New Version!

Welcome to eVAL 2.0

eVAL washington

An online tool for teacher and principal evaluation

User Guide for Principals and Teachers

Navigation ● Setup ● Self-Assessment ● Student Growth Goals ● Observations ● District Administrator Settings

Revised June 28, 2017.

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◆ = A task carried out by the teacher ■ = A task carried out by the principal

Getting ready to use eVAL

eVAL is an online tool that is made available at no cost to all 295 school districts in the state of Washington. Districts may choose to use some or all of its components. However, to use it effectively, it is recommended that the following activities will have already taken place in a school or district:

1. Teachers have had training in the ***instructional framework*** selected by the district, and have a clear understanding of its structure and the characteristics of each level of performance;

2. Principals have had training in the ***leadership framework*** selected by the district, and have a clear understanding of its structure and the characteristics of each level of performance;

3. ***Data about incoming students*** for the current school year has been provided to both principals and teachers;

4. Principals and teachers have a clear understanding regarding ***multiple measures*** as it relates to evidence: *and…*

5. ***eVAL must have been set up and configured*** for navigation and interaction between the principal and teacher.

    - The user must have an account and an eVAL role assigned to them within the EDS system.

    - The District Security Manager must have approved their request for access to eVAL.

    - The District Administrator of eVAL, School Administrator of eVAL, or Principal must have paired each ***teacher*** with their ***evaluating principal***.

    - The District eVAL Administrator must have confirmed the instructional and leadership framework for the current year.

This user guide provides step-by-step instructions for school personnel that are engaged in formative growth and evaluation, and who wish to use the online eVAL tool as a support for those efforts.

This user guide is limited to the activities associated with ***formative professional growth***, and does not include instructions for summative scoring and evaluation…or…reporting. Please refer to other tutorials at **http://web3.esd112.org/tpep/eval.**

The URL for the eVAL Sandbox is http://sandbox.eval-wa.org

You can find sample text and artifacts to practice with in the eVAL Sandbox at two web sites:

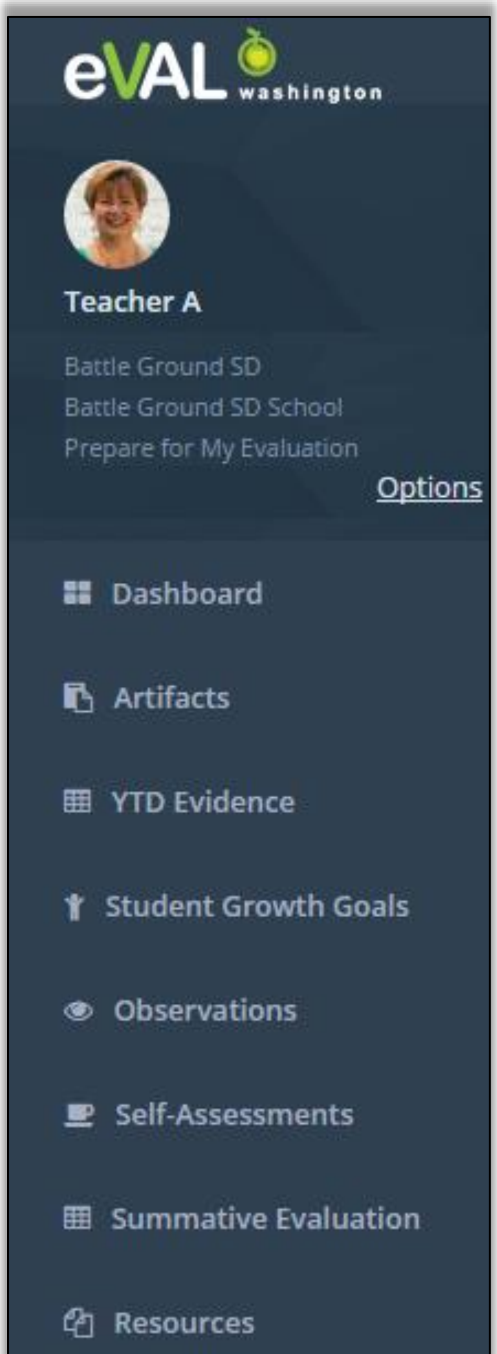
http://web3.esd112.org/tpep/eval

http://tinyurl.com/eVAL-training-files

The URL for the eVAL tool is https:// eval-wa.org

For teachers to know

A teacher has four primary responsibilities when using eVAL for formative growth and evaluation:



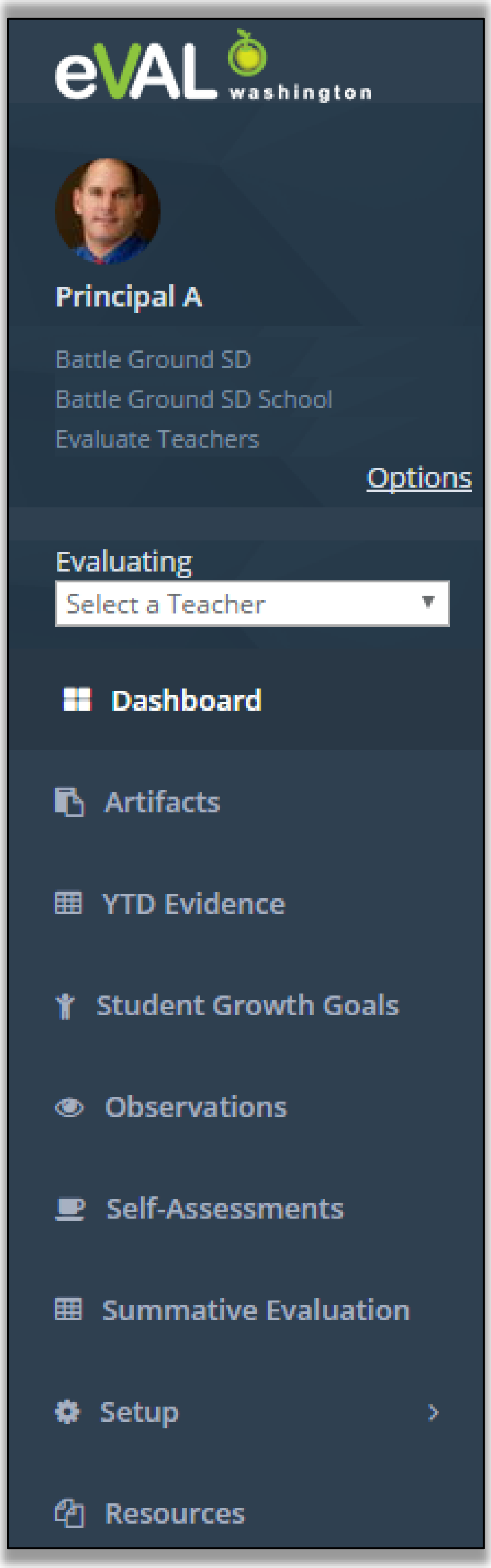
1. Conducting a quality self-assessment (according to the district's selected instructional framework);
2. Engaging in goal-setting;
3. Interacting with the evaluating principal during the observation process; and
4. Managing artifacts and evidence of professional growth, proficiency, and student achievement.

To carry out these responsibilities, a teacher interacts with menus for specific tasks/activities (shown to the left):

- **Dashboard** – The teacher can monitor activity in which s/he has engaged.
- **Artifacts –** The teacher uploads and describes resources that can be shared with his/her evaluating principal, and that might be used as evidence.
- **YTD Evidence –** The teacher manages resources that serve as evidence in his/her evaluation.
- **Student Growth Goals –** The teacher writes his/her own goals, as well as writes goals in response to the principal's prompts.
- **Observations –** The teacher participates in the three events around the observation cycle.
- **Self-Assessments** – The teacher completes his or her self-assessment.
- **Summative Evaluation** – The teacher views and prints the summative scores of the evaluations.
- **Resources** – The teacher has access to pertinent resources that have been provided by the district or school administrator of eVAL.

For principals to know

A principal or head principal has four primary responsibilities when using eVAL for formative growth and evaluation:



1. Review self-assessments that are submitted by their assigned teachers;
2. Set and communicate goals, and respond to goals that are self-assigned by teachers;
3. Schedule and conduct observations and conferences; and
4. Review (and possibly score) evidence.

To carry out these responsibilities, a principal interacts with menus for specific tasks and activities (shown to the left):

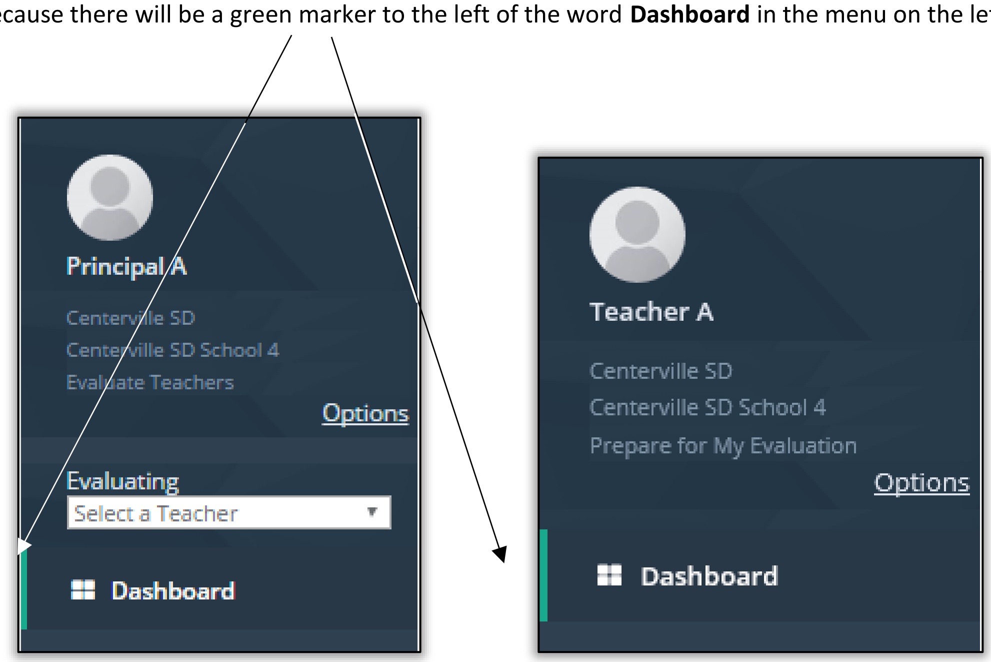
- **Dashboard** – The principal can view and monitor progress toward the completion of each teacher's evaluation.
- **Artifacts –** The principal can view items that have been shared by their teachers.
- **YTD Evidence –** The principal can view, monitor and <possibly> score evidence that has been submitted by his/her teachers.
- **Student Growth Goals –** The principal writes and assigns goal prompts, and reviews and (possibly) scores goals submitted by his/her assigned teachers.
- **Observations –** The principal schedules, conducts and reviews observations with his/her assigned teachers.
- **Self-Assessments** – The principal reviews (and possibly scores) the self-assessments submitted by his/her teachers.
- **Summative Evaluation** – The principal engages in the summative scoring and the creation of the final summative reports.
- **Setup** – The principal can add prompts to the prompt bank, and assign teachers to him/herself (if the District Administrator of eVAL has delegated that task to the School Administrator and Principal
- **Resources** – The principal has access to pertinent resources that have been provided by the District or School Administrator of eVAL. The principal can also provide these resources, as well.

Signing into eVAL

♦ ■ A user 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 go to the following URL: **https://eds.ospi.k12.wa.us**. You will need your username and password.

Once a user is signed into the EDS system, they will see a list of applications to which they have access. Click on **eVAL.** No further login or password is required.

Whether you are a principal or teacher using eVAL, your **dashboard** will be the first screen you see. You'll know that you are at the dashboard because there will be a green marker to the left of the word **Dashboard** in the menu on the left.

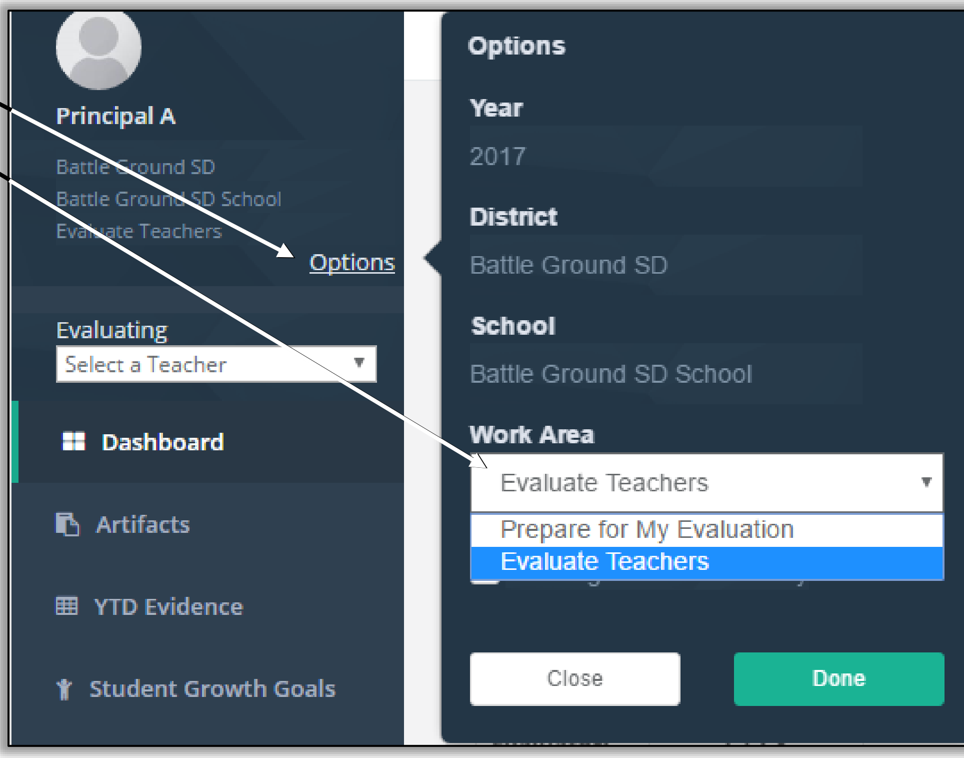


■ SPECIAL INSTRUCTIONS FOR SIGNING IN AS A PRINCIPAL (OR ANY EVALUATOR)

All principals will sign into eVAL according to the instructions on Page 6 of this user guide. However, once a principal signs in, s/he ***may have*** an additional step to take before using eVAL for their intended purpose. For example…

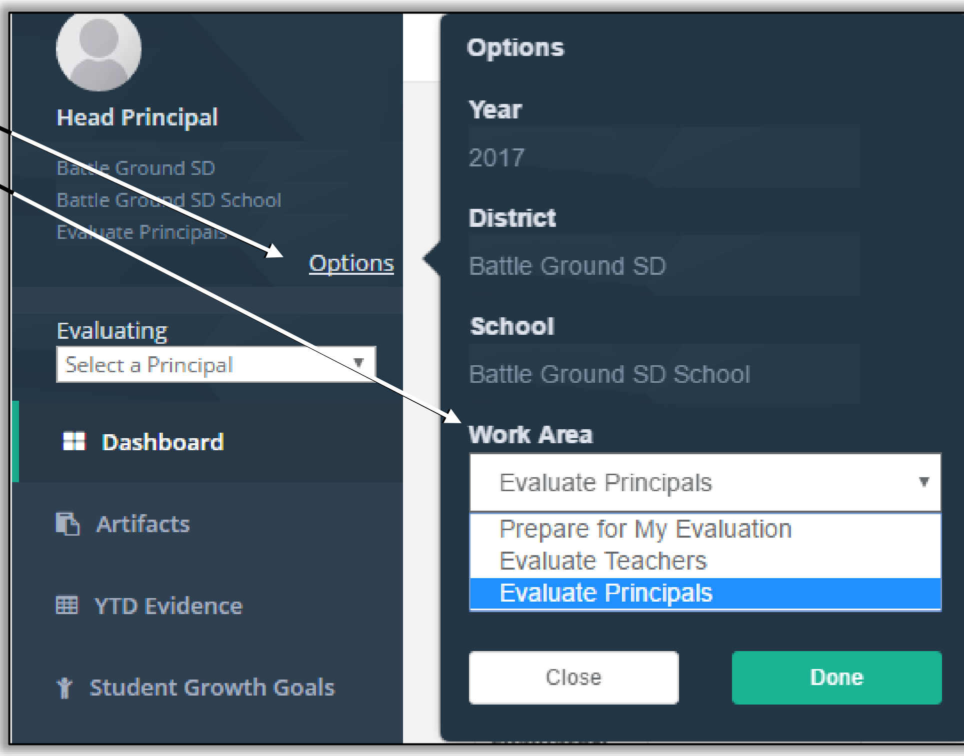
Principal

*A Principal will need to click on the **Options** link at the top of the menu area, and then use the **Work Area** pull down menu to identify whether s/he is signing into eVAL to prepare for his/her own evaluation or to evaluate teachers.*



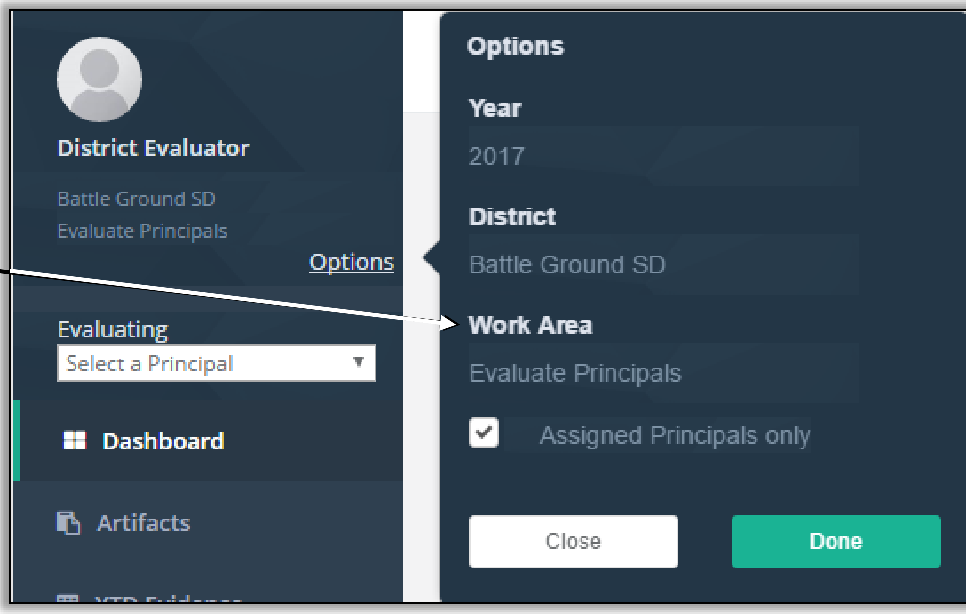
Head Principal

*A Head Principal will need to click on the **Options** link at the top of the menu area, and then use the **Work Area** pull down menu to identify whether s/he is signing into eVAL to prepare for his/her own evaluation, evaluate teachers, or evaluate principals.*



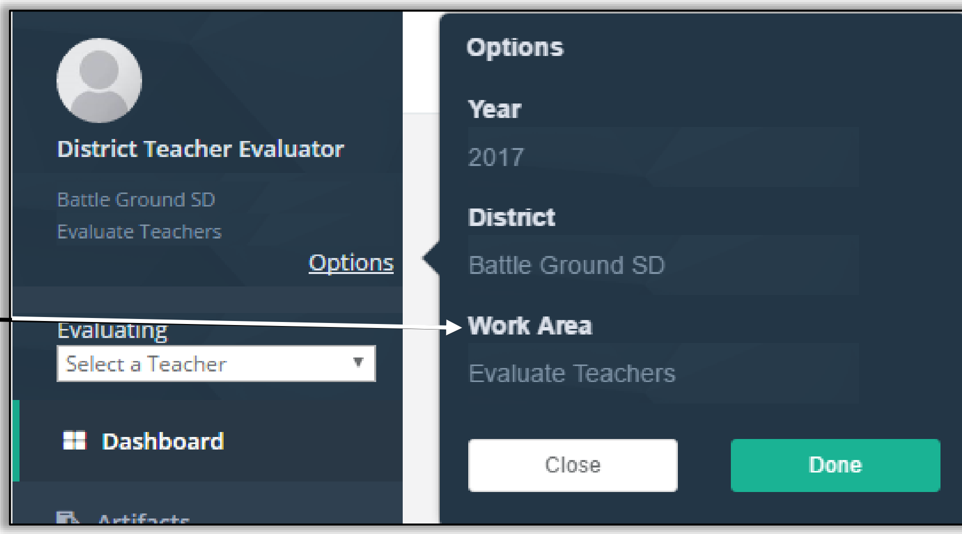
District Evaluator

Since a District Evaluator only evaluates principals, s/he will automatically enter into the eVAL tool ready to carry out that responsibility. There are no alternatives when they click on the ***Options*** *link at the top of the menu area.*



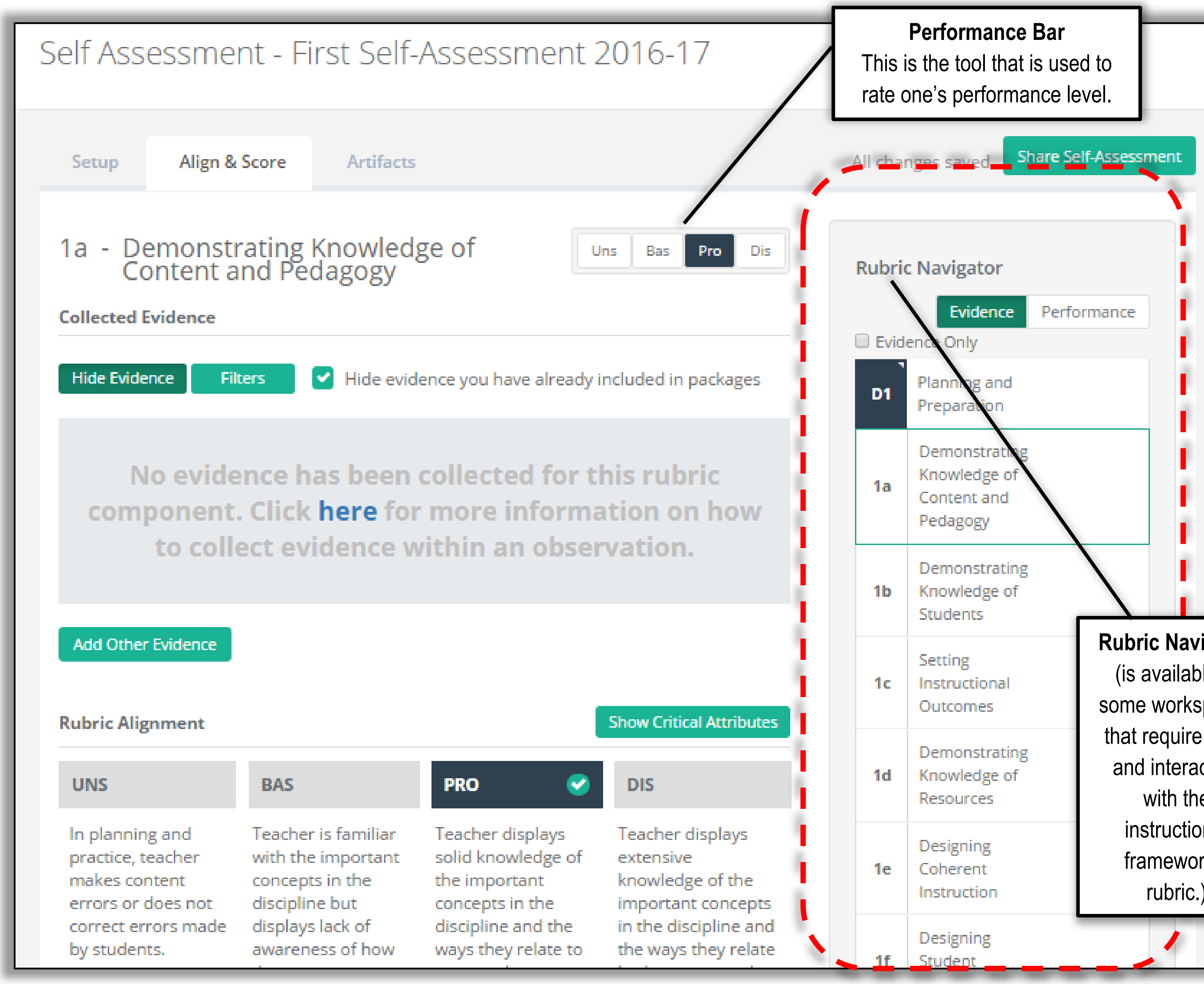
District Teacher Evaluator

Since a District Teacher Evaluator only evaluates teachers, s/he will automatically enter into the eVAL tool ready to carry out that responsibility. There are no alternatives when they click on the ***Options*** *link at the top of the menu area.*



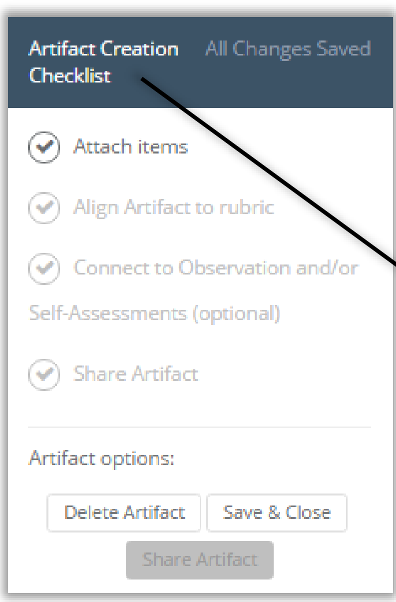
Naming the window parts

Identifying floating panels



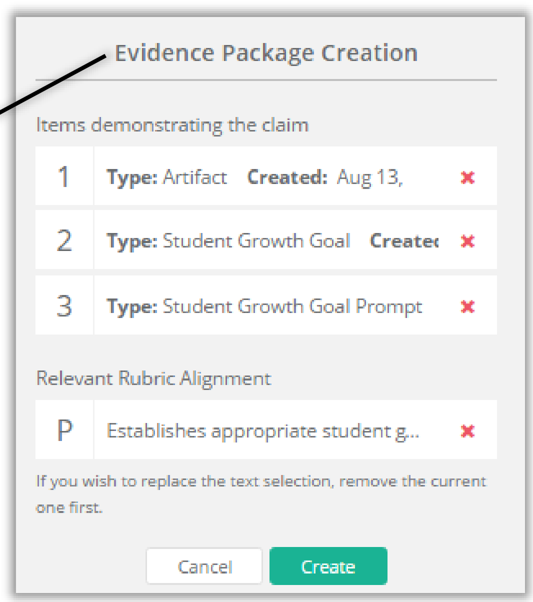
Performance Bar
This is the tool that is used to rate one's performance level.

Rubric Navigator
(is available in some workspaces that require work and interaction with the instructional framework's rubric.)



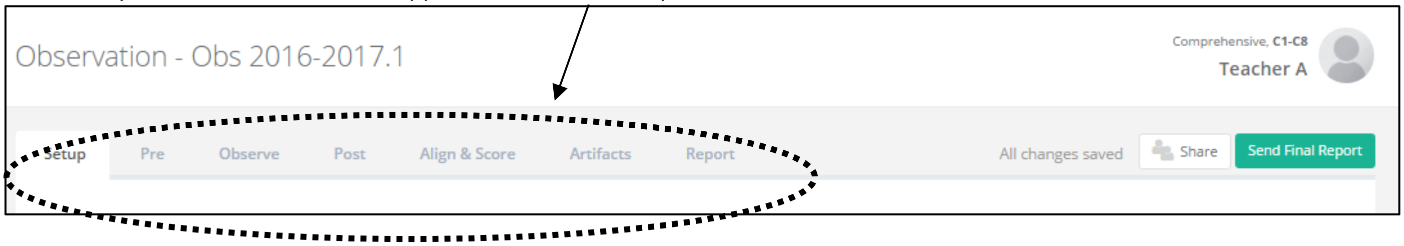
Evidence Package Instructions
(appears to guide you through the steps of creating evidence packages)

Floating Checklists
(appear in some work spaces to lead the user through the steps of the task.)

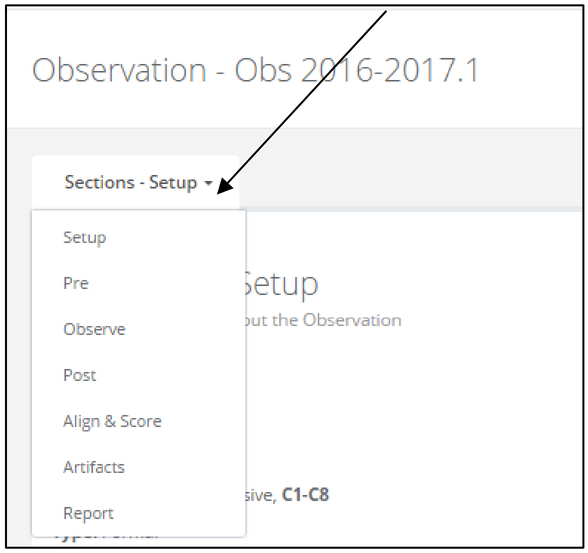


Solving the mystery of the missing tabs

There may be times when the tabs appear in a horizontal layout …



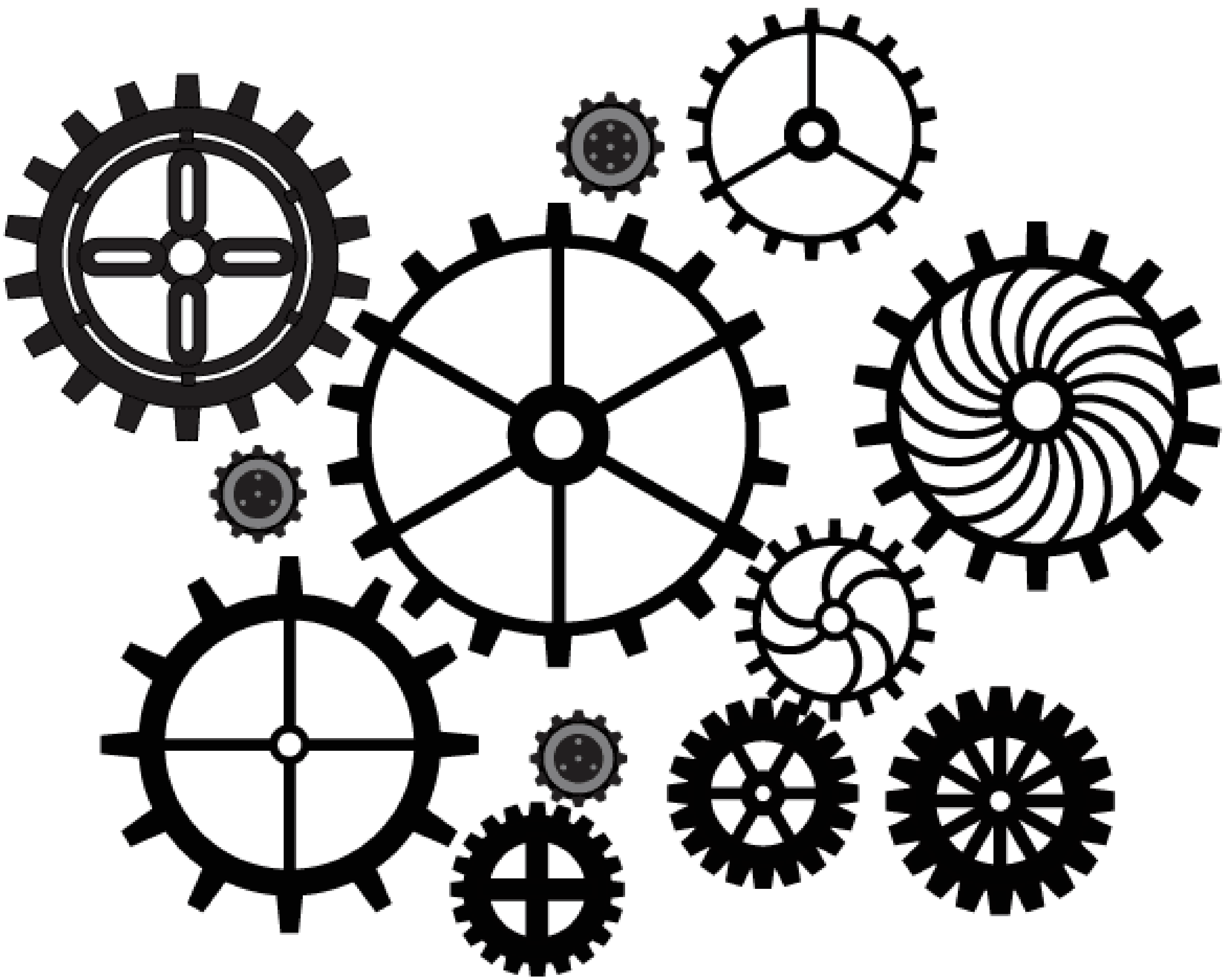
… and other times when they disappear from sight, and you find them in a drop-down menu:



This happens when the width of your browser window (and in some cases, your screen) is not adequate to display all of the tabs in a horizontal orientation. If this happens and you wish to see all of the tabs across the top of your work space, widen the browser window if you can. If this is not possible, rest assured that all of the tabs will still appear in the drop-down menu.

CHAPTER 1

SETTING UP eVAL TO USE WITH TEACHERS



■ Chapter 1a:
Assigning teachers to their evaluators and to their evaluation cycles

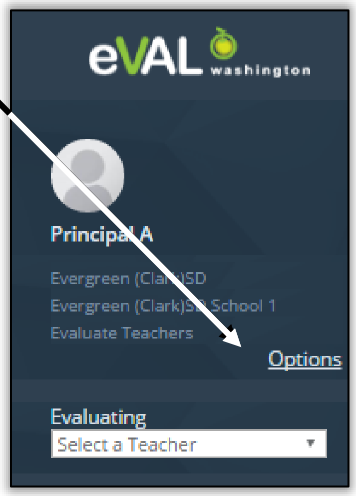
Context:

A principal can assign each teacher to their evaluator and identify their evaluation cycle (comprehensive or focused) for the year. In order for the principal to be able to carry out these tasks, both of the following conditions must be met:

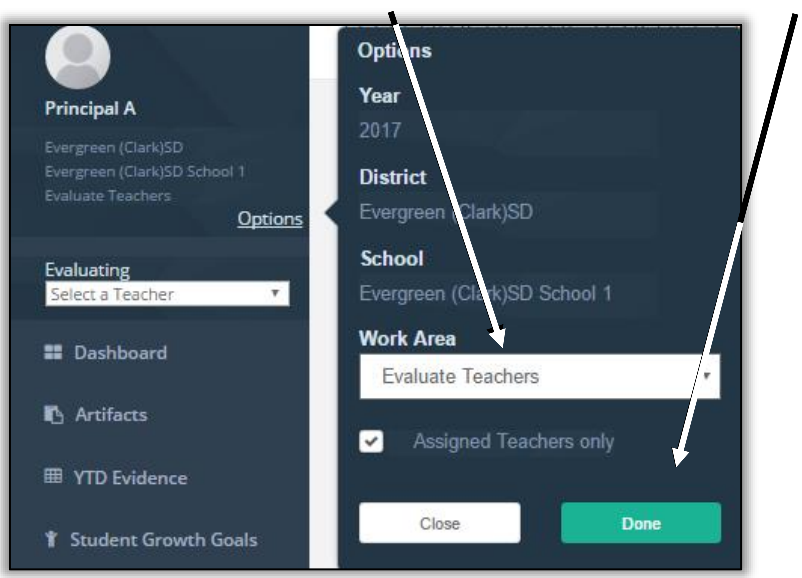
- The District Security Manager must have set up both all principals and teachers in a building correctly in the EDS System and assigned each of them their correct roles … and …

- The District Administrator of eVAL must have delegated the responsibility of **Assignments** to the **School** level so that the principal can carry out the assignments of each teacher's evaluator and their evaluation cycle.

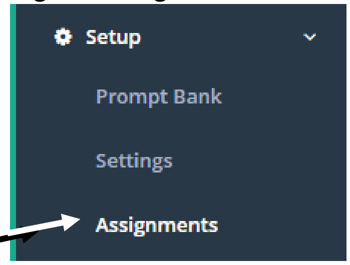
1. Login to eVAL. Click on the **Options** link that is located toward the top of the gray vertical menu bar.



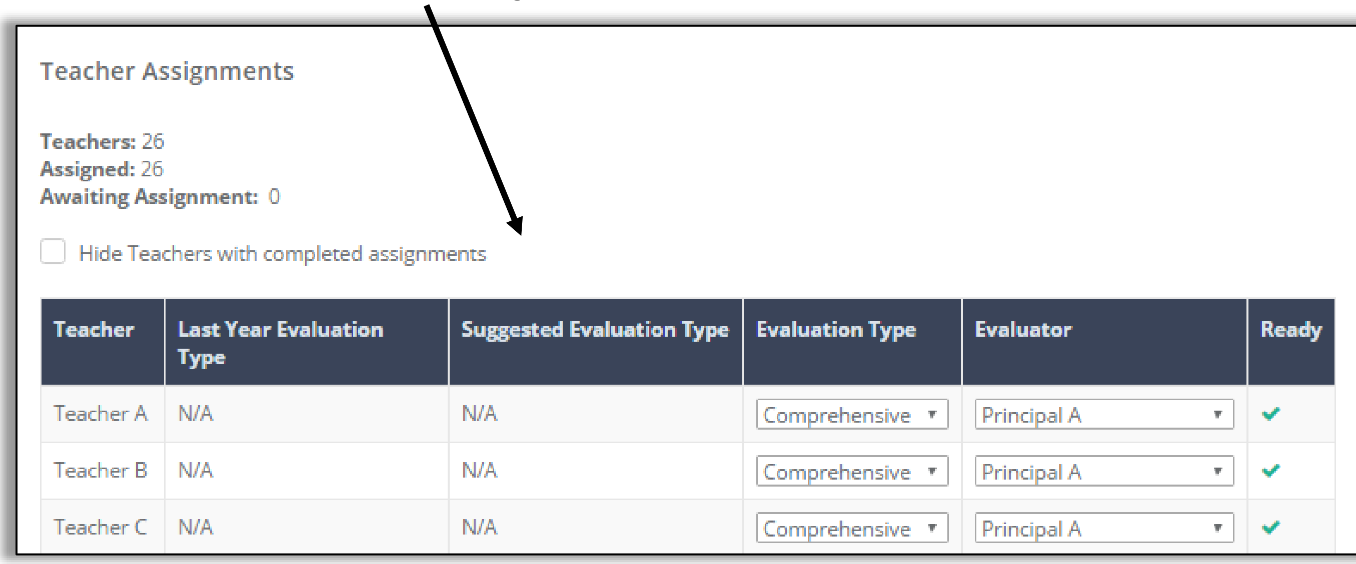
2. In the space that appears to the right, make sure that the **Work Area** says **Evaluate Teachers.** If it doesn't, use the small triangle in the pull-down menu for the white field, and choose **Evaluate Teachers.** Then click on the green **Done** button.



3. Click on the **Setup** menu item in the gray vertical menu bar. It will be the next-to-the-last menu item listed. The **Setup** menu will expand and a green marker will appear to the left of the **Setup** menu, indicating that menu is now the active menu. In addition, three sub-menus will appear: **Prompt Bank, Settings** and **Assignments.**

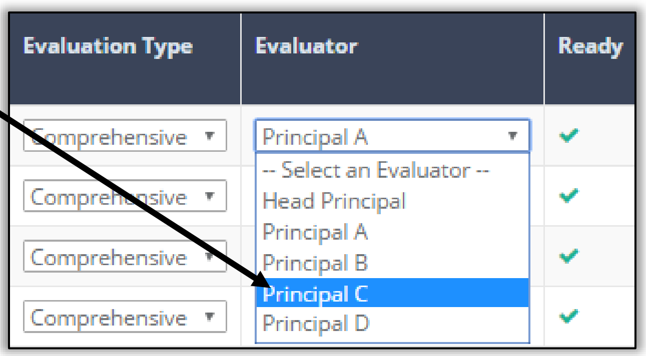


4. Click on the **Assignments** sub-menu. The large white workspace for teacher assignments will appear on the right, and will display a table of information for all of the teachers assigned to that school.

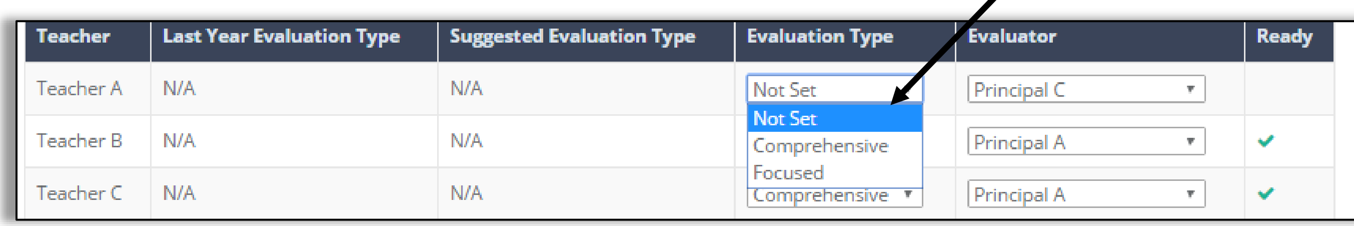


Teacher	Last Year Evaluation Type	Suggested Evaluation Type	Evaluation Type	Evaluator	Ready
Teacher A	N/A	N/A	Comprehensive	Principal A	✔
Teacher B	N/A	N/A	Comprehensive	Principal A	✔
Teacher C	N/A	N/A	Comprehensive	Principal A	✔

5. If the District's eVAL Administrator has granted the principals the right to assign teachers to their evaluators, then the principal can use the drop-down menu in the **Evaluator** column to select that teacher's evaluator.

