New Version! Welcome to eVAL 2.0

An online tool for teacher and principal evaluation	Generating a Final Summative	
Aberdeen SD 🔹	Report Without	
District Accounts 🔹	Scoring Enidence	
District Viewer 🔹	Debiling Detuence	
Login		

Instructions for the Principal who has scored evidence manually, but wishes to use eVAL to store the teachers' final summative scores and report

Overv	ew Evidence/Scoring	Mid-Year Reports	End of Year Conferen	nce	Final Rep	ort	All changes save
	Criteria Score	Student G	rowth Impact Rating			Fi	inal Score
	PRO (27/32)		AVG				PRO
_		STATE SUMN	IARY VIEW	51			
C1	Centering instructio achievement.	n on high expectation	s for student	U	В	Р	D
2b	Establishing a Culture for L	earning		U	В	P	D
За	Communicating with Stude	nts		U	В	Р	DI
Зc	Engaging Students in Learn	ning		U	В	Р	D
C2	Demonstrating effect	ctive teaching practice	·S.	U	В	Р	D
		ssion Techniques		U	В	Р	D
Зb	Using Questions and Discu	ssion recrimques					





Background

There may be times when a Principal has conducted the entire evaluation and scored evidence without the use of the eVAL tool, yet still wants to use eVAL to store the scores and archive the final summative reports for their assigned teachers. This short tutorial will demonstrate the steps to complete this task.

Preliminary Task for the District Administrator of eVAL

Please Note:

A principal that has not used eVAL for any part of the evaluation process up this point will not want to print out all of the sections of the Final Report that are available. For example, there will be no need to print out the sections called **Collected Evidence** or **Packaged Evidence**. Those sections will automatically be included in the report (and will make the report very long) unless the **District Administrator of eVAL** (the eVAL manager for the district) allows the principal to over-ride the district's settings. Here's how the District Administrator does that.

- 1. Sign into eVAL, and choose the Settings menu on the left.
- 2. Click on the **Summative Evaluation** tab at the top.

≡ Menu		Da	anielson Instructional V Accor	UNT Release Notes - April	21st Help → 🕩 Log out
Select Set	ttings for Teache	er Evaluations			
General	Observation Report	Student Growth Report	Self-Assessment Report	Mid-Year Report	Summative Evaluation All changes saved

3. Find the section called **Report Sections** at the bottom of the page, and insert a checkmark to allow the school principals to over-ride (select) the sections that will or will not be included in the teachers' final summative reports.

Report Se Select the Check	Report Sections Select the sections that you wish to include in the report. Check this box to allow the schools to over-ride which sections are included in the report.						
Select	Section	Description					
	Collected Evidence	Evidence that has been gathered and connected to a component in the district's framework.					
	Packaged Evidence	One or more pieces of evidence that has been aligned to the language in the district's rubric.					
	Signature Block	Signature block at bottom of the report					
	Observation Score Summary	Observation Score Summary					
	Observation Reports	Observation Reports					

Steps for the Principal to Take

PLEASE TAKE NOTE: Do **NOT** carry out these these instructions until you are sure that you are ready to enter the FINAL summative scores for the teacher and generate the report. Once you follow these instructions to the end, the report will be locked, and further changes are virtually impossible.

- 1. Sign in to eVAL and select the pertinent teacher being evaluated.
- 2. Click on the Summative Evaluation menu on the left.
- 3. A blue notification strip will appear above the tabs, notifying the Principal that the final report is still in **DRAFT** mode. The notification also shares some additional information for the principal.
- 4. Please read the information in the Overview tab; it contains lots of information about the evaluation proccess.



- 5. Click on the Final Report tab. (See the screen snap at the top of the next page.)
- 6. If eVAL hasn't been used for any of the evaluation process, you will see a blue section that lists the items that need to be resolved. To resolve them, you will need to manually score the **components** of your district's instructional framework, and the **state's criteria**. (See the screen snap at the top of the next page.)
- 7. To resolve the missing elements of eVAL so you can print and store the final report, you will need to click on the **Evidence/Scoring** tab. (See the screen snap at the top of the next page.)

