Using eVAL for Self Assessment and Goal Setting

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Learning Target

To have the skills, knowledge and confidence to be an effective user of eVAL to support the evaluation cycle for principals and teachers including:

- Effective self assessment
- The articulation of goal setting

What Do You Know About eVAL?

Let's find out!

Point your browser to:

http://padlet.com/mamaotter/7xjejr9m9hdq

Double click on the screen, and type your name and one or more facts you know about eVAL.

Resize your note to make room for others.

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What You Need to Know about eVAL

- eVAL supports the greater effort of professional growth.
- eVAL is complex, reflecting the complexity of TPEP.
- eVAL promotes collegiality, communication, collaboration.
- eVAL includes many features; users control how it is used.
- eVAL won't fix all of the challenges of evaluation.
- eVAL is continually being improved based on feedback.
- eVAL archives data each year; available in "read-only."
- Data sitting on the eVAL servers is secure.

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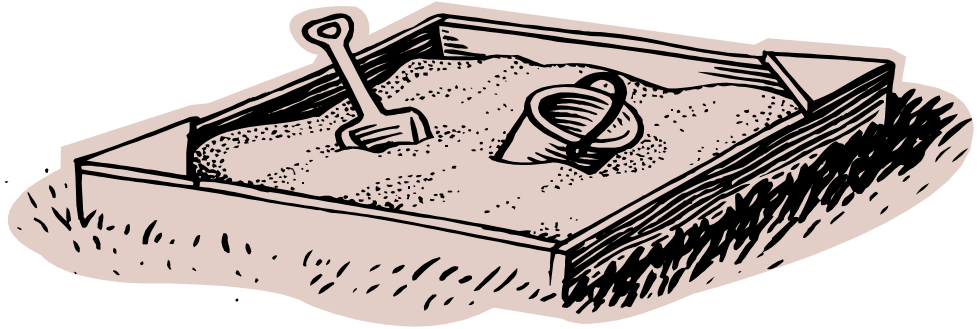
What is the Sandbox?



- An exploratory playground
- A mirror of your district's actual eVAL site
- A site loaded with your district's instructional framework
- A site loaded on a small server; so can be quirky
- A site where data gets erased every night

Today's Agenda

- eVAL overview and a look at ourselves as learners
- Self-Assessment for principals and teachers
- Break
- Goal Setting

Are you an EXPLORER?

If so, you like to

- Chart your own course
- Move at your own pace
- Explore things on your own
- Check out your own “if-then” scenarios

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Are you a MAP READER?

If so, you like to

- Know where you are going and how to get there
- Have the assistance of a “tour guide” to answer questions and interpret things you are seeing

Our Group Norms

Explorers

- Attend to the opening slideshows
- Whisper quietly
- Help each other
- Use the user guide
- Use the parking lot

Map readers

- Stick with me
- Ask questions as we go along
- Help each other
- Use the user guide
- Use the parking lot

Everyone

- Set cell phones to silent
- Take breaks as needed
- Be back on time
- Attend at the signal

What else?

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Where's the Parking Lot?

It's online at:

http://padlet.com/mamaotter/vtajfdwavmgj

Please find it on your hand out so you will have it when you need it.

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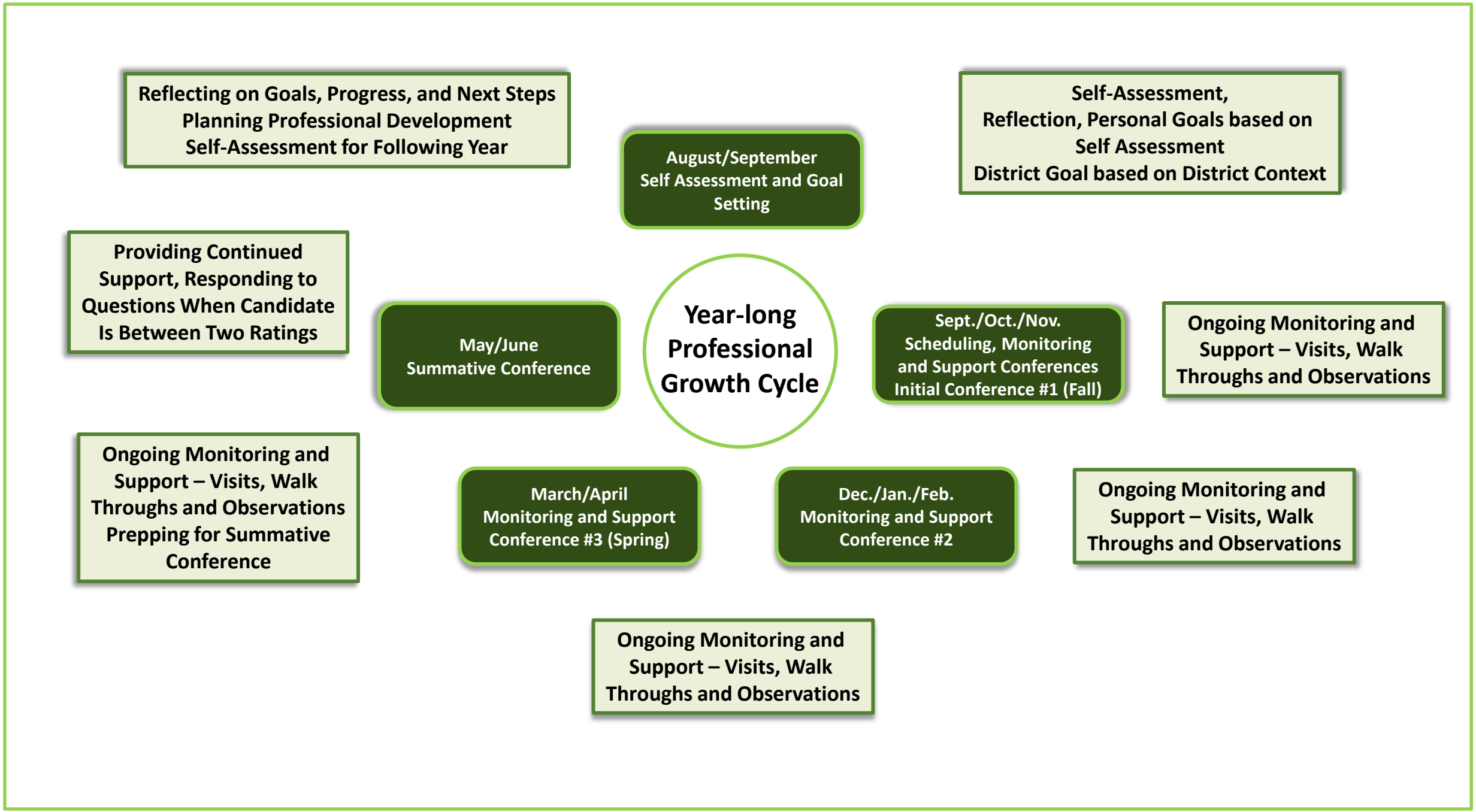
Reflecting on Goals, Progress, and Next Steps
Planning Professional Development
Self-Assessment for Following Year
August/September
Self Assessment and Goal Setting
Self-Assessment,
Reflection, Personal Goals based on Self Assessment
District Goal based on District Context
Providing Continued Support, Responding to Questions When Candidate Is Between Two Ratings
May/June
Summative Conference
Year-long Professional Growth Cycle
Sept./Oct./Nov.
Scheduling, Monitoring and Support Conferences
Initial Conference #1 (Fall)
Ongoing Monitoring and Support – Visits, Walk Throughs and Observations
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Prepping for Summative Conference
March/April
Monitoring and Support Conference #3 (Spring)
Dec./Jan./Feb.
Monitoring and Support Conference #2
Ongoing Monitoring and Support – Visits, Walk Throughs and Observations
Ongoing Monitoring and Support – Visits, Walk Throughs and Observations