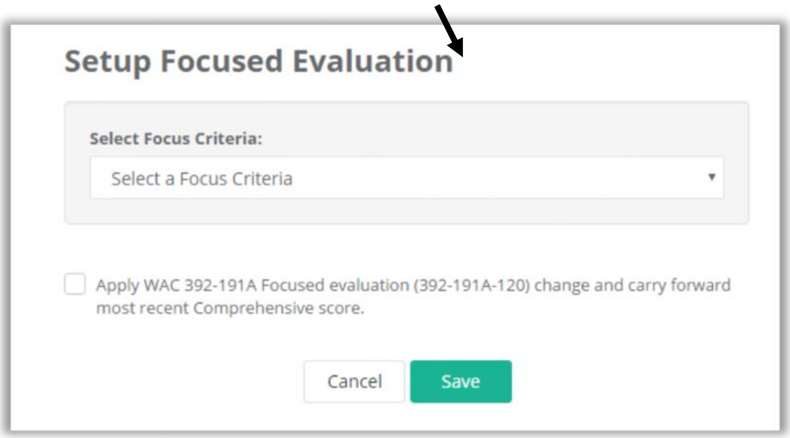


6. To set the type of evaluation for a teacher, find that teacher's name in the list, and use the pull-down menu in the **Evaluation Type** column to make your selection.

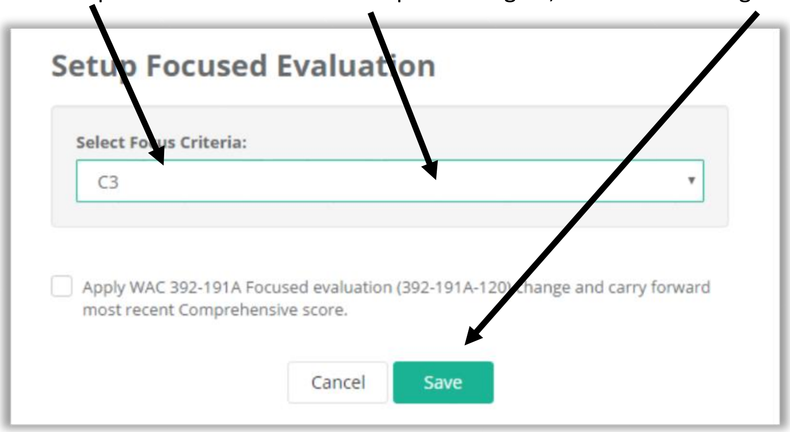


Teacher	Last Year Evaluation Type	Suggested Evaluation Type	Evaluation Type	Evaluator	Ready
Teacher A	N/A	N/A	Not Set	Principal C	
Teacher B	N/A	N/A		Principal A	✔
Teacher C	N/A	N/A	Comprehensive	Principal A	✔

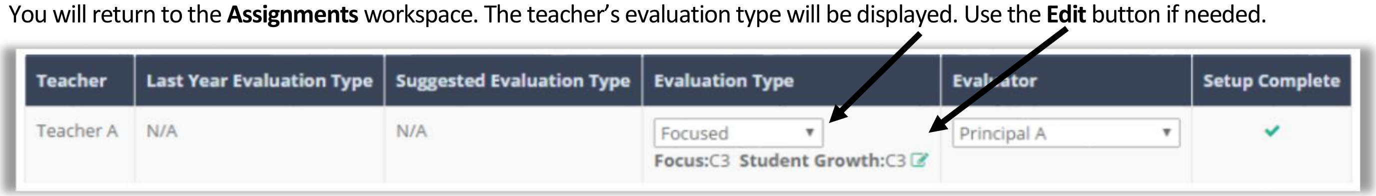
7. If you selected **Comprehensive** in Step #6, you're done with the task of setting that teacher's type of evaluation for the year. However, if you selected **Focused** in Step 64 above, the following screen will appear, and there is more to do:



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



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



Teacher	Last Year Evaluation Type	Suggested Evaluation Type	Evaluation Type	Evaluator	Setup Complete
Teacher A	N/A	N/A	Focused Focus:C3 Student Growth:C3	Principal A	✔

■ Chapter 1b: Writing prompts for pre- and post-conferences

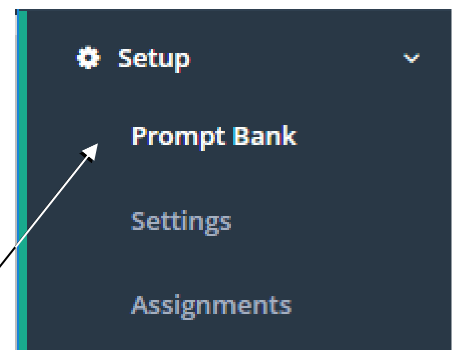
Context:

In eVAL 2.0, pre- and post-conference prompts can be developed and saved by the District Administrator, School Administrator or Principal. They are stored in a prompt bank, and the creator(s) of the prompts can mark them as **Required** or **Not Required**.

Only the District Administrator of eVAL can write prompts for Student Growth Goals. They are required, by default.

Who can create pre- and post-conference prompts?

- Head Principals
- Principals
- District Administrators (of eVAL)
- School Administrators (of eVAL)

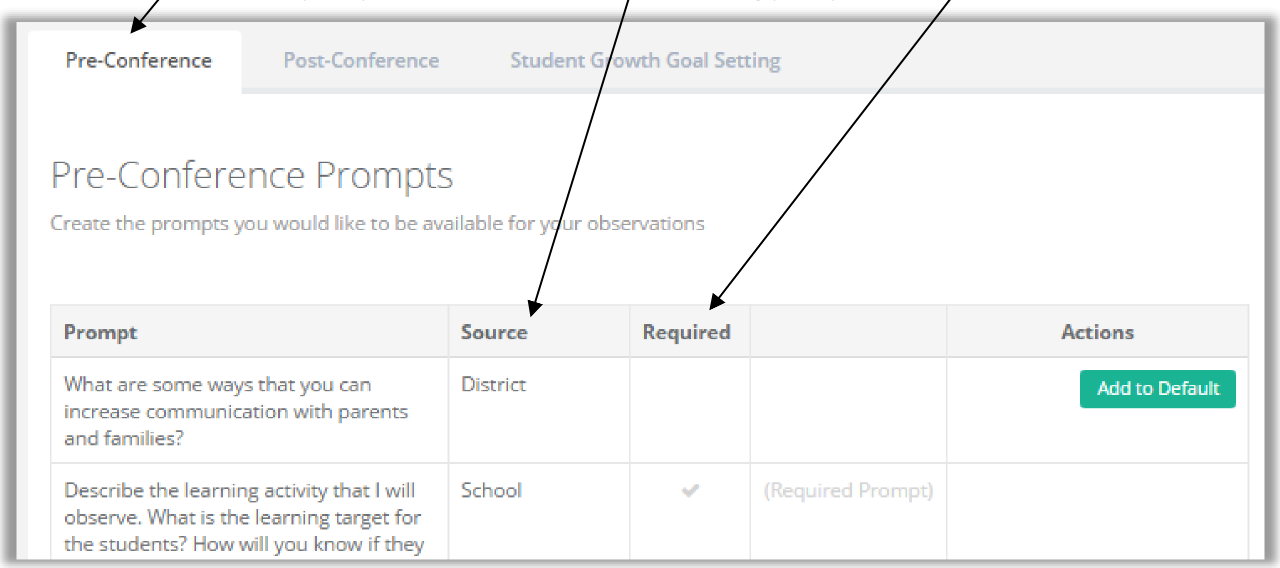


How to get started:

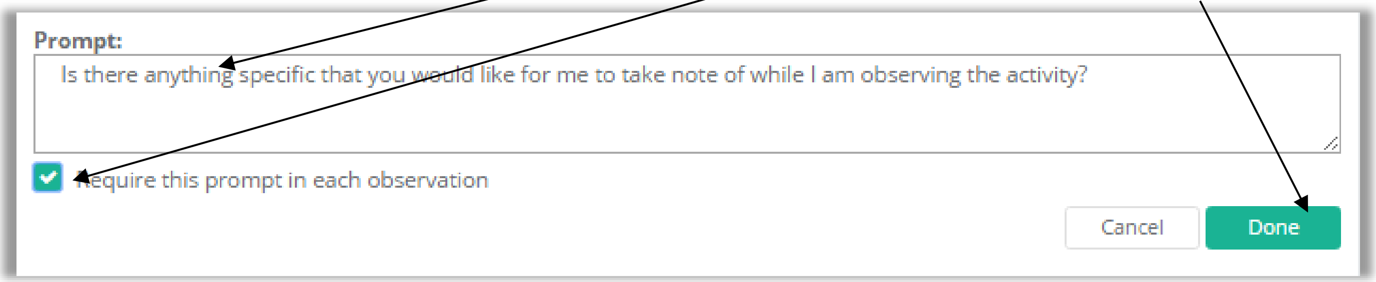
a. Select the group (principals or teachers) whose prompts you are creating.

b. If the **Prompt Bank** menu is not visible in the left menu bar, then click on the **Setup** menu and when it expands, choose **Prompt Bank.**

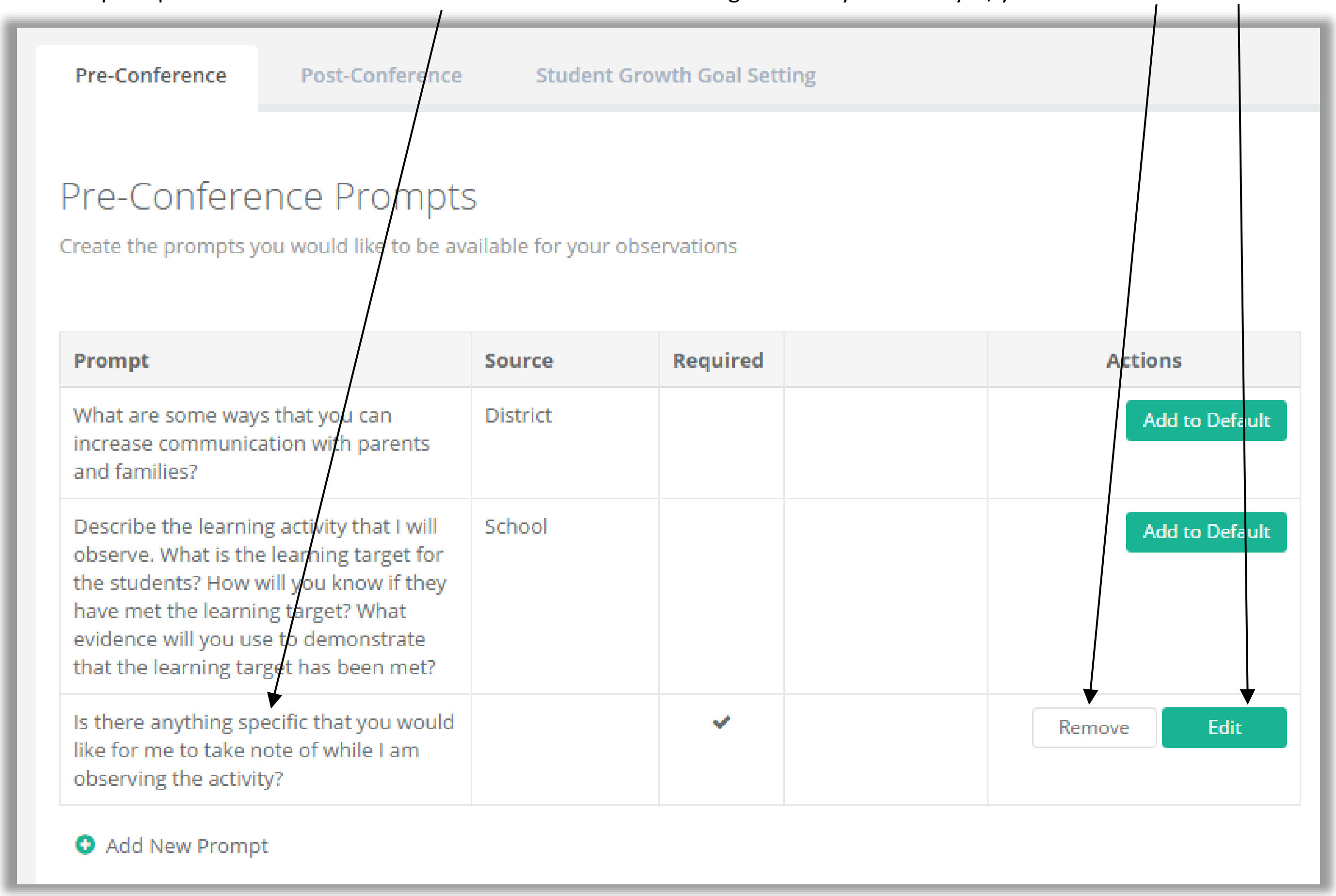
The work space for the **Pre-Conference** tab will appear, and any prompts that have already been created and saved for pre-conferences for that group will be listed in the work space. The source of that prompt and the requirement status will be noted in the table. Tabs for **Post-Conference** prompts and **Student Growth Goal Setting** prompts will also be visible and available.



1. To write a prompt, choose the pertinent work space tab. (See the previous page.) Click on the round green button by **Add New Prompt.** A text field will appear under the list of prompts. Click in the text field and type your prompt. If you want to require this prompt for each pre- or post-conference, place a check mark in the box, and then click on the green **Done** button.



2. The new prompt will now be listed in the table. If it has not been assigned to any teachers yet, you can remove or edit it.



3. If a **District Administrator** created the prompt, all principals in the district will be able to see and use the prompt for their pre-and post-conferences.

4. If a **School Administrator** created the prompt, all principals in that school can see and use it. If a **Head Principal** or **Principal** created the prompt, other principals in that school can see it.

CHAPTER 2

SELF-ASSESSMENTS

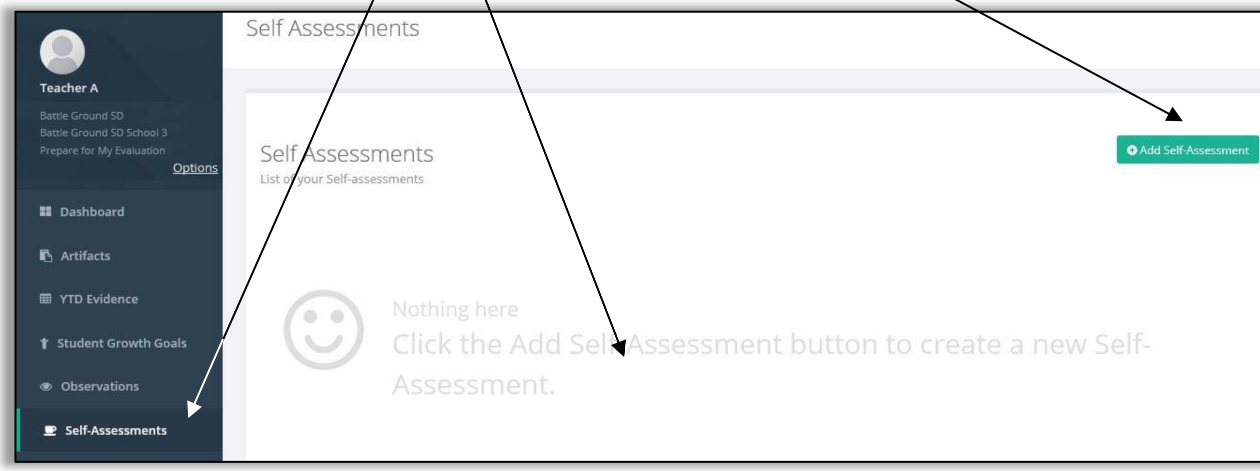
Chapter 2: Self-assessments

Context:

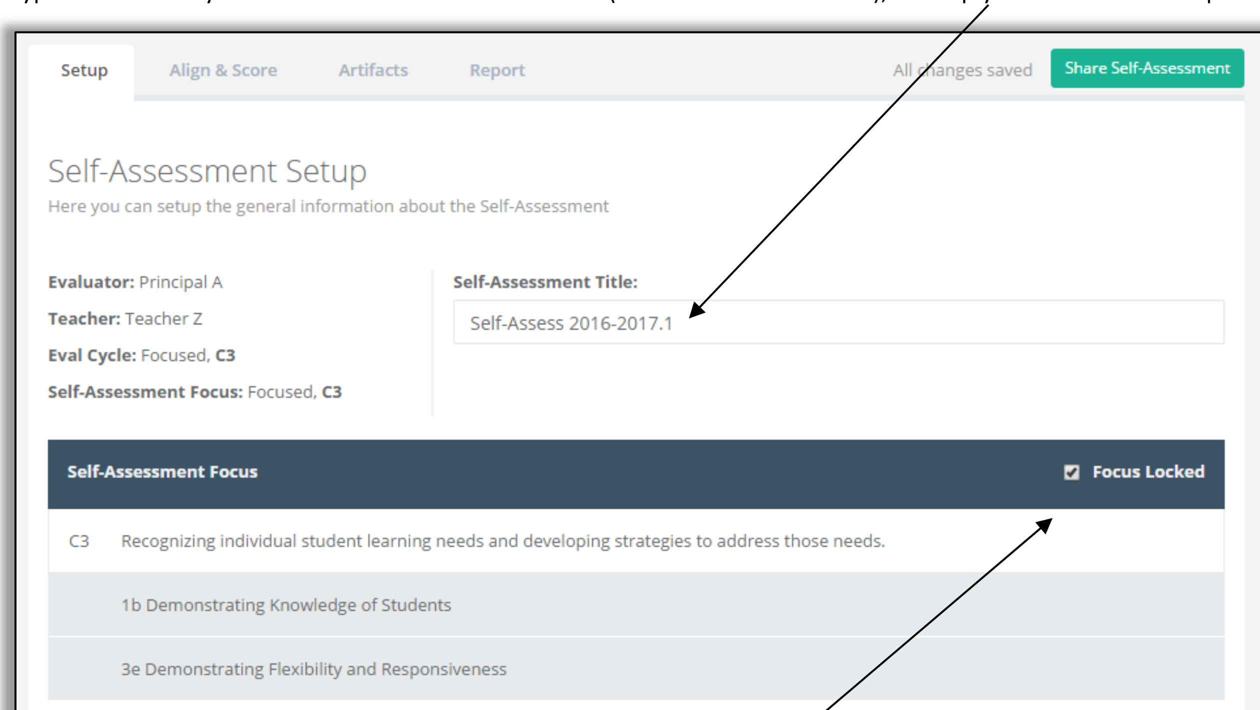
In the eVAL system, self-assessments are available to teachers, vice principals and principals who are being evaluated. Depending on the selected framework, self-assessment may be the first task carried out by a teacher when logging into eVAL. **Please Note:** The self-assessment module will only be available for teachers and principals if your District Administrator of eVAL has enabled it for use.

♦ Chapter 1a: How a teacher conducts a self-assessment

1. To start the process, click on the **Self-Assessments** menu. You'll know that it is active because there will be a green marker to the left of the word. You'll see some ghost text in the work space area. Click on the **Add Self-Assessment** button on the right.

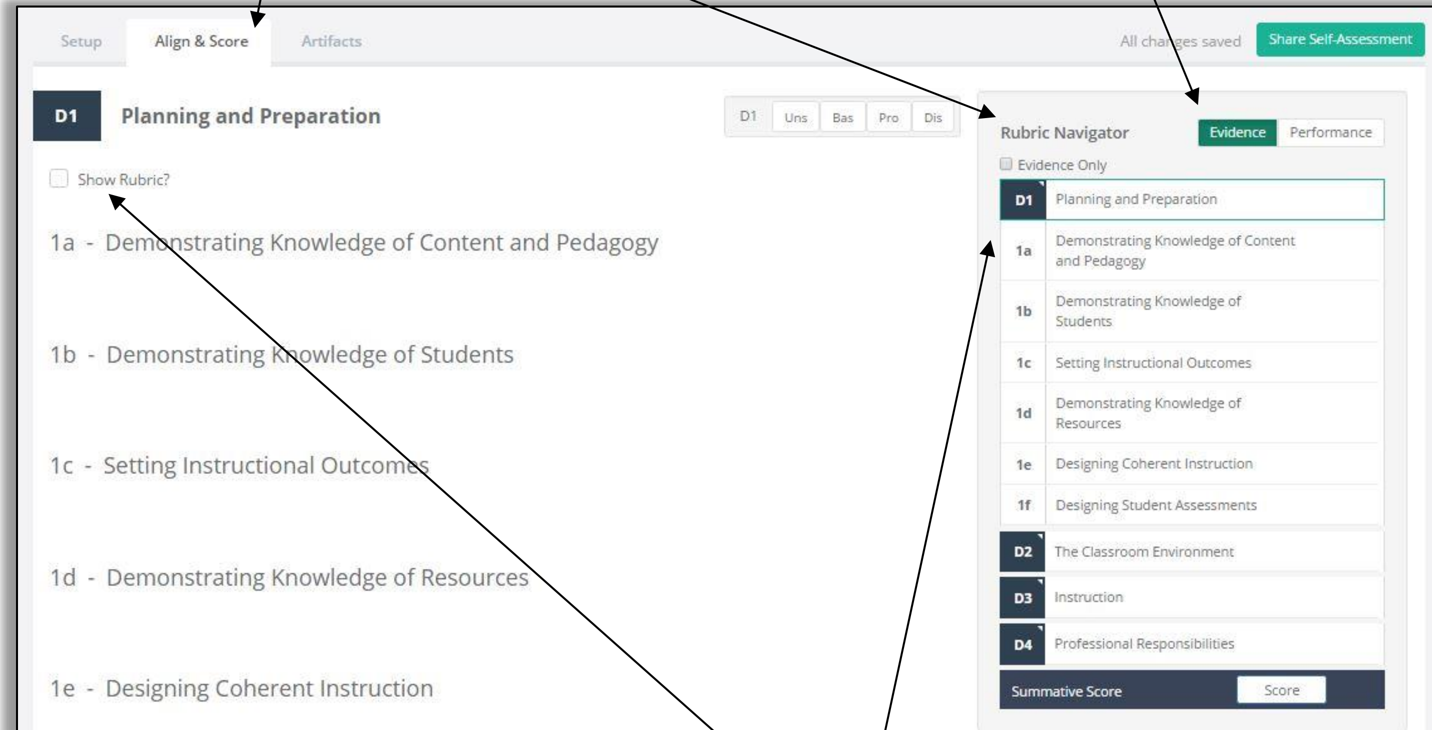


2. Type the name of your self-assessment in the text field (limited to 30 characters), or simply use the one that is provided.



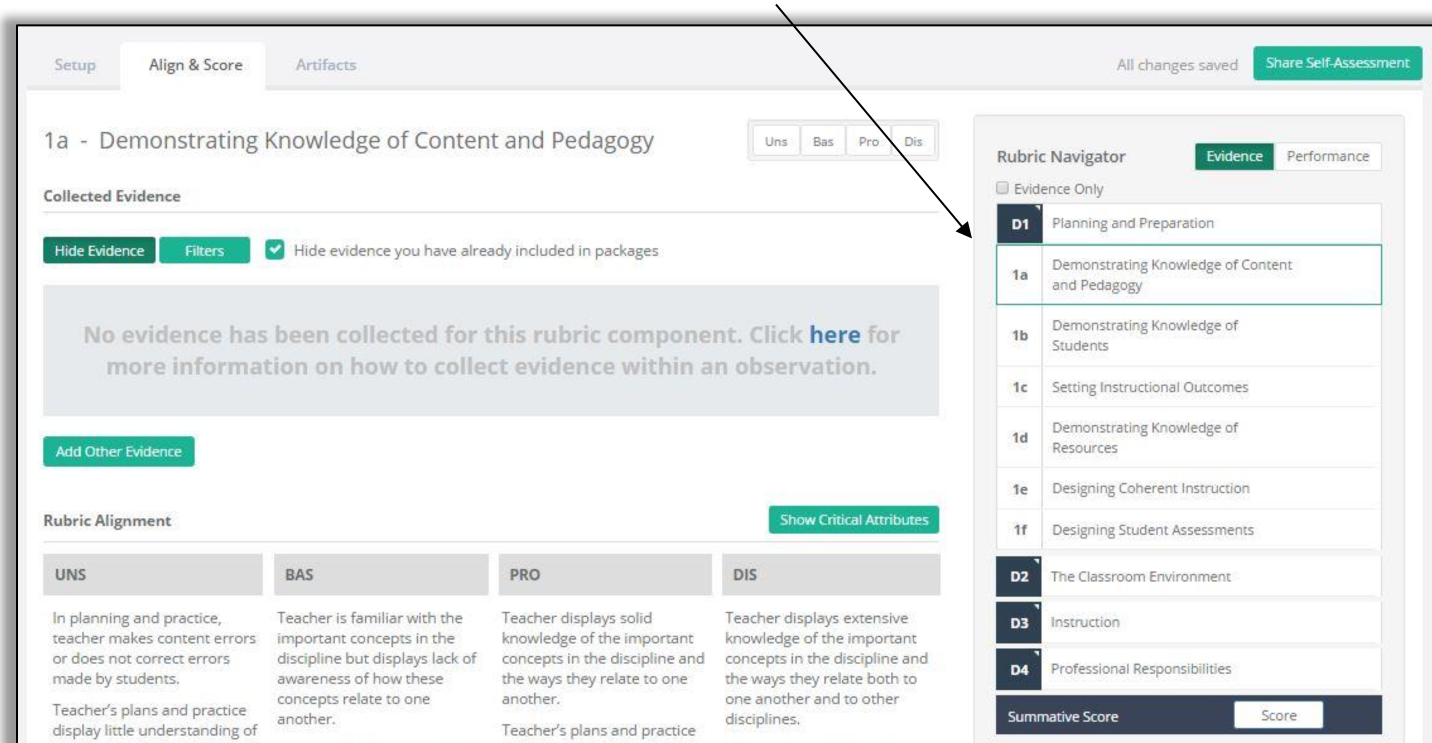
3. eVAL will limit your self-assessment to your area of focus if you are on a focused plan. To conduct a self-assessment in ***all*** rubric components, click in the checkbox by **Focus Locked** to remove the checkmark. Confirm your decision in the dialog box that appears.

4. Next, click on the **Align and Score** tab. The **Rubric Navigator** will appear on the right, and the **Evidence** button will be active (green).

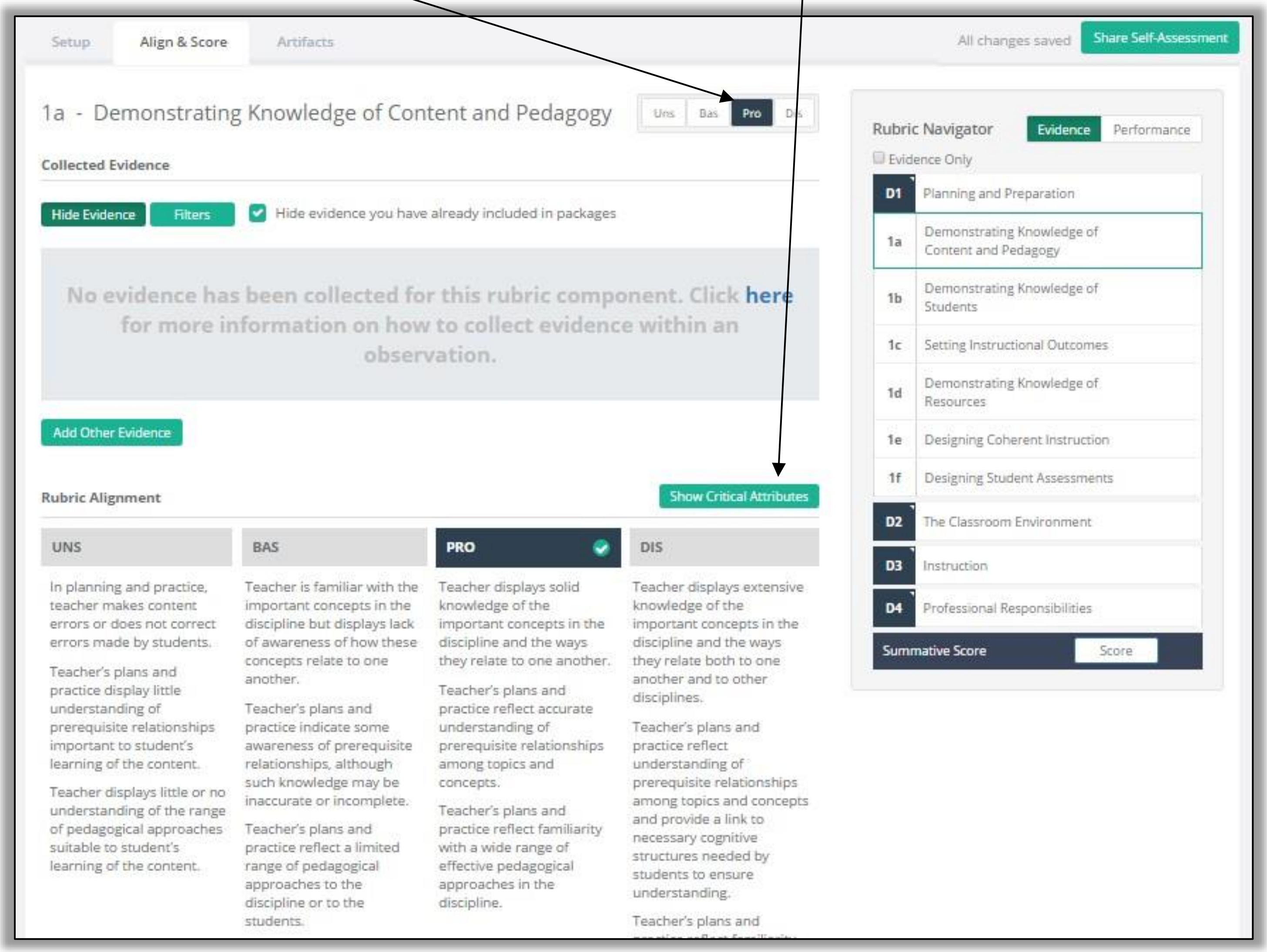


5. The first domain or dimension in the **Rubric Navigator** will be expanded to display its associated components from the district's selected instructional framework. Clicking on the domain or dimension itself will collapse or expand the list of components. If you'd like to have the rubric displayed on the pages, click in the check box entitled **Show Rubric?**

6. To assess yourself at the component level, click on one of the **components** in the **Rubric Navigator.**

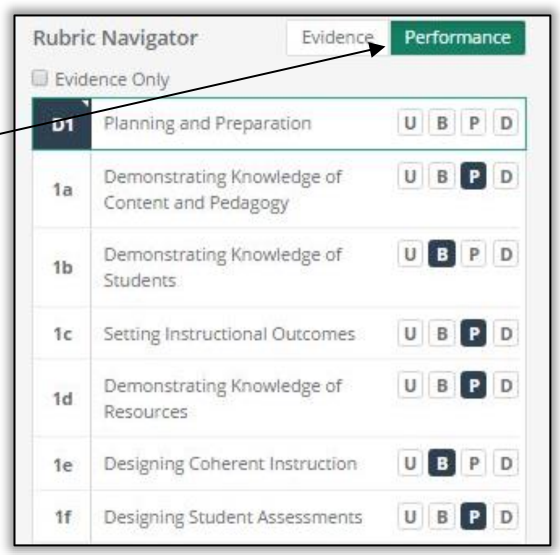


7. Use the descriptors in the rubric to assess yourself for that component. Rate yourself for that component in the **performance bar** at the top of the work space. If your **District Administrator** of eVAL has configured eVAL to display **Critical Attributes** for your instructional framework, you can click the green button entitled **Show Critical Attributes** to help you make your selection.

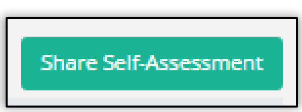


8. Repeat **Step #7** above for each component. Repeat **Steps #4-6** to display components in other domains.

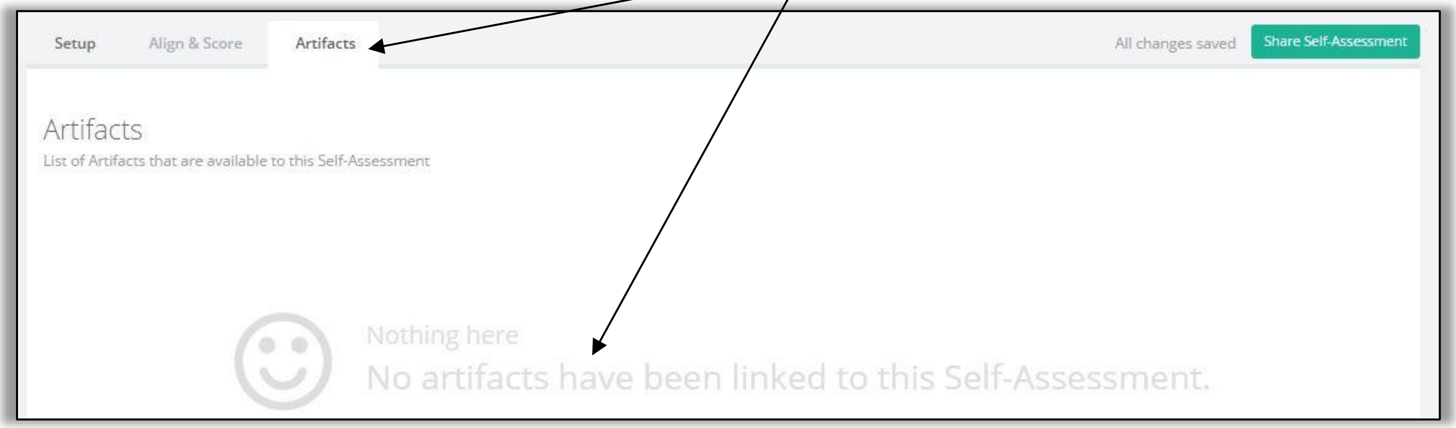
9. Track your self-assessment for each component by clicking on the **Performance** button in the top right corner of the Rubric Navigator.



10. If you do not plan on using any supportive artifacts in your self-assessment and are ready to share your self-assessment with your evaluating principal, click on the green **Share Self-Assessment** button above the **Rubric Navigator**. However, if you'd like to add artifacts that support your self-assessment, don't share your self-assessment quite yet. Rather, continue on with **Step #11** of this chapter.

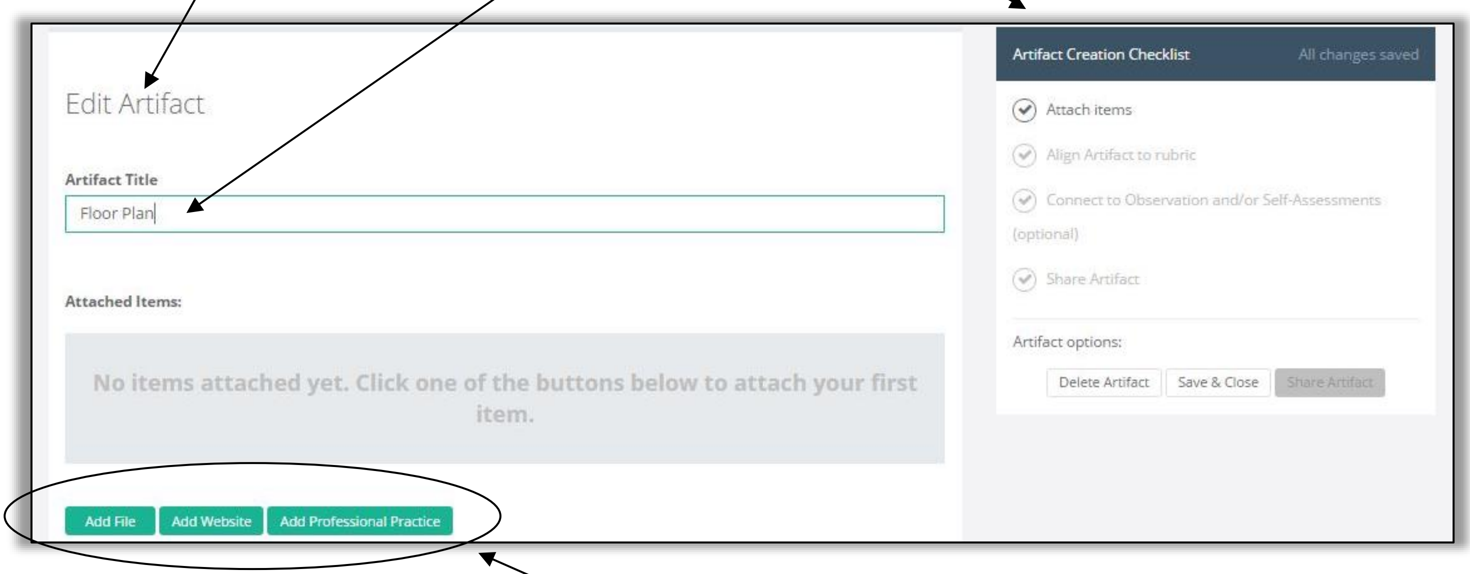


11. You may wish to support your self-assessment with an **artifact**. However, when you click on the **Artifacts** tab, you will notice that there are no artifacts linked to this self-assessment.



12. To use supportive artifacts with your self-assessment, you'll need to temporarily leave the **Self-Assessment** module of eVAL and use the **Artifacts** module. To do so, click on the **Artifacts** menu on the left. A green marker will appear to the left of the **Artifacts** menu item to show that it is active. If you have uploaded or added artifacts in the past, they will be listed in the work space. To add a new artifact for your self-assessment, click on the green button in the top right corner called **Add Artifact.**

13. The **Edit Artifact** page will appear, and a floating panel called the **Artifact Creation Checklist** will be displayed to help you keep track of the required steps. Give your artifact a title. Limit it to 30 characters.

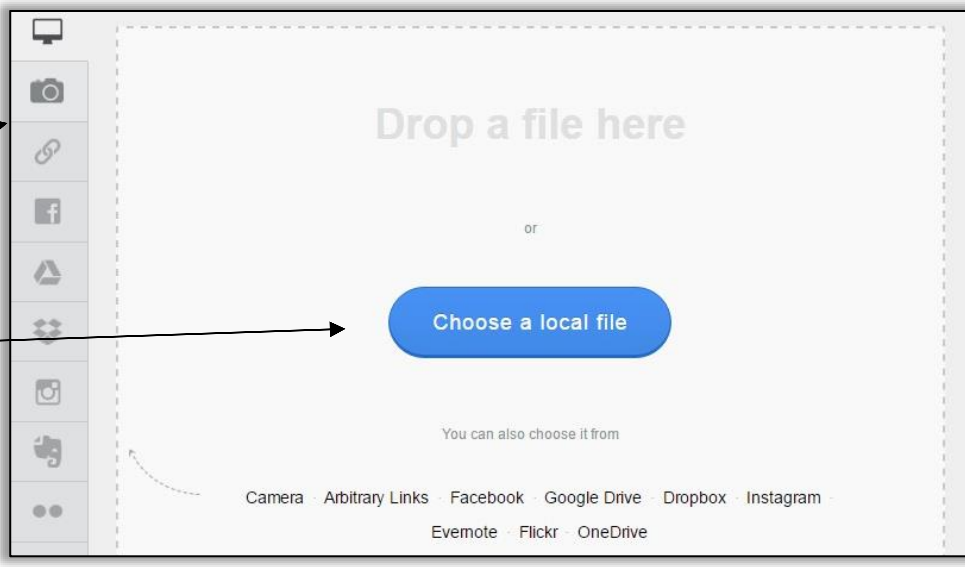


14. At this point, you can add an artifact in one of three formats: a file, a website URL, or a description of a professional practice.