Final report status: DRAFT Once you have meet all the require receipt and optional response. Whe prior to sending the report. Once th To see the status of the tasks neces	ements, and have completed y en the report is in Draft, the ev he report is sent, the Evidence ssary to prepare the report, se	/our final revi valuator can (ł/Scoring, Mid łe the Final R	iew, you are ready to sen choose to share the Evid I-year Reports and Final I eport section.	d the official report to the to ence/Scoring and/or Mid-yea Report sections will be visibl	eacher for final ar Reports sections, e to the teacher.
Ove 7 Evidence/Scoring	Mid-Year Reports End of \	Year Confe	5 Final Report	All changes saved	hare Sections during Draft
				Show Report Settings	Create Draft PDF
Before the report can be sent to the tea option.	acher, the following issues must	t be resolved e	either by supplying the m	issing information or enterin	g an override
Issue	Details	6	Section		
Missing Criteria Scores	C1, C2, C3, C4, C5, C6, C7, C8		Evidence/Scoring		
Missing Student Growth Scores	SG 3.1, SG 3.2, SG 6.1, SG 6.2, SG	5 8.1	Evidence/Scoring in Stude	nt Growth or Summative Evalua	ation

8. You will use the **Rubric Navigator** on the right to take you through the steps of manually entering the scores for the Rubric Navigator Evidence Performance instructional framework components, and/or the state criteria. Evidence Only Centering instruction on high UBPD **C1** expectations for student vement 9. You will see the state's eight evaluation criteria in the Rubric 2b UBPD Establishing a Cult re for Learning Navigator area. Clicking on one of the black eight criteria will reveal its components from the instructional framework. 3a Comm ting with Students UBPD 3c gaging Students in Learning UBDD Demonstrating effective teaching UBPD **C2** practices. 10. Click on the **Performance** button in the top right corner of the UBPD Recognizing individual student learning **Rubric Navigator** to track the manual entry of scores for the C3 needs and developing strategies to address those needs. components and the criteria. Providing clear and intentional focus on UBPD **C4** subject matter content and curriculum. Fostering and managing a safe, positive UBPD **C5** learning environment. UBPD Using multiple student data elements to C6 modify instruction and improve student learning. Communicating and collaborating with UBPD **C7** parents and the school community. Exhibiting collaborative and collegial UBPD practices focused on improving **C**8 instructional practice and student

learning.

11. In the Rubric Navigator, click on a component for one of the state's criteria. A green border will appear around that component.

			1	Navig	ator Evidence	Performance
ollected Evidence			/	🗌 Evid	ence Only	
Hide Evidence Filters	Hide evidence you	have already included in pa	ickages	C1	Centeling instruction on high expectations for student achievement.	UBPD
No evidence	has been collect	ed for this rubric	component.	2ь	Establishing a Culture for Learning	UBPD
					Communicating with	UBPD
		/		За	Students	
ıbric Alignment			Show Critical Attributes	3a 3c	Students Engaging Student in Learning	UBPD
ıbric Alignment JNS	BAS	PRO 📀	Show Critical Attributes	3a 3c	Students Engaging Student in Learning	UBPD
ibric Alignment JNS he classroom culture is haracterized by a lack of teacher or student	BAS The classroom culture is characterized by little commitment to learning	PRO 📀	Show Critical Attributes DIS The classroom culture is a cognitively vibrant place characterized by a	3a 3c C2	Students Engaging Student in Learning Demonstrating effective teaching plactices.	U B P D U B P D
ibric Alignment JNS The classroom culture is haracterized by a lack if teacher or student ommitment to learning	BAS The classroom culture is characterized by little commitment to learning by teacher or students.	PRO 📀 The classroom culture is a cognitively lusy place where learning is valued by all, with high	Show Critical Attributes DIS The classroom culture is a cognitively vibrant place, characterized by a shared belief in the	3a 3c C2	Students Engaging Student in Learning Demonstrating effective teaching ractices. Recognizing individual	U B P D U B P D U B P D
JNS The classroom culture is haracterized by a lack of teacher or student commitment to learning ind/or little or no novestment of student	BAS The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to	PRO C The classroom culture is a cognitively lusy place where learning is valued by all, with high expectations for learning being the norm	Show Critical Attributes DIS The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning.	3a 3c C2	Students Engaging Student in Learning Demonstrating effective teaching tractices. Recognizing individual student learning needs and developing	U B P D U B P D U B P D
ubric Alignment UNS The classroom culture is characterized by a lack of teacher or student commitment to learning and/or little or no nvestment of student energy into the task at	BAS The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only going through the motions, and	PRO The classroom culture is a cognitively lusy place where learning is valued by all, with high expectations for learning being the norm for must students.	Show Critical Attributes DIS The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys bish expectations for	3a 3c C2 C3	Students Engaging Student in Learning Demonstrating effective teaching ractices. Recognizing individual student learning needs and developing strategies to address	U B P D U B P D U B P D