eVAL is like….

…a cruise ship buffet. Take only what you need. There will be more tomorrow!

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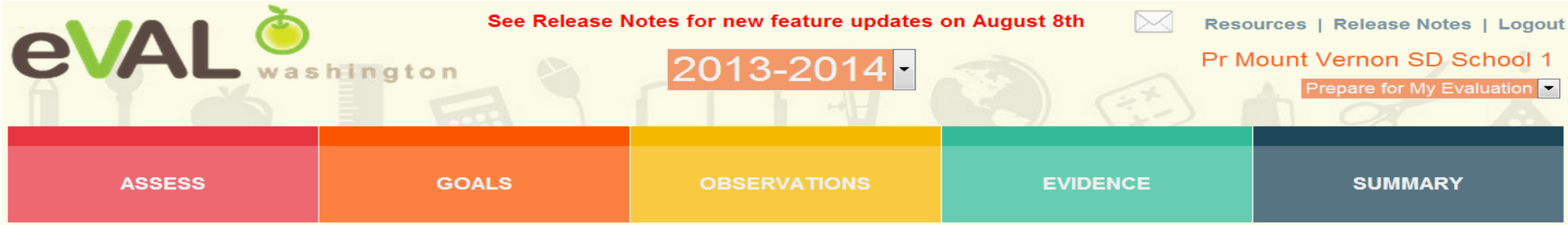
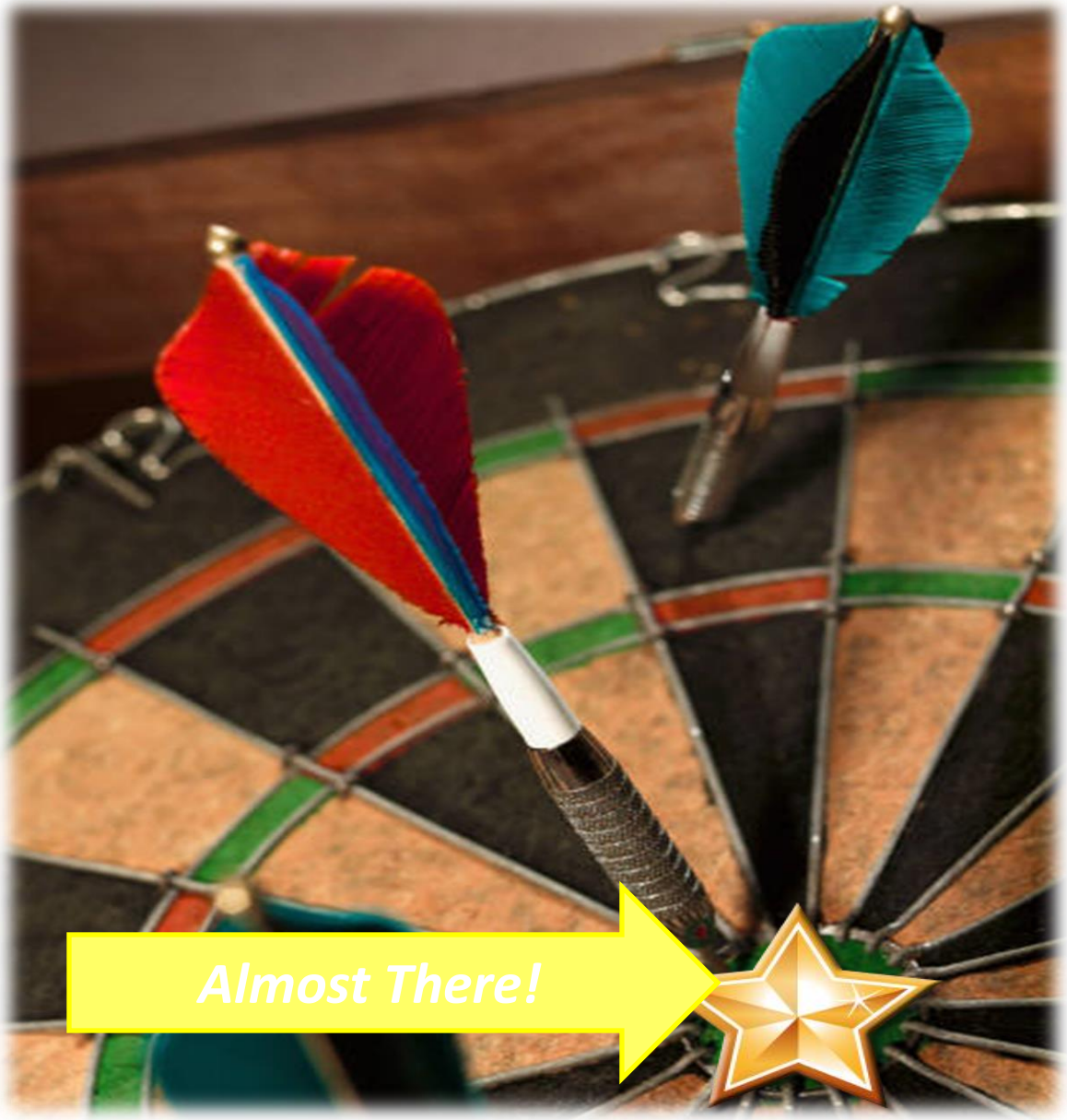
Role of Evaluatee