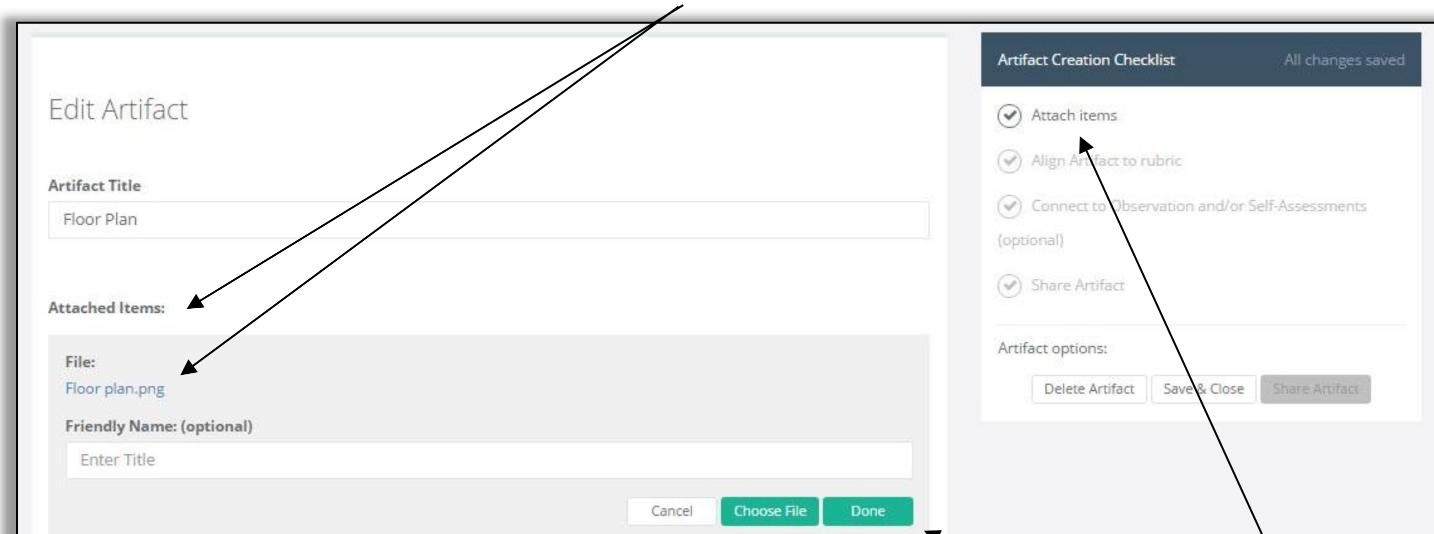
If your artifact is a file, go to **Step #15.** If your artifact is on a website, go to **Step #18.** If your artifact is something that you'll need to write about, go to **Step #19.**

15. **To add a file:**
Click on the green **Add File** button (shown in **Step #12** above.) A vertical list of icons will appear on the left edge of the window, representing various social media sites where your file might be found. However, most likely, your file is on your hard drive. If it is, click on the blue button called **Choose a local file.**

Navigate your hard drive and locate the file you wish to use. Double click on it.



16. When you have uploaded your file, it will appear in the **Attached Items** section of the work space.

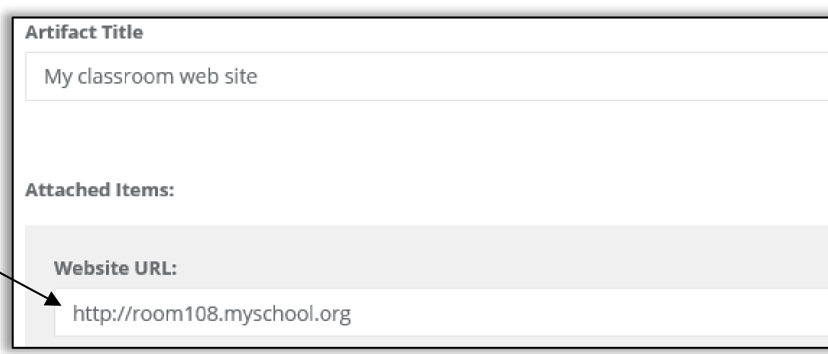


17. Now that you have uploaded your file and given your artifact a name, click on the green **Done** button. Now skip to **Step #20.**

18. **To use a website as an artifact:**
Click on the green **Add Website** button (shown in **Step #12** above.)

Give your artifact a title, and enter the URL for the web site in the URL field.

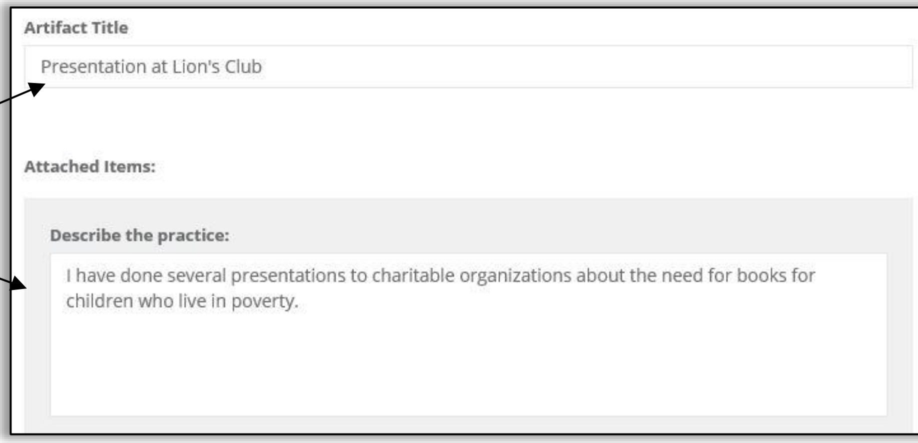
Then click the green **Done** button and skip to **Step #20**.



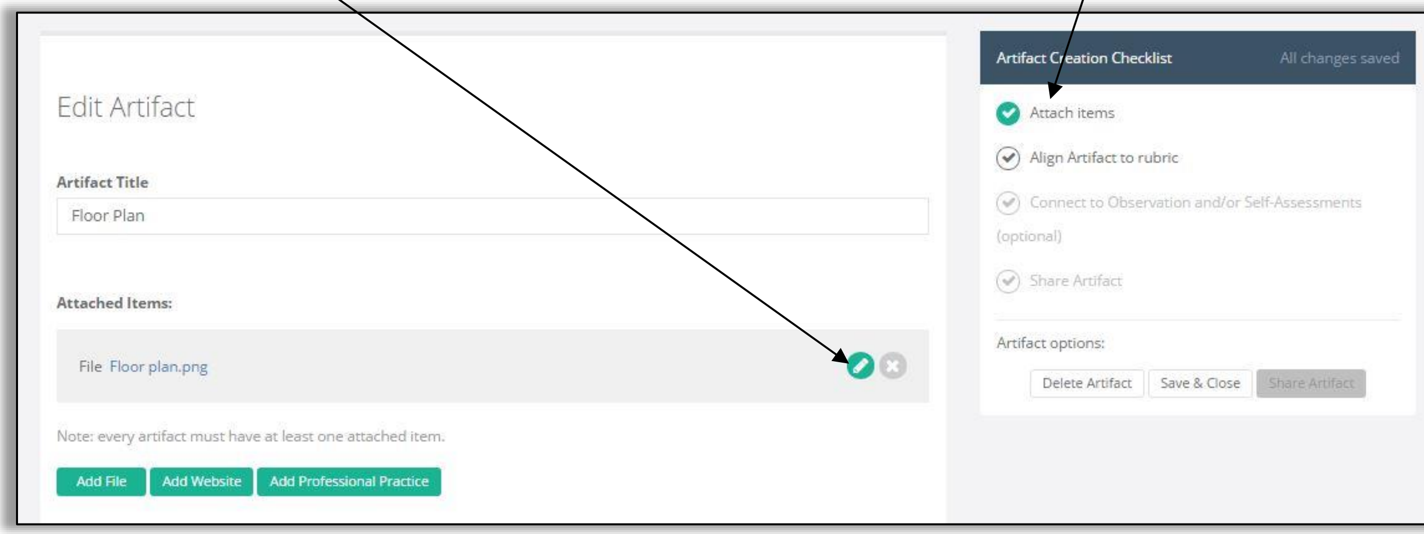
19. **To add a description of a professional practice as an artifact:**
Click on the green **Add Professional Practice** button (shown in **Step #12** above.)

Give your artifact a title, and type a description of the professional practice that you have demonostrated.

Then click the green **Done** button. Proceed ahead with **Step #20.**

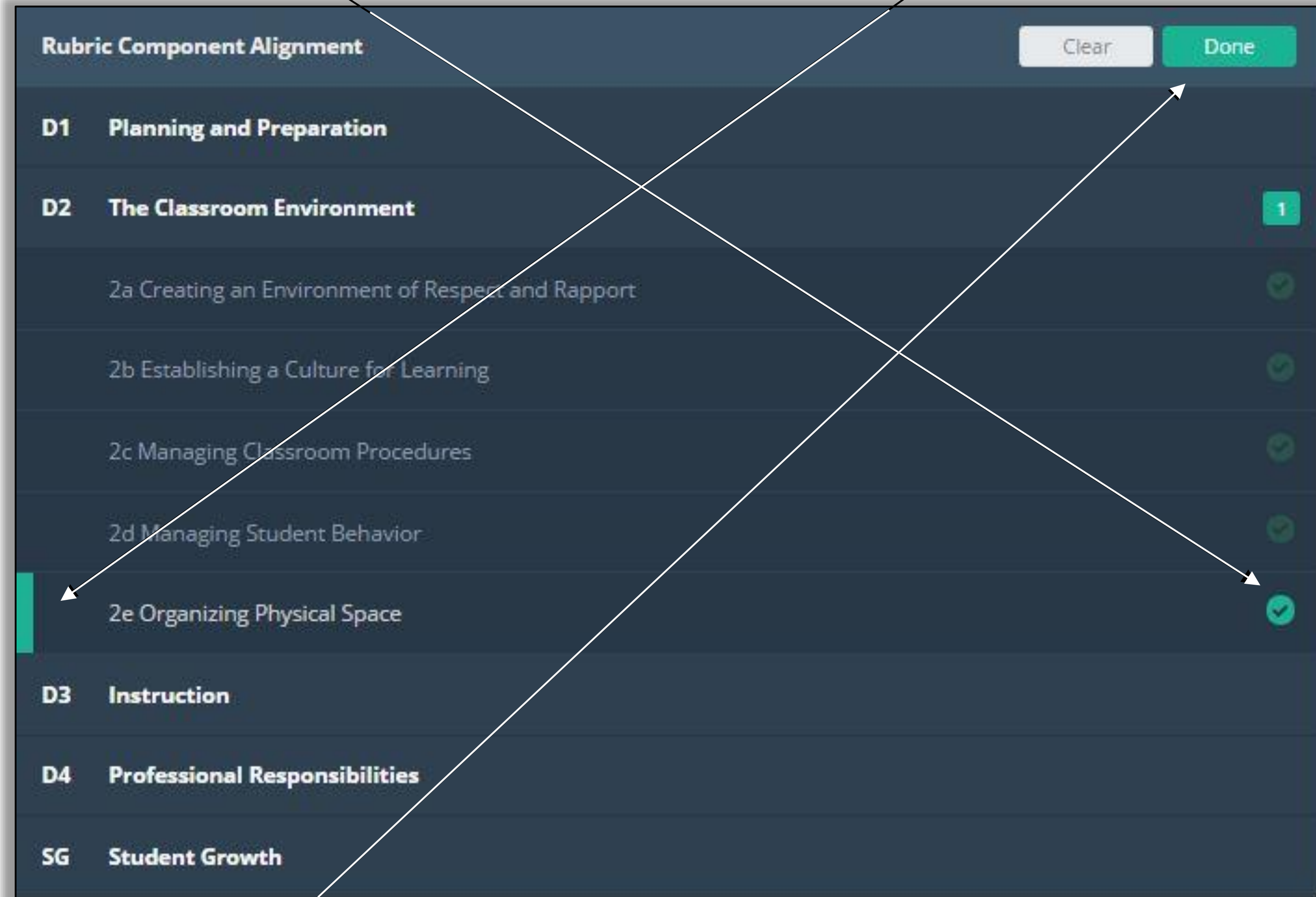


20. Now that you have added an artifact and clicked the **Done** button, your floating **Artifact Creation Checklist** panel will display a **green checkmark** by the first step to mark its completion. If you need to change your artifact's title or edit the artifact itself, you can click on the green **pencil** button, make your edit, and then click on the green **Done** button again.

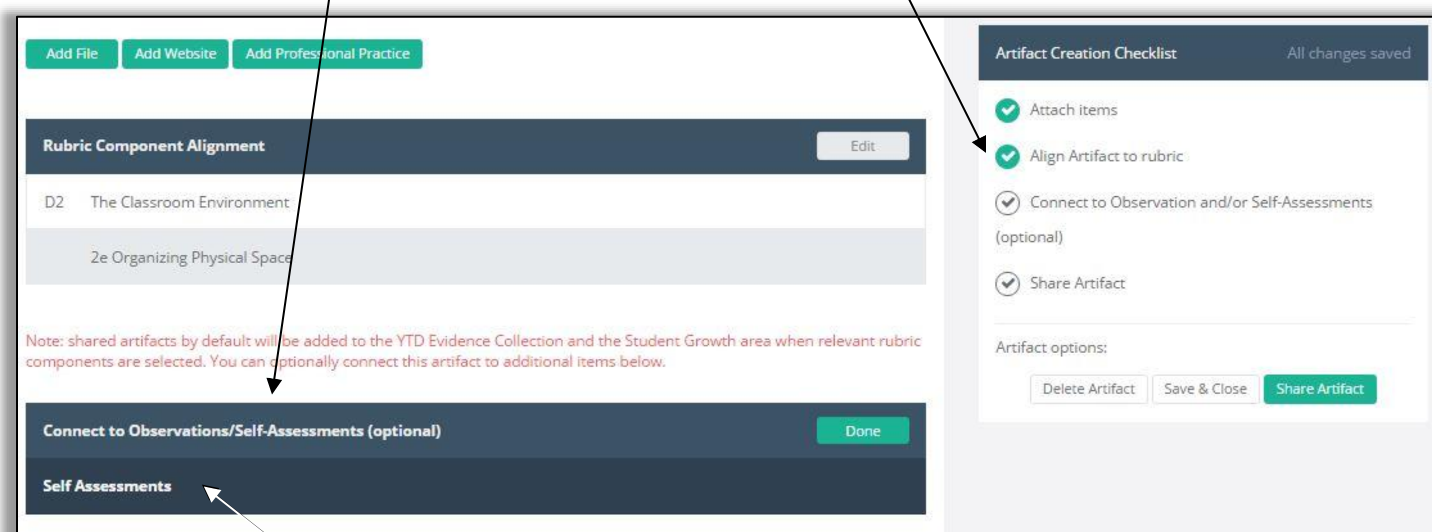


21. Another result of clicking on the **Done** button in **Steps 17, 18 or 19** is that a new section of the work space appears where you align the artifact with your district's instructional framework. Click on a domain/dimension to reveal its components.

22. Click on one or more component to align the artifact to the instructional framework. A green marker will appear on the left of the selected component, and a checkmark will appear on the right.

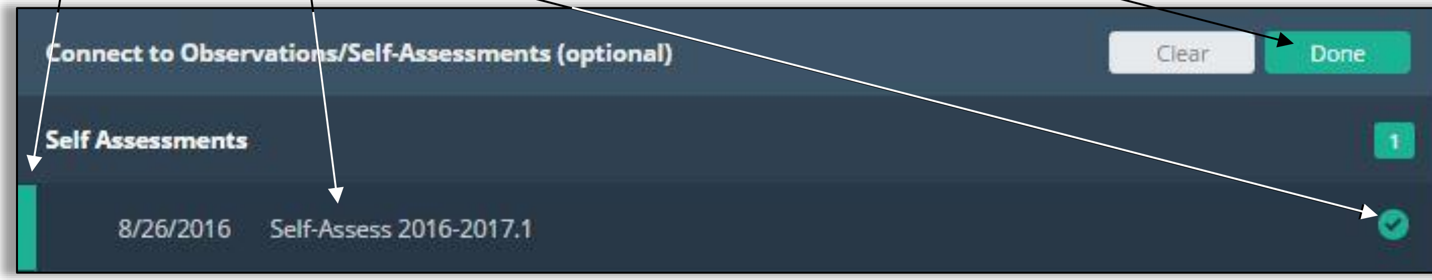


23. Click on the green **Done** button in the top right corner. The floating **Artifact Creation Checklist** will mark that step as complete, and a new section of the page will appear that allows you to connect the artifact with the self-assessment that is in progress.



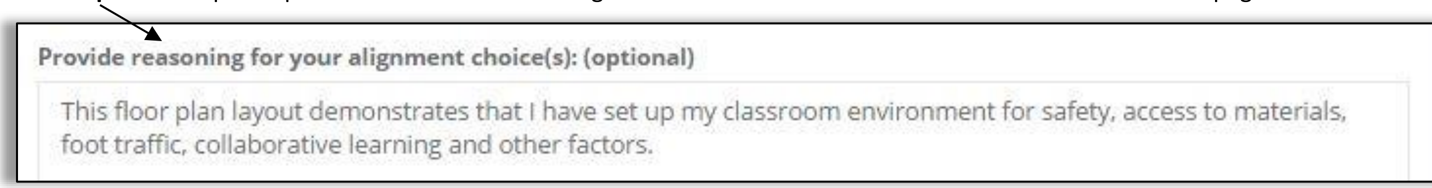
24. Click on the **Self Assessments** option in the new section of the page that has appeared.

25. Click on the self-assessment listed in that section to connect the artifact to. Again, a green marker will appear to the left of the selected self-assessment, and a checkmark will appear on the right. Click on the green **Done** button.

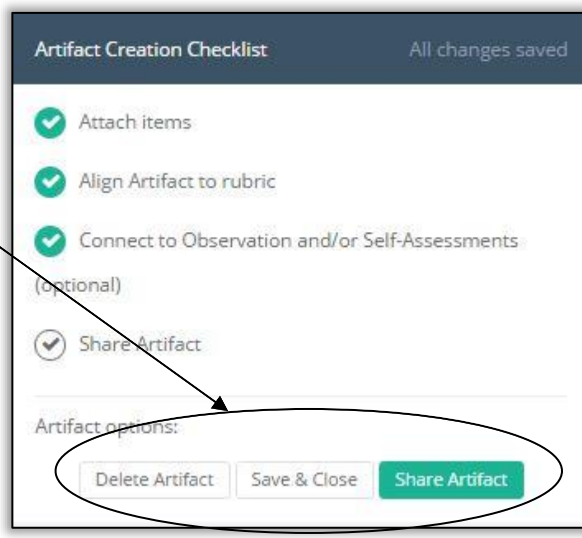


26. The floating **Artifact Creation Checklist** will now note that the third step in creating the artifact is complete.

27. An **optional** step is to provide a rationale for linking the artifact to the self-assessment at the bottom of the page.



28. At this point, you can delete the artifact, save the artifact without sharing it yet, or share the artifact. If/When you are ready to share the artifact with your evaluator, click on the green **Share Artifact** button.

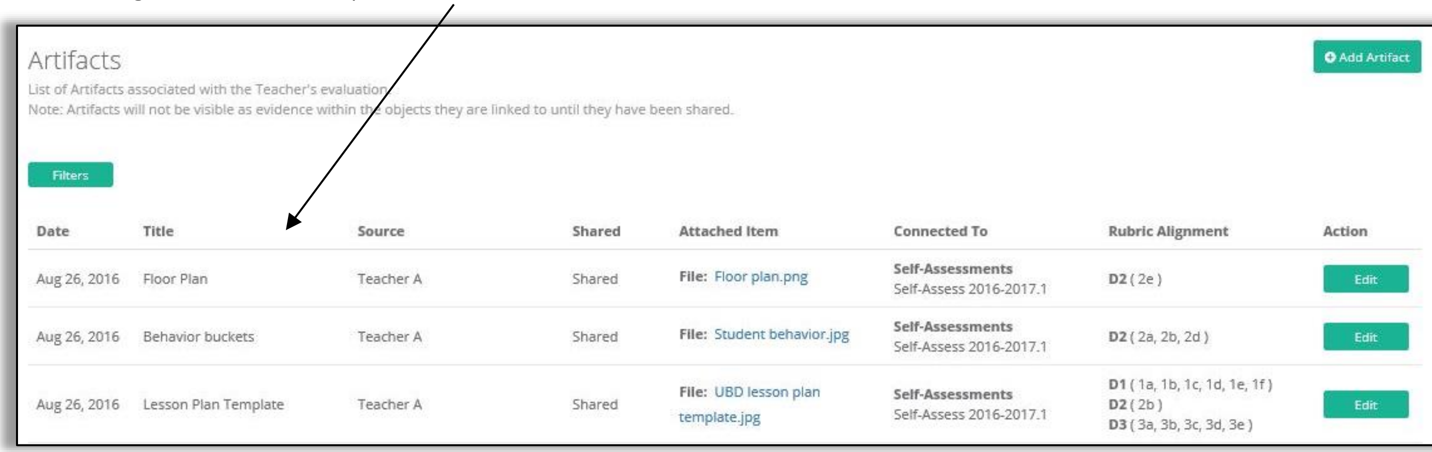


Sharing your artifact** is not the same as **sharing your self-assessment.

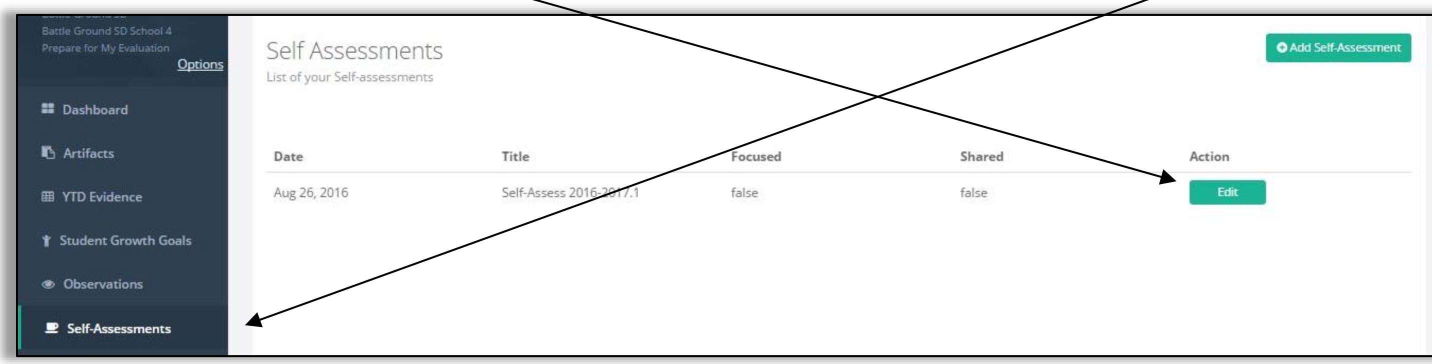
These are two distinctly different steps.

29. The artifact will now be listed on your artifacts page, with a considerable amount of information about it. If you wish to edit the artifact, click on the green **Edit** button. If you want to add another artifact, click on the green **Add Artifact** button.

30. The image below is an example of three artifacts that have been added. The table shows a considerable amount of information.

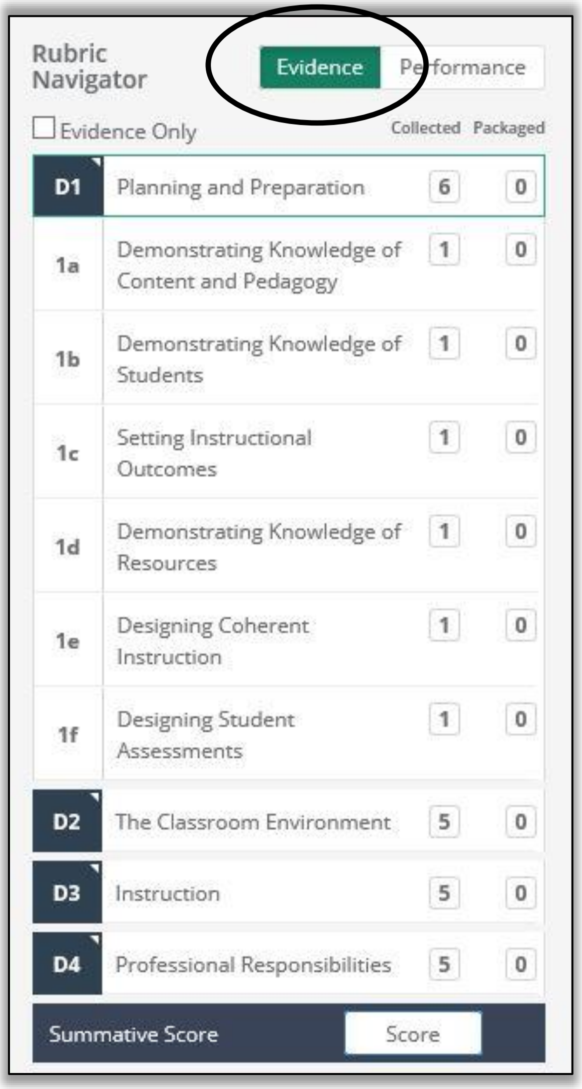


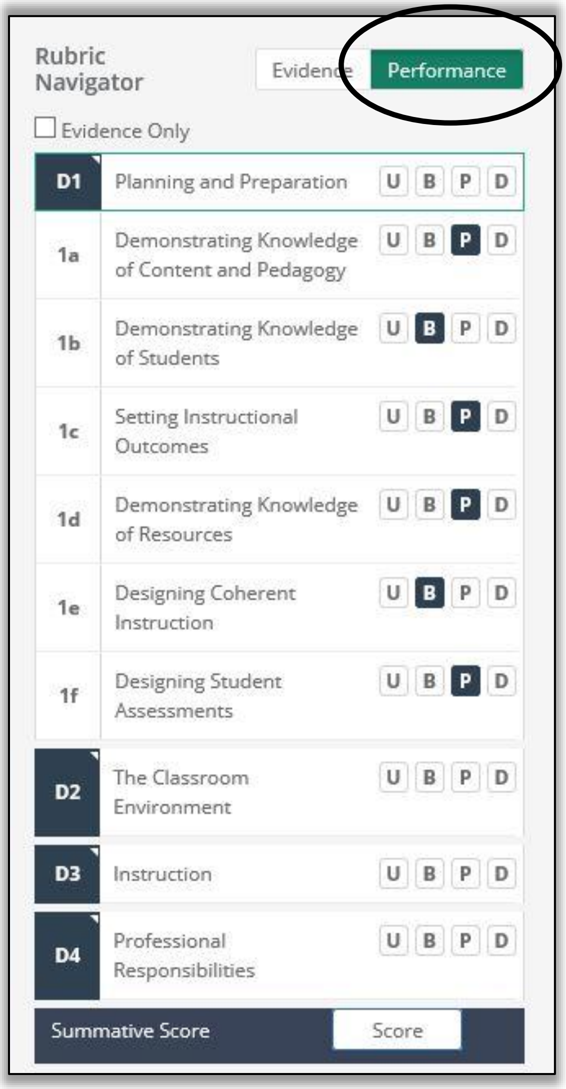
31. Now that you have added artifacts, aligned them to the instructional framework, connected them to the self-assessment, and shared them with your principal, it's time to share your **entire self-assessment** with your principal. Click on the **Self Assessments** menu, and then click on the green **Edit** button that appears next to the self-assessment that is in progress.



32. Click on the **Artifacts** tab. All of the artifacts that have been added and connected to this self-assessment will be listed.

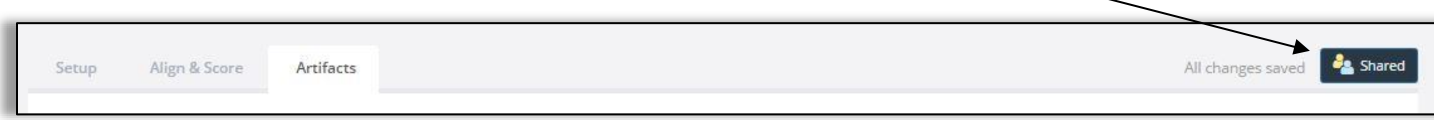
33. Click on the **Align and Score** tab. The **Rubric Navigator** will display the number of pieces of evidence that have been **collected** for this self-assessment, and the **performance ratings** you have given yourself for each component.





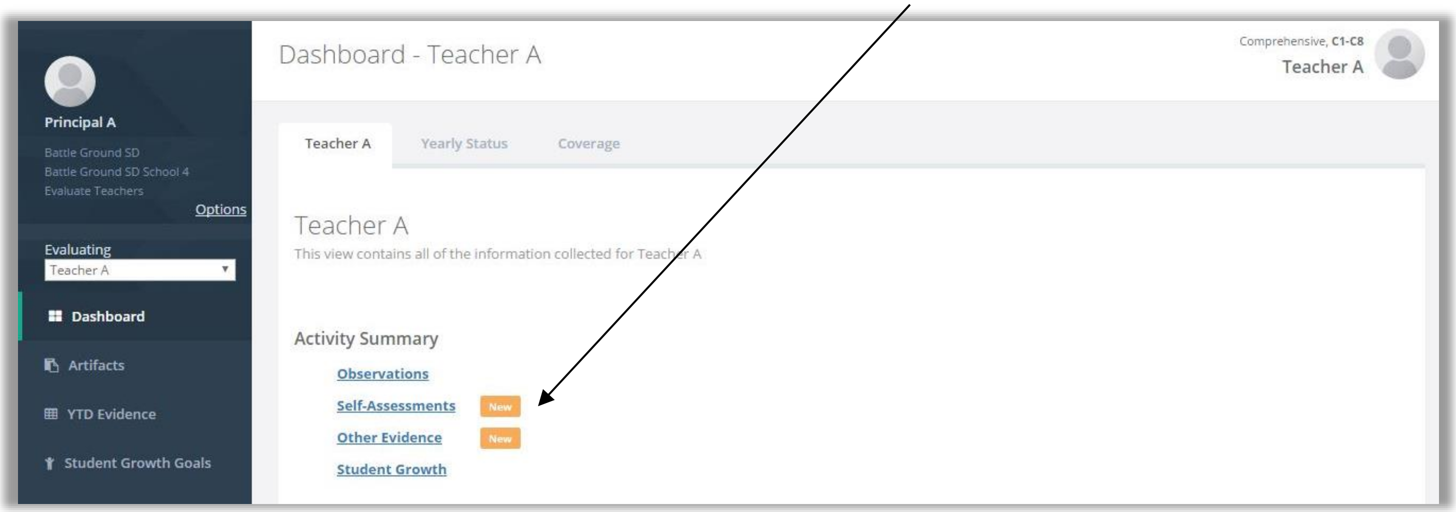
One artifact can be counted as evidence multiple times, if it has been aligned to more than one component in your instructional framework.

34. If/When you are ready to share your self-assessment with your principal, click on the green **Share Self-Assessment** button. Once you click it, its icon will change to a black **Shared** icon.

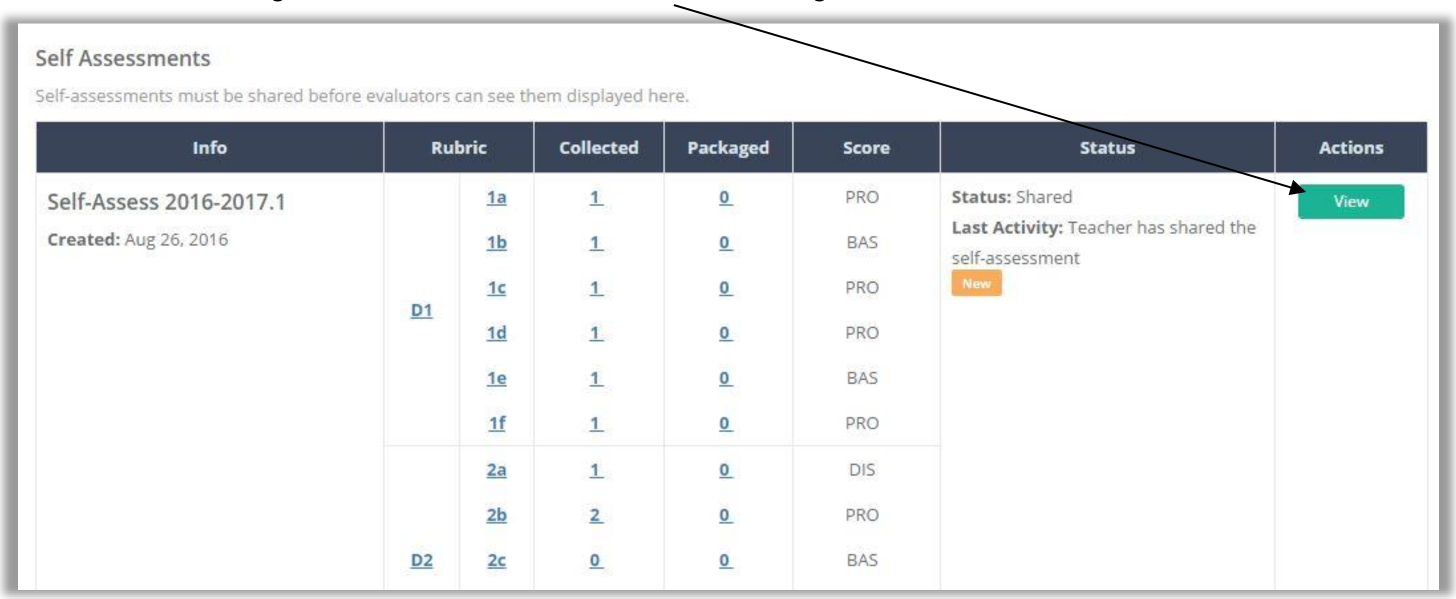


■ Chapter 1b: How the principal views the teacher's self-assessment and related artifacts

The next time the principal signs into eVAL, his/her **Dashboard** for that teacher will display an orange notification next to any activity that is **new**. (It is only a notification; it is **NOT** a clickable button.) The image below shows that the teacher has shared some **new** activity regarding a self-assessment and "other evidence," which in this case, includes the artifacts that are connected to the shared self-assessment. Clicking on either link takes you further down the **Dashboard** page where you can get additional information.



In the **Self Assessments** section of the **Dashboard,** a table displays a considerable amount of information about the teacher's self-assessment. Click on the green **View** button to view information at a more granular level.


Self Assessments

Self-assessments must be shared before evaluators can see them displayed here.

Info	Rubric		Collected	Packaged	Score	Status	Actions
Self-Assess 2016-2017.1 **Created:** Aug 26, 2016	D1	1a	1	0	PRO	**Status:** Shared **Last Activity:** Teacher has shared the self-assessment New	View
		1b	1	0	BAS		
		1c	1	0	PRO		
		1d	1	0	PRO		
		1e	1	0	BAS		
		1f	1	0	PRO		
	D2	2a	1	0	DIS		
		2b	2	0	PRO		
		2c	0	0	BAS		

The principal will be able to see information in the teacher's **Setup** tab, **Align and Score** tab, and **Artifacts** tab.

The principal can also click on the **Report** tab to customize and print a self-assessment report for this teacher, or to generate a self-assessment report in PDF format.

CHAPTER 3
STUDENT GROWTH GOALS

◆ ■ Chapter 3a: Sample SMART Goals

Sample Goal for
<u>Instructional Practice</u>:

By the end of the first semester, I will incorporate formative assessment strategies into my lessons with the use of interactive clickers at least twice a week.

Sample Goal for
<u>Professional Practice</u>:

By the end of the first quarter, I will create and write a weekly teacher blog that summarizes the learning activities that I am teaching.

Sample Goal for
<u>Student Growth</u>:

By May 2013, 100% of ESL students will improve in writing by one performance level as indicated by the quarterly district writing prompt and the district-provided rubric.

***OSPI, March 2013*

Do you know the difference between *student achievement* and *student growth (learning)*? **

Student Achievement .... The status of subject-matter knowledge, understanding and skills at a specific point in time.

Student Growth .... The growth in subject-matter knowledge, understanding and skills between two points in time.

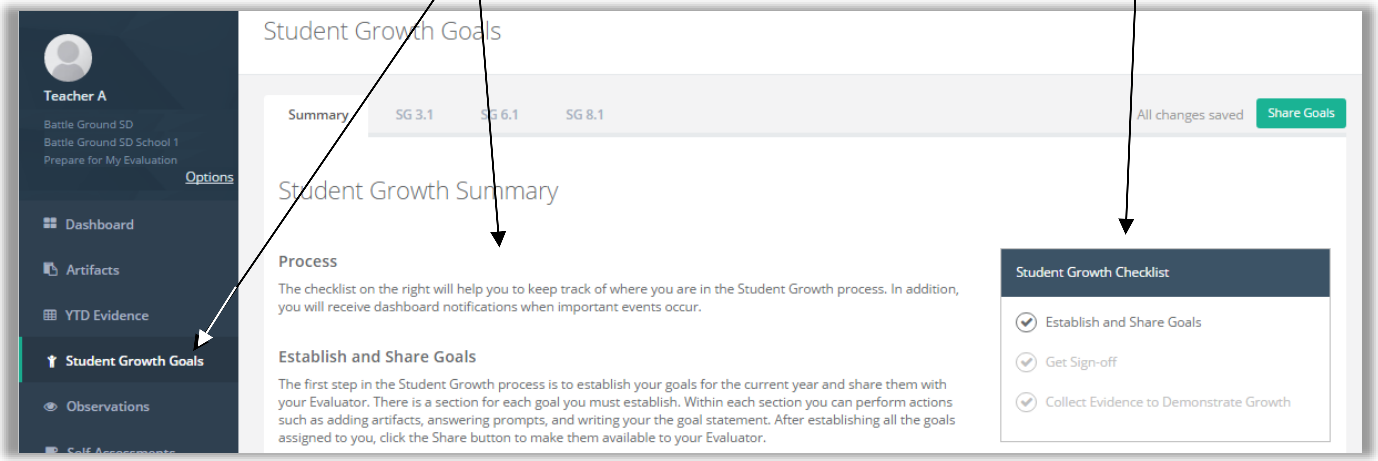
◆ Chapter 3b: Writing student growth goals

Context:

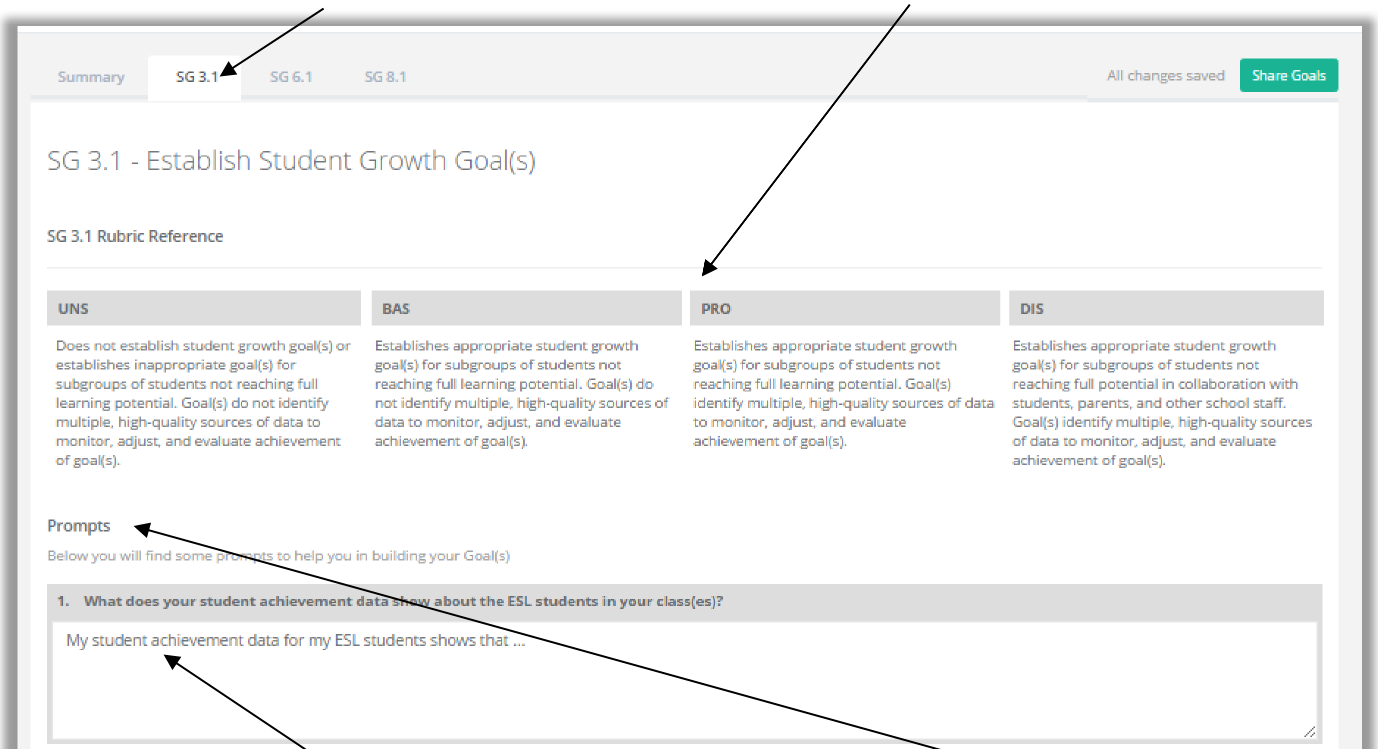
As you saw in **Chapter 2**, **District Administrators** of eVAL are the only people that can create prompts for **Setting Student Growth Goals.** Prompts that have been marked as **Required** by any creator of a prompt will automatically appear in your eVAL account and will be ready for you to respond to when you are getting ready to write your **student growth goal(s)**. If you are on a **focused plan,** you will only need to write a goal for your focused student growth goal. Teachers on a **comprehensive plan** must write goals for all three.

