

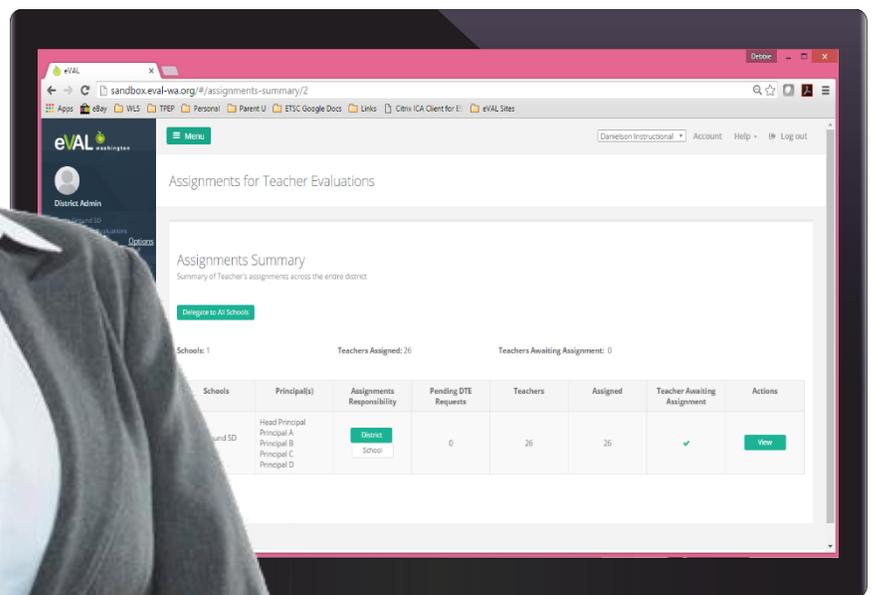
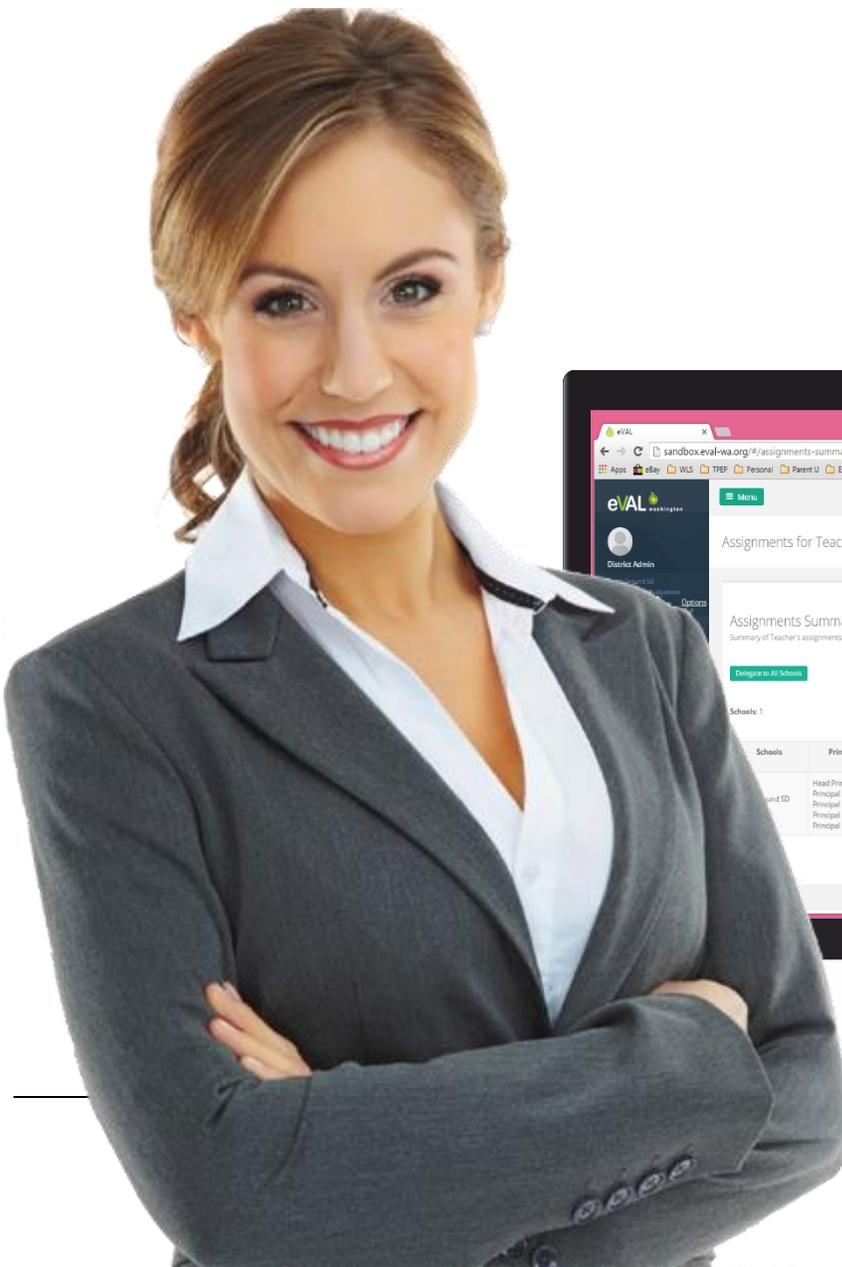
New Version!
Welcome to eVAL 2.0



An online tool
for teacher and
principal evaluation

The District Administrator's Handbook 2016-2017

Includes tasks for the School Administrator, too! See the Table of Contents for more information.



Updated November 28, 2016

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♦ = A task that can be carried out by the School Administrator of eVAL if delegated by the School Administrator

♦♦ = A task that can automatically be carried out by the School Administrator; delegation is not required

Chapter 1

The Role of the District Administrator of eVAL

This chapter will provide an overview of the **District Administrator's** responsibilities that he or she will need to carry out on an annual basis, and some suggestions for staff members who might fill this role. At the end of this chapter, the viewer should have a foundational knowledge of the responsibilities that come with this role.

It's important to note that the **District Administrator of eVAL** does not necessarily refer to the position of a **District Administrator** ... but rather to a **role** assigned to anyone at the district level who will be managing eVAL on behalf of the district. The management of eVAL includes tasks such as:



- Configuring eVAL for use for the upcoming school year;
- Confirming the district's selected instructional and leadership frameworks
- Assigning evaluators and plan types for evaluatees, or assigning this task to a School Administrator of eVAL;
- Adding district-specific resources, questions and prompts;
- Setting up practice sessions and reviewing summary reports;
- Viewing evaluation summaries and reports for principals and teachers, if permission is granted;
- Reviewing evaluation submission status;
- Reviewing district summary reports; and
- Gathering data for submission to OSPI.

The role of the **District Administrator** should be assigned to someone at the district level who has access to information about principal and teacher assignments. This role can be filled by a:



- District leader;
- Human resources coordinator;
- Learning support specialist;
- Administrative assistant;
- Or another appropriate staff member.

*Keep in mind that the **District and School Administrators of eVAL** can see evaluation data for **Principals and Teachers**.*



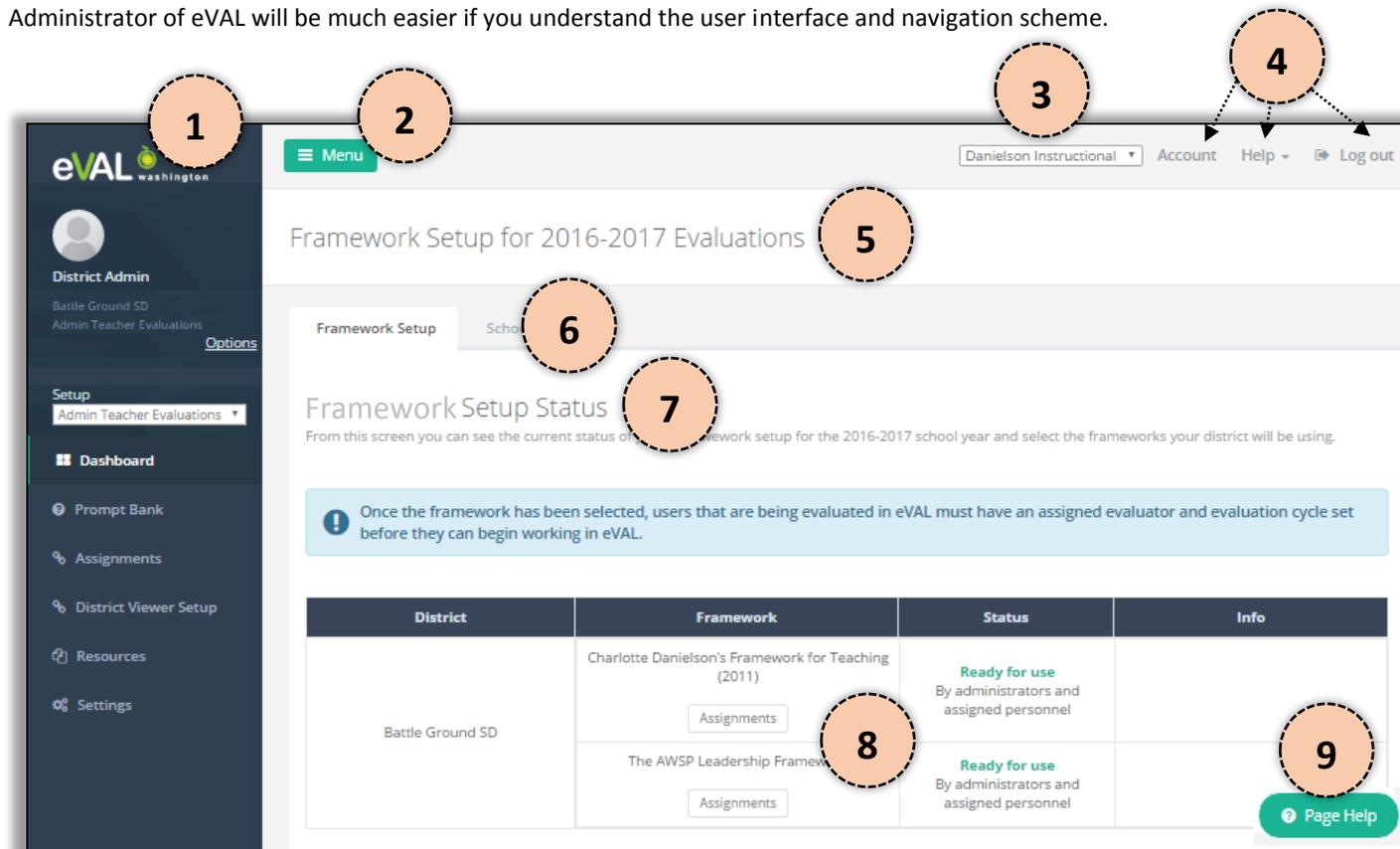
As you configure the eVAL tool for users in your district, you will be saving settings that will match/influence their work flow, reflect the negotiations that have taken place between the union and administration, and demonstrate your district's decisions regarding teacher and principal evaluations. **Please talk to other district leaders as you come across settings in the District Administrator account that require input from them.** You ... and they ... will be glad you did!