- An evaluatee has three primary responsibilities in eVAL:
  - self-assessment and goal-setting;
  - interacting with the evaluator in the observation process; and
  - uploading artifacts provide evidence to support achievement of standards





Learning Target:

To have the knowledge, skills, and confidence to use the eVAL tool to conduct an *effective* self-assessment to support alignment with Washington's state criteria.

Essential Questions:

1

What are the characteristics of a quality self-assessment?

2

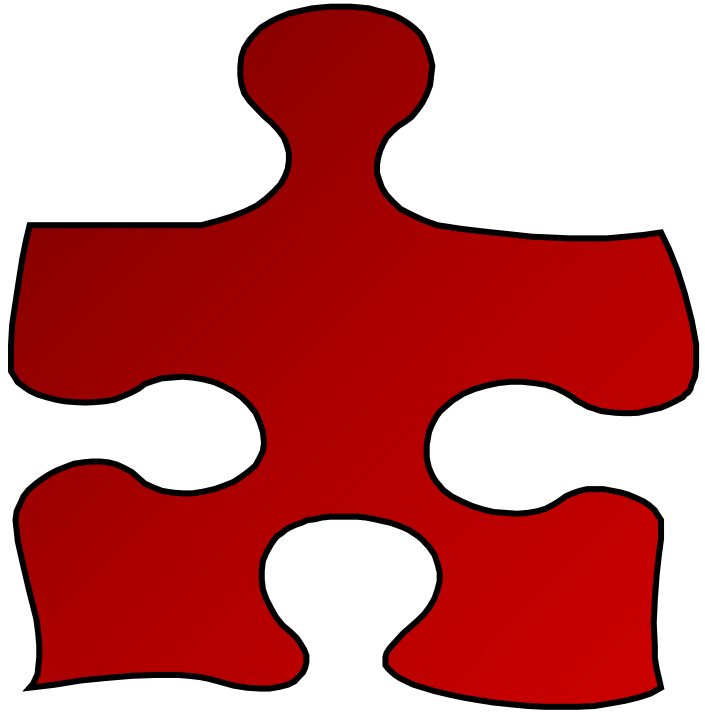
What does an educator need to be "armed with" in order to be able to effectively conduct a self-assessment in alignment with Washington's criteria?