For Teachers:

1. When you sign in to eVAL, click on the **Student Growth Goals** menu on the left. The work space for the **Student Growth Summary** tab will appear. It will summarize the process, and will list the goals that have been written. It will also display the status of each one.

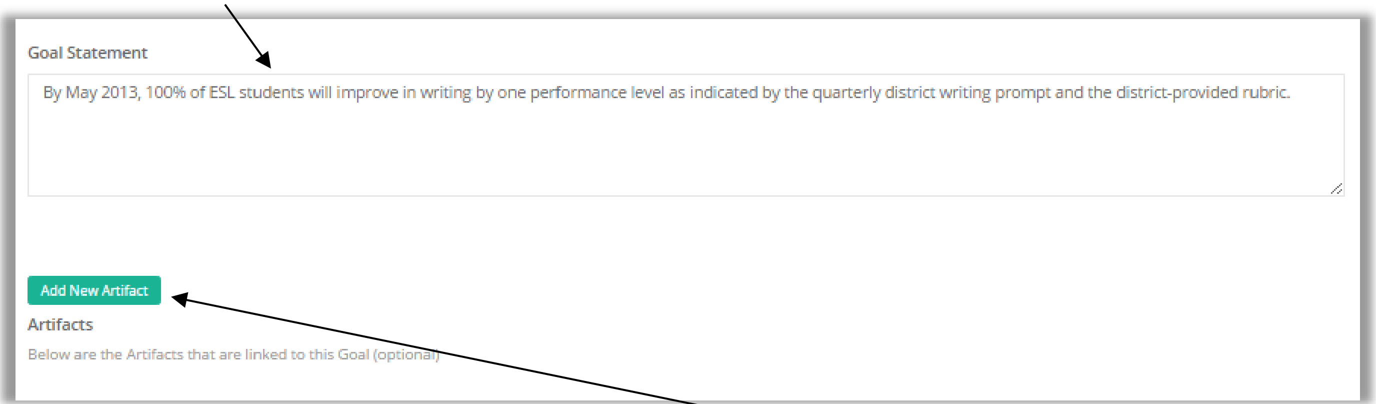


2. Click on a tab for one of the **Student Growth Goals,** found at the top. The work space for that tab will be displayed.

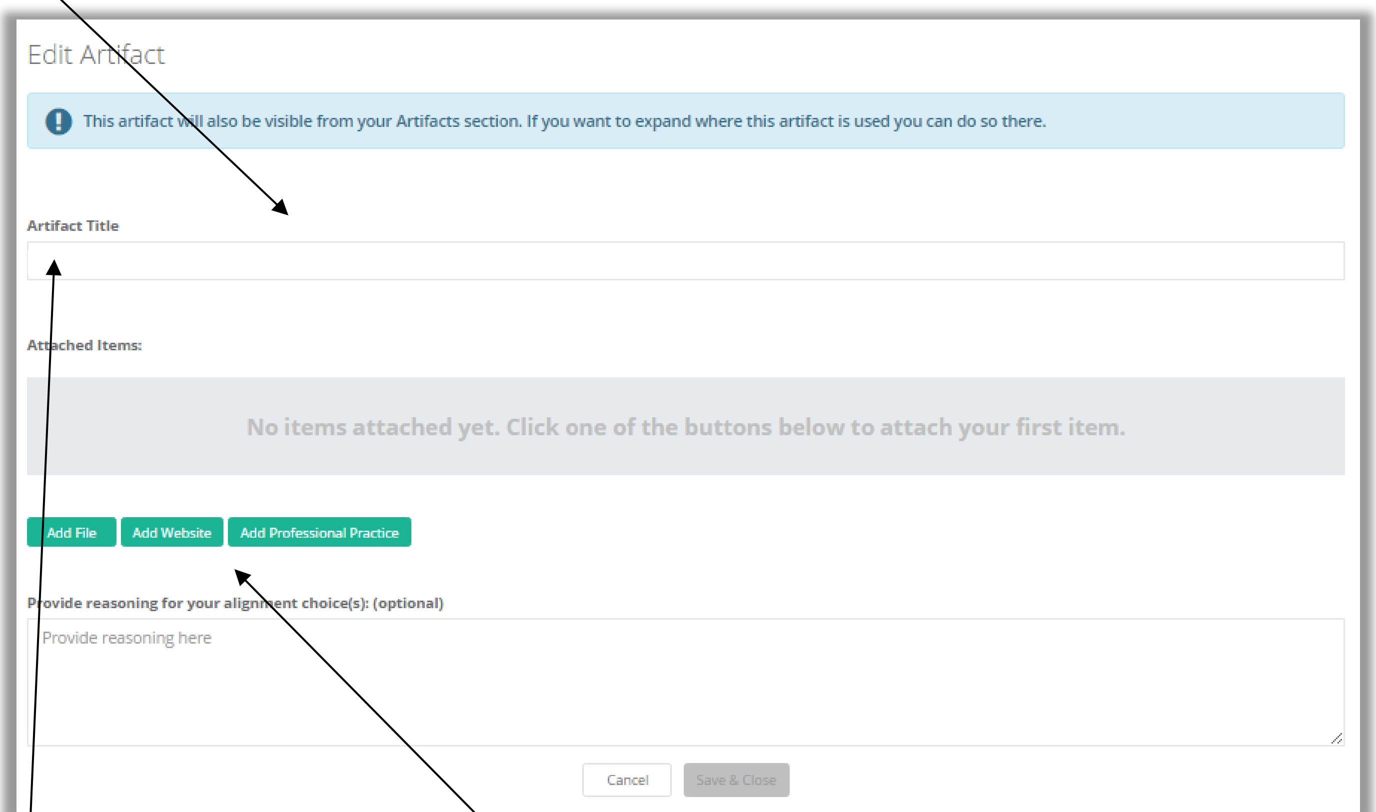


3. If the **District Administrator** has written a prompt for that **Student Growth Goal,** it will appear in the **Prompts** section of the work space. In this case, click in the text field for the prompt, and type your response. Otherwise, skip this step and go to **Step #4.**

4. Next, type in your **Goal Statement** for that **Student Growth Goal.**

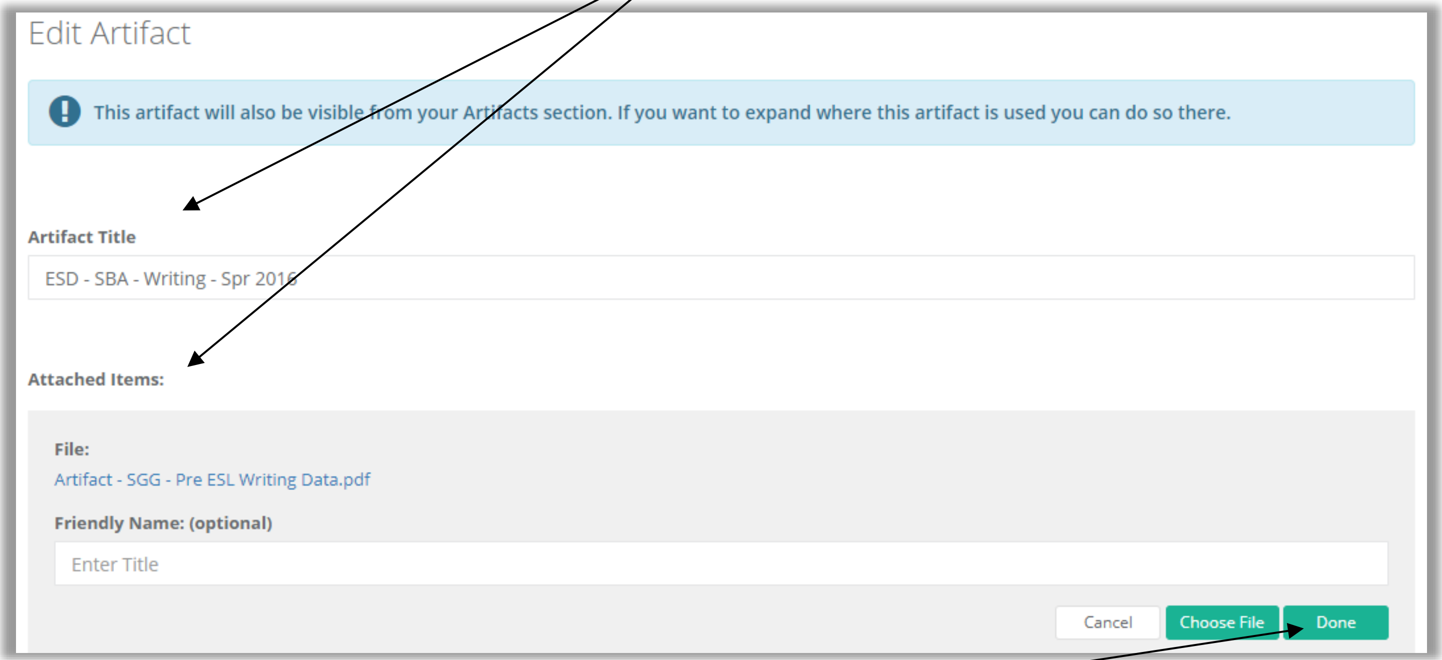


5. If you have an artifact to support your goal, you can upload it by clicking on the green button entitled **Add New Artifact.** The **Edit Artifact** work space will appear. Here you can identify/upload an artifact and enter information about it.

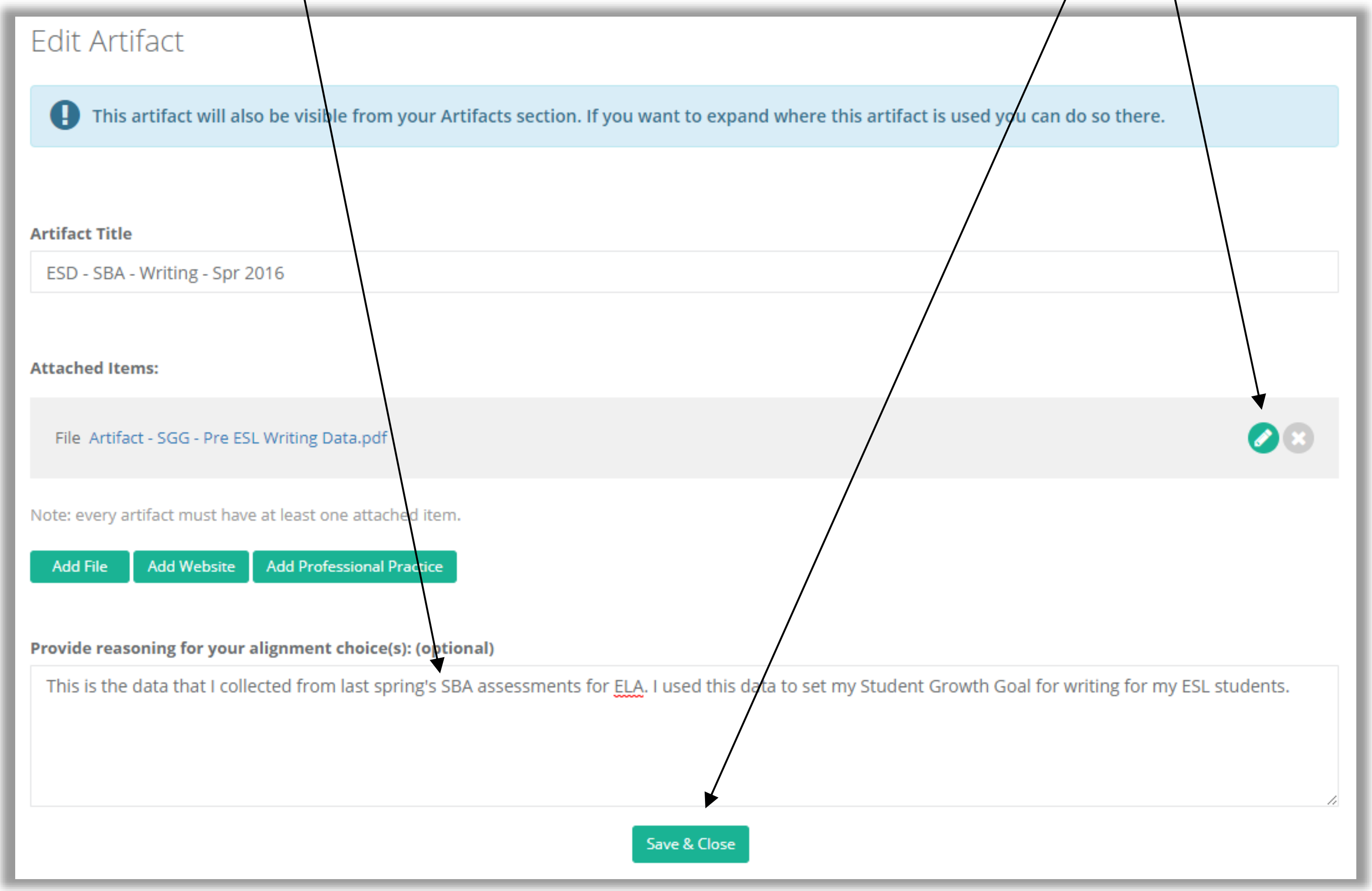


6. Give your artifact a title. Then, use the green buttons and the on-screen prompts to add a file, add a web site or add a professional practice as your artifact. Click on the green **Done** button when you are finished.

7. An artifact that is added is called an **Attached Item.** Your attached artifact and its title will be displayed in the **Edit Artifact** work space. The steps you'll take to upload an artifact are described in the **Observations** chapter of this tutorial.



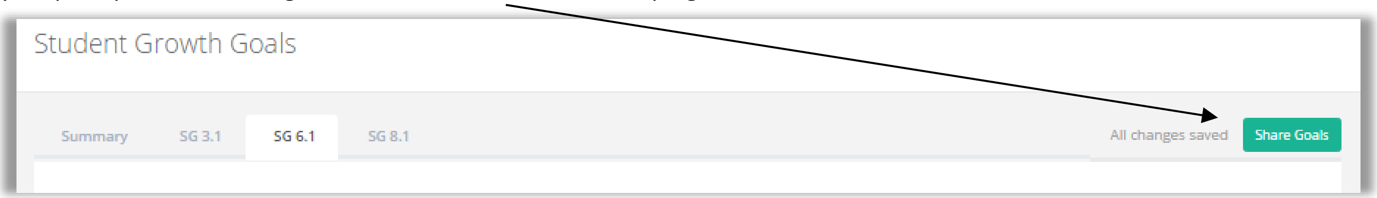
8. When you have uploaded your artifact, click on the green **Done** button. At this point, you can click on the pencil icon to make changes to your artifact, and/or provide additional information at the bottom. When finished, click on the green **Save and Close** button.



9. You will return to the **Establish Student Growth Goal(s)** work space, where you will see all of the pertinent information about the **Student Growth Goal** you wrote.

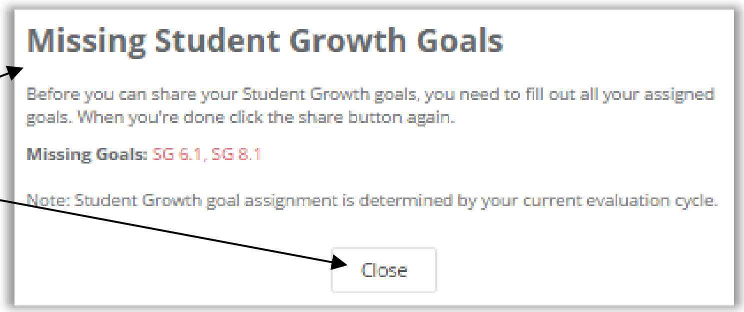
10. You will be required to write goal statements for all of the **Student Growth Goal** tabs that appear at the top of your screen. Therefore, teachers on a **Focused** evaluation plan will only be required to write one goal. However, teachers on a **Comprehensive** evaluation plan will be required to write goal statements for all three **Student Growth Goals** tabs at the top. To do so, select the next tab, and repeat **Steps 3 through 8** for that goal.

11. When you have finished writing all of your **Student Growth Goal(s)** and are ready to share the goal(s) and associated artifact(s) with your principal, click on the green **Share Goals** button in the top right corner. The associated artifact will be shared at the same time.

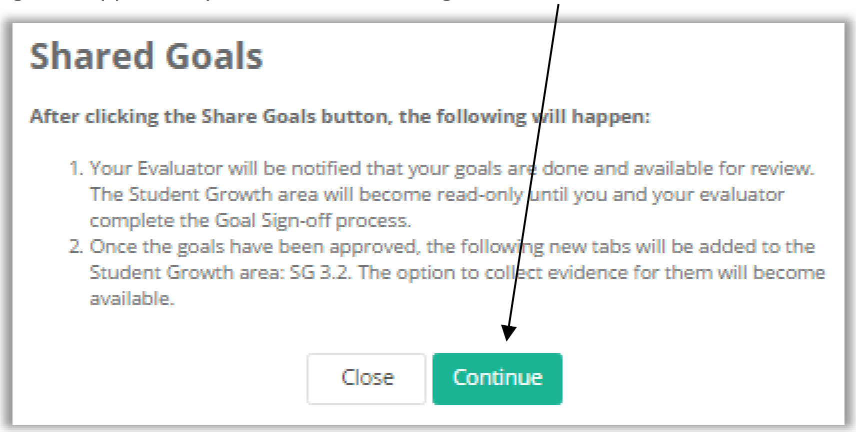


12. If you try to share your goals with your principal before you have written all of your required goals, you'll see the following screen that reminds you that you have more to write.

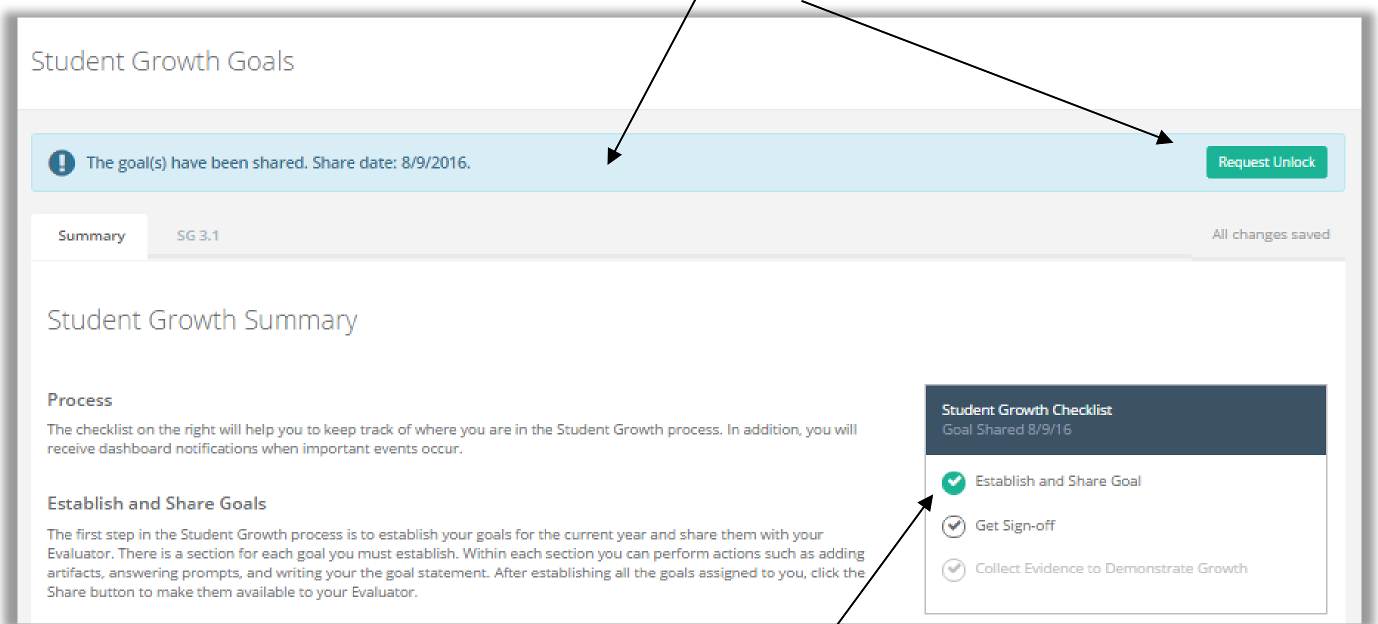
    If this screen appears, click the **Close** button and write your goal statements for the remaining **Student Growth Goals** by following **Steps 2-15** in this chapter.



13. If you have written all of your required goal statements and have clicked on the green **Share Goals** button (as described in **Step #9** above), the following message will appear on your screen. Click the green **Continue** button to finish sharing your goal statements.



14. Once you share your **Student Growth Goal(s)** with your principal, a blue bar will appear the top of your **Student Growth Goals** work space. Your goals are "locked" because they are in a "read only" state until your Principal approves them.



15. The **Student Growth Checklist** in the work space will now display a green circle with a checkmark by the first step of the goal-writing process entitled **Establish and Share Goal,** indicating that step has been completed.

16. The next step is for the Principal to take.

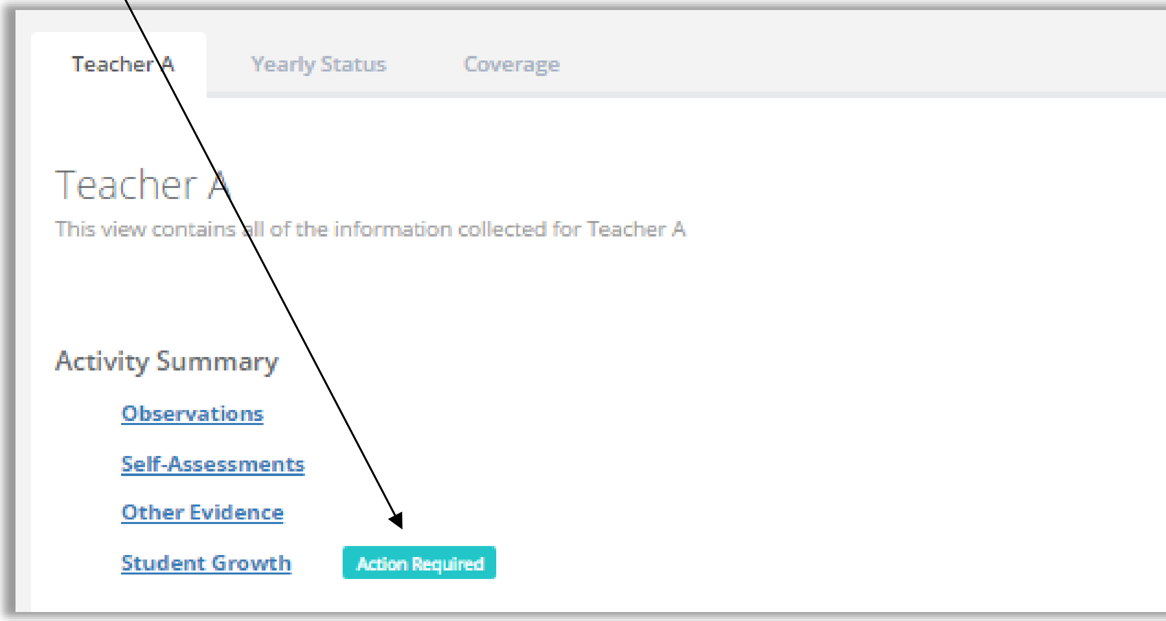
■ Chapter 3c: Viewing a teacher's student growth goals

Context:

Principals can see the **Student Growth Goals** written and shared by the teacher, as well as any artifacts that the teacher has shared that are pertinent to their student growth goal(s). This chapter covers the required steps for doing so.

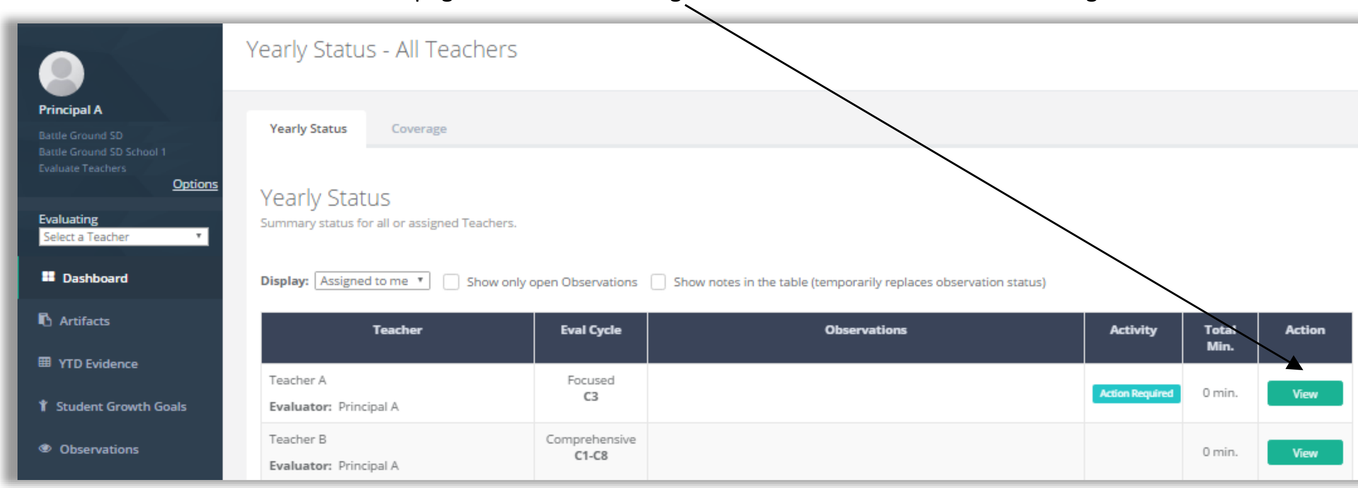
For Principals:

1. After a teacher has shared his/her **Student Growth Goals** and related artifact(s)**,** a teal-colored notification that displays **Action Required** will show up on the Principal's dashboard for that teacher. (Please note: This notification is not a clickable button.) The action that is required is to sign off on the teacher's goal(s).

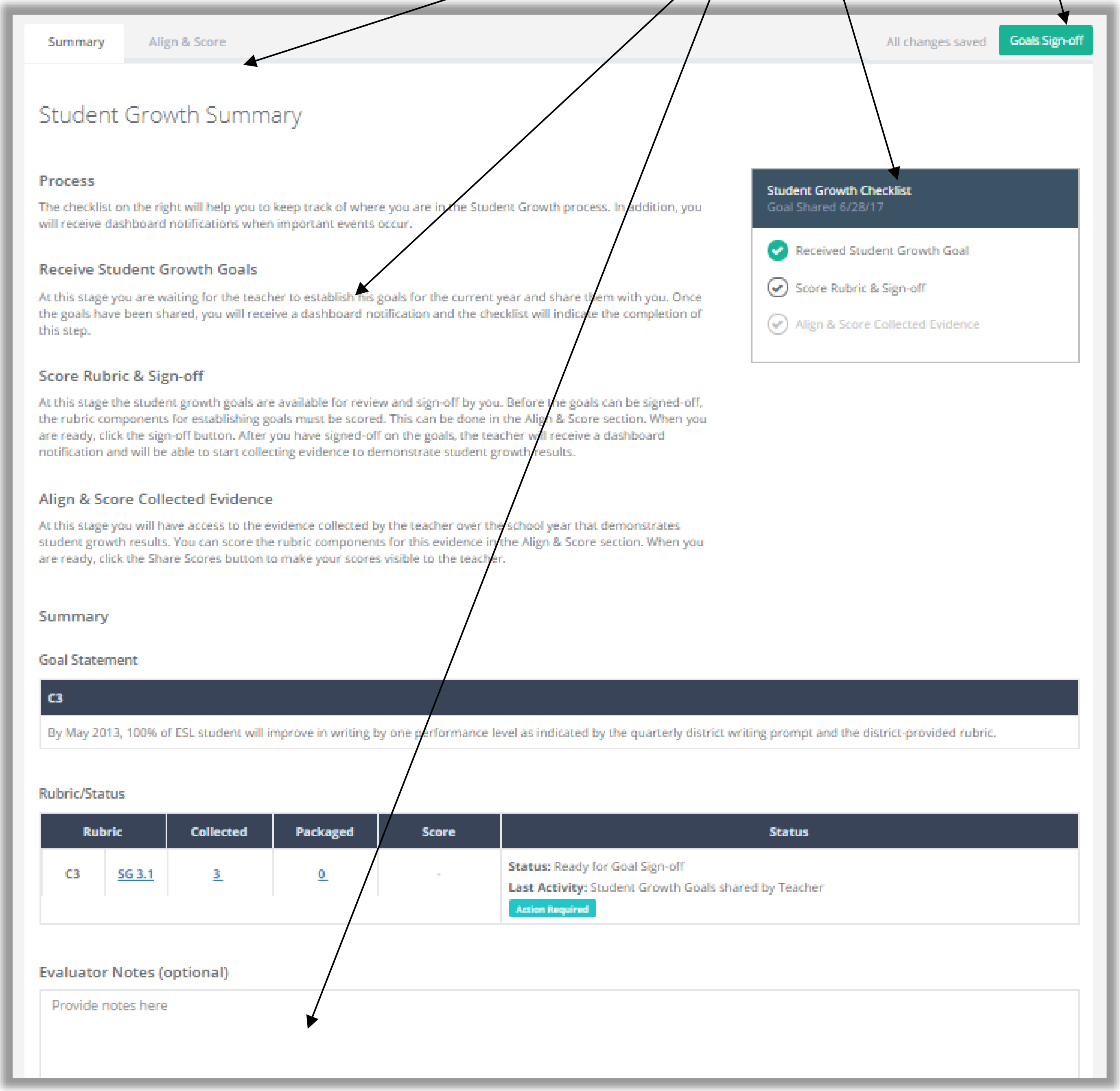


Please note: There may also be an orange **NEW** notification by the hyperlinked text called **Other Evidence.** If that is true, that notification is an alert that the teacher has also shared some type of evidence with you.

2. Click on the hyperlinked text by the teal-colored notification described in **Step #1** above, and you will come to the **Student Growth** section further down on the page. Then click on the green **View** button for that teacher to get more information.



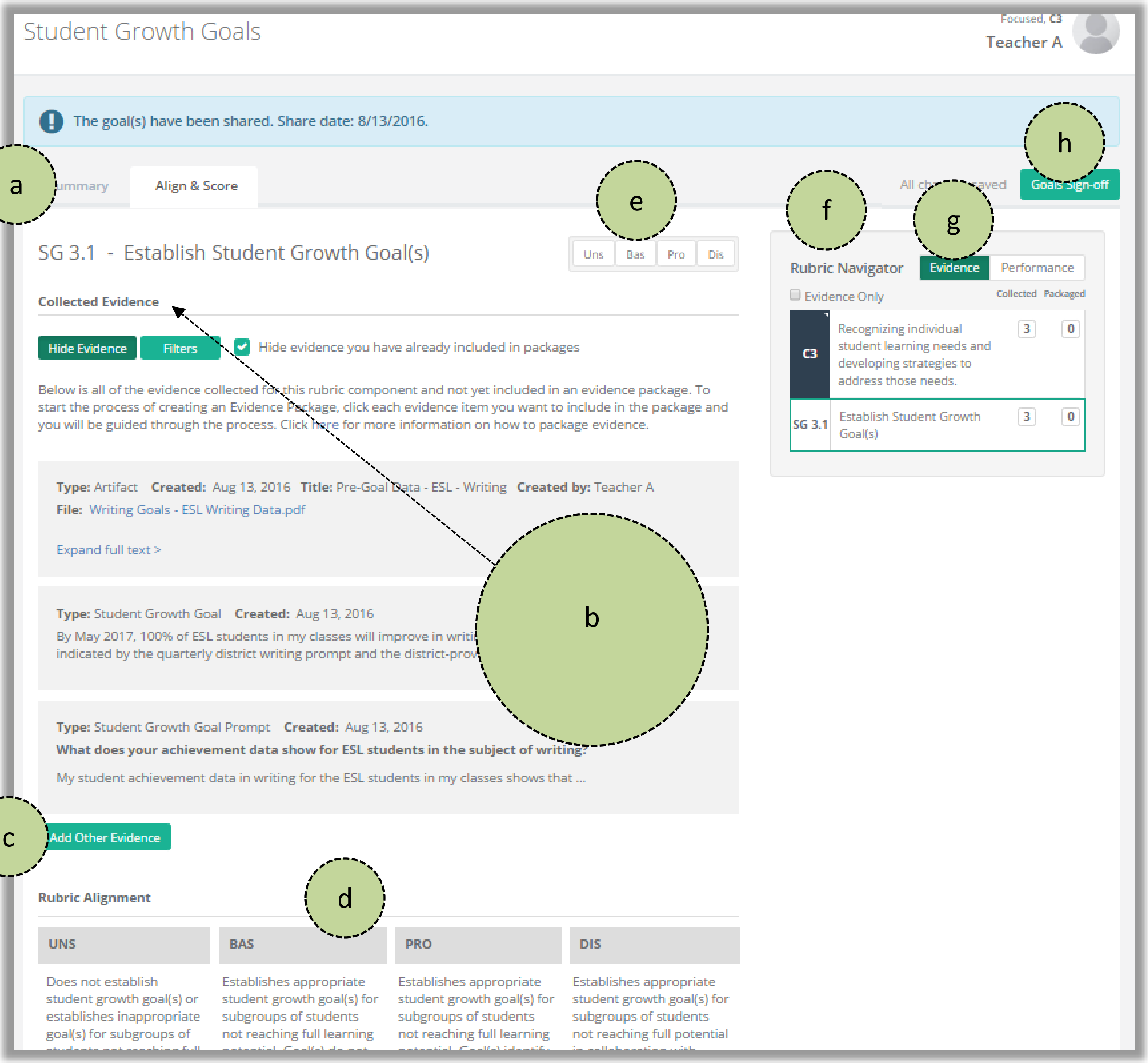
3. The **Student Growth Summary** page for that teacher displays two tabs, a description of the steps for writing and approving the **Student Growth Goals,** an area for the Principal to write additional (optional) notes, a checklist of tasks, and a green **Sign-off** button.



4. Click on the **hyperlinked text** for a Student Growth Goal (shown in the diagram at the bottom of **Step #3**). It will activate the **Align and Score** tab, and again, significant information about the **Student Growth Goal** is displayed in the work space. The main parts of the screen include:

a. Two tabs
b. Collected evidence
c. Other evidence you can add
d. Rubric alignment
e. Performance level bar
f. The **Rubric Navigator**
g. Quantifiable data about the **collected** and **packaged** evidence
h. The green **Goals Sign-off** button

Please Note:
You can also arrive at this same window by clicking on the **Align and Score** tab, and then choosing the pertinent component in the **Rubric Navigator.**



5. Read Chapter 3d to learn how to score and sign off on a teacher's student growth goal.

Chapter 3d: Scoring a teacher’s student growth goal

Context:

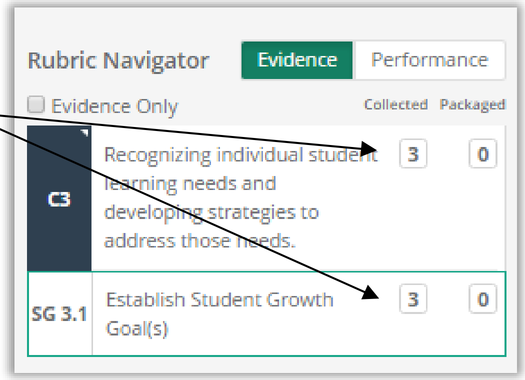
Principals can score the evidence of a teacher’s **Student Growth Goal**, and then sign off of the goal statement. This chapter covers the required steps for doing so. It’s also a continuation of **Chapter 3c.**

For Principals:

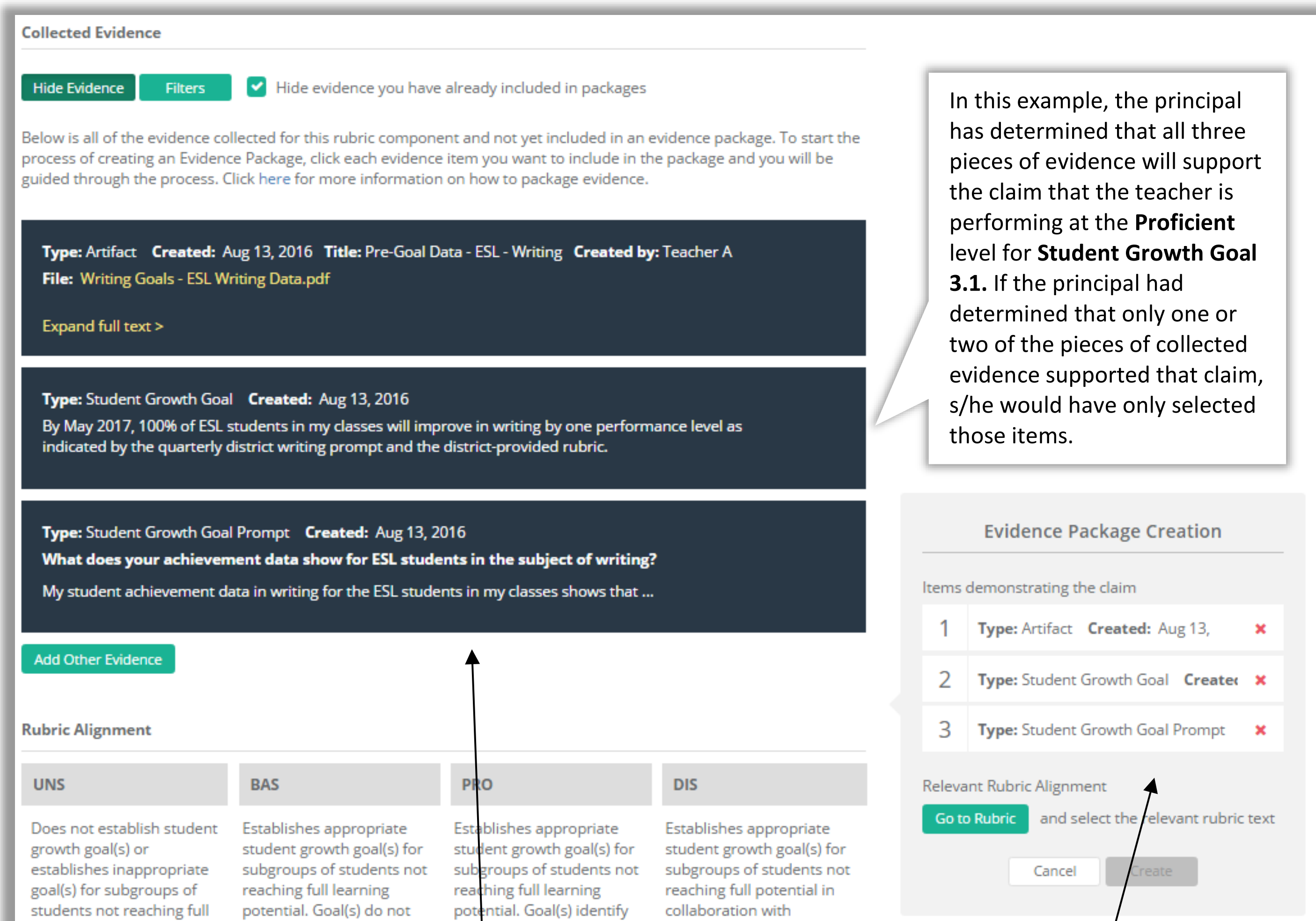
1. The Rubric Navigator has kept track of Student Growth Goal activity that is related to the rubric. In the image to the right, it has quantified the Evidence that has been collected for this teacher’s Student Growth Goal. The numeral ”3” in the Rubric Navigator matches the number of items listed under the Collected Evidence section in the work space:

    - An artifact
    - The Student Growth Goal
    - Response to the Student Growth Goal Prompt

    *See the image in **Chapter 3c, Step 4.***
    *See **Pages 65** and **68** to learn more about **collected** and **packaged** evidence.*

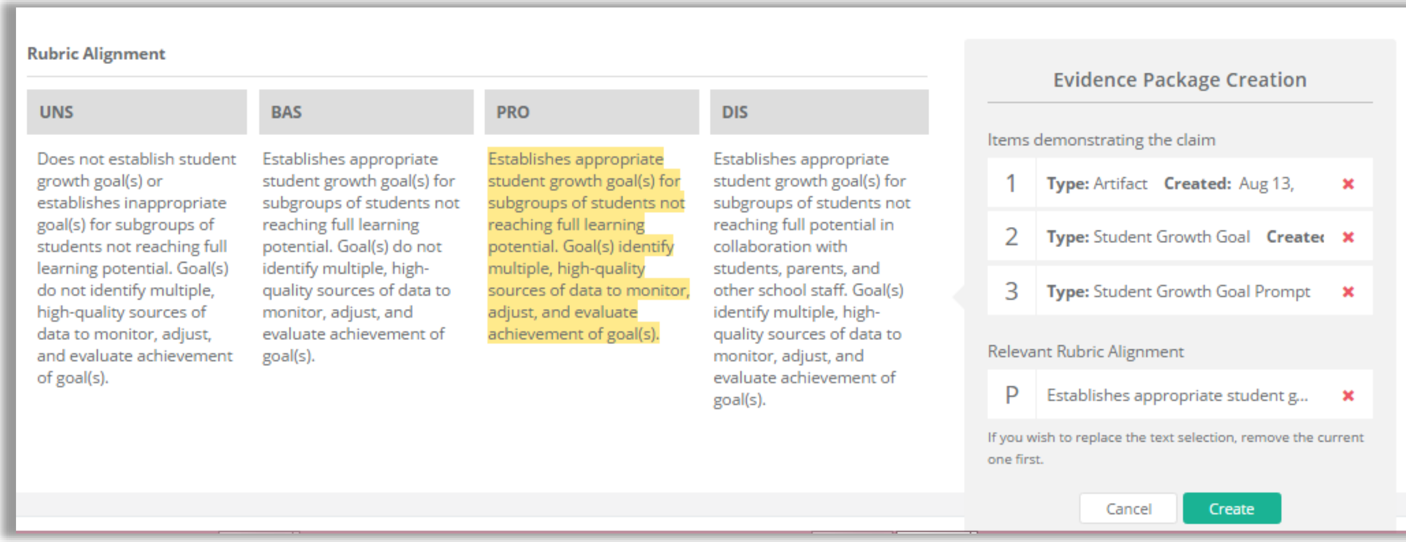


2. To align and score the evidence, click on each item in the **Collected Evidence** section that states a single performance-related claim.