Chapter 2

Identifying the Key Parts of the Window

Context:

eVAL 2.0 has a new navigation scheme that is completely different from the first version. Carrying out the tasks assigned to a District Administrator of eVAL will be much easier if you understand the user interface and navigation scheme.



1. MENU

- The menu items that are visible in the lower area depend on the selections you make in the **Options**.
- The active menu's lettering is white, and there is a green band to the left of it.

2. MENU VISIBILITY BUTTON

- This is a button that toggles the visibility of the menu panel on the left to be on or off.

3. FRAMEWORK SELECTOR

- This drop down menu allows you to select the framework that will be displayed for the group you are managing (teachers vs. principals).

4. MISCELLANEOUS LINKS

- These links are self-explanatory, and allow you to manage your account, access help documents and videos, and log out.

5. PAGE TITLE (aka PAGE NAME)

- Each page has a name to help identify its general topic.

6. TABS

- The tabs that are displayed depend on the menu item that is selected on the left.
- The active tab is white, and the inactive tabs are faded out.

7. WORK SPACE TITLE

- The **work space title** is more specific than the **page title** regarding the info on the page or the tasks that need to be completed.

8. WORK SPACE

- This is where you carry out the tasks that need to be done.

9. PAGE HELP BUTTON

- This floating button provides access to help documents (online instructions and video tutorials) for the page you are viewing.

Chapter 3

Selecting Your District's Teacher and Principal Frameworks

Context:

Before principals and teachers can use eVAL, the tool must be set up correctly. This chapter provides instructions on how to do that. You will probably need to talk to other district TPEP leaders as you configure the tool, to make sure you are saving settings that reflect your district's union negotiations, work flow, and evaluation processes.

When you first sign in:

1. The first time you sign into eVAL, you will be forced to select the teacher and principal frameworks. You won't be able to carry out any other tasks until this step is completed. Click on the green **Choose** button for the **Teacher Framework**.

District	Framework	Status
Conway School District	Teacher Framework <input type="button" value="Choose"/>	Not Active Waiting for framework selection
	Principal Framework <input type="button" value="Choose"/>	Not Active Waiting for framework selection

2. The following dialog box will appear. Select your district's teacher framework by clicking in the appropriate radio button.

Selecting a Teacher Evaluation Framework

Charlotte Danielson's Framework for Teaching (2011)

CEL 5D+ Teacher Evaluation Rubric 2.0

Marzano's Teacher Evaluation Model

3. A blue warning box will appear. If you have selected the correct framework, click on the button that says **Yes, load this framework**. Otherwise, click on the **Cancel** button and start over with Step #1 above.

Selecting a Teacher Evaluation Framework

Charlotte Danielson's Framework for Teaching (2011)

CEL 5D+ Teacher Evaluation Rubric 2.0

Marzano's Teacher Evaluation Model

Charlotte Danielson's Framework for Teaching (2011)

! Loading an evaluation framework is an irreversible step. Please ensure that you have selected the correct framework before continuing.

4. You'll return to the **Framework Setup** window, which will now show that your district's teacher framework has been loaded.

District	Framework	Status
Conway School District	Charlotte Danielson's Framework for Teaching (2011) <input type="button" value="Assignments"/>	Ready for use By administrators and assigned personnel
	Principal Framework <input type="button" value="Choose"/>	Not Active Waiting for framework selection

5. Repeat Steps 1 through 4 above to select your district's principal framework. When you have completed this step, your window will show that both frameworks are loaded and ready for use.

District	Framework	Status
Conway School District	Charlotte Danielson's Framework for Teaching (2011) <input type="button" value="Assignments"/>	Ready for use By administrators and assigned personnel
	The AWSP Leadership Framework <input type="button" value="Assignments"/>	Ready for use By administrators and assigned personnel

6. Your next step will be to assign teachers and principals to the evaluators. To prepare for that step, click on the **Assignments** button for the group you wish to assign.

Chapter 4: Configuring eVAL for Teachers

Part 4a: Assigning evaluators and evaluation cycles to teachers

Context:

Once the framework has been selected, users that are being evaluated in eVAL must have an assigned evaluator and evaluation type before they can begin working in eVAL. (District Administrators of eVAL can delegate this task to School Administrators of eVAL.)

Data that's needed in order to complete this task:

The District Administrator (or the School Administrator (if s/he has been assigned this task by the District Administrator of eVAL) will need the following kinds of information in order to complete teacher assignments successfully:

- A list of all teachers, and the principals (or district-wide evaluators) that will be evaluating them;
- The plan type that each individual will be working on (comprehensive vs. focused). If it is a focused plan, the list should identify the state criteria number (C1 through C8) that the individual will be focused on. All teachers on a focused plan must also focus on a **Student Growth** goal (C3, C6 or C8).

When you sign in:

1. Each time you sign into eVAL, your window should default to the **Framework Setup** window, and the **Framework Setup** tab will be active. (If either of these are not visible, click on the **Options** link in the menu on the left, select the work area called **Admin Teachers Evaluations**, and then click on the **Done** button.)

District	Framework	Status	Info
Conway School District	Charlotte Danielson's Framework for Teaching (2011) Assignments	Ready for use By administrators and assigned personnel	2 Teachers awaiting assignment
	The AWSP Leadership Framework Assignments	Ready for use By administrators and assigned personnel	3 Principals awaiting assignment

The last column on the right displays the numbers of teachers and principals that still need to be assigned to their evaluators.

PLEASE NOTE: Clicking on the **Schools** tab will display a list of schools and will provide a general summary of information for each school. Clicking on the green **View** button will provide additional, more detailed information.

School	Evaluator	Assigned Teachers	Completed Evaluations	Actions
Conway School	PR1 Conway School	0	0	View
	PR2 Conway School	0	0	View

2. Another way you can navigate to the area where you can assign teachers to their evaluating principals is to simply click on the **Assignments** link in the menu. The workspace area entitled **Assignments Summary** will appear, and will provide a summary of important information about teacher assignments across the schools in the district:

Assignments Summary
Summary of Teacher's assignments across the entire district

Delegate to All Schools **B**

Schools: 1 Teachers Assigned: 0 Teachers Awaiting Assignment: 2

Schools	Principal(s)	Assignments Responsibility	Pending DTE Requests	Teachers	Assigned	Teacher Awaiting Assignment	Actions
Conway School	PR1 Conway School PR2 Conway School PRH Conway School	District School A	0	2	0	2	View C

At this point, the **District Administrator of eVAL** can do one of three things, as represented in the image above:

- Delegate the responsibility of teacher assignments to an individual school, in which case the **School Administrator** or the **Principal(s)** in that school can assign teachers to their evaluators, or ...
 - Delegate the responsibility of teacher assignments to all schools in the district, in which case the **School Administrator** or the **Principal(s)** in each school can assign teachers to their evaluators, or ...
 - View the status of teacher assignments at a school and complete the task of assigning teachers to their evaluators.
3. If you are going to assign teachers to their evaluating principals, click on the **View** button (labeled "C" in the image above). The workspace area entitled **Assignments for <Name of School>** will appear, with lots of information and options on it:

Assignments for Conway School Back to Summary

This page lets you select the Evaluation cycle, and the Evaluator for the Teachers in your district.

Assignment Responsibility:

District School

Note: delegating assignments to a school, does not prevent the district from making changes.

Teacher Assignments

Teachers: 2 Assigned: 0 Awaiting Assignment: 2

Hide Teachers with completed assignments

Teacher	Last Year Evaluation Type	Suggested Evaluation Type	Evaluation Type	Evaluator	Ready
T1 Conway School	N/A	N/A	Not Set	-- Select an Evaluator --	
T2 Conway School	N/A	N/A	Not Set	-- Select an Evaluator --	

4. To set the type of evaluation for a teacher, find that teacher's name in the list, and use the pull-down menu in the **Evaluation Type** column to make your selection.

Teacher	Last Year Evaluation Type	Suggested Evaluation Type	Evaluation Type	Evaluator	Ready
T1 Conway School	N/A	N/A	Not Set	-- Select an Evaluator --	
T2 Conway School	N/A	N/A	Not Set	-- Select an Evaluator --	

5. If you selected **Comprehensive** in Step #4 above, you're done with the task of setting that teacher's type of evaluation for the year. However, if you select **Focused** in Step #4 above, the following screen will appear, and there is more to do:

Select Focused Evaluation Criteria

Select Focus Criteria:

Select a Focus Criteria

Cancel Save

- a. All teachers on a **focused** plan must choose a student growth goal (C3, C6 or C8). If their focused plan is limited one of those three criteria, use the drop down menu to select the pertinent goal, and click on the **Save** button.

Select Focused Evaluation Criteria

Select Focus Criteria:

C3

Cancel Save

- b. However, if a teacher has an additional focus for evaluation, select it first, and then select C3, C6 or C8. See the image below:

Select Focused Evaluation Criteria

Select Focus Criteria:

C7

Select Student Growth Criteria:

C3

Cancel Save

Then click on the **Save** button.

6. You will return to the **Assignments** workspace. The teacher's evaluation type will be displayed. Use the **Edit** button if necessary.

Teacher	Last Year Evaluation Type	Suggested Evaluation Type	Evaluation Type	Evaluator	Ready
T1 Conway School	N/A	N/A	Focused Focus:C7 Student Growth:C3	-- Select an Evaluator --	
T2 Conway School	N/A	N/A	Not Set	-- Select an Evaluator --	

7. Now it's time to assign the teacher's evaluating principal. Use the dropdown menu in the **Evaluator** column to select the pertinent principal.

Teacher	Last Year Evaluation Type	Suggested Evaluation Type	Evaluation Type	Evaluator	Ready
T1 Conway School	N/A	N/A	Focused Focus:C7 Student Growth:C3	-- Select an Evaluator -- -- Select an Evaluator -- PR1 Conway School PR2 Conway School PRH Conway School	
T2 Conway School	N/A	N/A	Not Set		

8. When you have assigned the **evaluation type** and the **evaluator** to the teacher, a checkmark will appear in the **Ready** column, indicating that the teacher's eVAL account is now ready for them to use.

Teacher Assignments

Teachers: 2 Assigned: 1 Awaiting Assignment: 1

Hide Teachers with completed assignments

Teacher	Last Year Evaluation Type	Suggested Evaluation Type	Evaluation Type	Evaluator	Ready
T1 Conway School	N/A	N/A	Focused Focus:C7 Student Growth:C3	PR1 Conway School	
T2 Conway School	N/A	N/A	Not Set	-- Select an Evaluator --	

9. If you prefer, you can hide all of the teachers whose eVAL accounts are marked **Ready** such as in Step #8 above. To do so, click in the check box above the table, and only the teachers whose assignments still need to be completed will be displayed.