3

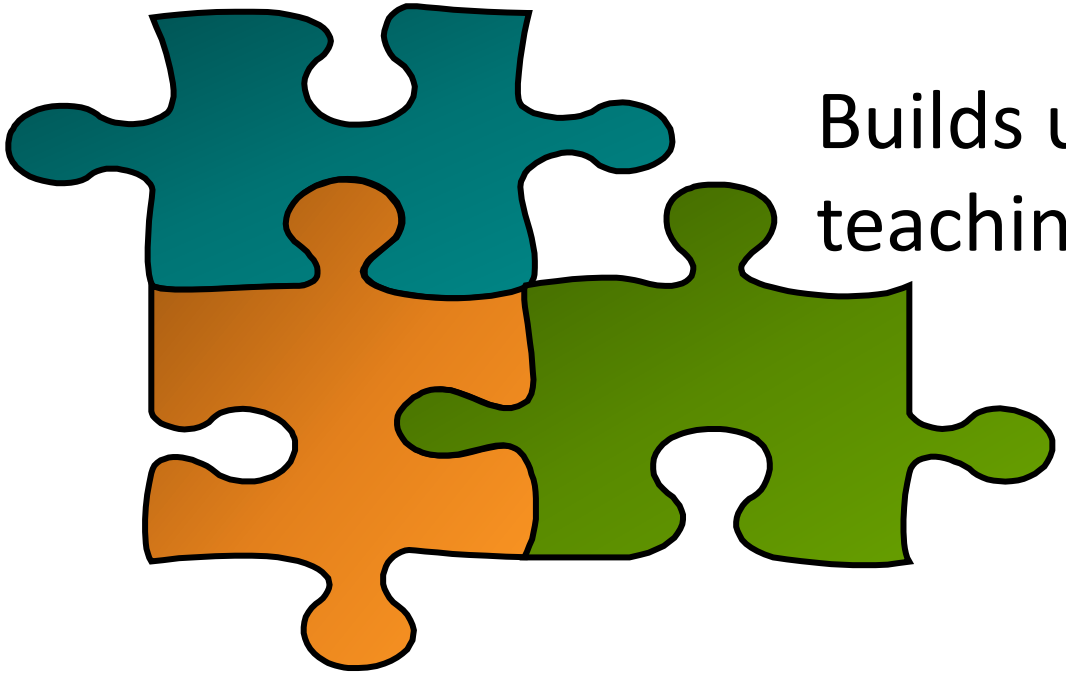
How does the eVAL tool support effective self-assessment?

Foundational pieces regarding…

Self-Assessment



One strong measure



Builds upon best practice of teaching and leading

Lays the groundwork for goal-setting

What is

Self-Assessment?

A process for reflecting on an educator's professional practice, strengths and weaknesses ***in light of*** the needs of the students he or she serves.

What is the purpose of

Self-Assessment?

Not professional growth
for it's own sake, but …

professional growth
that supports educators
in helping their
students to learn.

What are the two steps in

Self-Assessment?

Student data analysis

Professional practice rating

Formative Growth vs.

Summative Evaluation

Formative

(Focus: Improvement)

Summative

(Focus: Evaluation)

Essential Questions:

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What are the characteristics of a quality self-assessment?

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What does an educator need to be "armed with" in order to be able to effectively conduct a self-assessment in alignment with Washington's criteria?

3

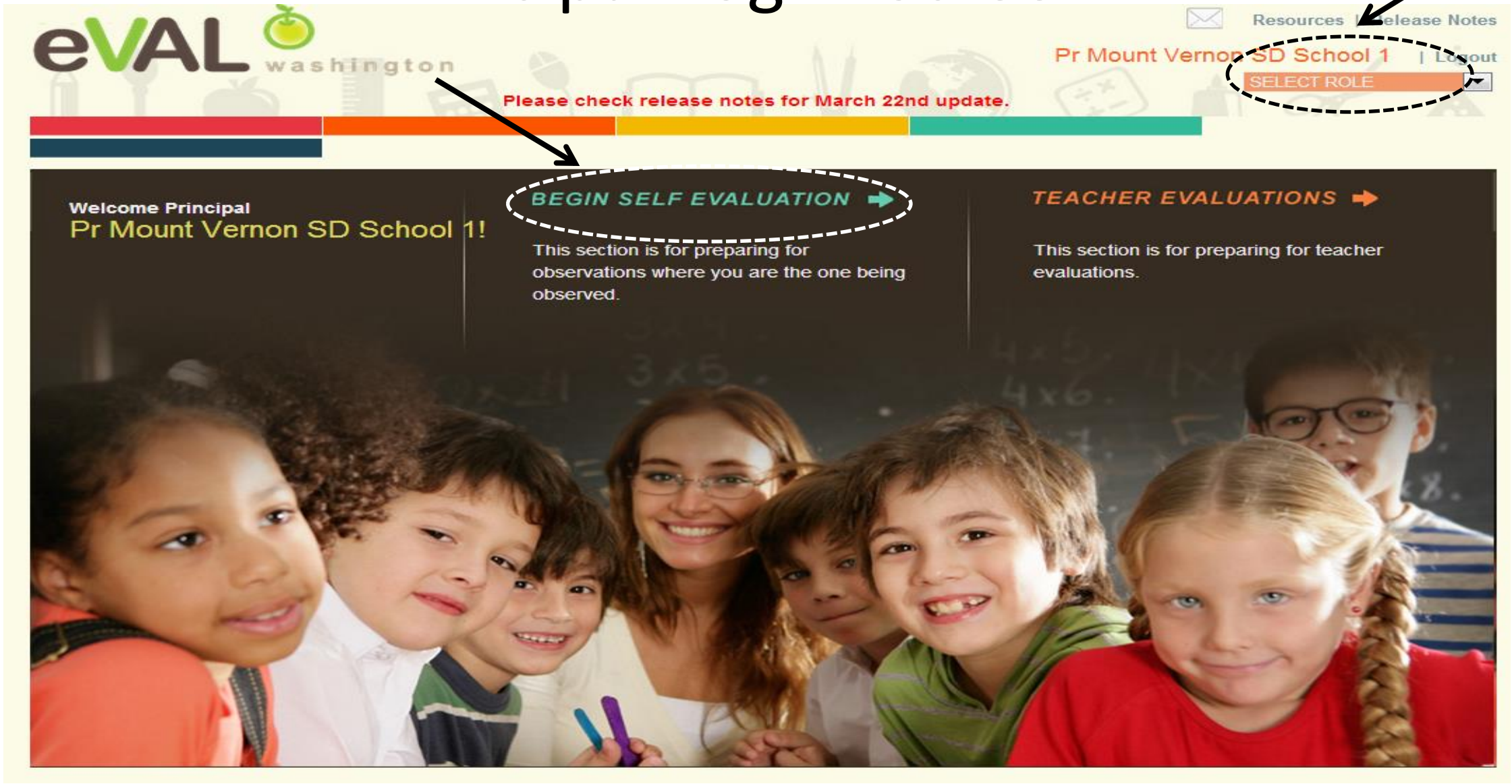
How does the eVAL tool support effective self-assessment?