3. You’ll notice that each item that you clicked turned black, and the **Rubric Navigator** changed to the floating **Evidence Package Creation** box. The **Evidence Package Creation** box leads you through the scoring and packaging of the evidence.

4. To align the evidence to the rubric, click and drag over the descriptor for the pertinent performance level. It will turn yellow.



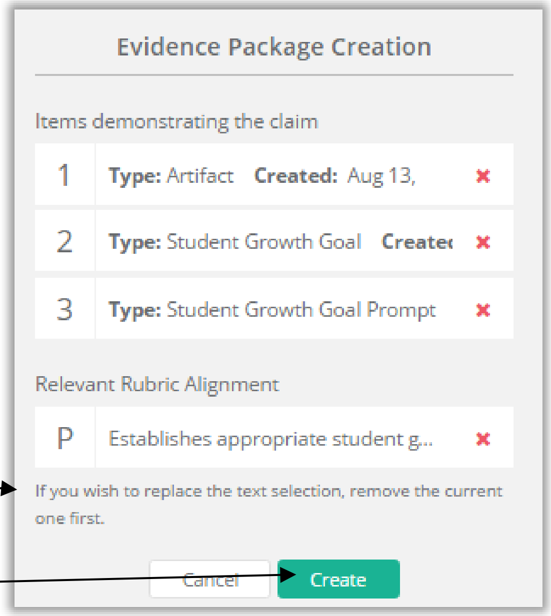
5. Then score it at the top of the work space.

Please Note:

The scoring of evidence is required.

However, the following steps for

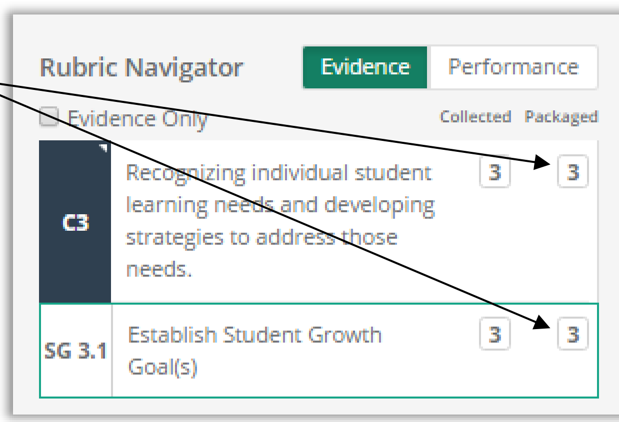
***packaging evidence** are optional.*



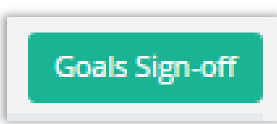
6. The floating **Evidence Creation Package** will remind you that you can replace the selected text. To remove any highlighting and scoring you've done so far, click on the white **Cancel** button and start over.

7. If you are ready to create an **Evidence Package** from your selected evidence, click on the green **Create** button in the floating **Evidence Package Creation** box.

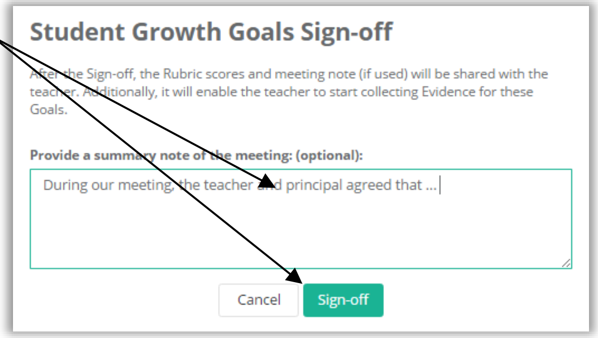
8. All of the evidence that was selected for the package will now appear in the **Packaged Evidence** section at the bottom of the work space. And the **Rubric Navigator** will now quantify the evidence that was aligned and scored for this Student Growth Goal.



9. After aligning and scoring the **Student Growth Goal** against the rubric, it's time to sign-off that the goals have been collected, aligned, scored and approved. Click on the green button called **Goal Sign-off** in the top right corner.

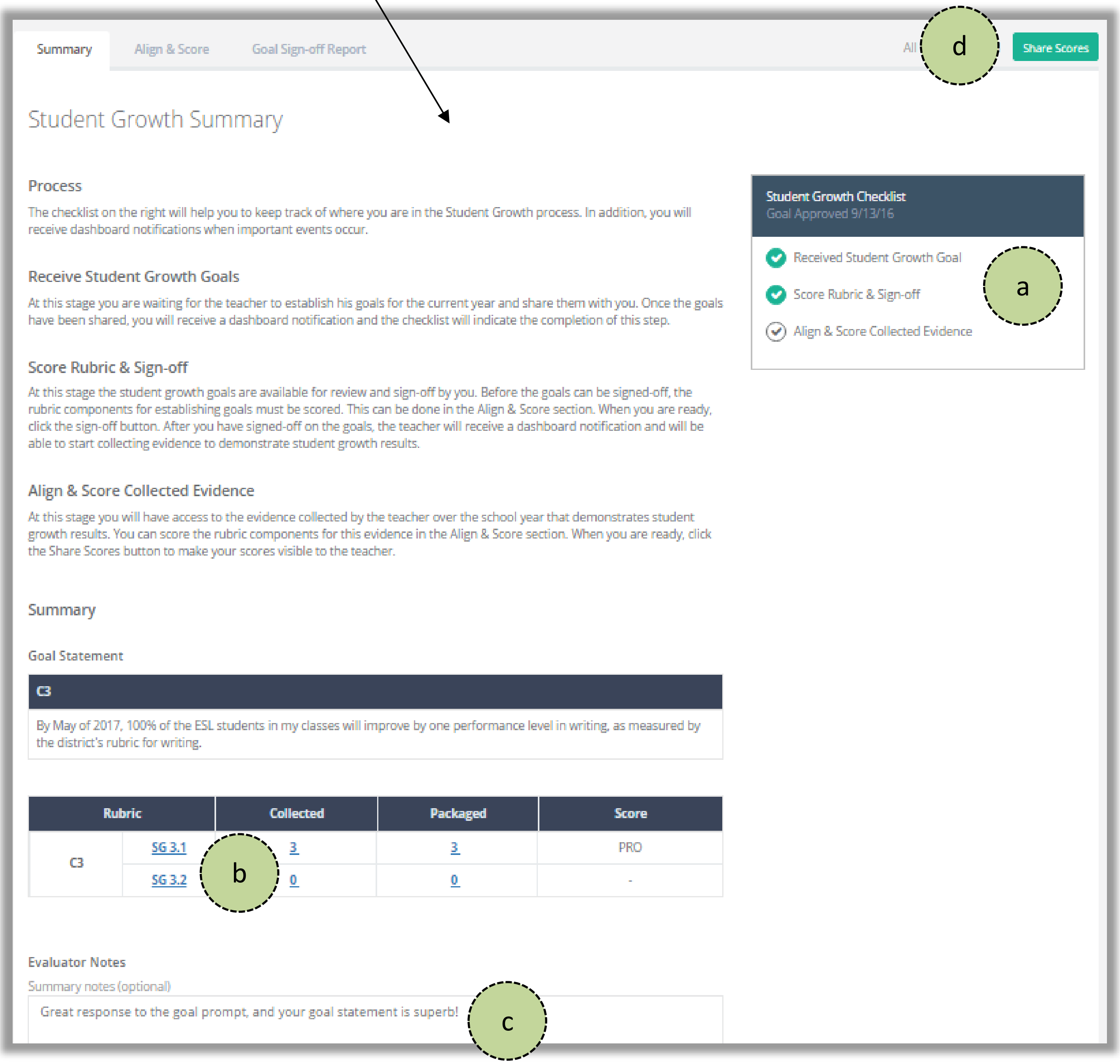


10. A small window will appear like the one to the right. Type a summary note from the meeting (optional). Then click the green **Sign-off** button.



11. You'll return to the **Student Growth Summary** work space, where you'll find some new changes:

    a. The **Student Growth Checklist** has been updated with one more completed task.
    b. A new goal has been added at the bottom of this teacher's **Student Growth Goal** dashboard.
    c. The principal's notes are now displayed on the **Summary** page.
    d. The principal can now share the scores assigned to evidence of the student achievement goal.



12. At this point, the next step is the Teacher's to take, who will begin collecting evidence of the achievement of the goals. **However, these steps in Chapter 3d will need to be repeated once the teacher submits evidence of achieving the Student Growth Goal.**

◆ Chapter 3e: Collecting evidence for achievement of the goals

Context:

Once the principal signs off of a teacher's **Student Growth Goal(s)** and shared them, the teacher's eVAL tabs and work spaces for the **Student Growth Goals** menu will change slightly in preparation for the teacher's next steps.

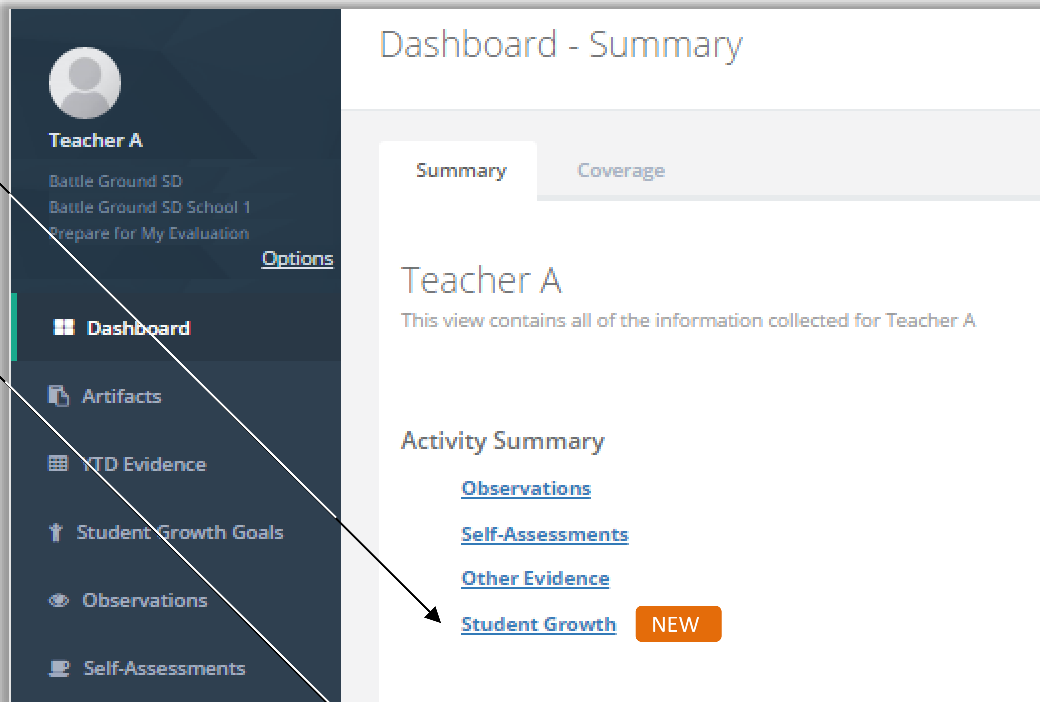
For Teachers:

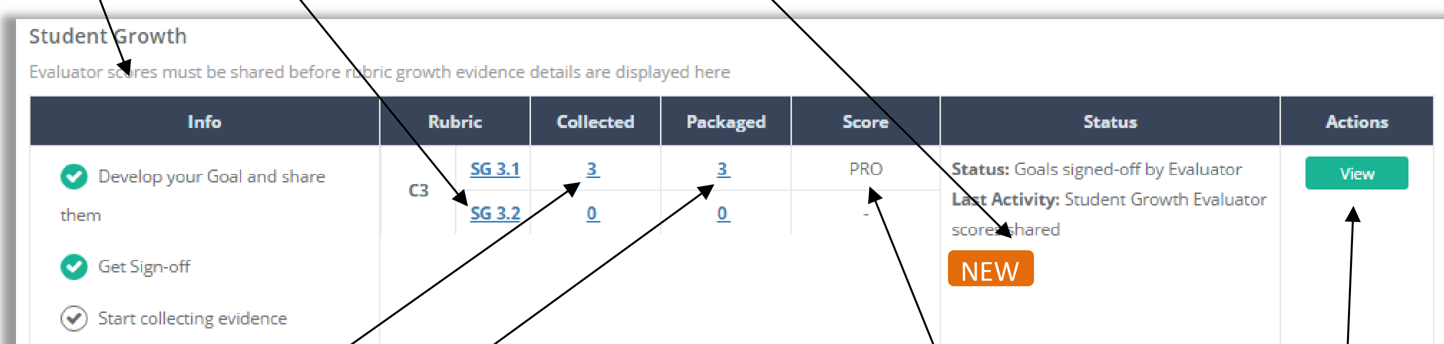
You will now notice some changes to your eVAL **Dashboard,** as well as to your work spaces for the **Student Growth Goals** pages.

There will be an orange **NEW** notification near the hyperlinked **Student Growth** text. This notification itself is not hyperlinked.

There will also be an orange **NEW** notification in the **Status** column in the **Student Growth** table that sits in the work space. Again, this notification is not hyperlinked.

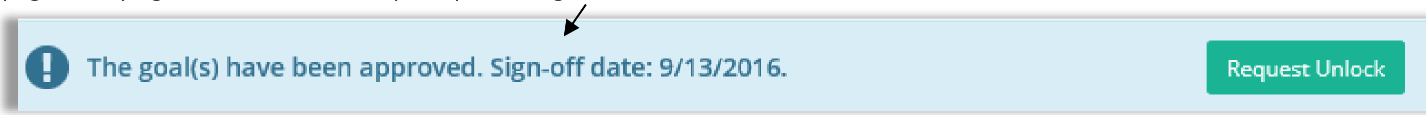
The status of the process has been updated in the **Info** column, and a new **Student Growth Goal** will appear under the **Rubric** column in the table. It is a hyperlink.



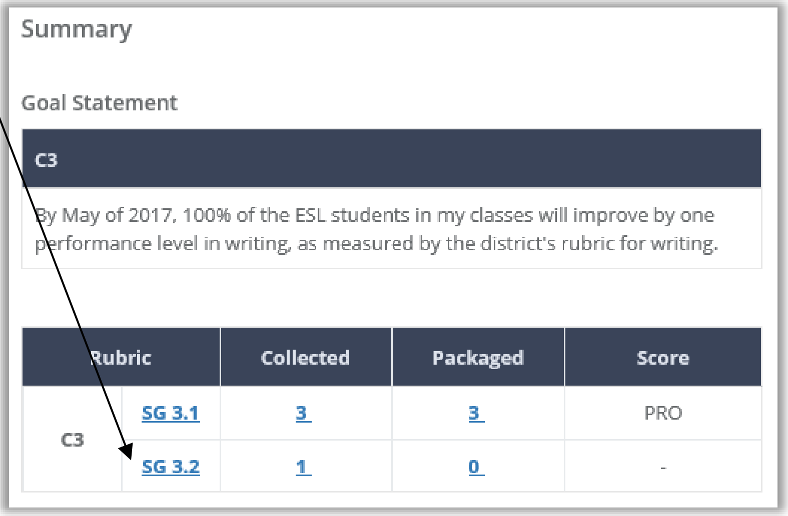


The number of **collected** and **packaged** pieces of evidence is listed, and the principal's score has been shared. To get more information about the status of the **Student Growth Goal** process and to prepare for the next task, click on the green **View** button on the right end of the table.

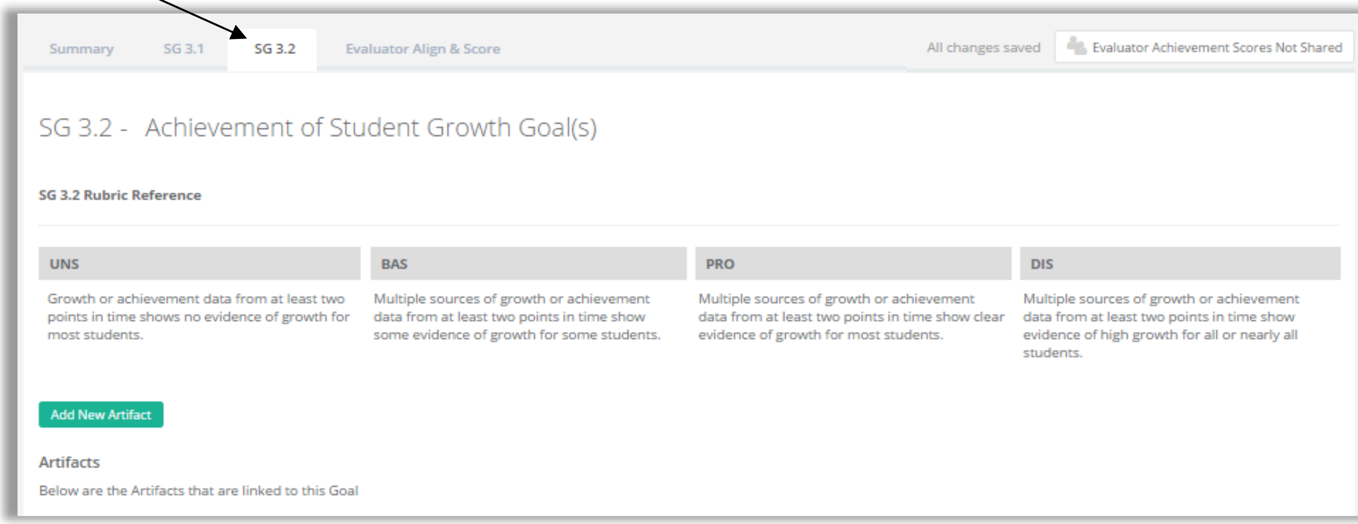
The **Student Growth Summary** page will appear. A new announcement will appear in the blue horizontal stripe across the top of the page, notifying the teacher that the principal has signed off on the **Student Growth Goal**.



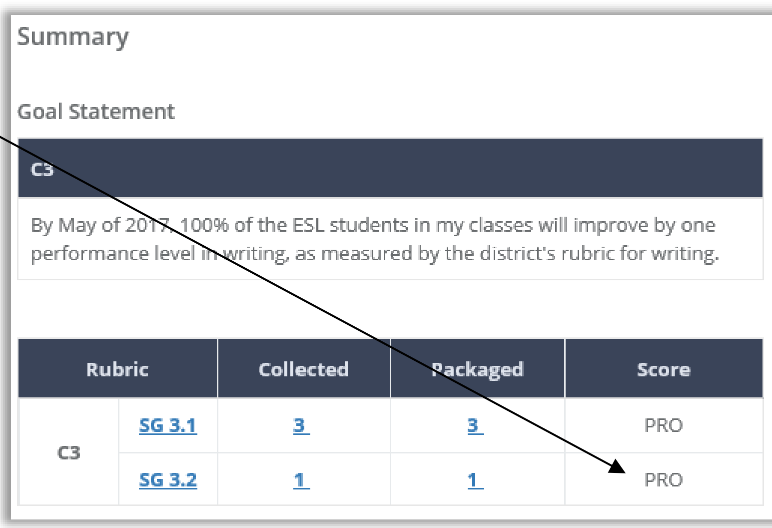
1. Click on the new hyperlinked goal in the **Rubric** column at the bottom of the page.



2. The tab for that goal will become active. At this point, it's time to begin collecting artifacts that will serve as your evidence of the achievement of your **Student Growth Goals.** Follow the steps in **Chapter 3b** of this user guide.



3. As soon as the principal scores the evidence for the achievement of this **Student Growth Goal,** the score will appear in the **Student Growth** section of the teacher's dashboard.



CHAPTER 4

OBSERVATIONS

■ Chapter 4a:
Setting up observations and pre/post-conference prompts

Context:

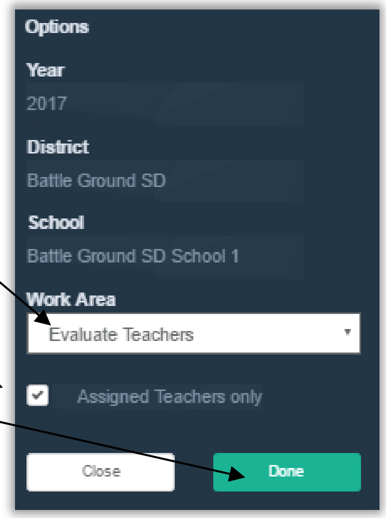
One way in which principals collect evidence and performance data is through the practice of observations. This part of the chapter provides information about the steps that are required for the principal to schedule an observation.

For Principals:

The observation process in eVAL begins with you. When signing into eVAL, click on the **Options** link. Use the pull-down menu for the **Work Area** to **Evaluate Teachers.**

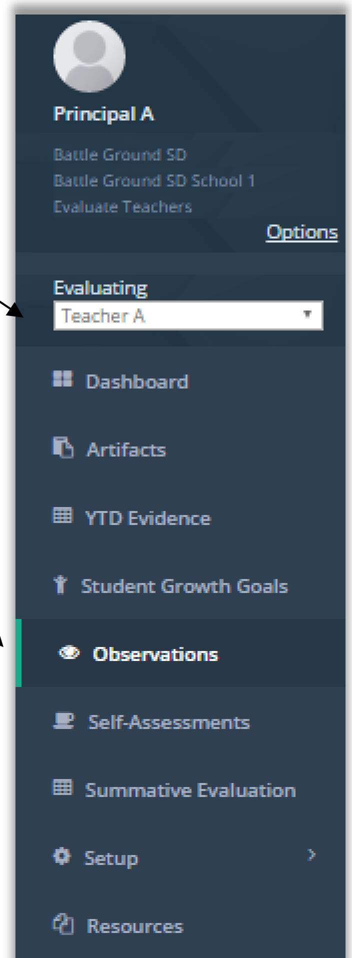
If you wish to only see information about the teachers to whom you are assigned, place a checkmark in the box by **Assigned Teachers Only**.

Click on the green **Done** button.



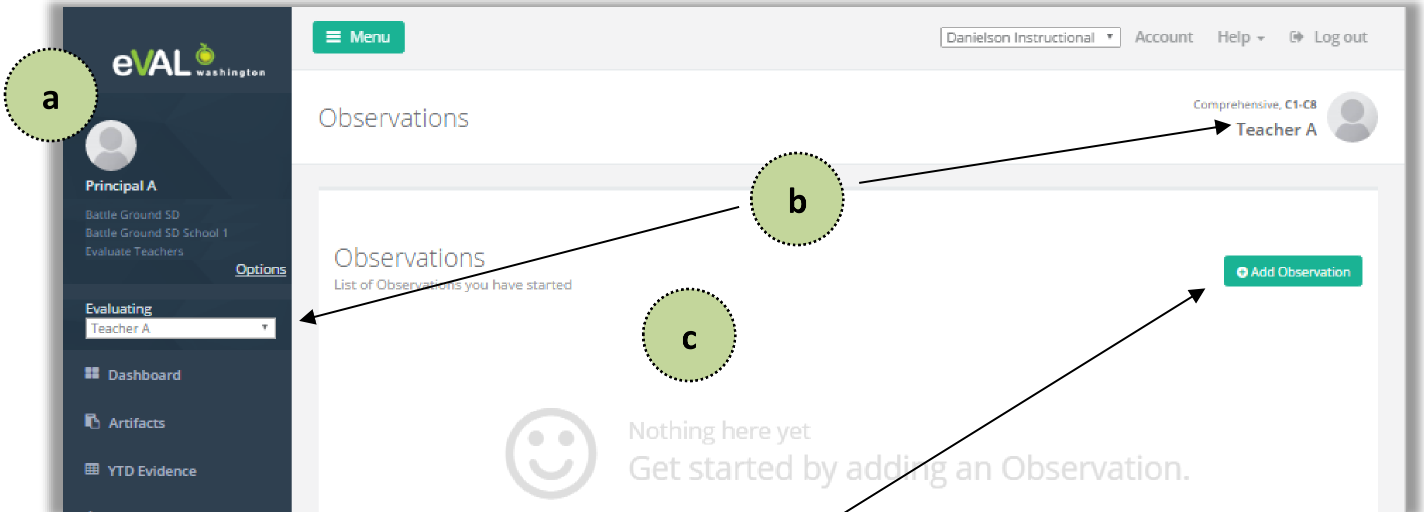
1. Use the drop-down menu to select the teacher who you will be evaluating through an observation.

2. Click on the **Observation** menu on the left.
   A green marker will appear next to the word **Observations**.

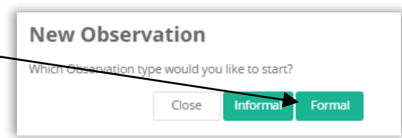


3. The **Observations** page will appear, and has some great features to remind you where you are:

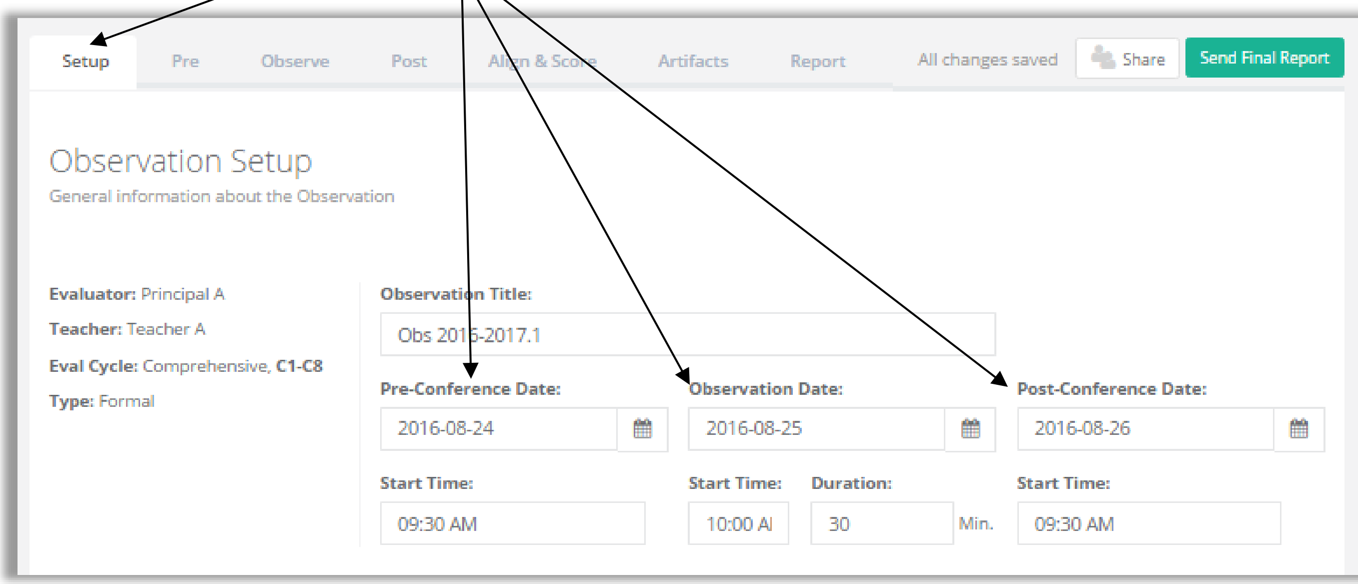
   a. Your identity
   b. The teacher you are going to observe
   c. The list of observations that have been scheduled, started or completed. The image below shows what the window looks like the first time a principal schedules an observation for this teacher. Once s/he schedules observations, the page will be populated with the observations that have been scheduled.



4. To schedule an observation, click on the green button called **Add Observation.** A pop-up screen will appear, asking you to select the type of observation you would like to schedule. For the purpose of this user guide, we will choose **Formal.**

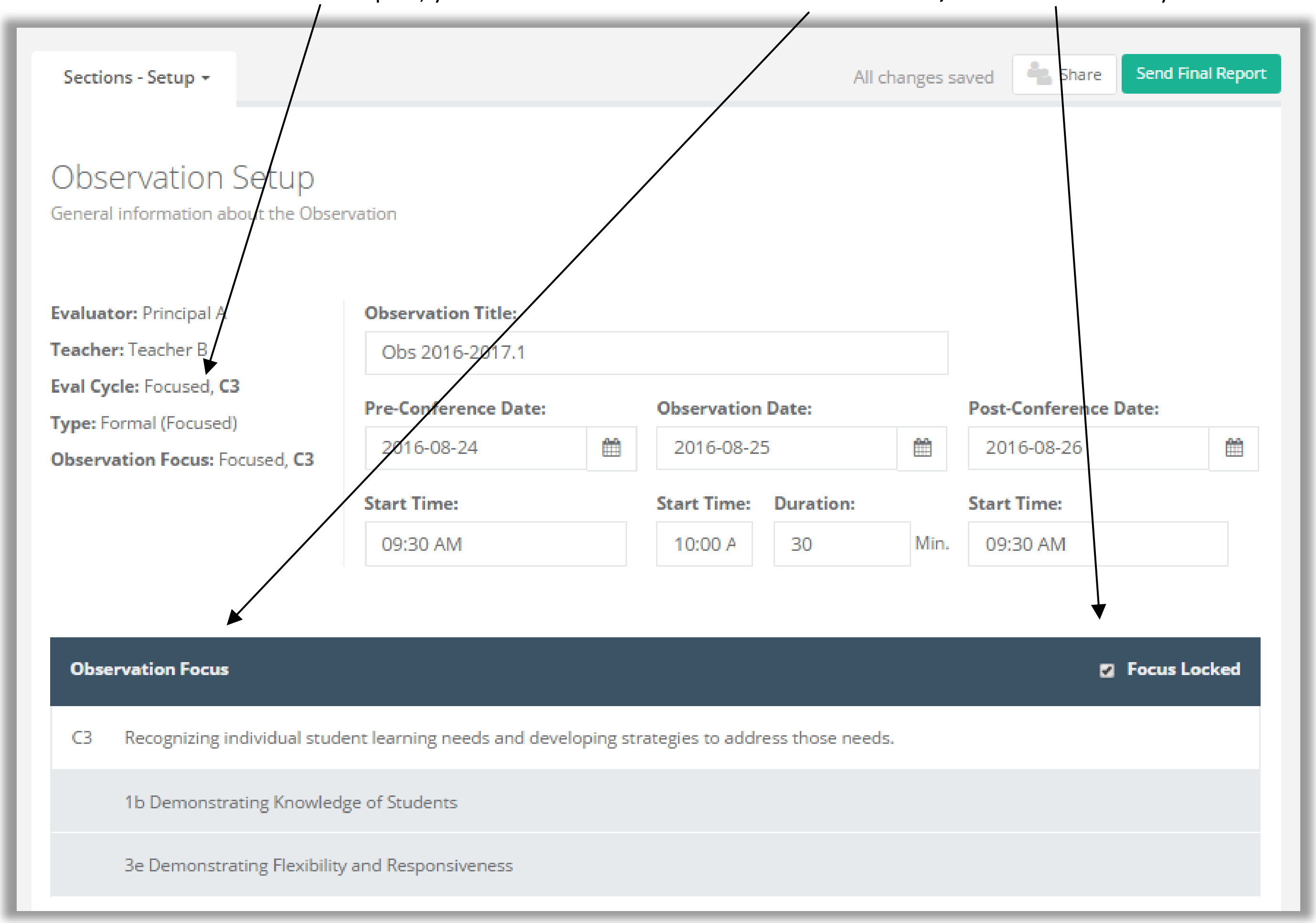


5. The work space for the **Observation Setup** tab will appear. Enter the title of the observation, and click in the pertinent fields to select the date and time of the observation, as well as the pre- and post-conferences. **Please Note:** When selecting the **Start Time** for each, make sure you click on each green **SAVE** button that appears under each time field. (Not shown in image below.)

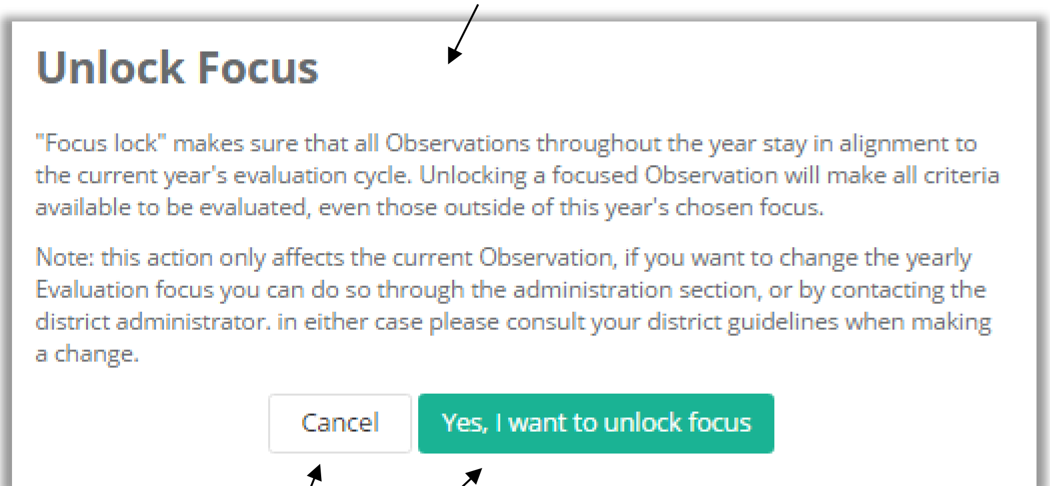


Please Note:
If the pertinent teacher is on a comprehensive plan, that's all you'll see in the work space for the **Observation Setup** tab. However, you'll see more options in this work space if the teacher is on a focused plan. In that case, refer to the next step.

6. For teachers who are on a focused plan, you will see a section entitled **Observation Focus,** with a check mark by **Focus Lock**.



Focus Lock makes sure that all observations throughout the year stay in alignment to the current year's evaluation cycle for that teacher. Unlocking a focused observation will make all criteria available to be evaluated, even those outside of this year's chosen focus. If you choose to unlock this feature, the following message will appear on your screen.

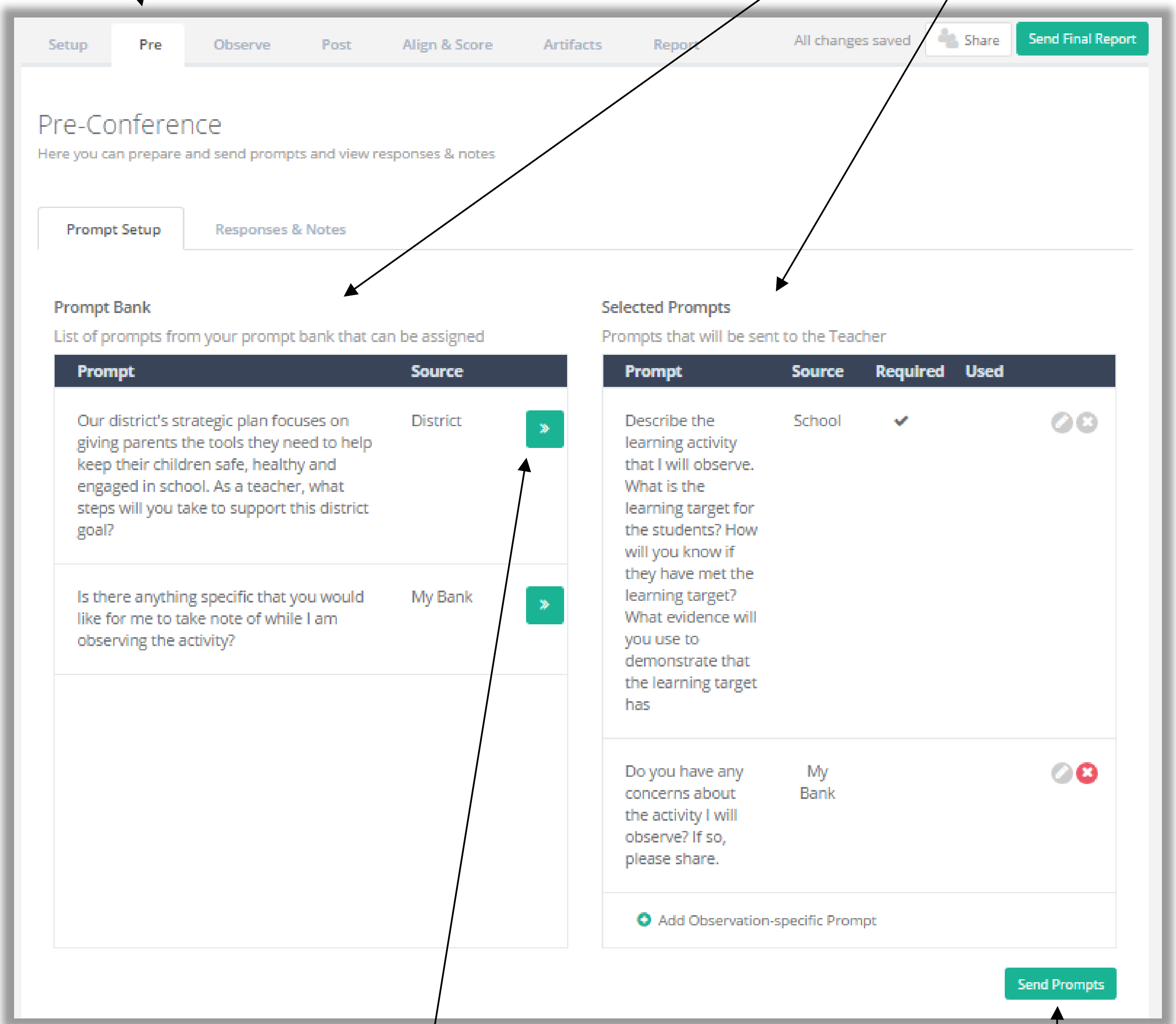


Cancel or confirm your decision to unlock the focus.

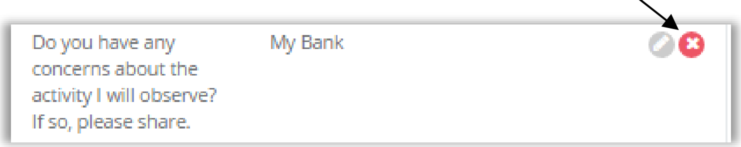
Confirming your decision to unlock the focus will make the evaluation type shown in **Step #6** above change to **comprehensive**.

(For the purpose of this user guide, the focus will remain locked.)

7. Click on the **Pre (Pre-Conference)** tab. The following work space will appear. It lists the **optional** and **required** prompts that were created and configured by the District Administrator of eVAL, the School Administrator, or the Principal.



8. Optional prompts in the **Prompt Bank** can be moved over to the **Selected Prompts** by clicking on the green icon with the double arrows. If you move them over and decide not to use them, simply click on the **X in the round, red button.**



9. When you have finished selecting the prompts you wish to send to the teacher, click on the green button called **Send Prompts,** located in the lower right corner of the work space. Once you send the prompts, they will appear in the teacher's Pre-Conference tab in their Observation menu.