Teacher Assignments

Teachers: 2 Assigned: 1 Awaiting Assignment: 1

Hide Teachers with completed assignments

Teacher	Last Year Evaluation Type	Suggested Evaluation Type	Evaluation Type	Evaluator	Ready
T2 Conway School	N/A	N/A	Not Set	-- Select an Evaluator --	

You can remove the check at any time to update a teacher's **evaluation type** or their **assigned evaluator**.

Chapter 4: Configuring eVAL for Teachers

Part 4b: Assigning a teacher to a District Teacher Evaluator

<You might want to print pages 11-12 for all District Teacher Evaluators in your district.>

Context:

There may be times when a teacher in a building is not evaluated by a Principal or Head Principal. Rather, they may be evaluated by an administrator at the district office. For example, Special Education teachers may be evaluated by the Director of Special Services at the District Office. In that case, the evaluator's role is called **District Teacher Evaluator**, and the assignment process actually begins with a request from the **District Teacher Evaluator**.

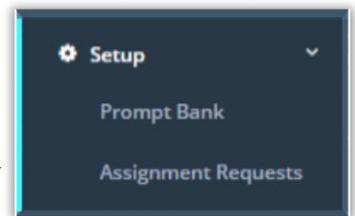
Data that's needed in order to complete this task:

The decision will need to be made early on as to whether a teacher will be evaluated by a school's Principal or Head Principal, or by a District Teacher Evaluator. Once that decision is made, the District Administrator will need the following information.

- A list of teachers that will be evaluated by District Teacher Evaluators, and whether they will be **evaluated** or **observed** by them.
- The plan type that each individual will be working on (comprehensive vs. focused). If it is a focused plan, the list should identify the state criteria number (C1 through C8) that the individual will be focused on. All teachers on a focused plan must also focus on a **Student Growth** goal (C3, C6 or C8).

It all begins with the District Teacher Evaluator:

1. Sign in to your eVAL account. Click on the **Setup** menu item on the left, and then click on **Assignment Requests** under that menu.
2. The **Request Assignments** work space will appear. Use the drop down menu to select the school in which the teacher works, and then click the green **Create Request** button by the name of a teacher to send in a request to the **District Administrator of eVAL** to evaluate that teacher.



Request Assignments
Request access to school teachers to perform observations and be the assigned evaluator.

Create a Request
Select a school and then click the button next the teacher you would like to request observation/evaluation responsibility for.

School
Battle Ground SD School

Teacher	Action
Teacher A	Create Request
Teacher B	Create Request
Teacher C	Create Request

3. The request is sent to the **District Administrator of eVAL**, and will now be marked as **PENDING** at the top of the workspace.

Processed/Pending Requests

Teacher	School	Request Status	Accepted Request Eval Type	Action
Teacher C	Battle Ground SD School	PENDING	PENDING	Remove

For the District Administrator of eVAL to Do:

1. Sign in to your eVAL account. Click on the **Assignments** menu item on the left. The column entitled **Pending DTE Requests** will display the number of pending requests for a **District Teacher Evaluator** for a school. Click on the green **View** button.

Schools	Principal(s)	Assignments Responsibility	Pending DTE Requests	Teachers	Assigned	Teacher Awaiting Assignment	Actions
Battle Ground SD School	Head Principal Principal A Principal B Principal C Principal D	District School	1	26	26	✓	View

2. The work space for **Assignments for <Your District's School>** will appear, and you will see a table of pending requests toward the top of the work space. For each request, use the pull down menu in the **Type** column, and choose **Accepted** or **Rejected**.

District-wide Teacher Evaluator Assignment Requests

Teacher	Evaluator	Type	Status
Teacher C	District Teacher Evaluator	PENDING PENDING ACCEPTED REJECTED	ASSIGNED EVALUATOR

3. In the **Status** column, the **District Teacher Evaluator** will be listed as the assigned evaluator by default. If they are only to conduct the observations of that teacher, use the pull down menu and select **Observations Only**.

For the District Teacher Evaluator to Do:

The next time the **District Teacher Evaluator** signs into eVAL, s/he will see that teacher listed on their **Dashboard**, under the **Yearly Status** tab.

Yearly Status Coverage

Yearly Status
Summary status for all or assigned Teachers.

Display: Assigned to me Show only open Observations Show notes in the table (temporarily replaces observation status)

Teacher	Eval Cycle	Observations	Activity	Total Min.	Action
Teacher C Evaluator: District Teacher Evaluator DTE Request Status: ACCEPTED: ASSIGNED EVALUATOR	Comprehensive C1-C8			0 min.	View

Chapter 4: Configuring eVAL for Teachers

Part 4c: Developing prompt banks for pre-conferences, post-conferences, and student growth goals

Context:

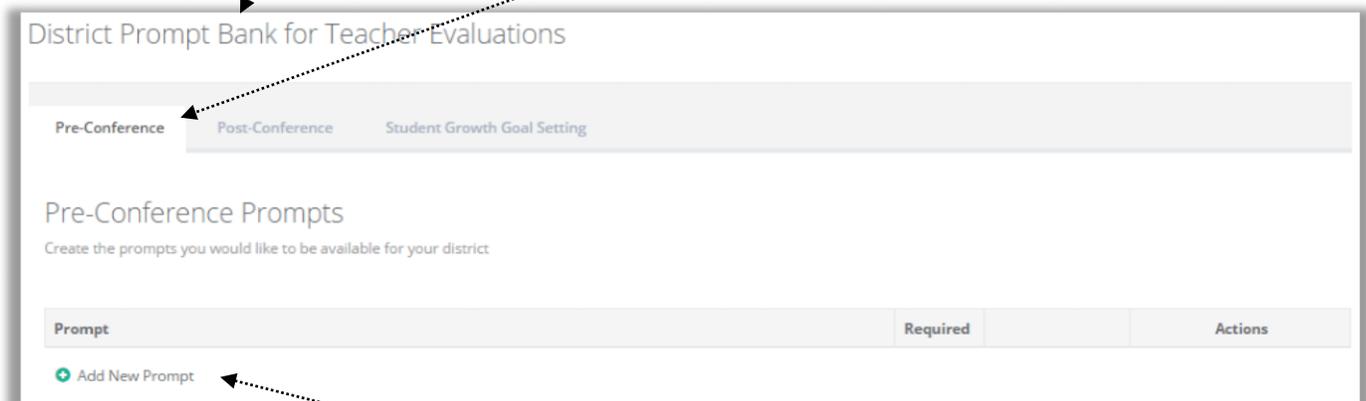
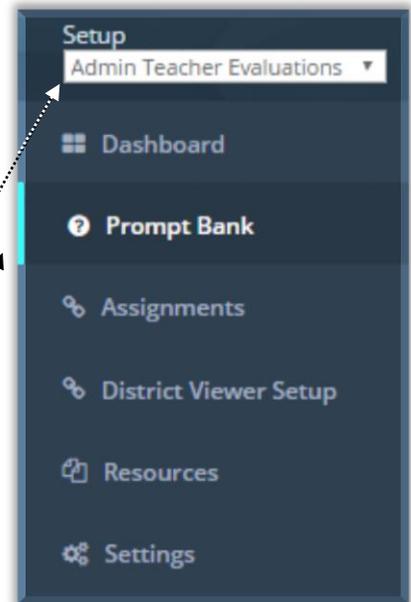
Setting up prompt banks provides an easy, convenient and uniform way for principals to prepare for discussions on pre- and post-conference topics, as well as student growth goals. Prompts set up by District Administrators can be used district-wide. Prompts set up by School Administrators are school-specific.

Please Note: Only District Administrators can set up Student Growth Goal prompts.

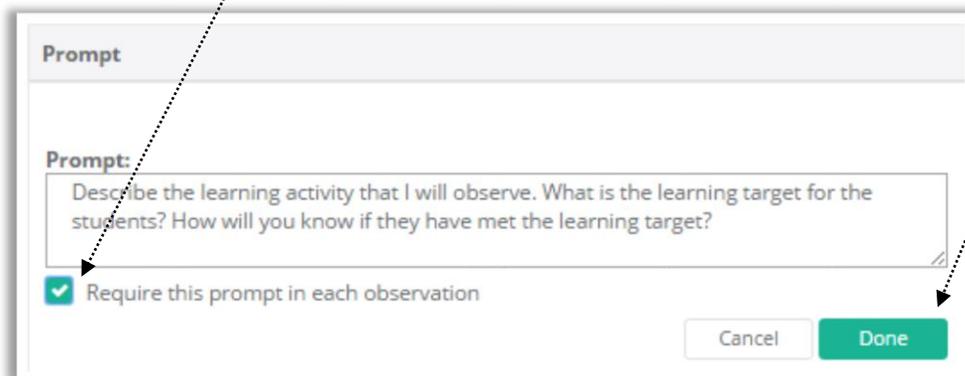
Data that's needed in order to complete this task:

You will need to get a list of pre- and post-conference prompts, and student growth goal prompts from the school or district leadership team, administrator, etc. The list of prompts will need to indicate whether they are required or not.

1. Check and make sure that the drop down menu in the **Setup** area says **Admin Teacher Evaluations**.
2. Click on the **Prompt Bank** menu. Its text will turn white, and a green band will appear to the left of it.
3. The remaining menu items will remain gray to indicate they are inactive.
4. The page entitled **District Prompt Bank for Teacher Evaluations** will appear, with three tabs across the top. Steps 5 through 7 will include instructions for the workspace for the **Pre-Conference** tab, but the instructions apply to the **Post-Conference** tab, as well.



5. To add a pre-conference prompt, click on the green **Add New Prompt** button. Type your prompt into the text field that appears, and click in the check box if this prompt will be used for each teacher observation. Click on the **Done** button.



6. The prompt will now appear in the list of prompts, and you will be able to see if it is a required prompt for the pre-conference. At this point, you can remove the prompt or edit it.

Pre-Conference Prompts
Create the prompts you would like to be available for your district

Prompt	Required	Actions
Describe the learning activity that I will observe. What is the learning target for the students? How will you know if they have met the learning target?	✓	Remove Edit

+ Add New Prompt

7. Repeat Steps #5 and #6 if you need to add new prompts. They will all be included in the list of prompts.

Pre-Conference Prompts
Create the prompts you would like to be available for your district

Prompt	Required	Actions
Describe the learning activity that I will observe. What is the learning target for the students? How will you know if they have met the learning target?	✓	Remove Edit
Our district's strategic plan focuses on giving parents the tools they need to help keep their children safe, healthy and engaged in school. In your role as a teacher, what steps will you take to support this district goal?		Remove Edit

+ Add New Prompt

8. To enter a prompt for **Student Growth Goal Setting**, click on its tab. Type the prompt into the text field, and click on the relevant criterion. Finally, click on the **Done** button. (If the green **Done** button is grayed out, check to make sure you have both entered the prompt into the text field **and** selected the relevant criterion.)