Logging into eVAL Sandbox as Principal

http://sandbox.eval-wa.org/

- District Name<space>SD<space>School <space>number 1-5 <space>Role Abbreviation *(PR)*
- Example (Granite Falls District, School 1, PR): Granite Falls SD School 1 PR
- **Password = password (all lower case)**

Principal Log In Screen

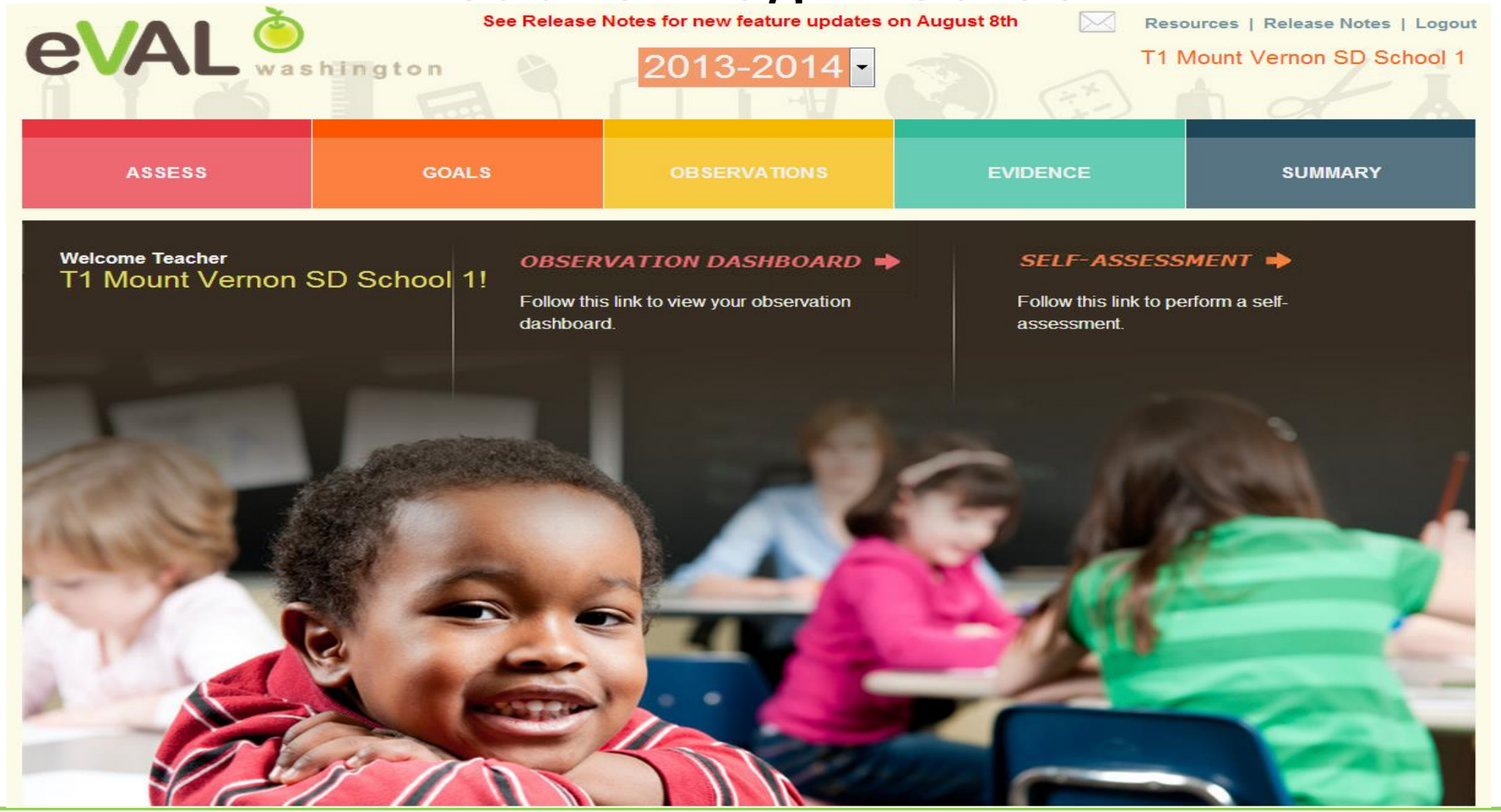


Logging into eVAL Sandbox as Teacher

http://sandbox.eval-wa.org/

- District Name<space>SD<space>School <space>number 1-5 <space>Role Abbreviation *(T1-20)*
- Example (Granite Falls District, School 1, T1): Granite Falls SD School 1 T1
- **Password = password (all lower case)**

Teacher Log In Screen



Learning Target:

To have the knowledge, skills, and confidence to use eVAL to support the articulation of goals as part of the educator evaluation process, and as the step that follows a quality self-assessment.

Essential Questions:

1

What are the ***best practices*** of goal-setting?

What are the pitfalls of not articulating goals ***in all contexts*** of the teaching and learning community?