10. Prepare the post-conference prompts in the same way, following **Steps 7-9** above.

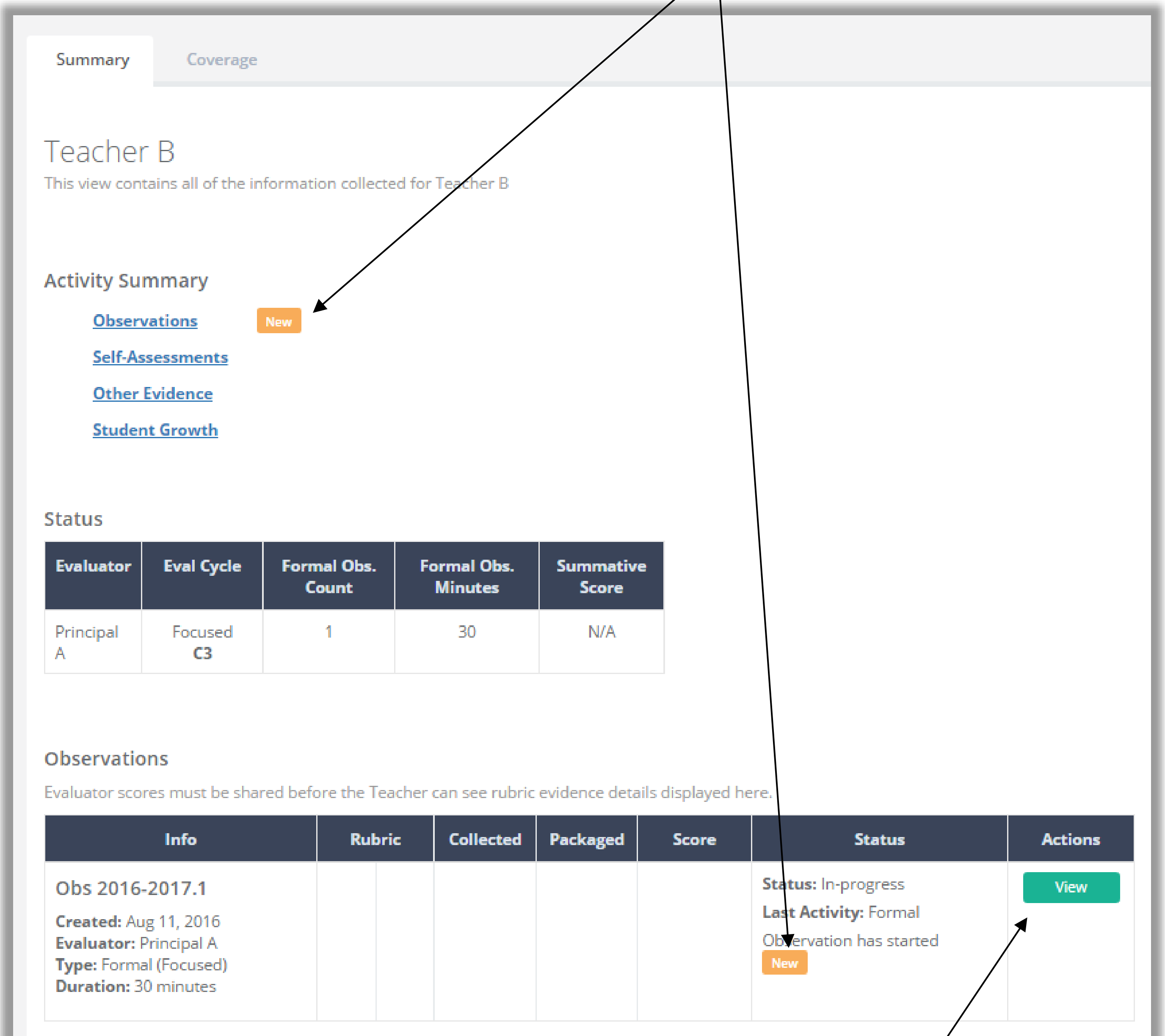
◆ Chapter 4b: Preparing for the pre-conference (and post-conference)

Context:

Once a principal schedules an observation, the teacher will receive a notification in his/her dashboard. At that point, the teacher can begin preparing for the observation. For this part of the user guide, a teacher on a **focused** plan will be used as an example.

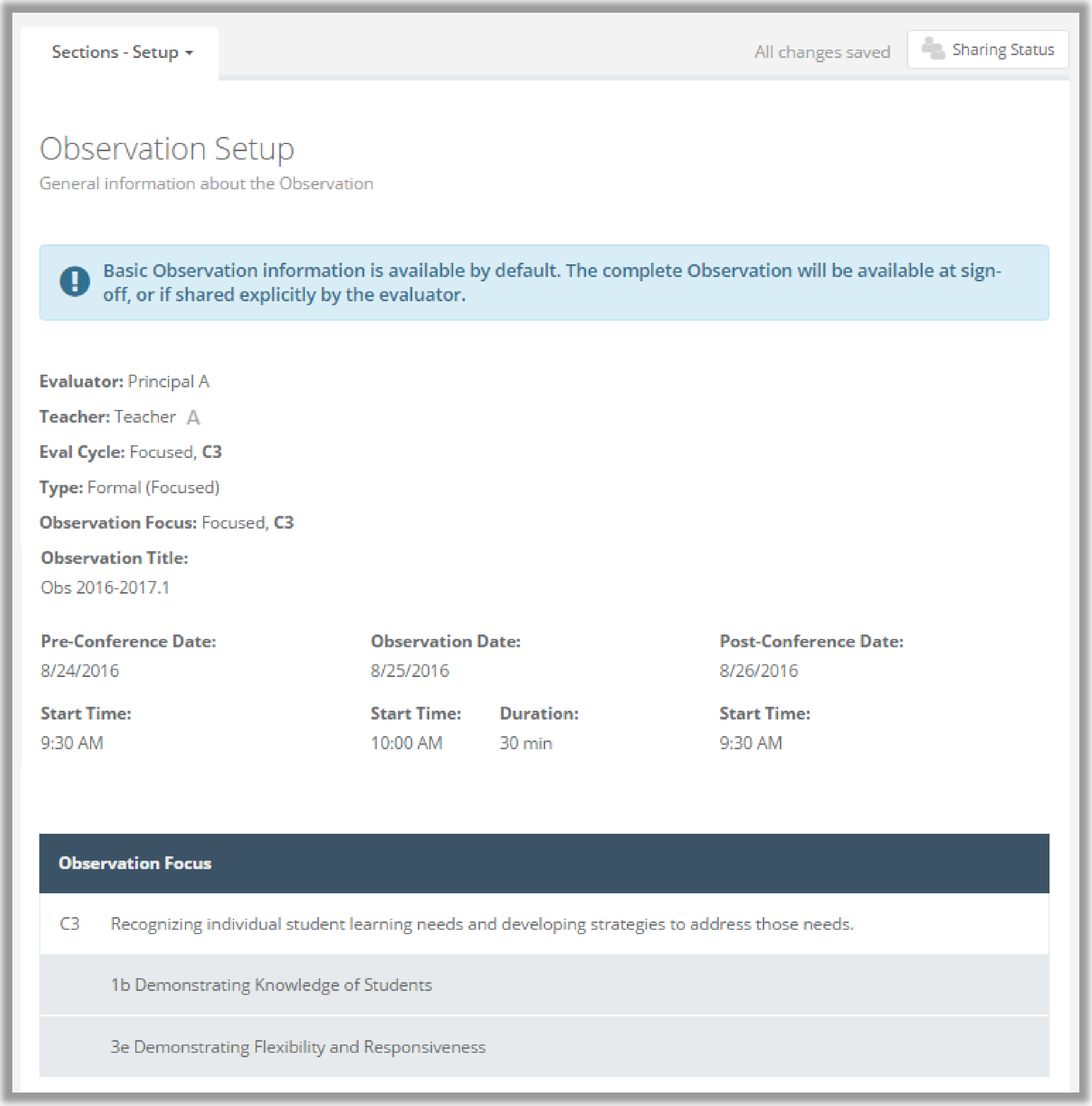
For Teachers:

The next time the teacher signs into eVAL, an orange notification symbol called **NEW** (for "New Activity") will appear in two spots in his/her dashboard. This orange notification symbol is simply a notification … it is not a hyperlinked icon.

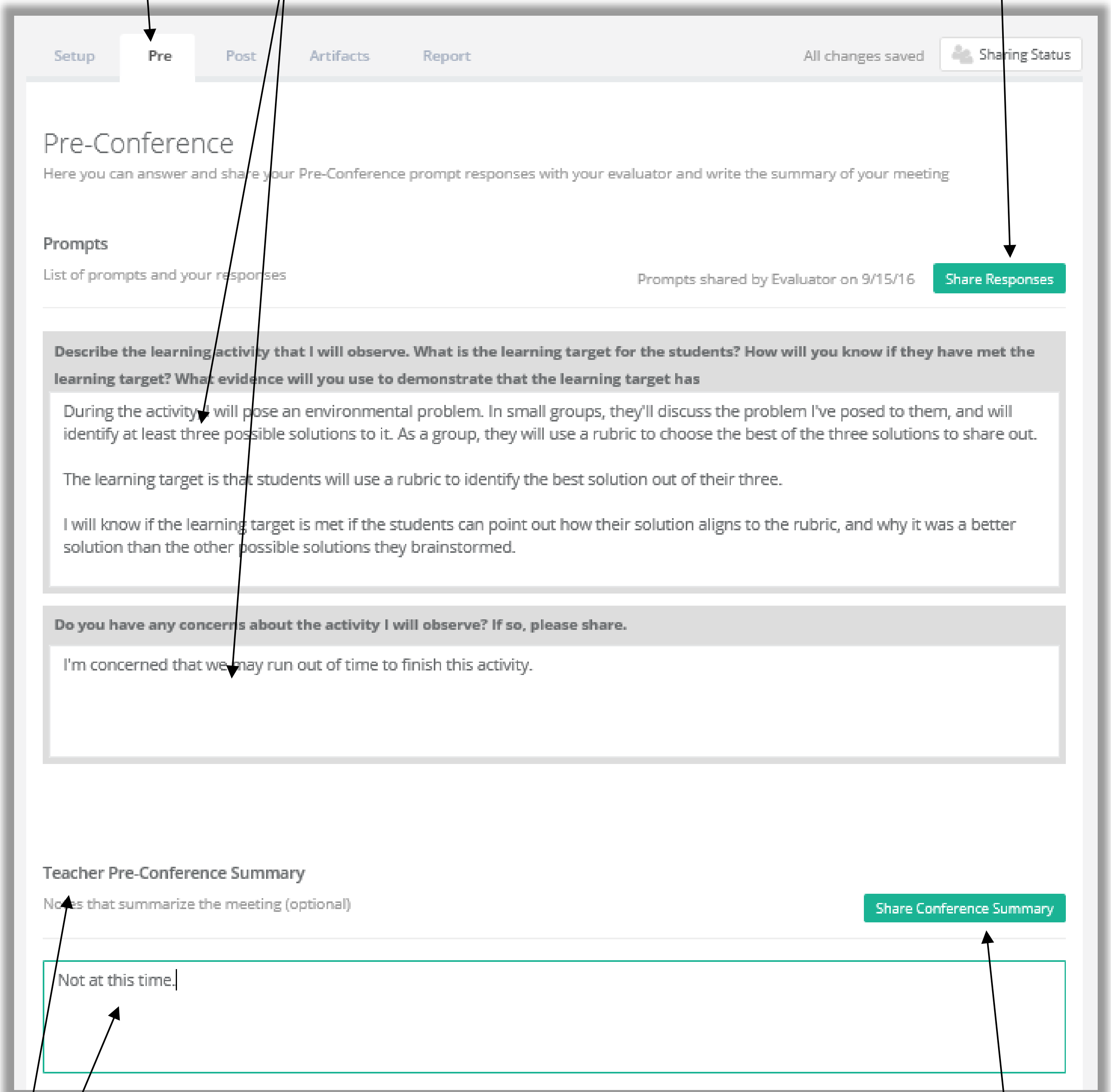


To see more information about the observation and to prepare for it, click on the green **View** button.

1. The first work space that will be displayed will be for the **Observation Setup** tab. It provides general information about the upcoming oberservation.



2. Click on the **Pre (Pre-Conference)** tab. You will need to respond to any prompts listed in the **Prompts** section of the work space. When you have typed your responses and are ready to send them to your principal, click on the green **Share Responses** button. The green button will change to a text statement that says the summary was shared.



3. The **Pre-Conference Summary** section will appear at the bottom of the work space. This section is optional, and provides a text field for summarizing the pre-conference conversation that takes place between the teacher and principal. If you choose to use this option, type in a summary statement, and then finish by clicking on the green button entitled **Share Conference Summary.** If you choose to type and share a summary, the green button will change to a text statement that says the summary was shared.

4. The next time the principal signs in to his/her eVAL account, s/he will be able to read the teacher's responses to the prompts and the pre-conference summary (if sent).

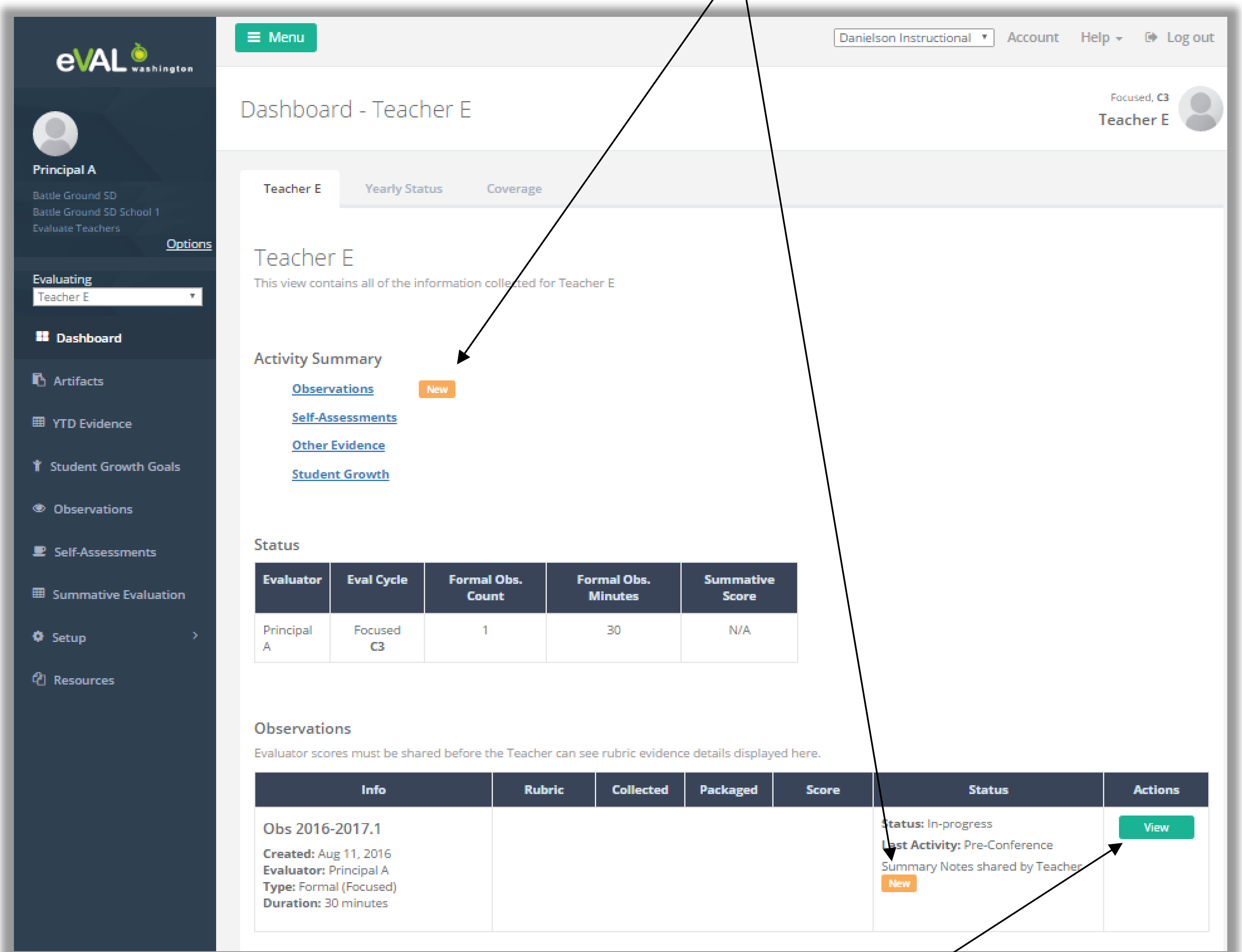
■ Chapter 4c:
Coding teacher responses for pre- and post-conference prompts

Context:

Once a teacher responds to the pre-conference (or post-conference) prompt(s) and shares his/her responses, the principal can view them in eVAL and code them as evidence. This section of this chapter covers the pertinent steps for coding the pre-conference prompts, but the same steps are used to code the post-conference prompts.

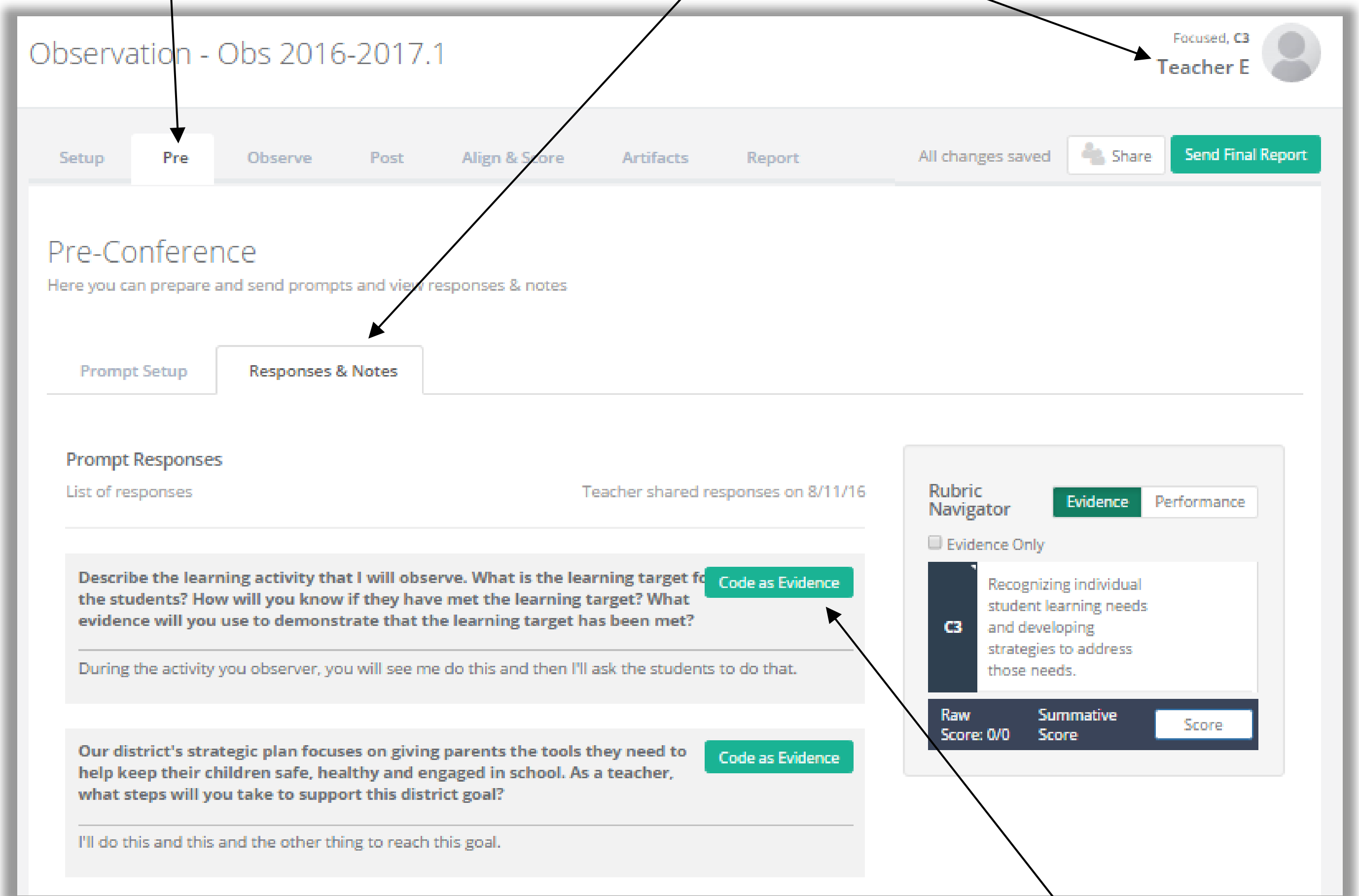
For Principals:

The next time the principal signs into eVAL, an orange notification symbol called **NEW** (for NEW activity) will appear in two spots in his/her dashboard. This orange notification symbol is simply a notification … it is not a hyperlinked icon.



To see more information about the observation cycle and to prepare for it, click on the green **View** button.

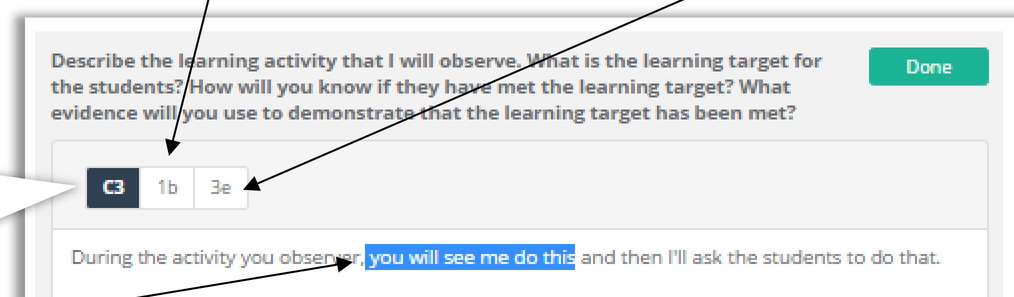
1. Activate the **Pre (Pre-conference)** tab, and make sure that the pertinent teacher is showing up in the right hand corner. Also make sure that the sub-tab that is selected is called **Responses and Notes**.



2. To **code a segment of text as evidence**, click on the green **Code as Evidence** button for that prompt's response.

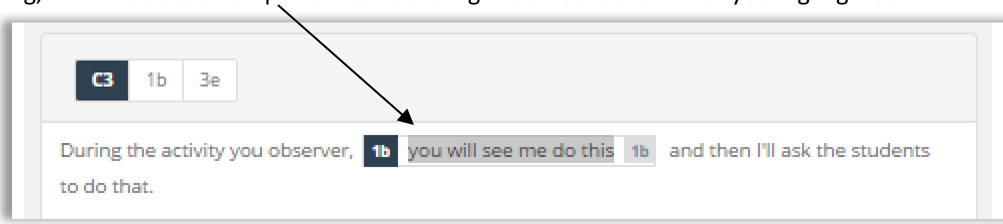
3. A small bar will appear, displaying the state criteria and the instructional framework's components. If you hover your mouse over the components, the name of the component will temporarily appear.

Keep in mind that if the Focus wasn't unlocked (See Chapter 4a, Step 6), only the focus criteria and its associated components will be displayed.

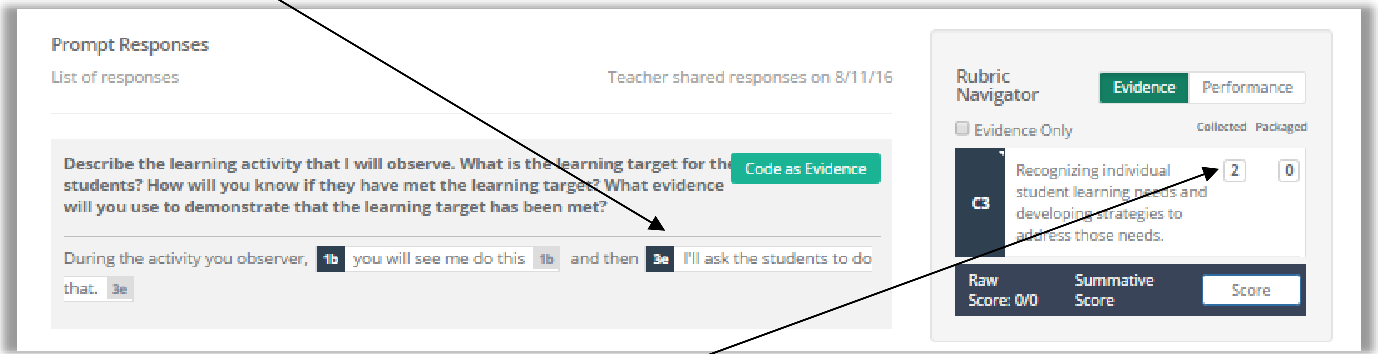


Highlight the text that you wish to code as evidence. Click on the pertinent component on the bar that you want to code it to.

4. The result will look like the following, with the coded component surrounding the evidence text that you highlighted:

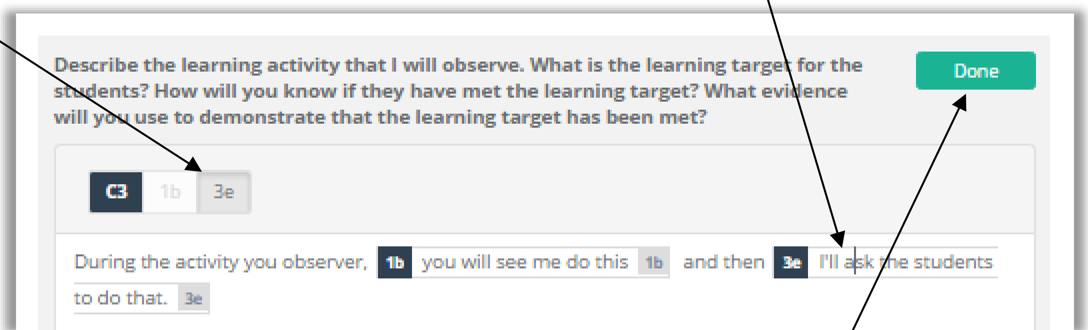


5. Highlight other text that you wish to use as evidence for this observation's component, and code it in the same way.



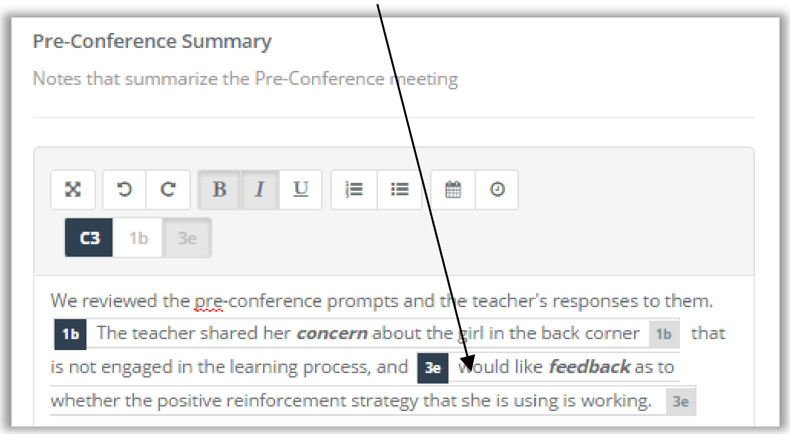
6. As you code evidence, the floating **Rubric Navigator** on the right side of your screen will monitor the number of pieces of evidence you have collected from the teacher's responses and coded.

7. If you want to revise the coding you've done, simply click on the text that you coded, and the relevant component in the code bar will appear. Click on it to "uncode" the evidence. A dialog box may appear, asking if you want to proceed and remove the code.



8. When you are done coding evidence for a prompt response, click on the green **Done** button. It will revert back to the green **Code as Evidence** button. If you wish to make any changes, simply click on the green **Code as Evidence** button, and follow **Steps #1-4** above. If there are other responses on this page to code, do it now.

9. The **Pre-Conference Summary** section apears further down the page**.** Enter your summary notes into this field, if you wish.



10. At the bottom of the page, you'll see the section entitled **Teacher Pre-Conference Summary,** and if the teacher has summarized the **Pre-Conference** meeting, his/her notes will appear in the text box. Code them in the same way as the **Prompt Responses.** Use the **Rubric Navigator** to monitor the number of pieces of evidence that have been collected and coded.

11. Return to this sub-chapter (**Chapter 4c**) when you are ready to code the teacher's responses to the **post-conference prompts.**

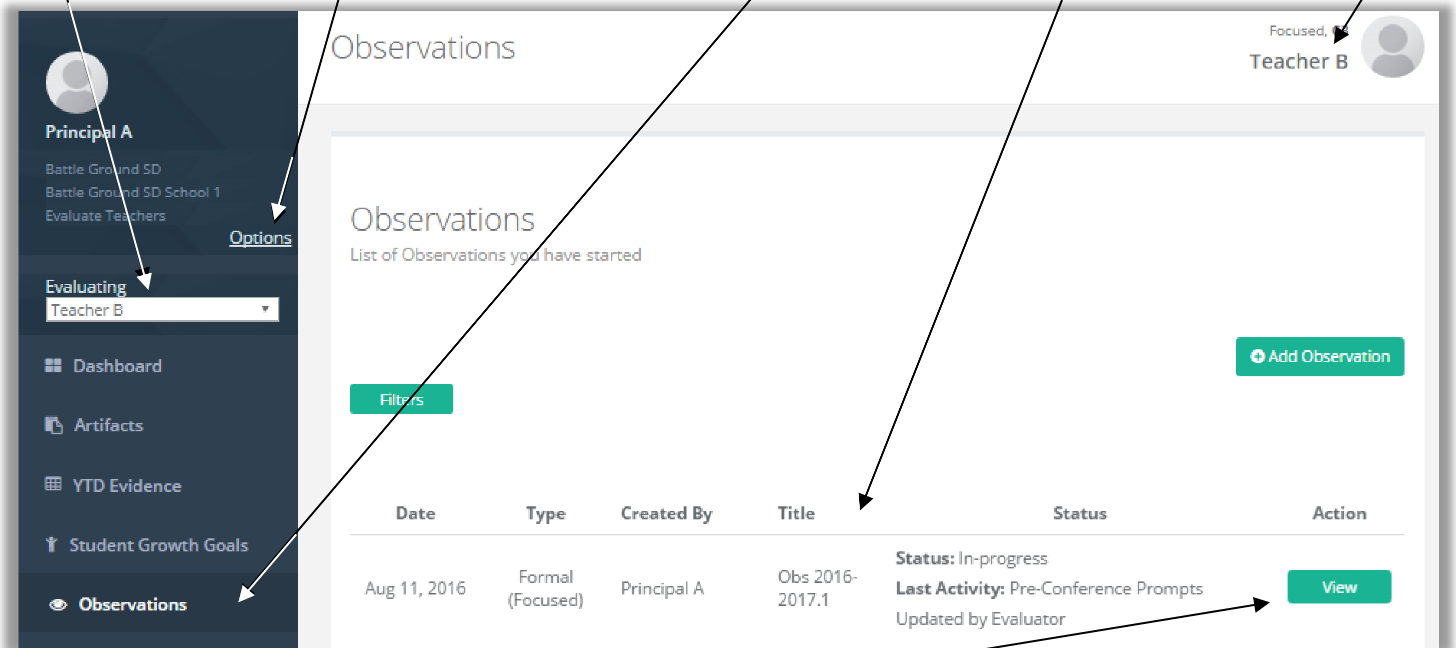
Chapter 4d: Conducting an observation

Context:

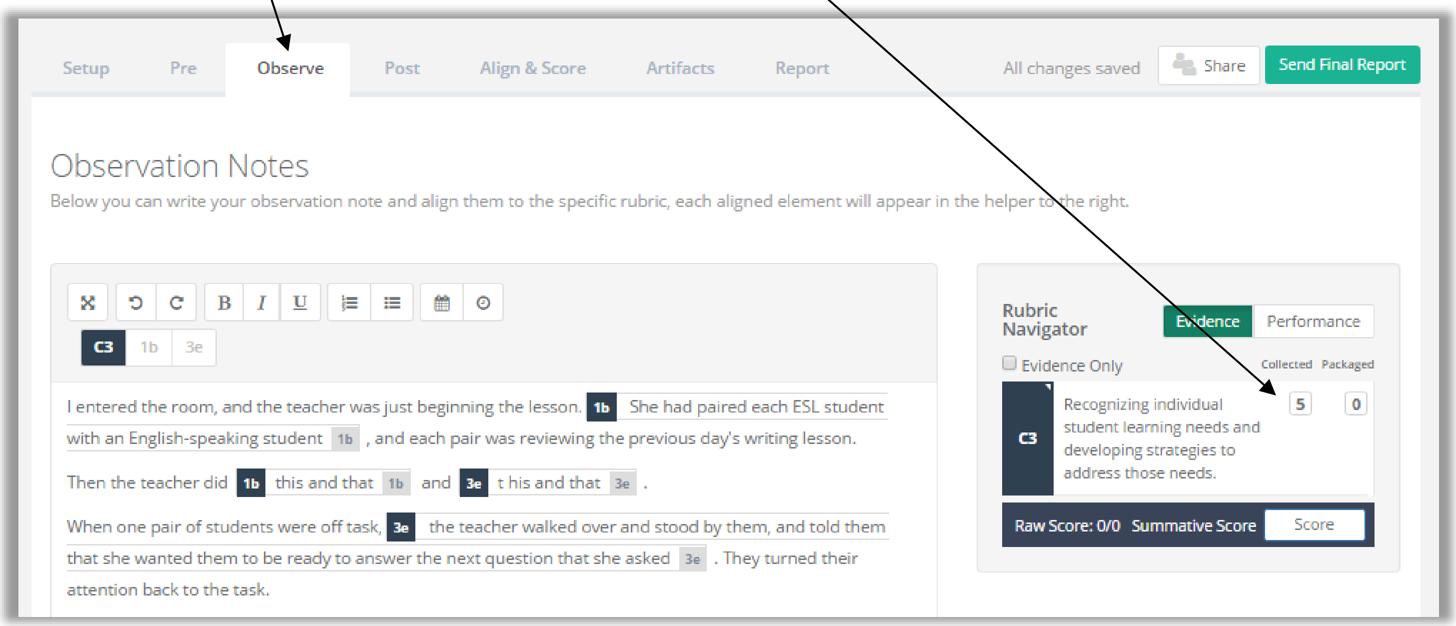
Now that the pre-conference activity has been completed, it's time for the observation. This part of the chapter will be devoted to the steps involved in conducting an observation.

For Principals:

Sign into eVAL and use the **Options** link to make sure that you are in the **Work Area** called **Evaluate Teachers.** Use the drop-down menu to choose the teacher you will observe, and then click on the **Observations** menu. The teacher's name will appear in the top right corner, and the list of observations that you have started for this teacher will be listed in the work space.



To get started with an observation, click on the green **View** to continue this teacher's observation activity. Make sure the **Observe** tab is active. Take your notes in the text editor. Code them like you did when you were coding the teacher's prompt responses. See **Chapter 4c**. Use the floating **Rubric Navigator** on the right to monitor the collection of evidence that you code.



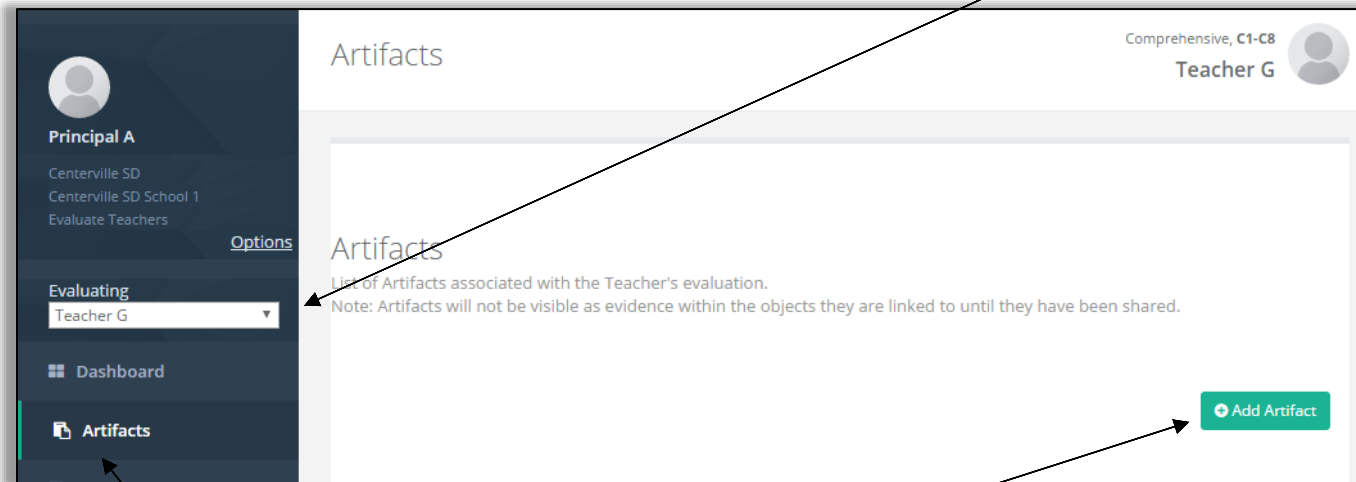
■ Chapter 4e: Adding and connecting artifacts to an observation

Context:

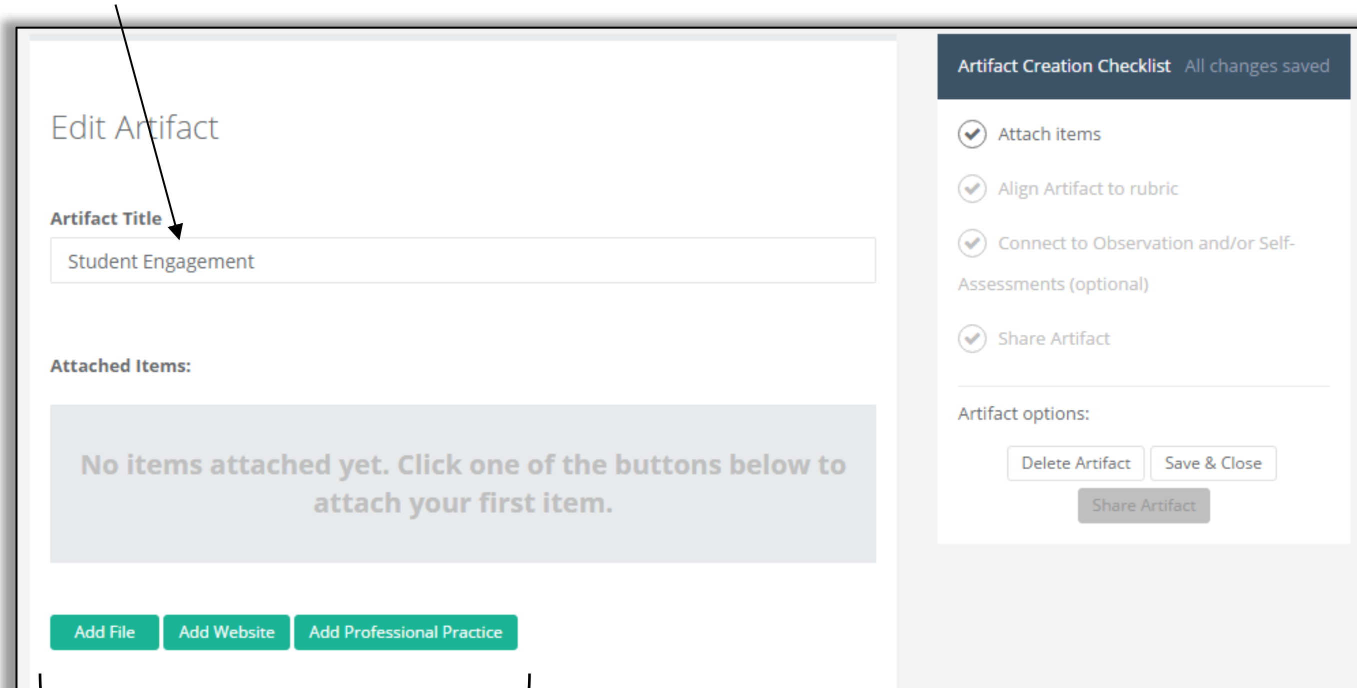
Principals can collect artifacts during an observation that can be used as evidence of performance. This part of the chapter will provide the steps for doing so.

For Principals:

1. Sign in to the eVAL tool, and make sure that your work area is to **Evaluate Teachers.** Use the drop-down menu in the left menu area to select the teacher you would like to add an artifact for.



2. Click on the **Artifacts** menu item. Then click on the green **Add Artifact** button in the work space. The following screen will appear. Give your artifact a title.

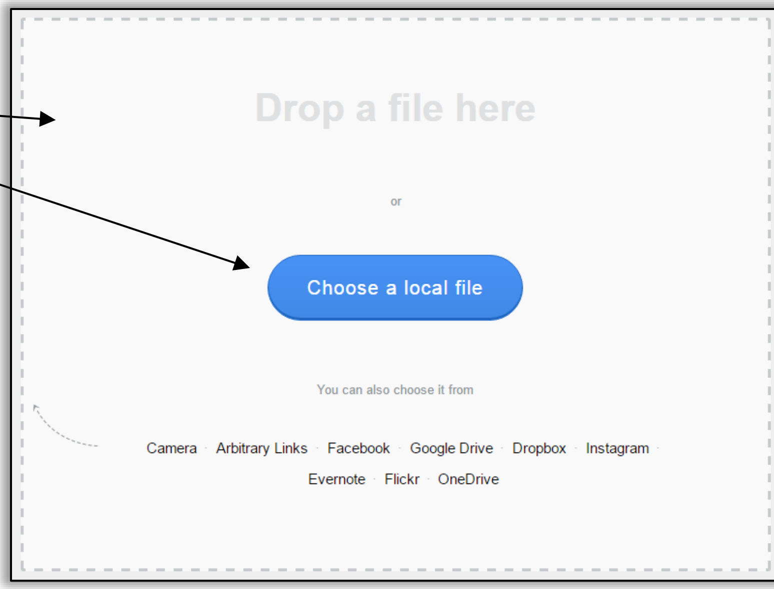


3. eVAL can handle three types of artifacts: (1) files; (2) web site URLs, and (3) typed descriptions of observed professional practices. Most of the artifacts will be files on your hard drive, but occassionally, the artifacts will be web sites or professional practices.