Prompt:
What would success in this criterion look like?

Prompt relevant to

C3 Recognizing individual student learning needs and developing strategies to address those needs.

C6 Using multiple student data elements to modify instruction and improve student learning.

C8 Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

Cancel Done

9. All prompts that you enter for **Student Growth Goal Setting** will be listed when you return to the prompt bank for this section.

Chapter 4: Configuring eVAL for Teachers

Part 4d: Providing resources to the teachers

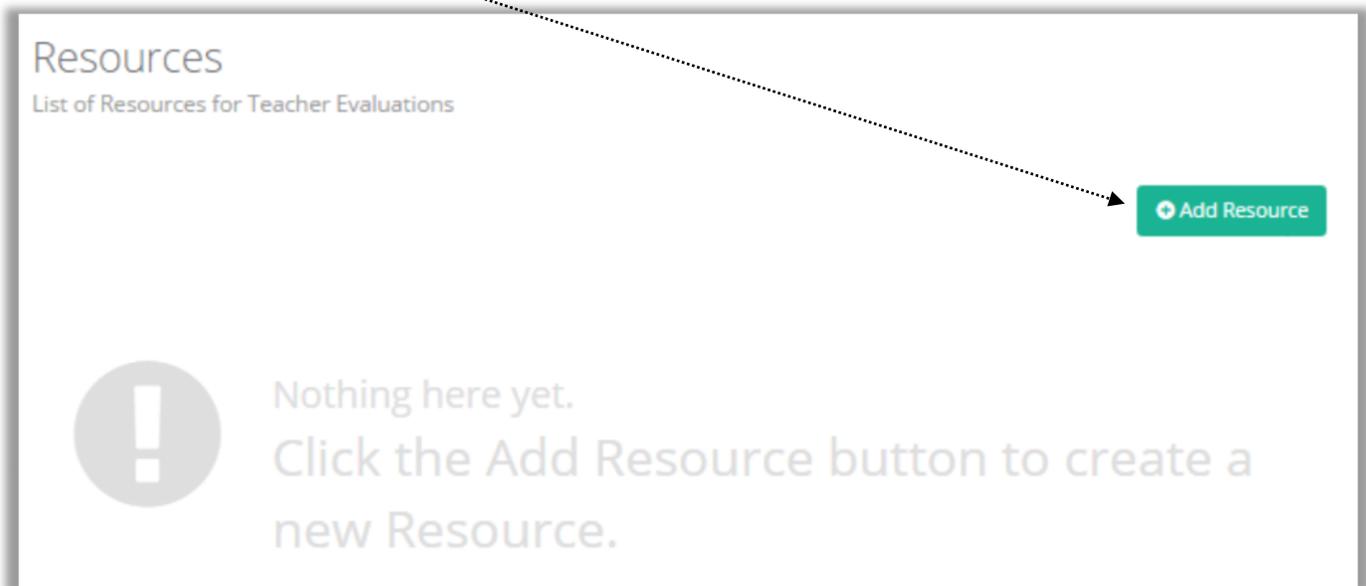
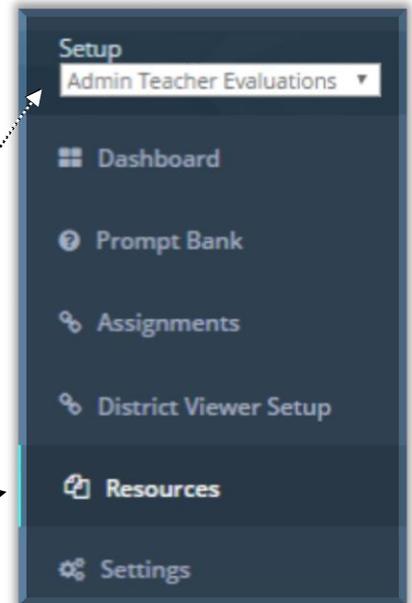
Context:

Sometimes there are documents or websites that district leaders want to share with teachers and principals across the district because they are relevant to student success and teacher evaluation. Resources shared by the District Administrator can be viewed district-wide, whereas resources shared by the School Administrator are school specific.

Data that's needed in order to complete this task:

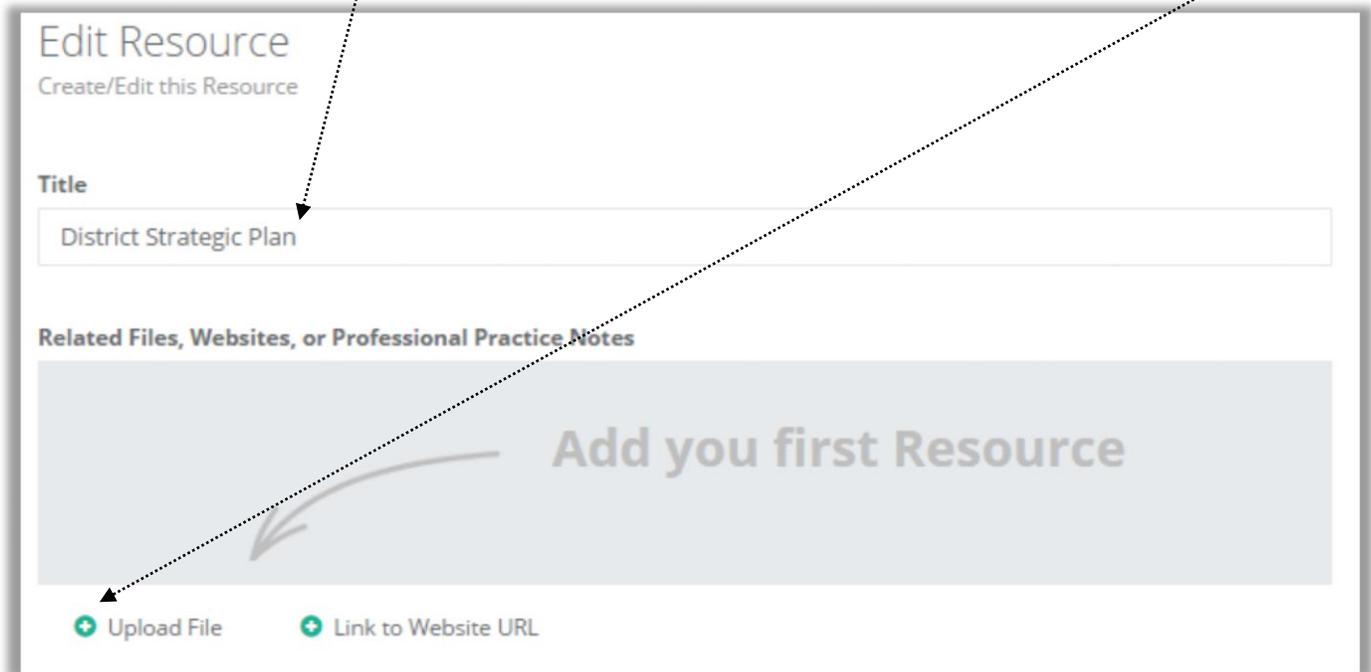
You will need to get a list of resources (files and web links) that district leaders wish to share with the teachers.

1. Check and make sure that the drop down menu in the **Setup** area says **Admin Teacher Evaluations**.
2. Click on the **Resources** menu. Its text will turn white, and a green band will appear to the left of it.
3. The remaining menu items will remain gray to indicate they are inactive.
4. The page entitled **Resources for Teacher Evaluations** will appear, and the name of the workspace is **Resources**. If there are no resources that have been uploaded and shared, you will see the following image in the workspace. To add a new resource, click on the green button that says **Add Resource**.

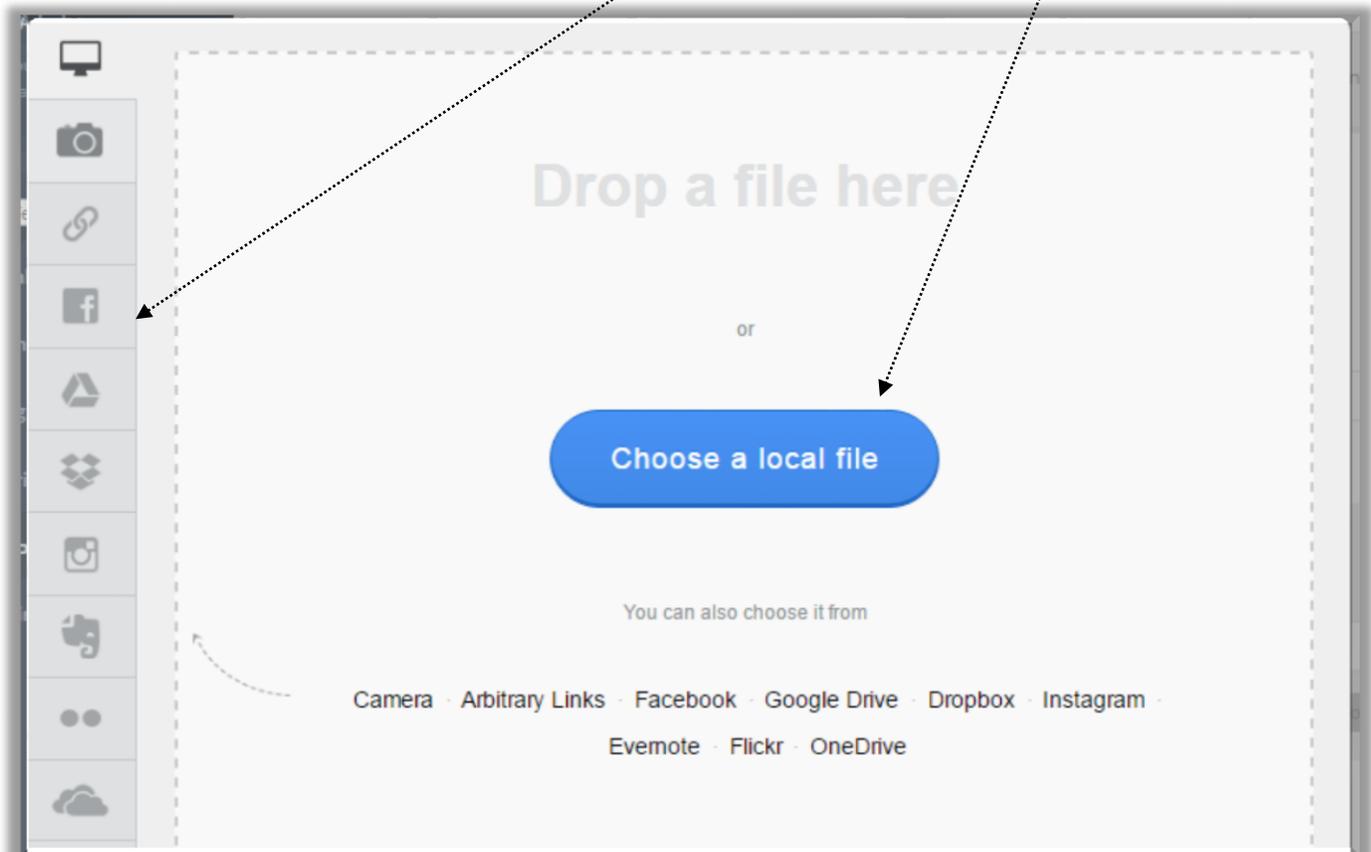


5. The **Edit Resource** workspace will appear.
 - a. To upload a file as a resource, follow Steps 6 through 11.
 - b. To link to a web site URL that you wish to use as a resource, follow Steps 12 through 13.