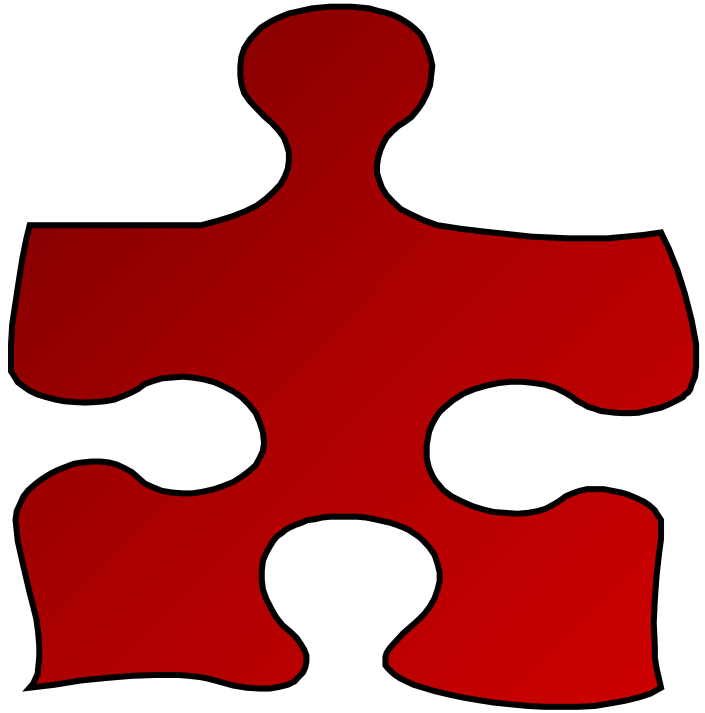
2

3

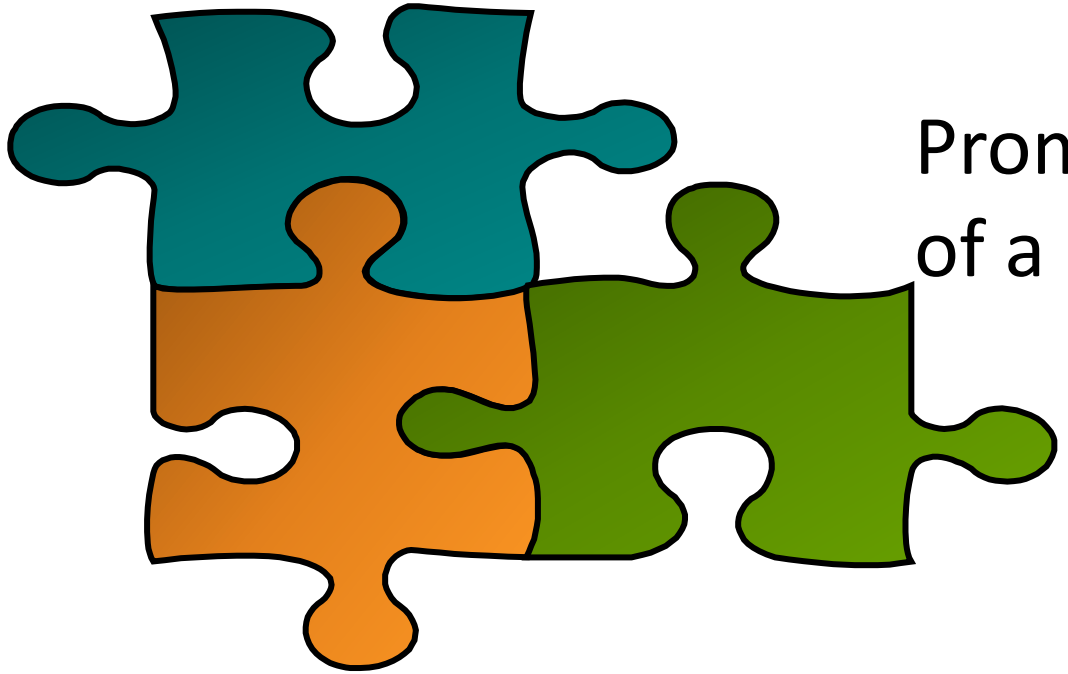
How does **eVAL** support the articulation of goals?

The importance of…

Goal-Setting



Allows educators to reflect on their work in context



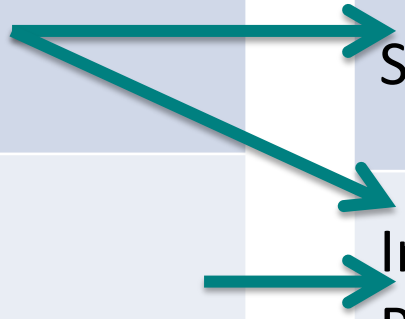
Promotes the creation of a personal plan