3a. How to add a file as an artifact:

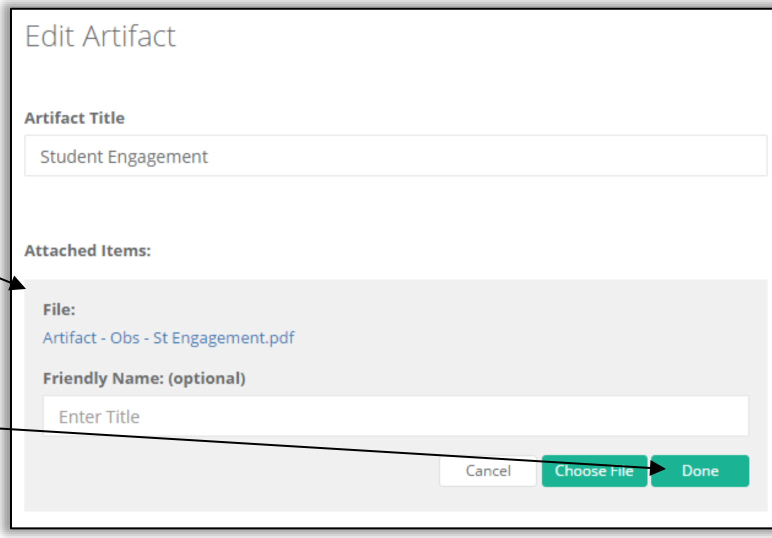
Click on the green button called **Add File** (see **Step 2** above). A window like the one to the right will appear.

Click on the blue button that says **Choose a local file.** Navigate out to your hard drive and find the file that you wish to use as an artifact from the observation.



The file will now be "attached."

Click on the green **Done** button to confirm your selection of the file.

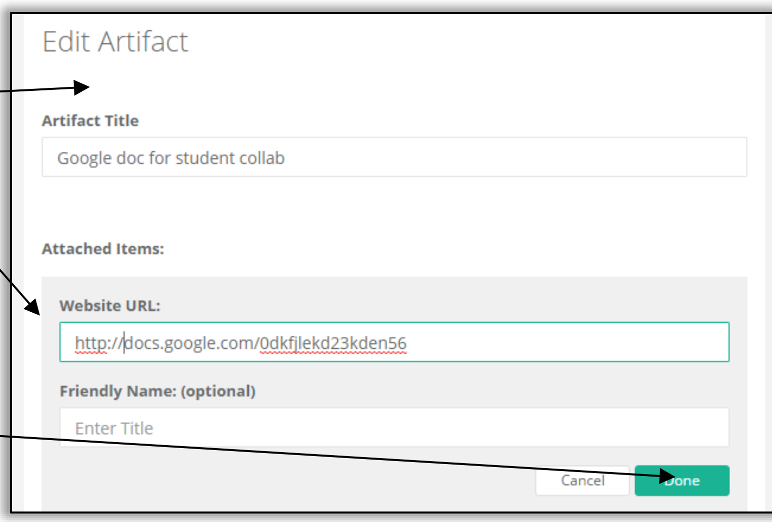


3b. How to add a web site URL as an artifact:

Click on the green button called **Add Website** (see **Step 2** on page 56). A window like the one to the right will appear.

Type in the URL for the web site address.

Click on the green **Done** button to confirm the URL you typed for the artifact.

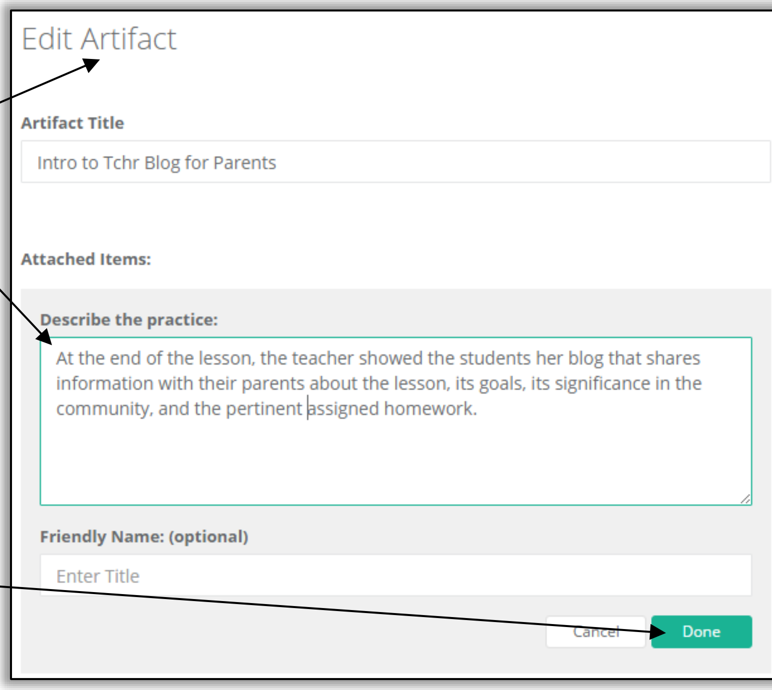


3c. How to add a description of a professional practice as an artifact:

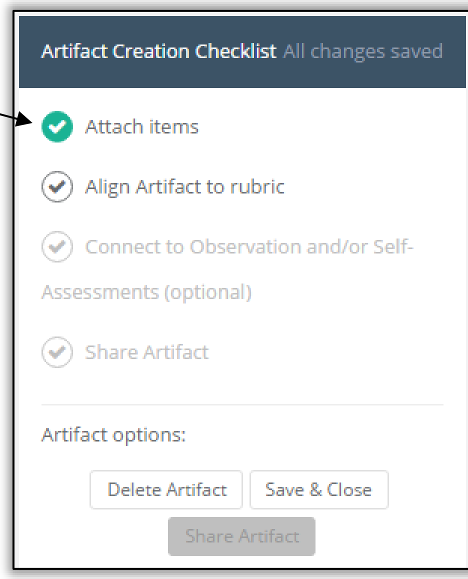
Click on the green button called **Add Professional Practice** (see **Step 2** on page 56). A window like the one to the right will appear.

Type in your description of the professional practice that you observed during the observation.

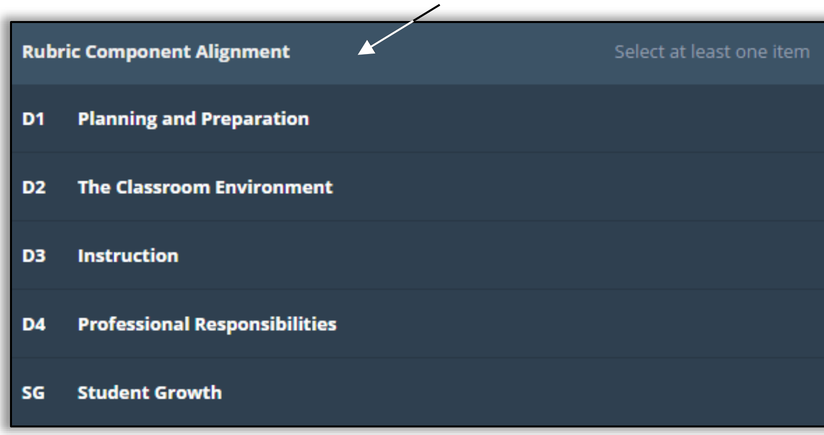
Click on the green **Done** button to confirm the URL you typed for the artifact.



4. **Continued from the bottom of Page 56:**
When you "attached" your artifact in Steps 3a or 3b or 3c above, two things occurred. First, the first step in the floating panel called **Artifact Creation Checklist** (on the right side of the work space) was marked as **complete**, noted with a green circle around a checkmark.



The second thing that occurred was the appears of the **Rubric Component Alignment** section of the workspace, where you can align the artifact with your instructional framework. See below:

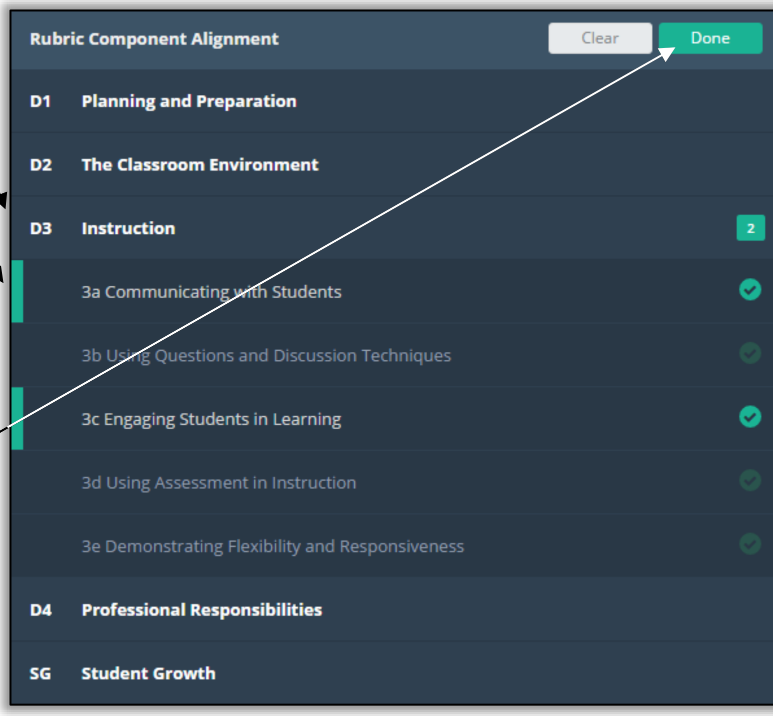


*When the **Rubric Component Alignment** section first appears, only the domains/dimensions will be displayed. To view the components, continue to **Step #5.***

5. To view the components of the rubric, click on the pertinent domain/dimension, and the components for that domain/dimension will be revealed.

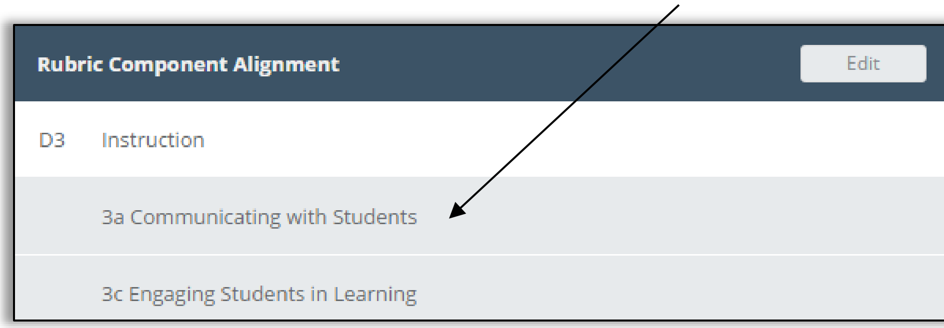
6. Click on one (or more) component that the artifact aligns to. Every time you select a component, a green marker will be displayed next to it.

7. When you are done aligning the artifact to the rubric components, click on the green **Done** button in the top right corner of this section.

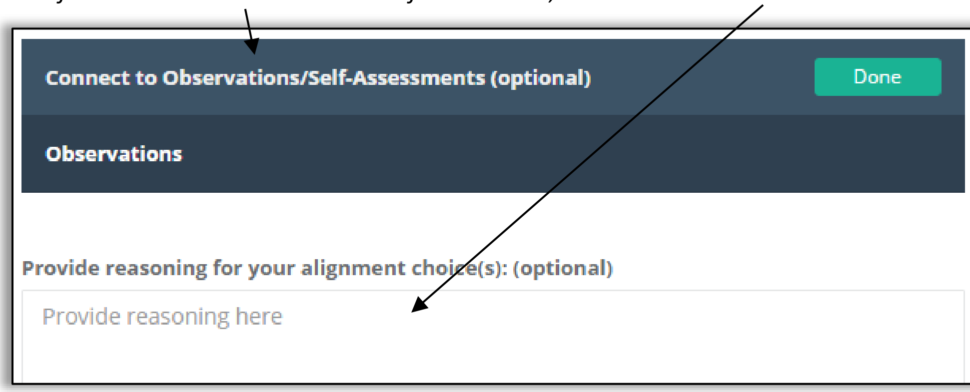


8. When you click on the green **Done** button (in **Step 7** above), three things change on the screen:

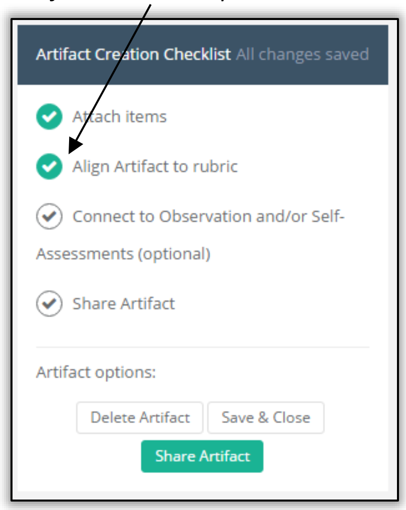
*First, the **Rubric Component Alignment** section is now displaying the component(s) that the artifact is aligned to.*



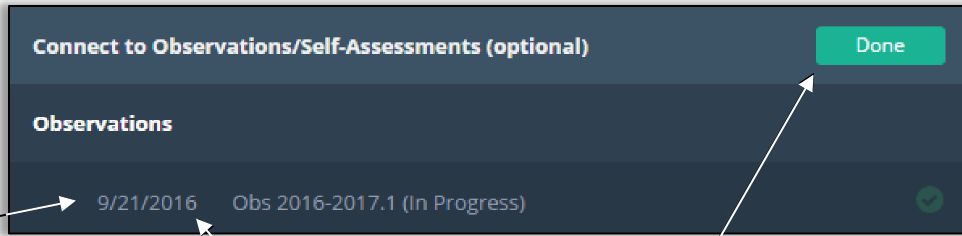
Secondly, a new section appears in the work space that allows you to connect this artifact to an observation or to a self-assessment, and to write a rationale statement.



*Third, the floating **Artifact Creation Checklist** now notes that the second step of creating an artifact is now complete.*

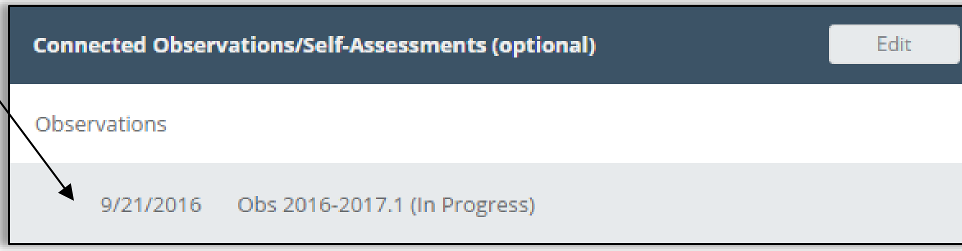


9. To connect this artifact to the observation in progress, find the new section of the screen that says **Connect to Observation/Self-Assessments (optional).** If there are any observations or self-assessments that are in progress, they will be listed in this section.

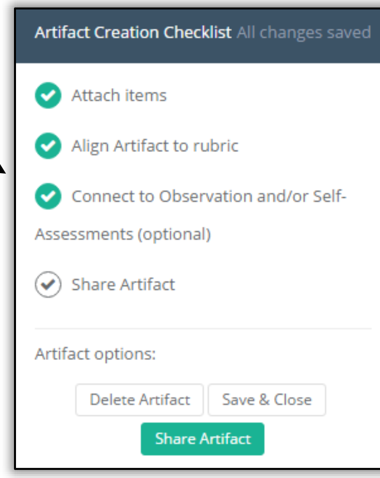


10. Click on the pertinent observation that you want to connect this artifact to. Then click on the green **Done** button.

11. At this point, your artifact will be connected to the observation, and you can still enter a rationale for the alignment.



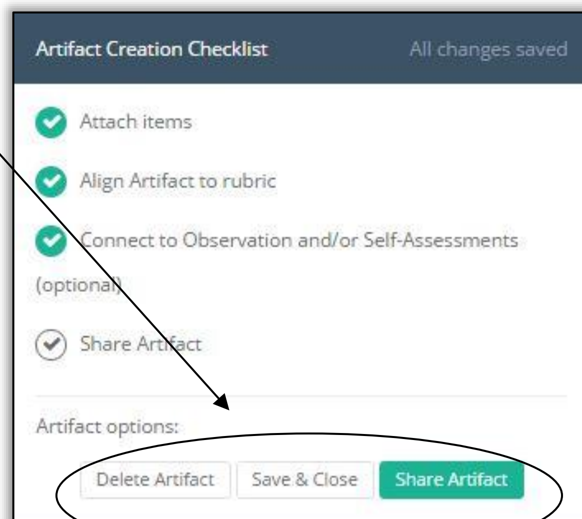
In addition, the floating **Artifact Creation Checklist** will now have a third green checkmark to note the continued progress in creating this artifact.



12. At this point, you can delete the artifact, save the artifact without sharing it yet, or share the artifact. If/When you are ready to share the artifact with the teacher, click on the green **Share Artifact** button.

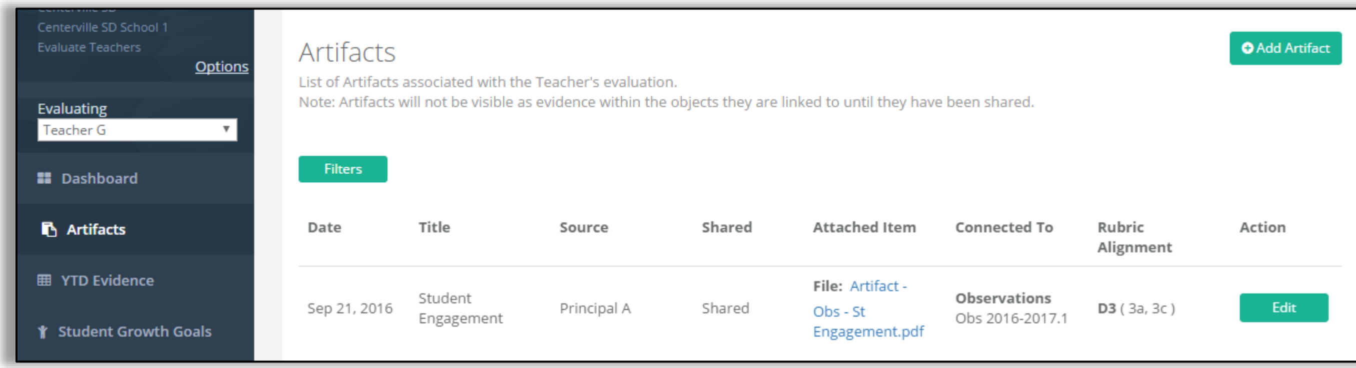
Sharing your artifact *makes the artifact visible to the teacher.*

Sharing your artifact is not the same as ***sharing your observation notes.*** *That is a distinctly different step.*

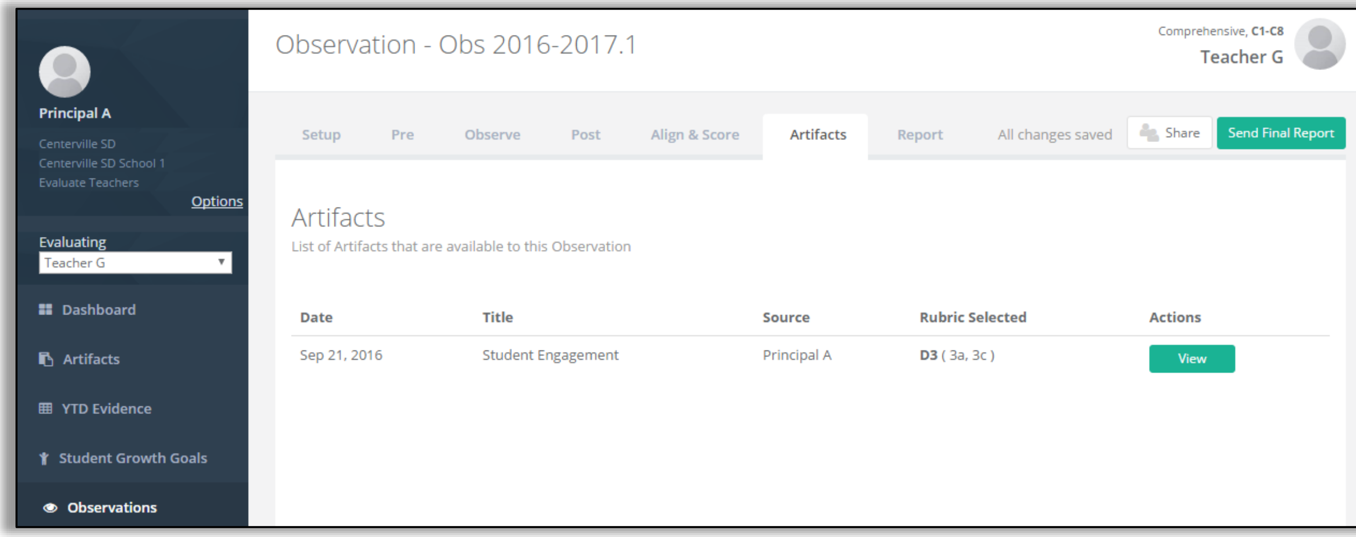


13. The artifact will show up in three places in the principal's eVAL tool and the teacher's eVAL tool when the artifact is shared. (See Step 12 above.)

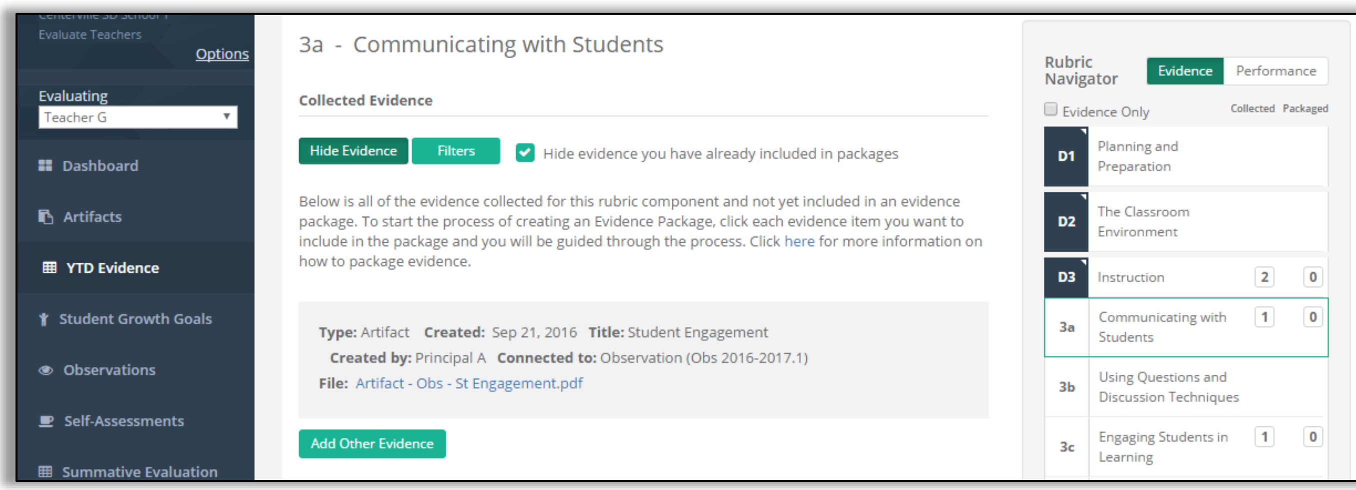
*First, the principal and the teacher will both be able to see the artifact in the **Artifacts** menu for that teacher.*



*The principal and the teacher will both be able to see the artifact under the **Artifacts** tab when working in the **Observations** menu.*



*The principal and the teacher will both be able to see how the artifact aligns to the framework when working in the **YTD Evidence** menu.*



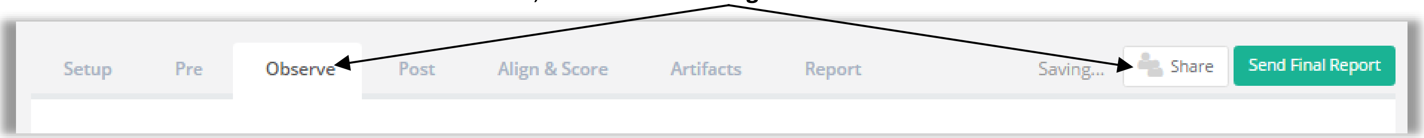
■ Chapter 4f: Sharing observation notes with the teacher

Context:

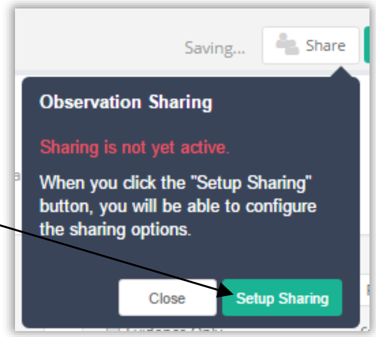
When your notes are entered and coded, and your artifacts are attached and connected to this observation (optional), you may wish to share certain aspects of your observation notes with the teacher.

For Principals:

14. To share the observation notes with the teacher, click on the **Sharing** button while the **Observe** tab is active.



15. A message will appear with an alert that the sharing feature is not yet active. Click on the green button called **Setup Sharing**.

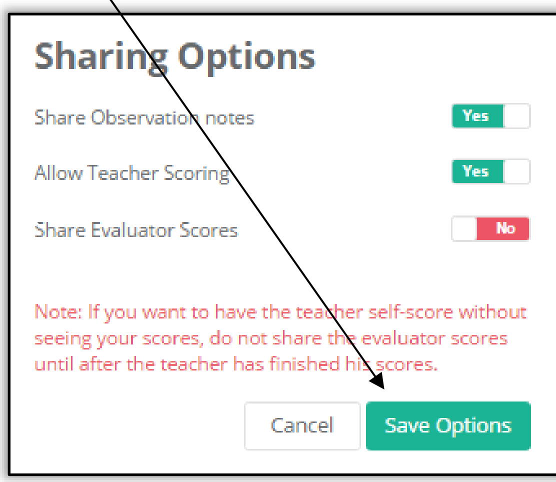


16. Make your selections in the dialog box that appears, and then click on the green button entitled **Save Options.**

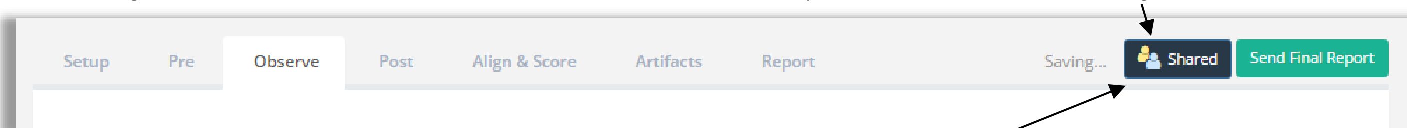
*Clicking on **Share Observation Notes** adds an **Observation** tab to the teacher's **Observation** workspace. The teacher will be able to view the principal's **Observation Notes**, but not any of the principal's coding of the notes.*

*Clicking on **Allow Teacher Scoring** adds an **Align and Score** tab to the teacher's **Observation** workspace. It also allows teachers to see the principal's evidence, but not the principal's scores or evidence packages. This allows the teacher to create evidence packages and score independently of (or before) the principal.*

*Clicking on **Share Evaluator Scores** allows the teacher to view the coding, alignment and scores that the principal has assigned to the **observation evidence**. It also provides an **input filter** for the teacher so that s/he can toggle between (and compare) his/her scores with the evaluating principal's.*



17. The **Sharing** button will now look different, and will indicate that some aspect of this observation is being shared.



18. When you are ready to share your scores with the teacher, return to the **Shared** button, click on it, choose **Edit**, and choose **Share Evaluator Scores**. Click the **Save Options** button. When you share your scores, the teacher will be able to view your scores of the observation evidence in their **Align and Score** tab for the **Observation** menu, and compare it against their own self-evaluation of it.

To carry out the post-conference process, refer to Sections 4a through 4c of this chapter.

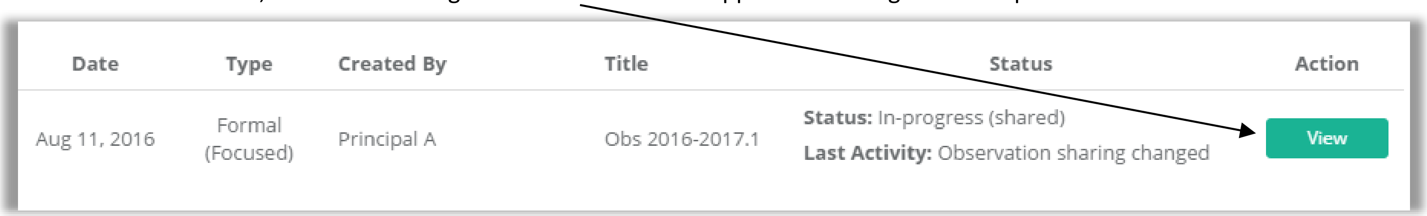
◆ Chapter 4g: The teacher's self-evaluation of the observation

Context:

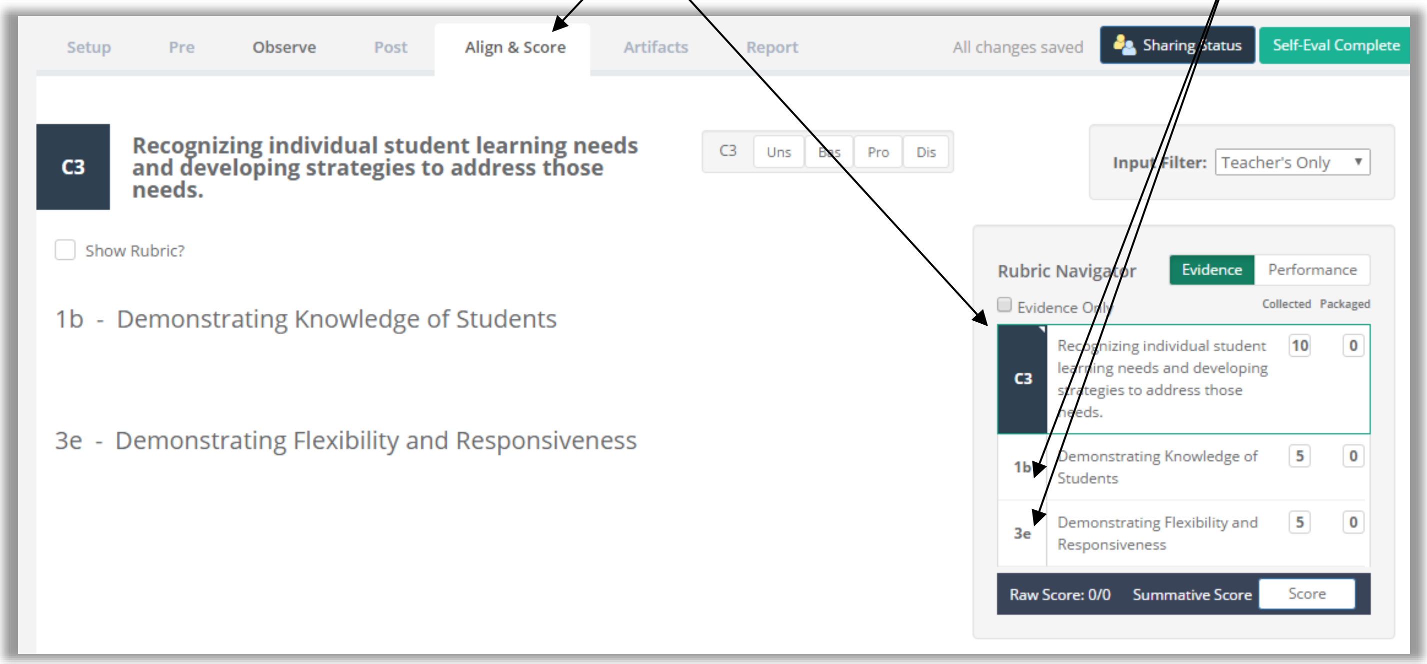
The teacher can engage in his/her own evaluation of the observation evidence. In order to do so, the principal must have selected **Allow Teacher Evaluation** and **Share Evaluator Scores** in the **Sharing Setup** of the observation (See **Chapter 4d, Step #4**).

For Teachers:

The next time you sign into eVAL, you should see two orange notifications near the **Observation** section of your dashboard. Click on the **Observations** menu, and click on the green **View** button that appears to the right of the open observation.



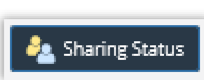
The **Sections Setup** tab will be displayed. Click on the **Align and Score** tab. The work space will change and will look somewhat like the following window. Click on the criteria in the **Rubric Navigator** to reveal the instructional framework's components.

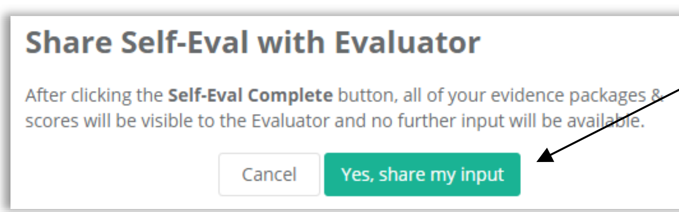


If the pull-down menu near the words **Input Filter** (above the **Rubric Navigator**) displays multiple types of input, select **Teacher's Only.**

In the **Rubric Navigator,** click on a component level that you would like to self-evaluate. Then follow the steps in **Chapter 4g.**

If/When you have completed your self-evaluation of the observation evidence, go to the top of the page and click on the green button entitled **Self-Evaluation Complete.** When the dialog box appears, click on the green button entitled **Yes, share my input.**





The green button's icon will change, and at this point, the principal will now be able to view your self-assessment.

■ Chapter 4h: Viewing the teacher's self-evaluation

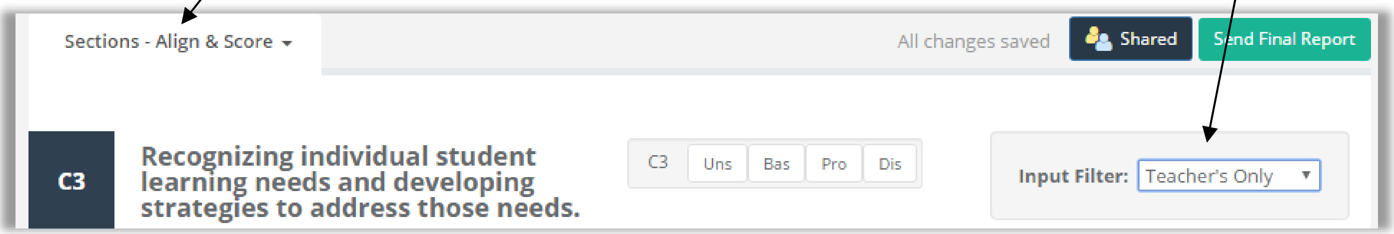
Context:

The teacher's self-evaluation of the observation provides a rich opportunity for a conversation with the evaluating principal. This section of the user guide will focus on what the principal sees after the teacher completes and shares his/her self-evaluation.

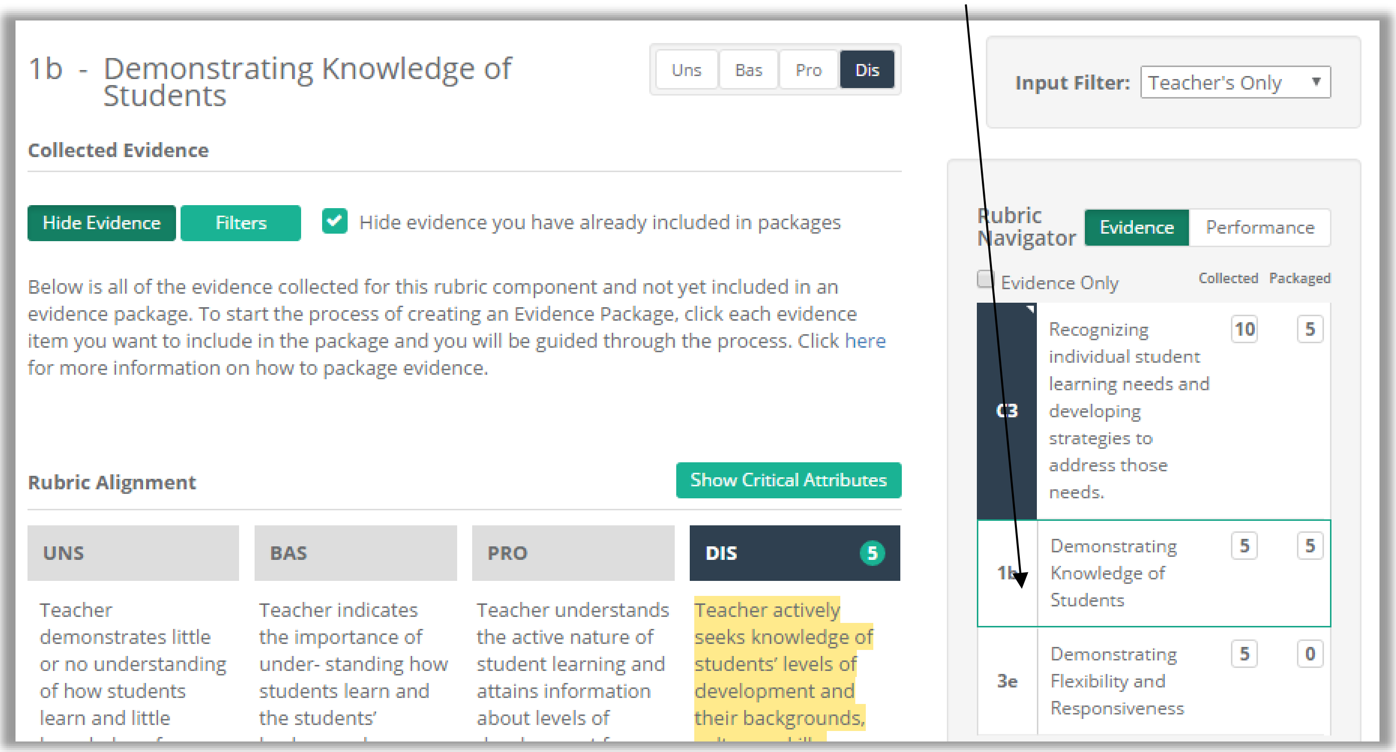
For Principals:

Sign into eVAL and use the **Options** link to make sure that you are in the **Work Area** called **Evaluate Teachers.** Use the drop-down menu to choose the teacher whose self-evaluation of the observation you wish to view, and then click on the **Observations** menu. The teacher's name will appear in the top right corner, and the list of observations that you have started for this teacher will appear in the work space. Click on the green **View** button for the pertinent observation.

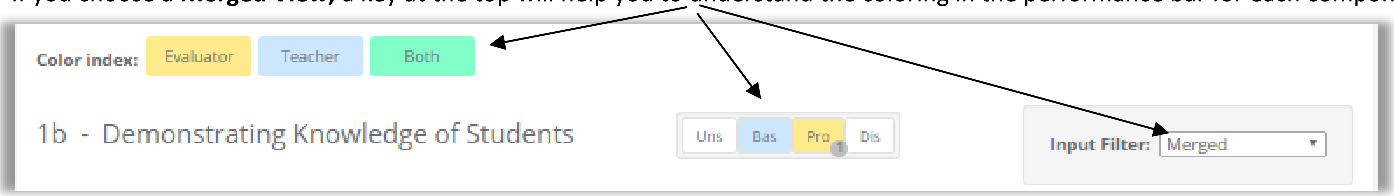
Click on the **Align and Score** tab. In the top right corner, use the pull-down menu by the **Input Filter** to select your desired view.



In the **Rubric Navigator,** click on the domain/dimension to expand it, and click on a component to see the teacher's self-evaluation.



If you choose a **Merged View,** a key at the top will help you to understand the coloring in the performance bar for each component.



■ Chapter 4i: Aligning/Scoring/Packaging observation evidence

Context:

When all three events of the observation have been completed (the pre-conference, the observation and the post-conference), the principal can align and score the evidence that has been collected and coded. S/He can also package the evidence.

Simply collecting evidence over the course of the year without creating evidence packages would mean that at the end of the year, the principal would need to review every single piece of evidence to create the scores for the summative assessment. **Evidence that is simply collected, but not packaged, has no scores or qualitative measures attached.**

However, if principals are selecting the most representative pieces of evidence and creating evidence packages during the course of the year, they will be able to view the **Performance** button at the top of the **Rubric Navigator** and see a visual representation of where they have connected that evidence to the rubric. **Having this qualitative information will make it much easier to develop summative scores.**

By creating evidence packages during the year, the principal is avoiding having to do all of the qualitative assessment at the end of the year. It also shows the teacher where they are during the course of the year, instead of not knowing until the very end.