6. To upload a file, enter the name of your resource in the Title field, and then click on the green button entitled **Upload File**.



7. There are lots of sources of files, as shown on the left side of the screen image below. This handbook will provide the steps to upload a file from your local hard drive. To do so, click on the big blue button called **Choose a local file**.



8. Navigate out to your hard drive or server, and locate the document you wish to provide as a resource for the teachers. When you have found it and uploaded it, it will appear in the **Edit Resource** workspace. Give the resource a friendly name, and then click on the green **Done** button.

The screenshot shows a form titled "Edit Resource" with the following elements:

- Title:** A text input field containing "District Strategic Plan".
- Related Files, Websites, or Professional Practice Notes:** A section containing:
 - File:** A link labeled "Strategic Plan.docx".
 - Friendly Name: (optional):** A text input field containing "District Strategic Plan".
- Buttons:** "Cancel", "Choose File", and "Done" (highlighted in green).

Dotted arrows from the text above point to the "Title" field, the "Strategic Plan.docx" link, the "Friendly Name" field, and the "Done" button.

9. Next, align the resource to your district's instructional rubric. Click on one of the categories or domains, and it will expand to show the more detailed components. Click on the relevant component to align the resource. A green band will appear to the left of the selected component and the text for the selected component will turn white. You may select more than one component, if needed. Then click on the **Done** button.

The screenshot shows the "Align Resource to Rubric" interface with the following elements:

- Header:** "Align Resource to Rubric" with "Clear" and "Done" (highlighted in green) buttons.
- Domains:**
 - D1 Planning and Preparation
 - D2 The Classroom Environment
 - D3 Instruction
 - D4 Professional Responsibilities** (highlighted with a green bar on the left and a "1" in a green box on the right)
- Components (under D4):**
 - 4a Reflecting on Teaching (green checkmark)
 - 4b Maintaining Accurate Records (green checkmark)
 - 4c Communicating with Families** (highlighted with a green bar on the left and a green checkmark)
 - 4d Participating in a Professional Community (green checkmark)
 - 4e Growing and Developing Professionally (green checkmark)
 - 4f Showing Professionalism (green checkmark)

Dotted arrows from the text above point to the "Done" button, the "D4 Professional Responsibilities" domain, and the "4c Communicating with Families" component.

10. Further down the page, write an <optional> description of the resource. Then click the green **Update and Close** button.

Provide a description of the resource: (optional)

The district's strategic plan includes the background, rationale, data and specific goals and intended outcomes for engaging families in their children's education.

Delete Update & Close

11. You will return to the **Resources** workspace, and the resource will be listed and described on that page. If you wish to edit any of the information you entered for that resource, simply click on the green **Edit** button. Add more resources, if needed.

Resources
List of Resources for Teacher Evaluations

Add Resource

Source	Title	Rubric Alignment	Description	Action
District	District Strategic Plan	D4 (4c)	The district's strategic plan includes the background, rationale, data and specific goals and intended outcomes for engaging families in their children's education.	Edit

12. To use a web site URL as a resource, follow Step #4 in the earlier part of this chapter. In the next screen (the **Edit Resource** workspace), give your resource a title, and then click on the green button next to **Link to Website URL**.

Edit Resource
Create/Edit this Resource

Title

Parent U Web Site for Internet Safety

Related Files, Websites, or Professional Practice Notes

Add your first Resource

Upload File Link to Website URL

13. In the next workspace that appears, provide the URL and a friendly name (limited to 30 characters) for the resource. Click **Done**. Then follow the instructions in Steps 9 through 11 to finish adding this resource.

Edit Resource

Create/Edit this Resource

Title

Related Files, Websites, or Professional Practice Notes

Website URL:

Friendly Name: (optional)

14. All of the resources you added will be listed on the **Resources** workspace for the **Resources for Teacher Evaluations** page. You can edit them or delete them at any time.

Resources for Teacher Evaluations

Resources

List of Resources for Teacher Evaluations

[Add Resource](#)

Source	Title	Rubric Alignment	Description	Action
District	District Strategic Plan	D4 (4c)	The district's strategic plan includes the background, rationale, data and specific goals and intended outcomes for engaging families in their children's education.	Edit
District	Parent U Web Site for Internet Safety	D4 (4c)	This web site describes the videos included in ESD 112's Parent U Internet Safety series.	Edit

Chapter 4: Configuring eVAL for Teachers

Part 4e: Providing the District Viewer access to principal data in selected schools

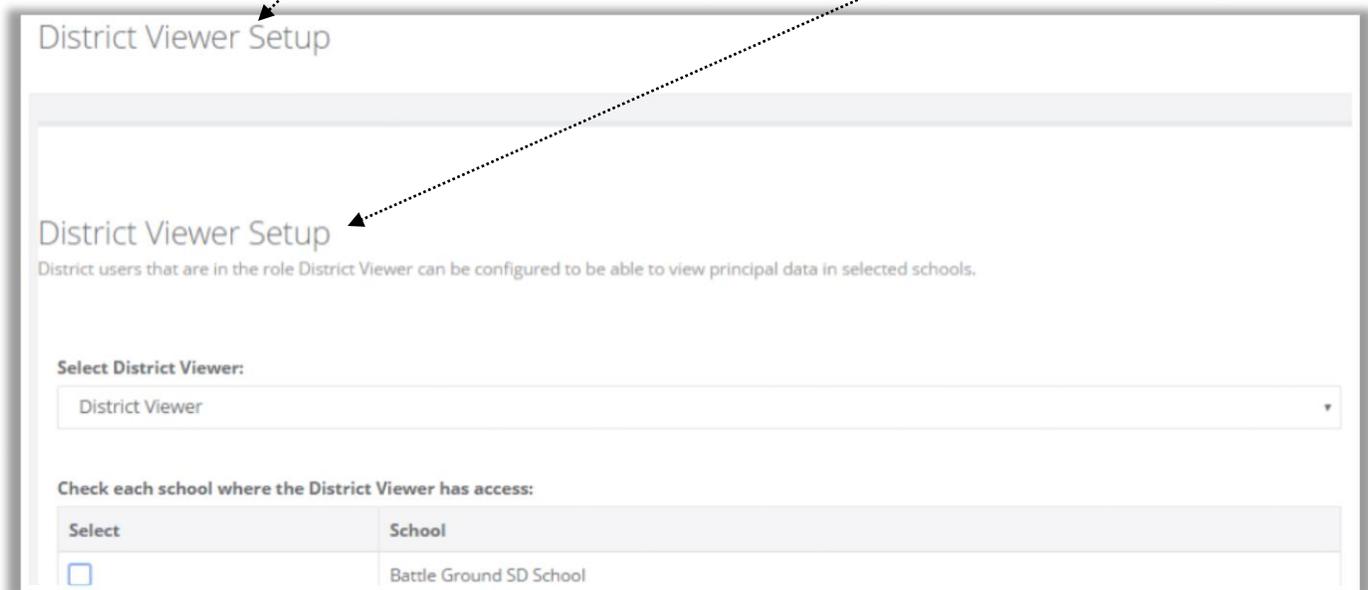
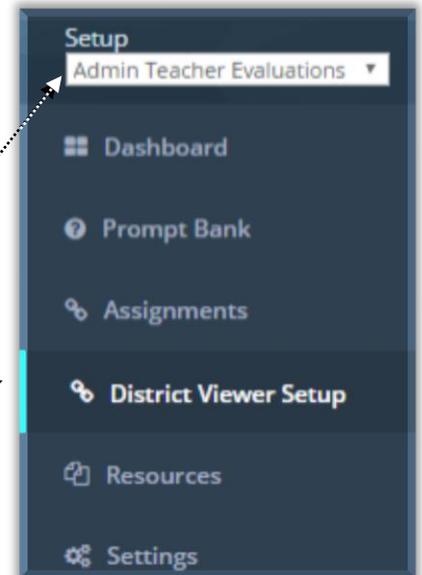
Context:

A **District Viewer** at the district level has access to a principal's information in the eVAL tool. This kind of access is provided by the District Administrator of eVAL.

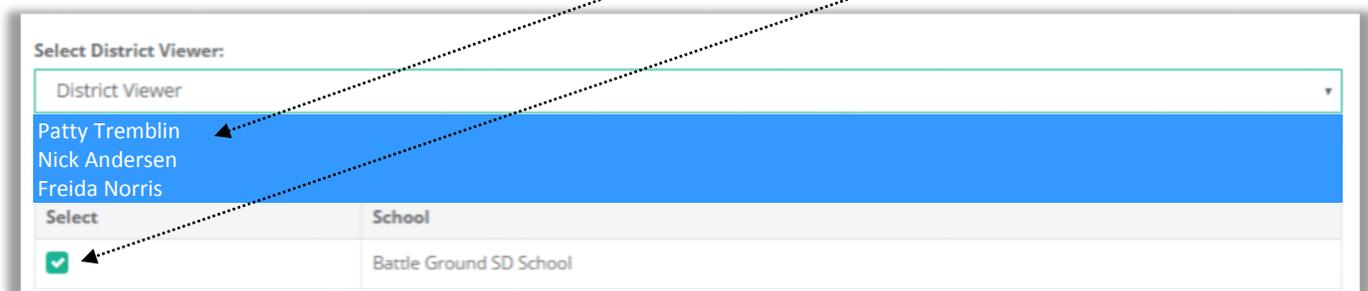
Data that's needed in order to complete this task:

You will need to get a list of employees at the district level that are assigned a **District Viewer** role in EDS, and authorized to view a principal's information that has been entered into the eVAL tool.

1. Check and make sure that the drop down menu in the **Setup** area says **Admin Teacher Evaluations**.
2. Click on the **District Viewer Setup** menu. Its text will turn white, and a green band will appear to the left of it.
3. The remaining menu items will remain gray to indicate they are inactive.
4. The page entitled **District Viewer Setup** will appear, and the name of the workspace is **District Viewer Setup**, as well.