Charts a course for action

The connection between

Self-Assessment Steps and Types of Goals

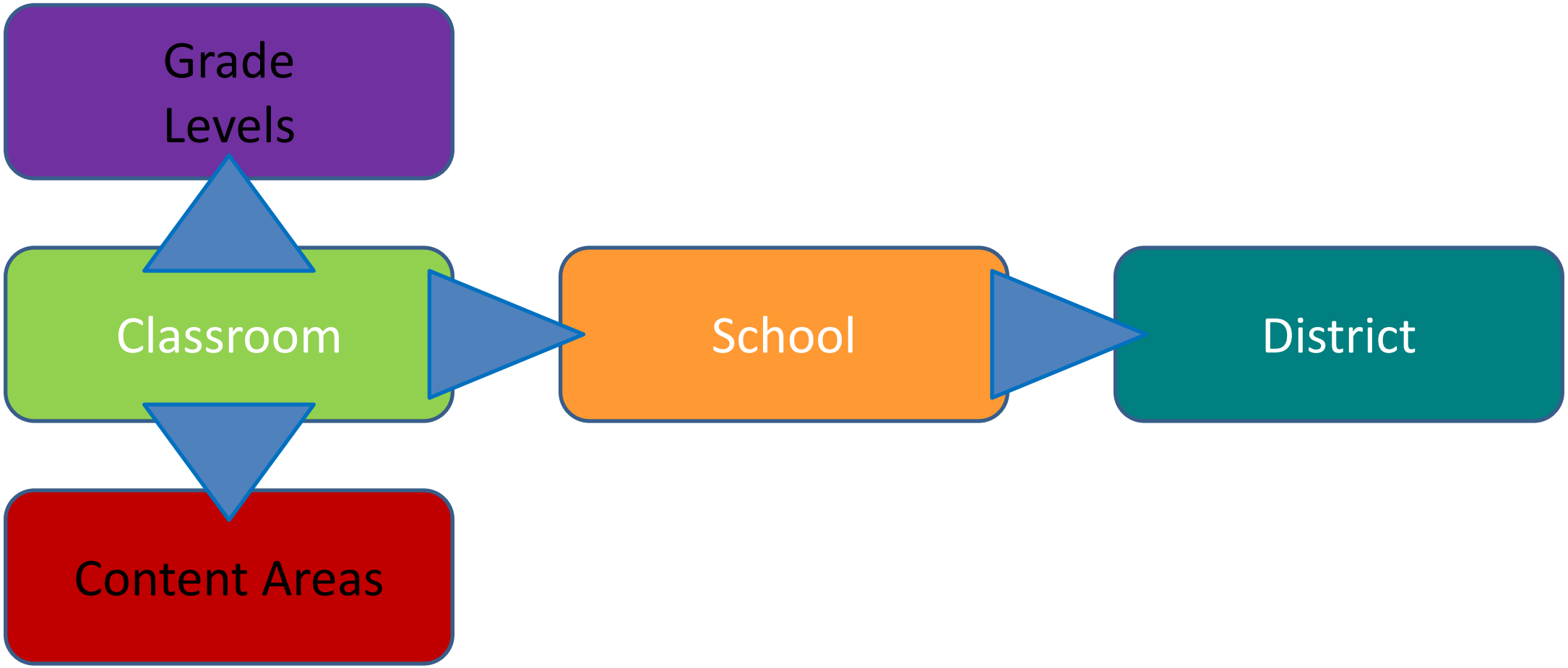
Self-Assessment Step	Goal Type
Step 1: Student Data Analysis	Student Learning Goal
Step 2: Instructional, Leadership, or Professional Practice Rating	Instructional, Leadership, or Professional Practice Goal