12. Give that component a score in the score bar. The score will be displayed in the Rubric Navigator.

Communicating with

Engaging Students in

Students

Learning

3a

3c



UBPD

UBPD

Rubric Navigator.

16. Click on the **Final Report** tab. If all of the components and criteria have been scored in the **Evidence/Scoring** tab, the blue notification area will now indicate that the report is ready to send to the teacher. **DO NOT CLICK THE GREEN BUTTON THAT SAYS "SEND FINAL REPORT TO TEACHER."**

Overview	Evidence/Scoring	Mid-Year Reports	End of Year Conference	Final Report	Il changes saved Share Sections during Dra
					Show Report Settings Create Draft PDF
		The repo	rt is ready to send	to the teach	ner.
Override Op	otions (optional):	process for signature and	submission (an electronic conv.	nowing it was "droop	ed transer" will be submatically generated as
well)	Receipt: Create and comp	ete the official report wit	hout sending the report a the t	eacher for their rece	and optional response.
	,		Send malk North Teach	her	

- 17. Click on the button toward the top right corner called Show Report Settings.
- 18. The settings that the District Administrator of eVAL configured for the Final Summative Reports will be displayed. If you are only using eVAL to create and store the Final Summative Report, you will not have any Collected Evidence or Packaged Evidence stored in eVAL. Remove those two checkmarks from your settings. If you want the Final Report to include a Signature Block, keep that checkbox marked; otherwise, remove the checkmark from it.

		Hide Report Settings Create Draft F
Use Def	ault Settings Override Default Setting Option	gs description
	Collected Evidence	Evidence that has been gathered and connected to a component in the district's framework.
7	Packaged Evidence	One or more pieces of evidence that has been aligned to the language in the district's rubric.
	Signature Block	Signature block at bottom of the report
	Observation Score Summary	Observation Score Summary

- 19. You won't have any **Observation Scores** or **Observation Reports** stored in eVAL for this teacher, so make sure that those checkboxes are de-selected, too. If additional options are displayed, select or de-select the ones that will get your desired results.
- 20. Move down the page, past the section on **Observations.** Since you did not use eVAL to conduct any observation activity, eVAL won't have any observation data to include in the report, and the screen will indicate that.

21. You will find another blue notification box further down the page that says the report is ready to send to the teacher. (Please note: You are not going to actually send this report to the teacher through eVAL.) Click in the checkbox by Bypass Receipt, and a long horizontal text box will appear, requiring you to explain why you are not sending the report to the teacher through eVAL. Type your reason in the text box, and then click on the green button that says Send Final Report to Teacher.

	The report is ready to send to the teacher.
Override Options (optional):	er process for signature and submission (an electronic copy showing it was "dropped to paper" will be automatically generated as
Well) Bypass Receipt: Create and co	mplete the official report without sending the report to the teacher for their receipt and optional response.
The scores have already been s	hared (or will be shared) with the teacher. <u>eVAL</u> is only being used to generate and archive the final <u>summative</u> report.
	Send Final Report to Teacher

Please Note: Clicking on the green button that says **Send Final Report to Teacher** does not actually send the report to the teacher, because you bypassed that option when you carried out **Step #21** above. However, it does lock it from further changes!