5. Use the drop down menu to select the name of a **District Viewer**. Then place a check mark in the box by the name of the school whose principal data s/he can view.



Chapter 4: Configuring eVAL for Teachers

Part 4f: Configuring other general settings for teachers in the eVAL tool

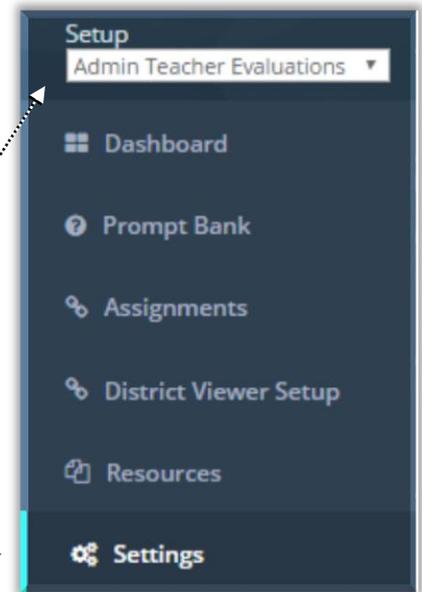
Context:

There are some miscellaneous settings that must be configured in order for the eVAL tool to display (or not display) various features. The configurations you choose may depend on several factors: the instructional framework your district has chosen, your union negotiations, your district's work flow and calendar, etc.

The best approach for this task:

Rather than collecting data so that you can sit down alone to make these selections, it might be best to sit down with a district TPEP leader and have him/her walk through these decisions with you. Another approach may be to print out the three menu tabs, hand them to your district's TPEP leader or committee, and have him/her/them mark the correct settings and return the pages to you so you can configure eVAL according to their recommendations.

1. Check and make sure that the drop down menu in the **Setup** area says **Admin Teacher Evaluations**.
2. Click on the **Settings** menu. Its text will turn white, and a green band will appear to the left of it.
3. The remaining menu items will remain gray to indicate they are inactive.
4. When you click on the **Settings** menu, the page entitled **Select Settings for Teacher Evaluations** will appear. That page has five tabs that will provide different pages where settings need to be configured.



5. The work space for each tab has settings that are self-explanatory. The next five pages will simply display the settings that need to be configured.

Context:

The configurations that are made by your district's **District Administrator of eVAL** may depend on several factors: the instructional framework your district has chosen, your union negotiations, your district's work flow and calendar, etc. This document simply displays the settings that the **District Administrator of eVAL** must work through the **Settings** menu as s/he configures eVAL for use.

Please note:

As of November 19, 2016, the District Administrator of eVAL can give the School Administrator and the Principals the right to override the district configurations.

Settings in the "General Settings" Tab

General Observation Report Student Growth Report Self-Assessment Report Summative Evaluation

All changes saved

General Settings

Optional Modules

Select	Settings	Description
<input checked="" type="checkbox"/>	Enable Self-Assessments	Enable the Self-Assessment module within eVAL. If disabled users will not be able to perform self-assessments within eVAL.

Default Framework View

This setting determines the framework that will appear by default in the user's viewing filter within eVAL.

Instructional View State View

Evidence Collection Settings

Select	Settings	Description
<input checked="" type="checkbox"/>	Enable Non-Summative Scoring	Enable this setting to display all rubric performance level input throughout the evaluation cycle. If this setting is disabled, all rubric performance level input will only appear on the final Summative Evaluation screen.
<input checked="" type="checkbox"/>	Enable Critical Attributes	Enable this setting to allow the user to display the district's Critical Attributes alongside the rubric when evaluating evidence or creating evidence packages.
<input checked="" type="checkbox"/>	Enable Critical Attributes for Reference Only	Enable this setting to display the district's Critical Attributes for viewing purposes only when evaluating evidence or creating evidence packages. If this setting is disabled, the user will be able to select and highlight text from the district's Critical Attributes when evaluating evidence or creating evidence packages

Settings in the “Observation Report” Tab

General **Observation Report** Student Growth Report Self-Assessment Report Summative Evaluation

District settings for official Observation Report

This page allows a district administrator to configure the title and sections that will appear on the official Observation Report.

Observation Report Title

Observation Report Custom Text (displayed at the bottom of the report)

Report Sections/Framework View

Select the sections and framework view that you want to appear on the report.

Allow schools to override district report settings?

Select	Section	Description
<input checked="" type="checkbox"/>	Collected Evidence	All evidence that has been collected within the rubric
<input checked="" type="checkbox"/>	Packaged Evidence	All evidence packages that have been created from the available evidence
<input checked="" type="checkbox"/>	Observation Notes	Observation Notes with coding removed
<input checked="" type="checkbox"/>	Signature Block	Signature block at bottom of the report
<input checked="" type="checkbox"/>	Pre-Conference	Prompt Responses, Conference Summary Notes
<input checked="" type="checkbox"/>	Post-Conference	Prompt Responses, Conference Summary Notes
<input checked="" type="checkbox"/>	Instructional View	Show Data through Instructional View (otherwise the State View will be used)

Settings in the “Student Growth Report” Tab

General Observation Report **Student Growth Report** Self-Assessment Report Summative Evaluation

All changes saved

District settings for Student Growth Goal-setting Report

This page allows a district administrator to configure the title and sections that will appear on the Student Growth Goal-setting Report.

Report Title

eVal Student Growth Goal Setting Report

Student Growth Goal-setting Report Custom Text (displayed at the bottom of the report)

Enter Report Custom Text

Report Sections

Select the sections that you want to appear on the report.

Allow schools to override district report settings?

Select	Section	Description
<input checked="" type="checkbox"/>	Collected Evidence	All evidence that has been collected within the rubric
<input checked="" type="checkbox"/>	Packaged Evidence	All evidence packages that have been created from the available evidence
<input checked="" type="checkbox"/>	Signature Block	Signature block at bottom of the report

Settings in the “Self-Assessment Report” Tab

General Observation Report Student Growth Report **Self-Assessment Report** Summative Evaluation

All changes saved

District settings for Self-Assessment Report

This page allows a district administrator to configure the title and sections that will appear on the Self-Assessment Report.

Self-Assessment Report Title

Self-Assessment Report Custom Text (displayed at the bottom of the report)

Report Sections

Select the sections and framework view that you want to appear on the report.

Allow schools/evaluators to override district report settings?

Select	Section	Description
<input checked="" type="checkbox"/>	Collected Evidence	All evidence that has been collected within the rubric
<input checked="" type="checkbox"/>	Packaged Evidence	All evidence packages that have been created from the available evidence
<input checked="" type="checkbox"/>	Signature Block	Signature block at bottom of the report
<input checked="" type="checkbox"/>	Instructional View	Show Data through Instructional View (otherwise the State View will be used)

Settings in the “Summative Evaluation” Tab

General
Observation Report
Student Growth Report
Self-Assessment Report
Summative Evaluation
All changes saved

District settings for the Summative Evaluation

This page allows a district administrator to configure when evaluators can access the Summative Evaluation section and the format of the Final Report.

General Settings

Select	Settings	Description
<input type="checkbox"/>	Criteria Statement of Performance Required	Each criteria on the Summative Evaluation screen has an input field for a summative statement of performance. This setting determines whether the field is required before the Summative Report can be generated.
<input type="checkbox"/>	Evaluator Final Recommendation Required	The Summative Evaluation End of Year Conference screen provides the evaluator with an opportunity to input final recommendations. This setting determines whether the field is required before the Summative Report can be generated.
<input type="checkbox"/>	Next Year's Suggested Evaluation Cycle Required	The Summative Evaluation screen provides the opportunity for the evaluator to suggest the evaluation cycle for the upcoming year. This setting determines whether the field is required before the Summative Report can be generated.

Final Report Title

eVal Final Report

Final Report Custom Text (displayed at the bottom of the report)

Enter Report Custom Text

Report Sections

Select the sections that you want to appear on the report.

Allow schools to override district report settings?

Select	Section	Description
<input checked="" type="checkbox"/>	Collected Evidence	All evidence that has been aligned to the rubric
<input checked="" type="checkbox"/>	Packaged Evidence	All aligned evidence packages that have been created from the aligned evidence
<input checked="" type="checkbox"/>	Signature Block	Signature block at bottom of the report

Chapter 5: Configuring eVAL for Principals

In eVAL, principal accounts are configured similarly to the way in which the teacher accounts are configured. Therefore, this user guide will refer you to the pertinent sections in Chapter 4 for the following topics:

- Part 5a: Assigning evaluators and evaluation cycles to principals.....See Chapter 4a on page 7
- Part 5b: Developing prompts for pre and post conferencesSee Chapter 4c on page 13
- Part 5c: Providing resources to the principals See Chapter 4d on page 15

Chapter 5: Configuring eVAL for Principals

Part 5d: Configuring other general settings for principals in the eVAL tool

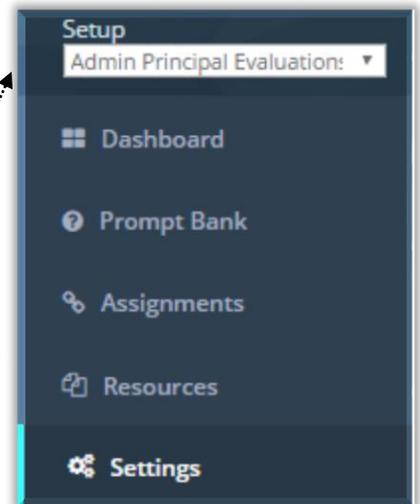
Context:

There are some miscellaneous settings that must be configured in order for the eVAL tool to display (or not display) various features. The configurations you choose may depend on several factors: the instructional framework your district has chosen, principal roles and expectations, your district's work flow and calendar, etc.

The best approach for this task:

Rather than collecting data so that you can sit down alone to make these selections, it might be best to sit down with a district TPEP leader and have him/her walk through these decisions with you. Another approach may be to print out the four menu tabs, hand them to your district's TPEP leader or committee, and have him/her/them mark the correct settings and return the pages to you so you can configure eVAL according to their recommendations.

1. Check and make sure that the drop down menu in the **Setup** area says **Admin Principal Evaluations**.
2. Click on the **Settings** menu. Its text will turn white, and a green band will appear to the left of it.
3. The remaining menu items will remain gray to indicate they are inactive.
4. When you click on the **Settings** menu, the page entitled **Select Settings for Principal Evaluations** will appear. That page has four tabs that will provide different work spaces:



5. The work space for each tab has settings that are self-explanatory. The next two pages will simply display the settings that need to be configured.

Settings in the “General Settings” Tab

General Observation Report Self-Assessment Report Summative Evaluation

All changes saved

General Settings

Optional Modules

Select	Settings	Description
<input checked="" type="checkbox"/>	Enable Self-Assessments	Enable the Self-Assessment module within eVAL. If disabled users will not be able to perform self-assessments within eVAL.