Three types of

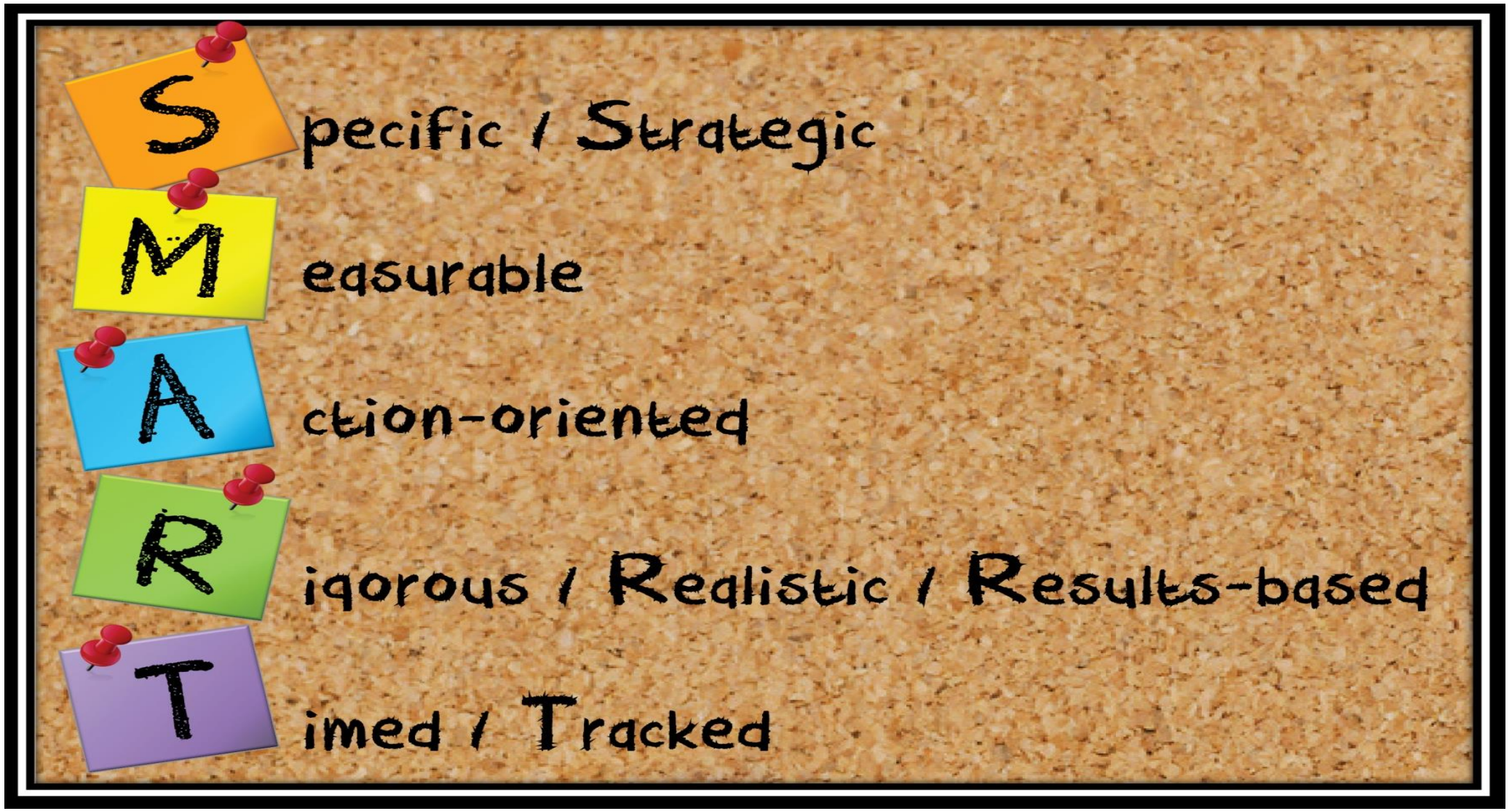
Educator Goals

Goals in Context



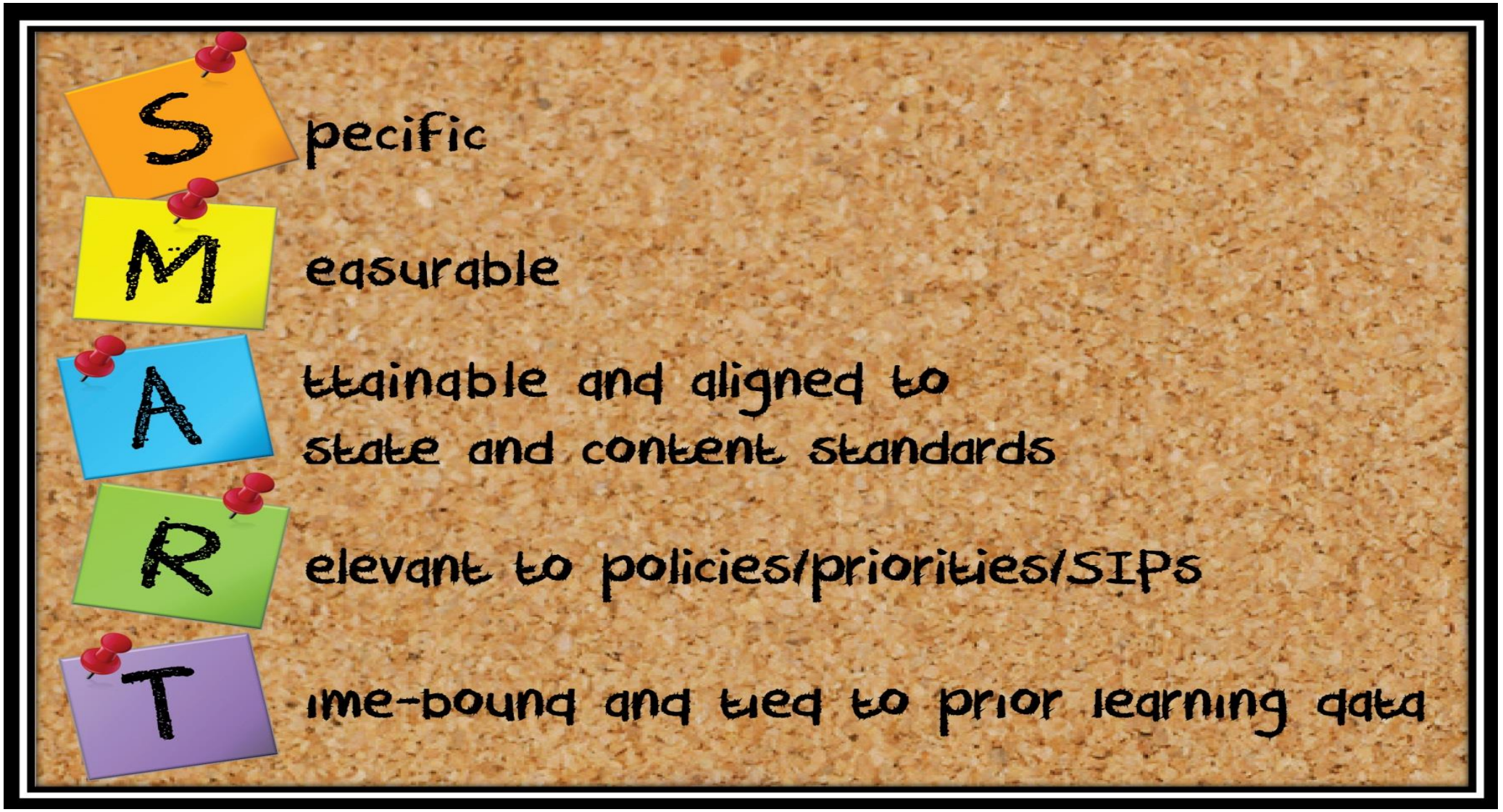
SMART Goals for

Instructional/Leadership/Professional Practice



SMART Goals for

Student Growth (over a period of time)



Essential Questions:

1

What are the ***best practices*** of goal-setting?

What are the pitfalls of not articulating goals ***in all contexts*** of the teaching and learning community?

2

3

How does **eVAL** support the articulation of goals?

Next Steps

- What do you need to do next?
- Who needs to be involved?
- When does it need to happen?
- How can I help?

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Other Resources

Lots of resources – updated regularly as new items come out

https://www.nwesd.org/tpep/eval

OSPI website

http://tpep-wa.org/resources/eval/

Thank You!

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