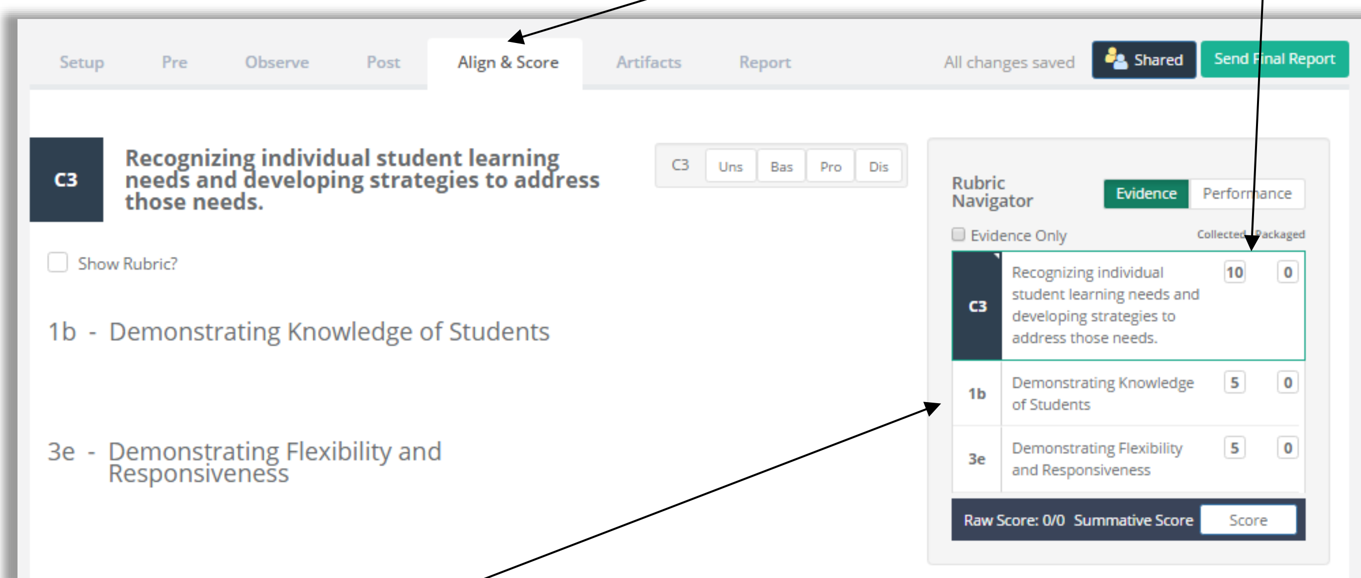
The packaged evidence should be a subset of all of the collected evidence, and certainly doesn't need to be completed for every piece. **Quality is more important than quantity!**

PLEASE NOTE: *Non-summative scoring is only possible if the District Administrator of eVAL has enabled it in the school district's General Settings.*

For Principals:

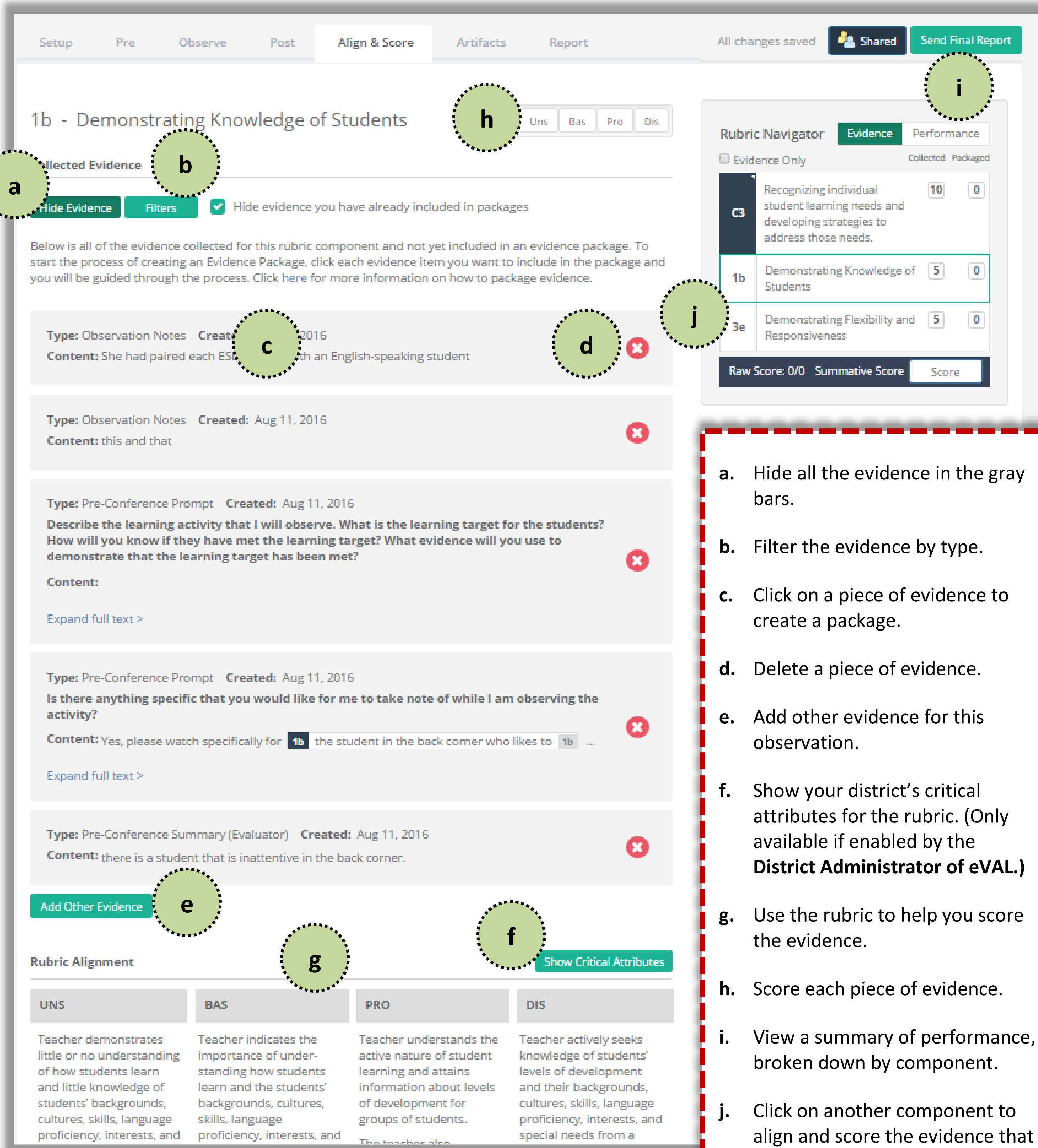
Sign into eVAL and use the **Options** link to make sure that you are in the **Work Area** called **Evaluate Teachers.** Use the drop-down menu to choose the teacher whose observation evidence you wish to align and score. Click on the **Observations** menu. The teacher's name will appear in the top right corner, and the list of observations that you have started for this teacher will be listed in the work space.

1. Click on the green **View** button for that teacher's observation. Then click on the **Align and Score** tab. The floating **Rubric Navigator** will display the number of all pieces of evidence collected so far. The total will be displayed at the **criteria** level, and will also be broken down at the **component** level.



2. Click on one of the components, and you will see all of the observation evidence aligned with that component. Go to the next page to learn more about all of the features of this work space.

Things to do in the **Align and Score** work space



a. Hide all the evidence in the gray bars.

b. Filter the evidence by type.

c. Click on a piece of evidence to create a package.

d. Delete a piece of evidence.

e. Add other evidence for this observation.

f. Show your district's critical attributes for the rubric. (Only available if enabled by the **District Administrator of eVAL.)**

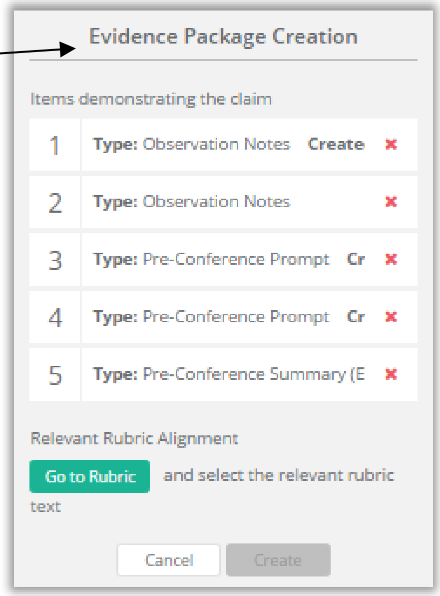
g. Use the rubric to help you score the evidence.

h. Score each piece of evidence.

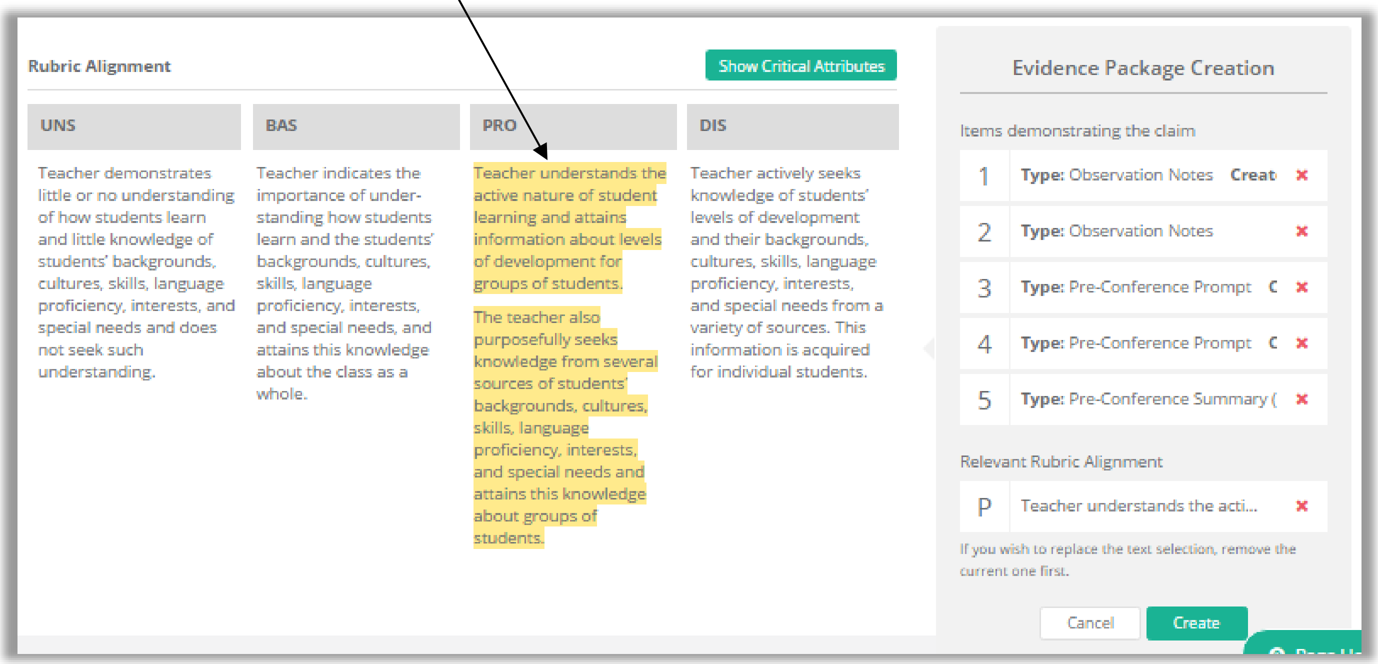
i. View a summary of performance, broken down by component.

j. Click on another component to align and score the evidence that has been collected for it.

3. Each piece of evidence resides in its own gray space. To align and score the evidence, click on each piece of evidence (see the previous page) that supports the same claim (performance level). Each piece of evidence that you click on will turn black. The **Rubric Navigator** will disappear, and the floating **Evidence Package Creation** box will be displayed. This floating panel will guide you through the steps of creating an **evidence package.**

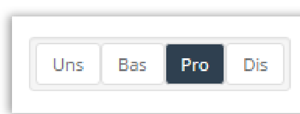


4. The next step is to align the evidence with the rubric. If the rubric is in view, click and select the text in the rubric that the evidence aligns to. It will now be highlighted in yellow.



You can also highlight text in the Critical Attributes and use it as evidence, if the District Administrator of eVAL has enabled this feature.

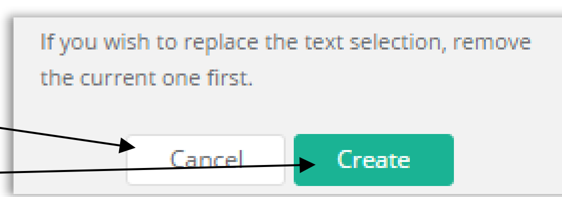
5. Score the evidence at the top by assigning it the pertinent performance level.



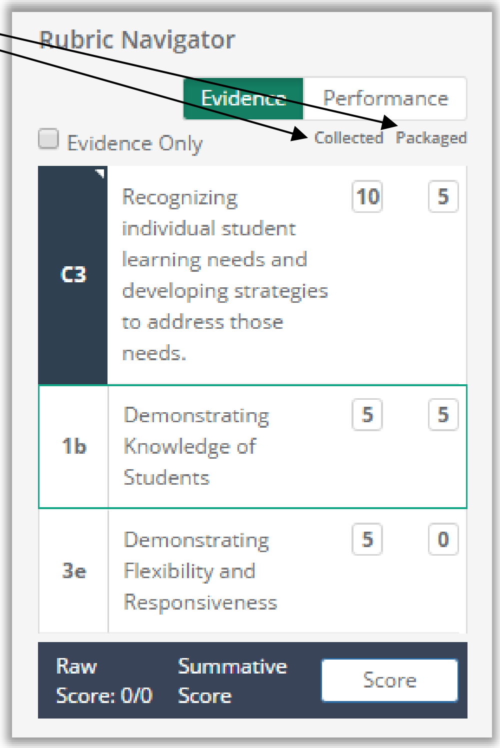
6. Finally … at the bottom of the **Evidence Package Creation** box:

   Click on the white **Cancel** button to start over … or …

   Click on the green **Create** button to create an **evidence package.**



7. A **SUCCESS** alert will temporarily show on your screen, and then you will return to the **Align and Score** work space. The evidence scores will appear in a new section called **Evidence Packages,** at the bottom of the work space. The **Rubric Navigator** will now quantify the pieces of **observation** evidence that have been collected **AND** packaged.



Definition of an

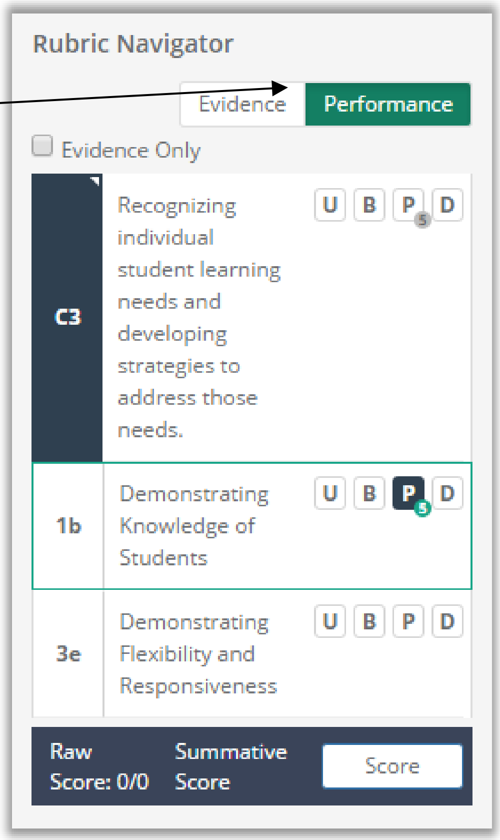
EVIDENCE PACKAGE:

One or more pieces of evidence that have been:

- ***Collected***
- ***Coded***
- ***Connected (aligned to the rubric), and***
- ***Scored at the same performance level***

It's the most fundamental shift as the new version of eVAL 2.0 was designed.

8. The **Rubric Navigator** will also quantify the pieces of evidence **from this observation** that meet the four different performance levels. Click on the white **Performance** button to view this data. (The white performance button will turn green while it is displaying the information.)



9. Repeat **Steps 3 through 8** of this section of the user guide to align, code, score and package evidence for other components of the instructional framework.

Not each piece of evidence needs to be scored and packaged. Just remember…

Quality over quantity!

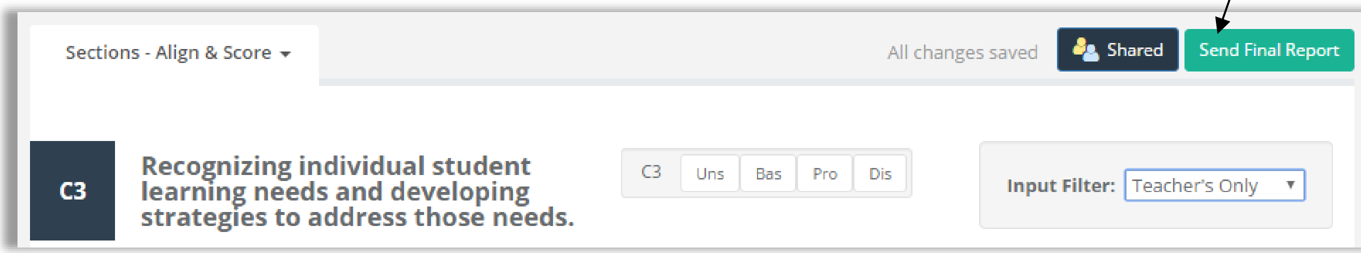
■ Chapter 4j: Sending the final report

Context:

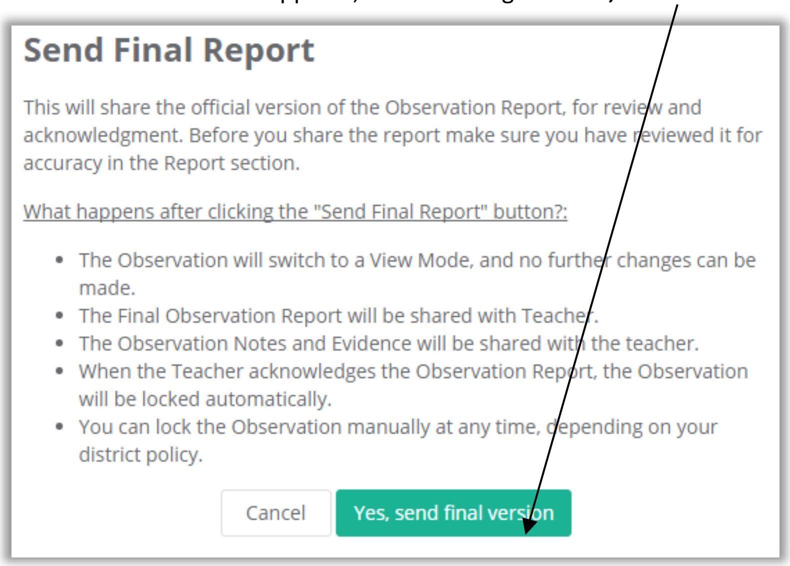
When the post-conference is complete and there is nothing more to do in regard to the observation cycle, you can lock the observation and send the final report to the teacher. The elements that are included in the final observation report will be determined by the District Administrator settings. See the appendices of this user guide.

For Principals:

At the top of the **Align and Score** work space for the teacher's observation, click on the green button entitled **Send Final Report.**



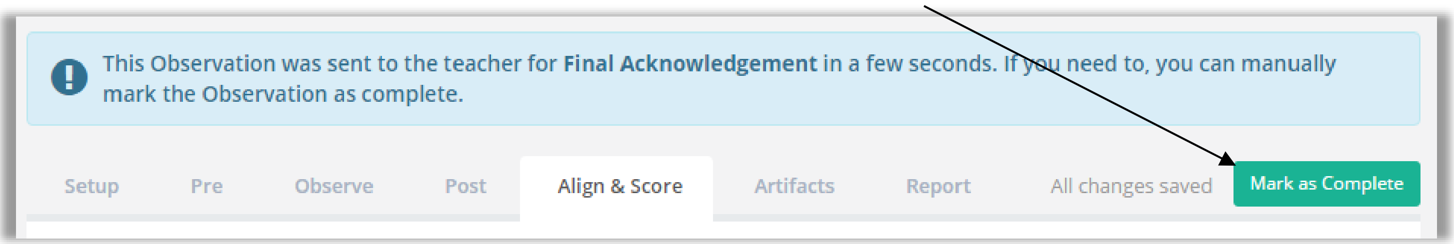
Read the alert box that appears,and click the green **Yes, send final version** button to send the report … or … click on the **Cancel** button.



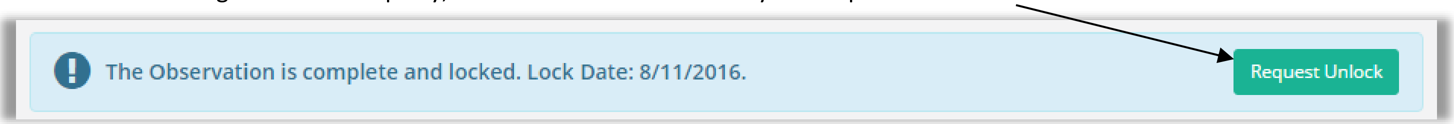
*The **District Administrator** of eVAL will configure eVAL to include (or not include) the following components in the Final Report:*

- ◆ *Collected evidence*
- ◆ *Packaged evidence*
- ◆ *Observation notes*
- ◆ *Signature block*

When the teacher receives the report and acknowledges its receipt, the observation cycle will be marked **complete. (**However, you can also bring the observation to a conclusion by clicking on the green button entitled **Mark as Complete** at any time.)



If either party wishes to unlock the final observation, they will need to use the green **Request Unlock** button at the top of the page. This sends a message to the other party, who can either allow or deny the request.



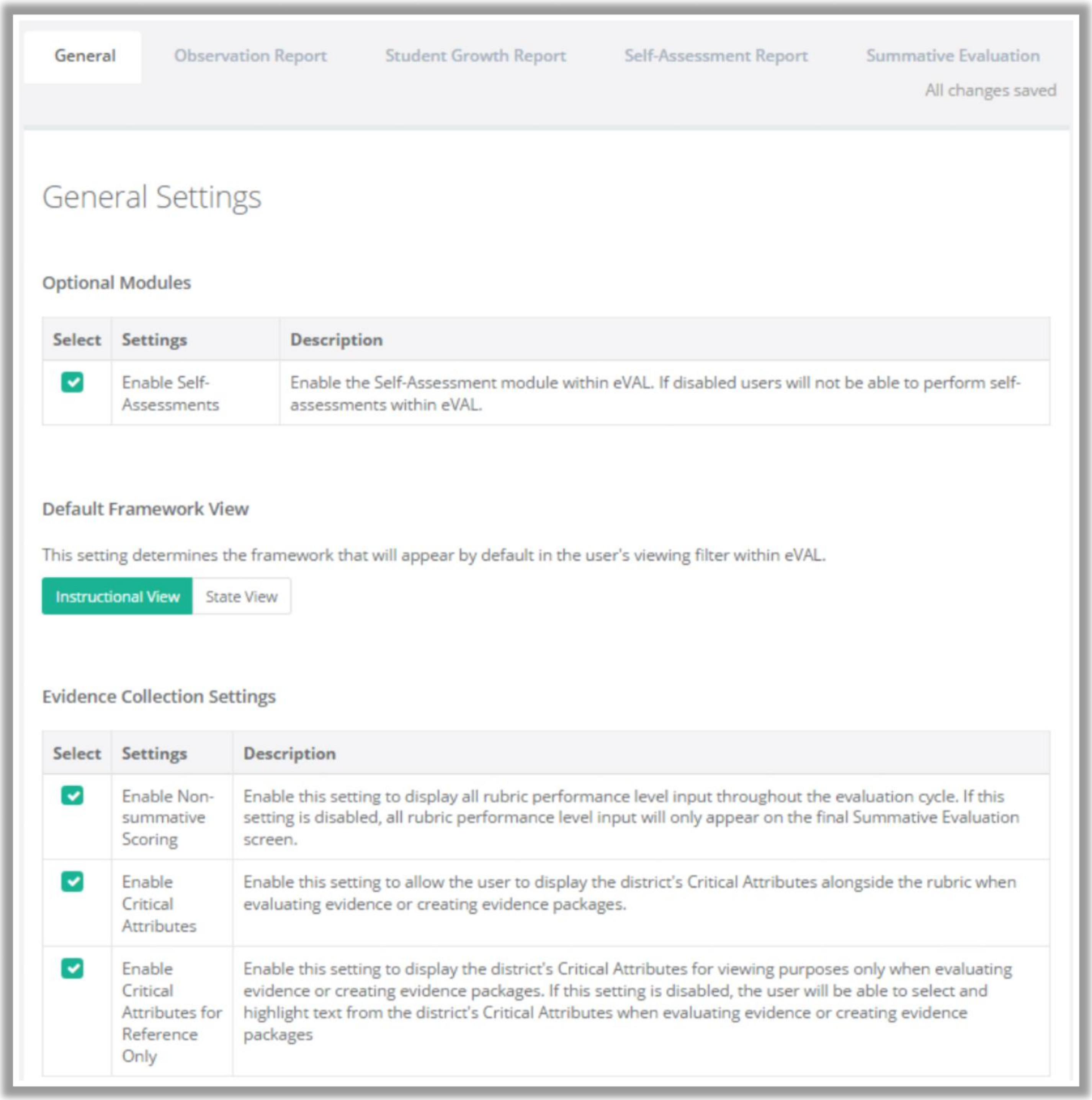
Appendices

District Administrator Settings That Affect Your eVAL Work

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

Work Space for 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
✓	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

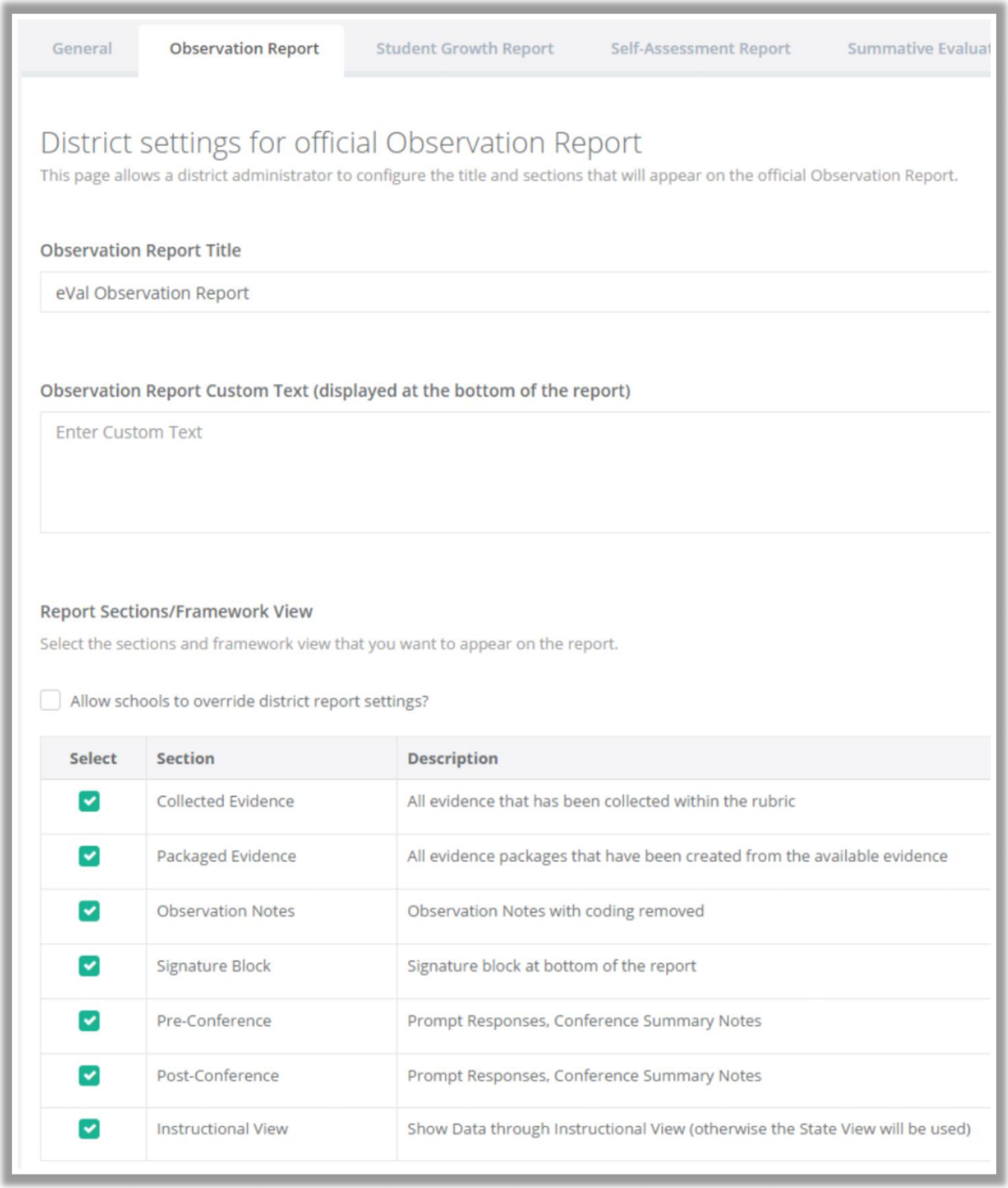
This setting determines the framework that will appear by default in the user's viewing filter within eVAL.

Instructional View | State View

Evidence Collection Settings

Select	Settings	Description
✓	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.
✓	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.
✓	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

Work Space for the "Observation Report" Tab


General | Observation Report | Student Growth Report | Self-Assessment Report | Summative Evaluat

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

eVal Observation Report

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

Enter Custom Text

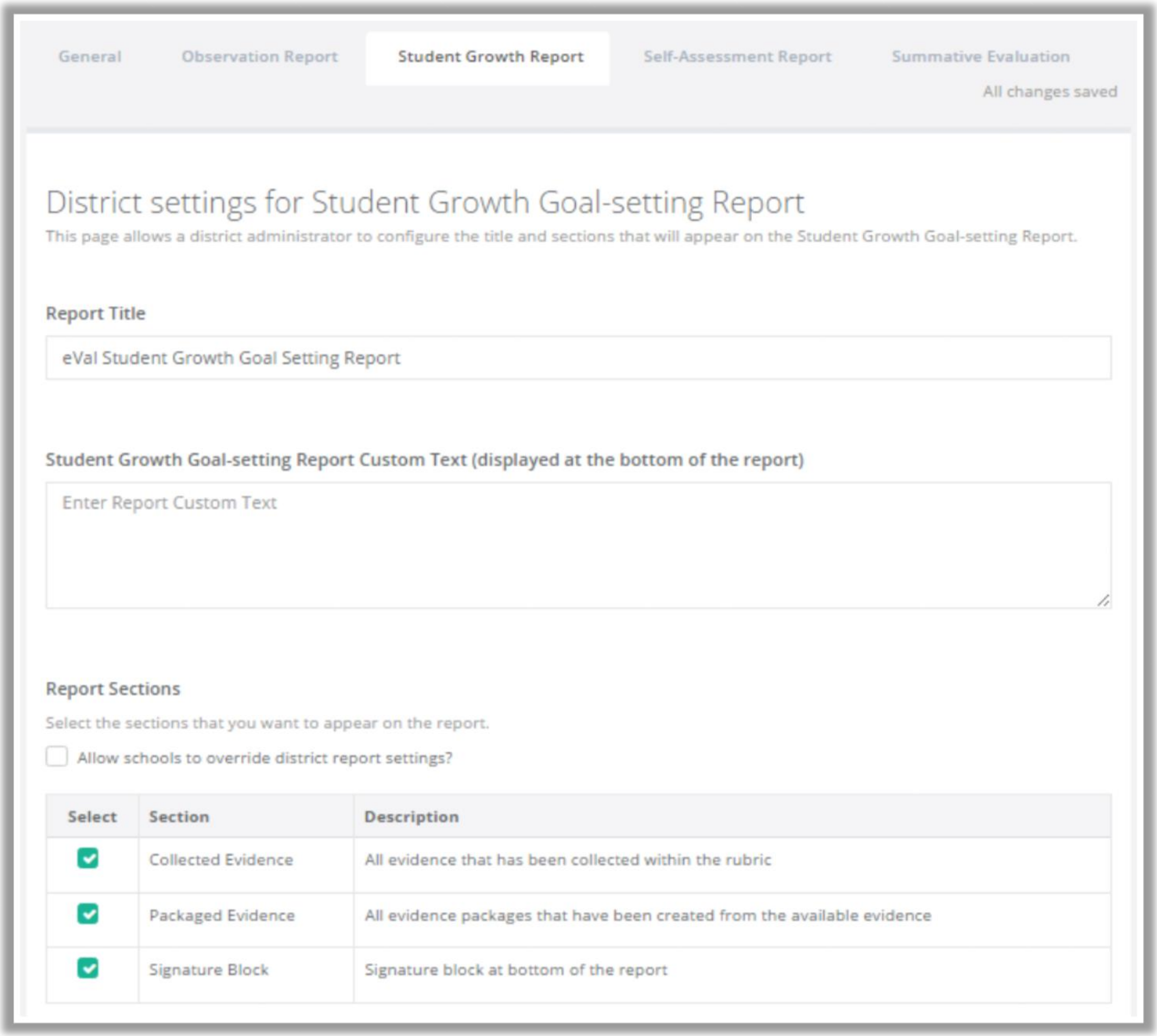
Report Sections/Framework View

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

☐ Allow schools to override district report settings?

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

Work Space for “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

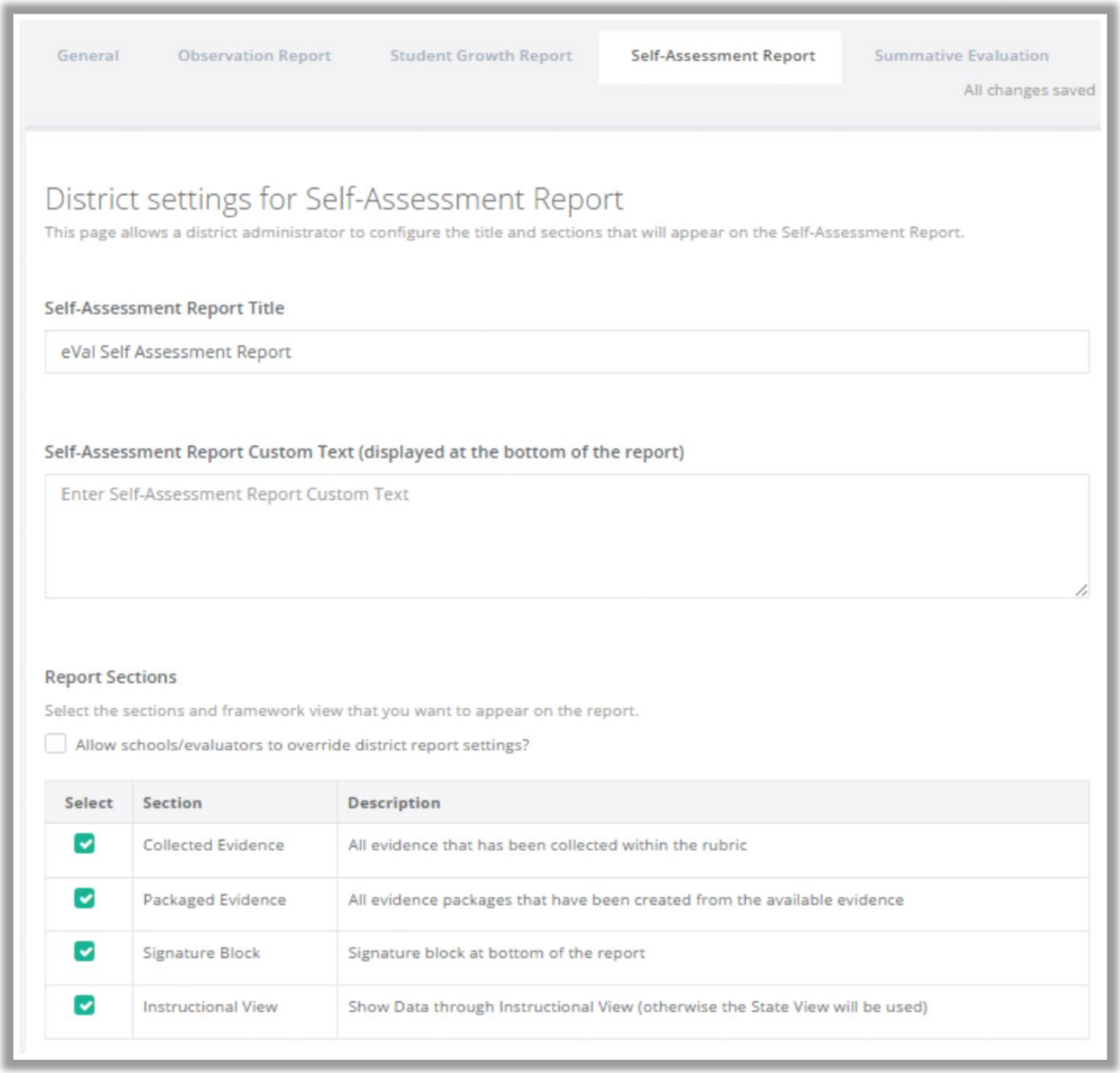
Report Sections

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

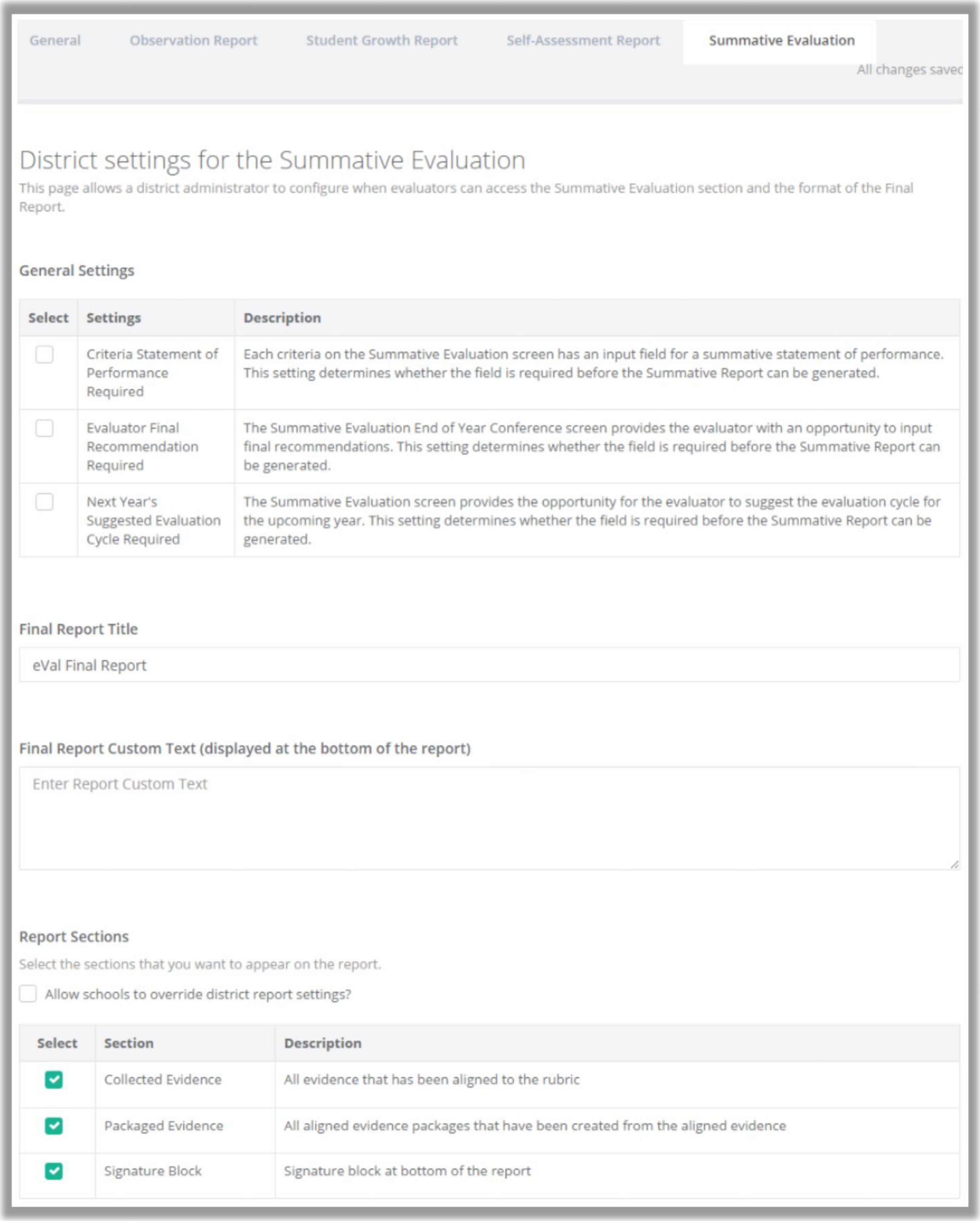
☐ Allow schools to override district report settings?

Select	Section	Description
☑	Collected Evidence	All evidence that has been collected within the rubric
☑	Packaged Evidence	All evidence packages that have been created from the available evidence
☑	Signature Block	Signature block at bottom of the report

Work Space for “Self-Assessment Report” Tab



Work Space for 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
☐	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.
☐	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.
☐	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
☑	Collected Evidence	All evidence that has been aligned to the rubric
☑	Packaged Evidence	All aligned evidence packages that have been created from the aligned evidence
☑	Signature Block	Signature block at bottom of the report

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

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