Evidence Collection Settings

Select	Settings	Description
<input checked="" type="checkbox"/>	Enable Non-summative Scoring	Enable this setting to display all rubric performance level input throughout the evaluation cycle. If this setting is disabled, all rubric performance level input will only appear on the final Summative Evaluation screen.

Settings in the “Observation Report” Tab

General **Observation Report** Self-Assessment Report Summative Evaluation All changes saved

District settings for official Observation Report

This page allows a district administrator to configure the title and sections that will appear on the official Observation Report.

Observation Report Title

Observation Report Custom Text (displayed at the bottom of the report)

Report Sections/Framework View

Select the sections and framework view that you want to appear on the report.

Allow schools to override district report settings?

Select	Section	Description
<input checked="" type="checkbox"/>	Collected Evidence	All evidence that has been collected within the rubric
<input checked="" type="checkbox"/>	Packaged Evidence	All evidence packages that have been created from the available evidence
<input checked="" type="checkbox"/>	Observation Notes	Observation Notes with coding removed
<input checked="" type="checkbox"/>	Signature Block	Signature block at bottom of the report
<input checked="" type="checkbox"/>	Pre-Conference	Prompt Responses, Conference Summary Notes
<input checked="" type="checkbox"/>	Post-Conference	Prompt Responses, Conference Summary Notes

Settings in the “Self-Assessment” Tab

General Observation Report **Self-Assessment Report** Summative Evaluation All changes saved

District settings for Self-Assessment Report

This page allows a district administrator to configure the title and sections that will appear on the Self-Assessment Report.

Self-Assessment Report Title

Self-Assessment Report Custom Text (displayed at the bottom of the report)

Report Sections

Select the sections and framework view that you want to appear on the report.

Allow schools/evaluators to override district report settings?

Select	Section	Description
<input checked="" type="checkbox"/>	Collected Evidence	All evidence that has been collected within the rubric
<input checked="" type="checkbox"/>	Packaged Evidence	All evidence packages that have been created from the available evidence
<input checked="" type="checkbox"/>	Signature Block	Signature block at bottom of the report

Settings in the “Summative Evaluation” Tab

General
Observation Report
Self-Assessment Report
Summative Evaluation
All changes saved

District settings for the Summative Evaluation

This page allows a district administrator to configure when evaluators can access the Summative Evaluation section and the format of the Final Report.

General Settings

Select	Settings	Description
<input type="checkbox"/>	Criteria Statement of Performance Required	Each criteria on the Summative Evaluation screen has an input field for a summative statement of performance. This setting determines whether the field is required before the Summative Report can be generated.
<input type="checkbox"/>	Evaluator Final Recommendation Required	The Summative Evaluation End of Year Conference screen provides the evaluator with an opportunity to input final recommendations. This setting determines whether the field is required before the Summative Report can be generated.
<input type="checkbox"/>	Next Year's Suggested Evaluation Cycle Required	The Summative Evaluation screen provides the opportunity for the evaluator to suggest the evaluation cycle for the upcoming year. This setting determines whether the field is required before the Summative Report can be generated.

Final Report Title

eVal Final Report

Final Report Custom Text (displayed at the bottom of the report)

Enter Report Custom Text

Report Sections

Select the sections that you want to appear on the report.

Allow schools to override district report settings?

Select	Section	Description
<input checked="" type="checkbox"/>	Collected Evidence	All evidence that has been aligned to the rubric
<input checked="" type="checkbox"/>	Packaged Evidence	All aligned evidence packages that have been created from the aligned evidence
<input checked="" type="checkbox"/>	Signature Block	Signature block at bottom of the report

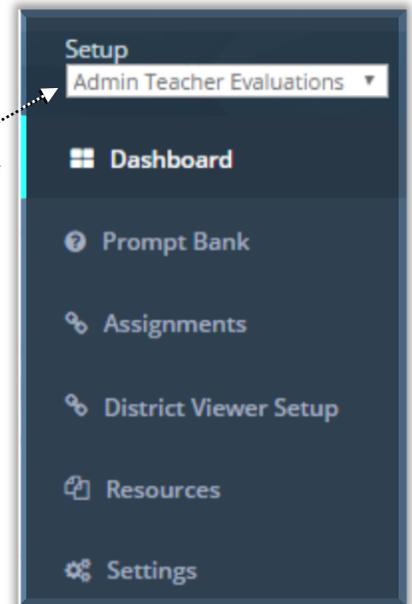
Chapter 6: Using the Dashboard

Part 6a: Using the Framework Setup tab to view the settings for frameworks and evaluator assignments

Context:

Like most dashboards, the eVAL Dashboard is a reference tool to check the status of data entered into the eVAL tool. Here, the District Administrator of eVAL can view the evaluator assignments for teachers and principals, check the progress of evaluations, and monitor the reporting process. Part 6a of this handbook will focus on viewing the framework setup and the evaluator assignments for teachers and principals.

1. In the **Setup** area of the menu, the drop down menu will display either **Admin Teacher Evaluations** or **Admin Principal Evaluations**. Either is fine.
2. Click on the **Dashboard** menu. Its text will turn white, and a green band will appear to the left of it.
3. The remaining menu items will remain gray to indicate they are inactive.
4. When you click on the **Dashboard** menu, the page entitled **Framework Setup for 2016-2017 Evaluations** will appear. This page has two tabs that will provide different work spaces: **Framework Setup** and **Schools**.



The Framework Tab

1. The workspaces for the **Framework Setup** tab are the same for both the teachers and the principals. The frameworks are displayed in the **Frameworks** column. Click on the **Assignments** button on the top to view the evaluator assignments for teachers, or click on the **Assignments** button on the bottom to view the evaluator assignments for principals.

Framework Setup Status

From this screen you can see the current status of your framework setup for the 2016-2017 school year and select the frameworks your district will be using.

Once the framework has been selected, users that are being evaluated in eVAL must have an assigned evaluator and evaluation cycle set before they can begin working in eVAL.

District	Framework	Status	Info
Battle Ground SD	Charlotte Danielson's Framework for Teaching (2011)	Ready for use By administrators and assigned personnel	
	The AVSP Leadership Framework	Ready for use By administrators and assigned personnel	

Teacher Assignments

Principal Assignments

- The **Assignments Summary** work space will appear, and will summarize the assignments for each school in the district for the role that is selected in the **Setup** menu. To view the detailed list of evaluator assignments for a specific school, click on the green **View** button.

Assignments Summary
Summary of Teacher's assignments across the entire district

[Delegate to All Schools](#)

Schools: 1
Teachers Assigned: 26
Teachers Awaiting Assignment: 0

Schools	Principal(s)	Assignments Responsibility	Pending DTE Requests	Teachers	Assigned	Teacher Awaiting Assignment	Actions
Battle Ground SD School	Head Principal Principal A Principal B Principal C Principal D	District School	0	26	26	✓	View

- The **Assignments** work space for that school will appear and you will be able to view the plan type and evaluator assignment for each teacher. (Other information will be available for each teacher in subsequent years.)

Assignments for Battle Ground SD School [Back to Summary](#)

This page lets you select the Evaluation cycle, and the Evaluator for the Teachers in your district.

Assignment Responsibility:
[District](#) [School](#)

Note: delegating assignments to a school, does not prevent the district from making changes.

Teacher Assignments

Teachers: 26 Assigned: 26 Awaiting Assignment: 0

Hide Teachers with completed assignments

Teacher	Last Year Evaluation Type	Suggested Evaluation Type	Evaluation Type	Evaluator	Ready
Teacher A	N/A	N/A	Comprehensive	Principal A	✓
Teacher B	N/A	N/A	Focused Focus:C3 Student Growth:C3	Principal A	✓
Teacher C	N/A	N/A	Comprehensive	Principal B	✓

- Click on the Dashboard menu to return to the dashboard's main page, or click on the green button called **Back to Summary** to return to the **Assignments Summary** work space.

Chapter 6: Using the Dashboard

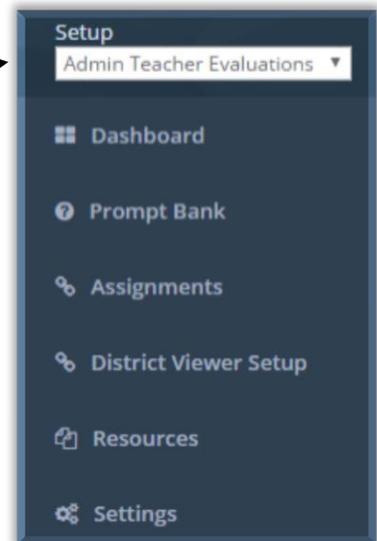
Part 6b: Using the Schools tab to view the evaluation activity for teachers or principals

The Schools Tab

1. Choose the **Setup** in the menu that depicts the group whose data you wish to view the **Teachers** or the **Principals**.

PLEASE NOTE:

For the purposes of this handbook, we will use the **setup** for **Admin Teacher Evaluations**, but the use of the **Schools** tab is the same when the **setup** is for **Admin Principal Evaluations**.



2. Select the **Schools** tab. The page entitled **School Status Summary** will appear, and the work space that is displayed will depend on the **Evaluator Type** that is selected in the drop down menu. The default work space provides a status summary for the **Evaluator Type** called **Principals Evaluating Teachers**.
3. You can view more detailed information for the **Evaluator Type** described in Step #2 above by clicking on the green **View** button. (For the purposes of this user guide, the default **Evaluator Type** called **Principals Evaluating Teachers** will be used for the screen snapshots below.)

The screenshot shows a web interface titled 'School Status Summary'. There are two tabs: 'Framework Setup' and 'Schools', with 'Schools' selected. Below the tabs is the heading 'School Status' and a subtitle 'A summary of each school in the district.' There is a dropdown menu for 'Evaluator Type' with 'Principals Evaluating Teachers' selected. Below this is a table with the following data:

School	Evaluator	Assigned Teachers	Completed Evaluations	Actions
Battle Ground SD School	Head Principal	0	0	View
	Principal A	26	0	View
	Principal B	0	0	View
	Principal C	0	0	View
	Principal D	0	0	View

4. Click the green **View** button for the principal at a school whose dashboard data you'd like to view.

5. The work space for the **Yearly Status** tab will be displayed, and again, there are some unique features to this work space.
 - A. You can view the dashboard data through the eyes of a **Head Principal** or **Principal**;
 - B. You can **edit your options** or **exit this work space** view at any time;
 - C. You can use the drop down menu to view the teachers that are **assigned to this principal**, or **view all teachers**;
 - D. The work space defaults to display all observations conducted so far, but you can opt to **show only the open (incomplete) observations**;
 - E. You can choose to temporarily **show observation notes in the table**;
 - F. You can drill down further and get more specific information about the status of a teacher's evaluation by clicking on the green **View** button. Clicking on the green **View** button for a teacher achieves the same outcome as using the drop down menu called **Select a Teacher** in the dark gray menu bar. (See marker "A" below.)