22. The final report will be generated and will be displayed on your screen. The screen snap below only shows a small portion of the online version of the report. You can click on the **PDF** version of the report to download and print it.

Final report The official and the tea clicking the return to D	<u>status: COMPLETE/</u> report was complete cher must agrie to u Request Unloci bu RAFT status.	LOCKED (By-passed Tea ed a few seconds ago. If unlock the report. You o tton. If the request is ap	acher Receipt) Fyou need to modify the offican request that the report of the proved by the teacher, the f	cial report, both you e unlocked by final report will	J Request Unlock
Overview	Evidence/Scoring	Mid-Year Reports	End of Year Conference	Final Report	All changes saved
		eVal Fina	Click to view the	Show	Report Settings
		Pattle Cround			
		Teacher C , Battle G	iround SD School 1		

Sample of a final summative report that has been generated only for the purpose of archiving the report in eVAL.

eVal Final Report

Battle Ground SD 2016 - 2017

Teacher C , Battle Ground SD School 1

Current Year Evaluation Cycle: Comprehensive: C1-C8

Proposed Evaluation Cycle for Next Year: N/A

Report Date: May 19, 2017

Evaluator: Principal A

Teacher: Teacher C

Evaluator Override	Explanation
Bypass Receipt	The scores have already been shared (or will be shared) with the teacher. eVAL is only being used to generate and archive the final summative report.

Criteria Score	Student Growth Impact Rating	Final Score
PRO (27/32)	AVG	PRO

STATE SUMMARY VIEW

C1	Centering instruction on high expectations for student achievement.	U	В	Ρ	D
2b	Establishing a Culture for Learning	U	В	Р	D
За	Communicating with Students	U	В	Р	D
Зc	Engaging Students in Learning		В	Р	D
		1	1	I	
C2	Demonstrating effective teaching practices.	U	В	Р	D
3b	Using Questions and Discussion Techniques	U	В	Р	D
4a	Reflecting on Teaching		В	Р	D
C3	Recognizing individual student learning needs and developing strategies to address those needs.	U	В	Ρ	D
1b	Demonstrating Knowledge of Students	U	В	Р	D
Зe	Demonstrating Flexibility and Responsiveness	U	В	Ρ	D
SG 3.1	Establish Student Growth Goal(s)	U	В	Р	D
SG 3.2	Achievement of Student Growth Goal(s)	U	В	Р	D
C4	Providing clear and intentional focus on subject matter content and curriculum.	U	В	Ρ	D
1a	Demonstrating Knowledge of Content and Pedagogy	U	В	Р	D
1c	Setting Instructional Outcomes	U	В	Р	D
1d	Demonstrating Knowledge of Resources	U	В	Р	D
1e	Designing Coherent Instruction	U	В	Ρ	D
		1			
C5	Fostering and managing a safe, positive learning environment.	U	В	Ρ	D
2a	Creating an Environment of Respect and Rapport	U	В	Р	D
2c	Managing Classroom Procedures	U	В	Р	D
2d	Managing Student Behavior	U	В	Р	D
2e	Organizing Physical Space	U	В	Р	D

C6	Using multiple student data elements to modify instruction and improve student learning.	U	В	Ρ	D
1f	Designing Student Assessments		В	Р	D
3d	Using Assessment in Instruction		В	Р	D
4b	Maintaining Accurate Records		В	Р	D
SG 6.1	Establish Student Growth Goal(s)		В	Р	D
SG 6.2	Achievement of Student Growth Goal(s)	U	В	Р	D
C7	Communicating and collaborating with parents and the school community.	U	В	Ρ	D
4c	Communicating with Families	U	В	Р	D
C8	Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.	U	В	Р	D
4d	Participating in a Professional Community	U	В	Р	D
4e	Growing and Developing Professionally	U	В	Р	D
4f	Showing Professionalism	U	В	Р	D
SG 8.1	Establish Team Student Growth Goal(s)	U	В	Р	D

FINAL REPORT SIGNATURES

Evaluator Signature:	 Date:
T 1 C 1	
Teacher Signature:	 Date: