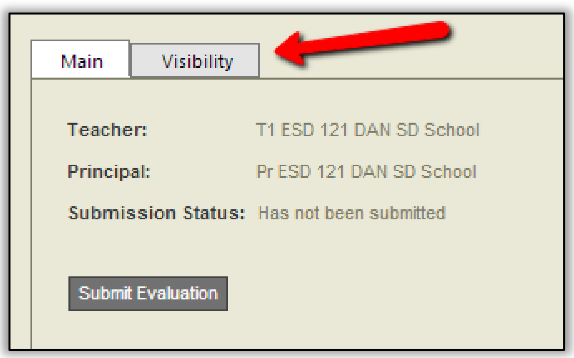


	Name	Eval Type	#1	#2	#3	#4	#5	Criteria	Growth	Final	Provide Feedback
	T1 ESD 121 DAN SD School	C	PRO	PRO	PRO	NA		PRO (22/32)	AVG (15/20)	PRO	Enter Scores
*FS	T10 ESD 121 DAN SD School	C	PRO	PRO	PRO			INC*	INC*	INC*	Enter Scores

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***.

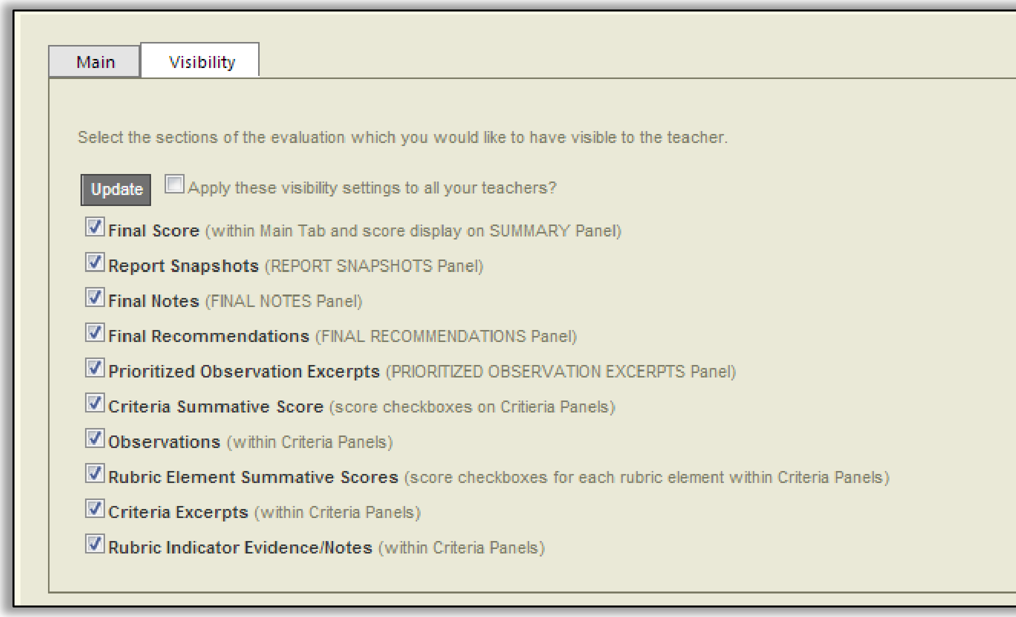


In the window that opens, select ***Visibility.***



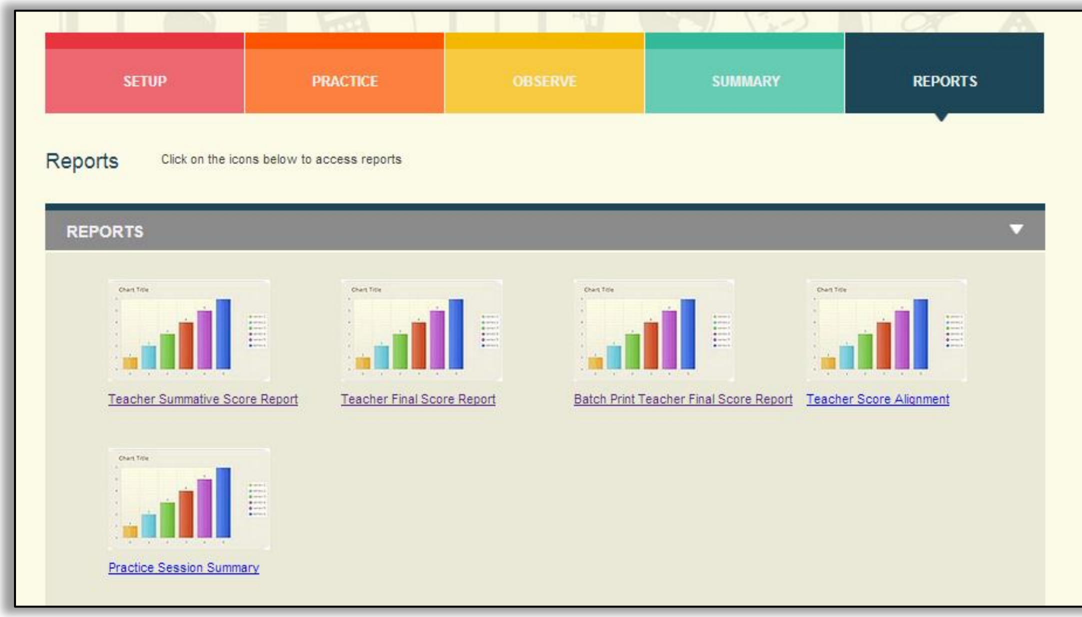
(You may also notice that you can submit your teacher's score from here as well, rather than from the table view of all the teachers.)

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 al your teachers.*



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-assment(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,
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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 Pubic Instruction, and Educational Service Districts