The screenshot shows the 'Yearly Status' interface. On the left is a dark gray sidebar menu with items: Dashboard, Artifacts, YTD Evidence, Student Growth Goals, Observations, Self-Assessments, Summative Evaluation, Setup, and Resources. The main content area has a header with 'Yearly Status' and 'Coverage' tabs. Below the header is a 'Display:' section with a dropdown menu set to 'Assigned to me', and two checkboxes: 'Show only open Observations' and 'Show notes in the table (temporarily replaces observation status)'. A table below lists teachers and their evaluation cycles. The table has columns: Teacher, Eval Cycle, Observations, Activity, Total Min., and Action. The 'Action' column contains green 'View' buttons. Callout markers A-F point to: A (dropdown menu in sidebar), B (Exit View | Edit Options link), C (Display dropdown), D (Show only open Observations checkbox), E (Show notes in the table checkbox), and F (View button in the table).

Teacher	Eval Cycle	Observations	Activity	Total Min.	Action
Teacher A Evaluator: Principal A	Comprehensive C1-C8			0 min.	View
Teacher B Evaluator: Principal A	Focused C3			0 min.	View
Teacher C Evaluator: Principal A	Focused C7, C6 (SG)			0 min.	View
Teacher D Evaluator: Principal A	Comprehensive C1-C8			0 min.	View
Teacher E Evaluator: Principal A	Comprehensive C1-C8			0 min.	View

6. To view all of the information collected for an individual teacher at a specific school, click on the green **View** button for that teacher, or choose that teacher's name from the **drop-down menu** in the menu area on the left.

7. The dashboard will appear for the teacher selected. The features of this work space include:
- A. The **new tab** with the teacher’s name on it.
 - B. The **teacher’s name, optional photo** and **plan type** in the upper right corner of the window.
 - C. The **Yearly Status** tab that you can activate at any time by clicking on it.
 - D. The **Coverage** tab that you can activate at any time by clicking on it.
 - E. Links to **Activity Summaries** that you’ll find further down on the page.
 - F. The **Status** summary of the overall activity for this teacher.

The screenshot shows a dashboard for 'Teacher A'. At the top right, it says 'Comprehensive, C1-C8' and 'Teacher A' next to a profile icon. Below this is a navigation bar with three tabs: 'Teacher A' (highlighted with callout A), 'Yearly Status' (highlighted with callout C), and 'Coverage' (highlighted with callout D). The main content area is titled 'Teacher A' and contains an 'Activity Summary' section (highlighted with callout E) with links for 'Observations', 'Self-Assessments', 'Other Evidence', and 'Student Growth'. At the bottom, there is a 'Status' section (highlighted with callout F) containing a table with evaluation data.

Evaluator	Eval Cycle	Formal Obs. Count	Formal Obs. Minutes	Summative Score
Principal A	Comprehensive C1-C8	0	0	N/A



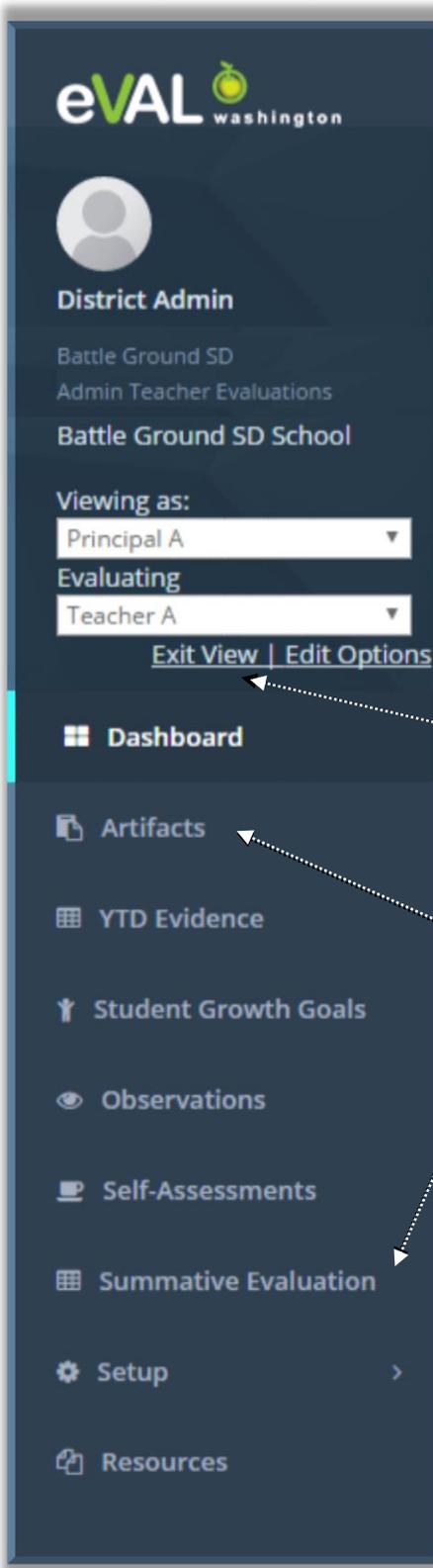
Please remember:

You are viewing the status of a teacher’s evaluation activity through the eyes of the evaluating principal.

8. When you entered into the **Dashboard** for the purpose of viewing an individual teacher at a specific school through the lens of a principal, the menu items on the left side of the page changed. Here is a little more information about the menu features when you are using the **Dashboard** for that purpose.

This section reminds you that you are viewing the evaluation activity for this specific teacher through the lens of this specific principal.

These data for these four evaluation activities is also accessible on the teacher's dashboard. See Step #6 above.



*Edit the **Teacher Dashboard** options by clicking the **Edit Options** link.*

*Exit out of the **Teacher Dashboard** view at any time by clicking the **Exit View** link.*

*Get additional information on the pertinent teacher's **artifacts** and their **summative evaluation** by clicking on these links.*

Chapter 6: Using the Dashboard

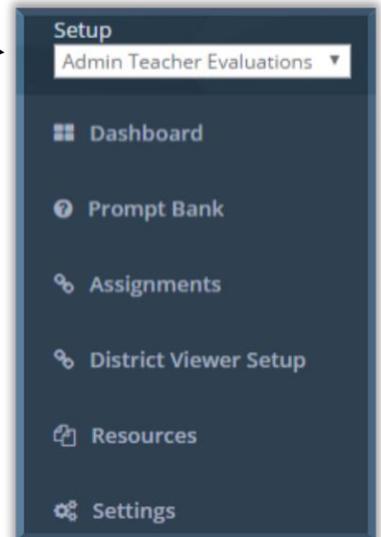
Part 6c: Using the Coverage tab to view the evidence submitted by teachers or principals

The Coverage Tab

1. Choose the **Setup** in the menu that depicts the group whose data you wish to view ... the **Teachers** or the **Principals**.

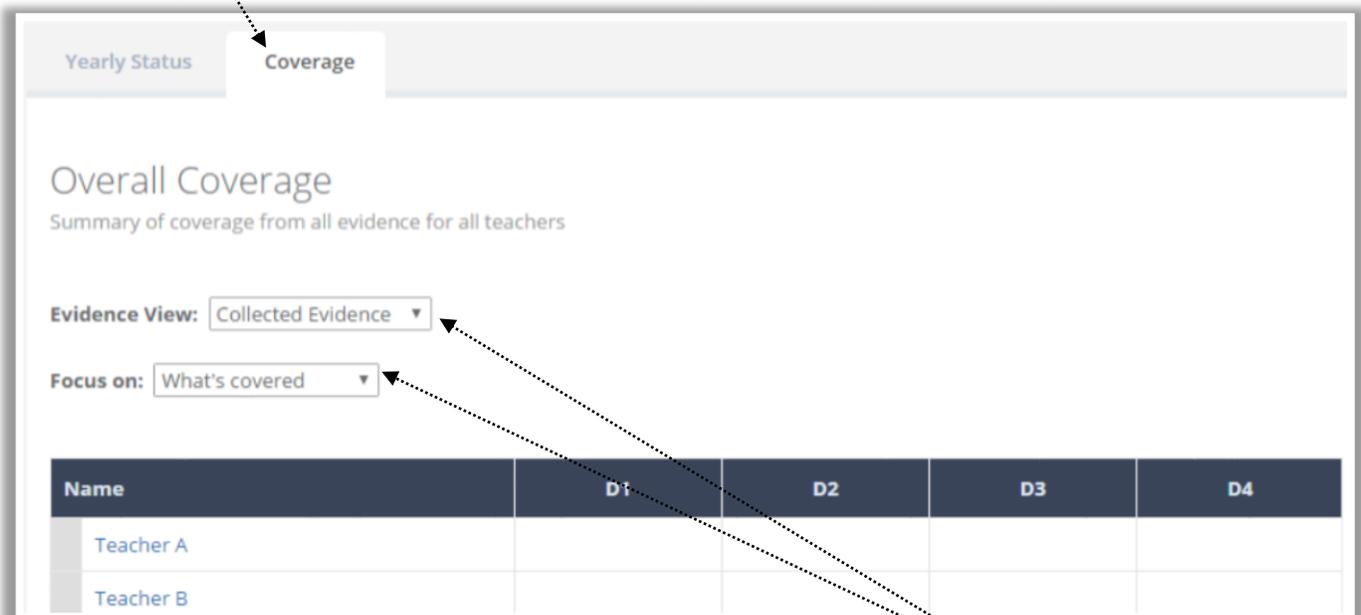
PLEASE NOTE:

For the purposes of this handbook, we will use the **setup** for **Admin Teacher Evaluations**, but the use of the **Schools** tab is the same when the **setup** is for **Admin Principal Evaluations**.



Follow the instructions for Steps 2 through 4 in Chapter 6b. Then continue on with Step #5 directly below.

5. Click on the **Coverage** tab. The work space called **Overall Coverage** will be displayed, and a summary of coverage from all evidence submitted by all teachers will appear.



6. The data that appears in this work space will depend on what is selected in the two drop down menus:

Evidence View:

- Collected Evidence: Evidence that is captured and submitted.
- Packaged Evidence: Evidence that is captured, coded, connected and scored.

Focus on:

- What's covered: Provides information about the evidence selected above is distributed across the domains in the district's instructional/leadership framework.
- What's not covered: Provides information about the domains that are missing evidence.

To schedule additional professional development on the eVAL tool,
contact the eVAL trainer at your regional Educational Service District.

NEWESD 101

Erik Wolfrum..... ewolfrum@esd101.net509.789.3551
Tammie Tschrader..... tschrader@esd101.net509.323.2725

ESD 105

Julie Vavricka Julie.vavricka@esd105.org509.454.3101

ESD 112

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