

eVAL washington

FOR EVALUATEES



The Role of an Evaluatee

This tutorial will provide an overview of the activities expected of anyone being evaluated (aka “**evaluatee**”) within the eVAL system.

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

1. The evaluatee must have an account and a role assigned to them on the EDS system.
2. The District Security Manager must have approved their request for access to eVAL.
3. The evaluatee must sign in on EDS and go to the web page for the eVAL tool.
4. The School Administrator or District Administrator must have paired each evaluatee with their evaluator.

An evaluatee signs in to the eVAL tool using the Office of the Superintendent of Public Instruction's Education Data System, or EDS. To access the Education Data System (EDS) web page, open your browser and enter the following URL: <https://eds.ospi.k12.wa.us>



An evaluatee has three primary responsibilities in eVAL:

1. self-assessment and goal-setting;
2. interacting with the evaluator in the observation process; and
3. uploading artifacts

To carry out these responsibilities, an evaluatee interacts with five menus, shown below:



- **Self-Assess** – The teacher completes his or her self-evaluation.
- **Goals** - The teacher responds to the evaluator's goals, and adds/responds to his/ her own.
- **Observations** - The teacher views and tracks the status of his/her observations.
- **Artifacts** - The teacher uploads resources that serve as evidence in his/ her evaluation.
- **Summary** - The teacher views and prints the summative scores of the evaluations and self-assessments.

This handout is divided into five sections, each of which will explore one of the five menus above.



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THE FIRST MENU: SELF-ASSESSMENT



When logging into eVAL, the first task an evaluatee will likely complete is a self-assessment, which allows the evaluatee to set a baseline for where they feel they are within the framework or state criteria at the beginning of the year. In eVAL system, self-assessments are available to anyone being evaluated, including teachers, vice principals and principals.

A Look at the Self-Assessment Dashboard

The dashboard features a top navigation bar with five tabs: SELF-ASSESS (highlighted in red), GOALS, OBSERVATIONS, ARTIFACTS, and SUMMARY. Below the tabs, the 'Self Assessments' section contains instructional text and a 'Notify your evaluator of Changes' button (labeled h). A 'SELF ASSESSMENTS' table header is visible. Below the header, there are two buttons: 'New Self Assessment' (labeled a) and 'View Score Alignment Report' (labeled f). A table lists existing self-assessments. The first row shows 'My Self-Assessment' with a checkbox (labeled e) in the 'Include in Evaluation?' column. The 'Assess' column (labeled c) contains a link 'Assess'. The 'Report' column (labeled d) contains a link 'Report'. The 'Edit' column (labeled b) contains a link 'Edit'. The 'Delete' column (labeled g) contains a link 'Delete'.

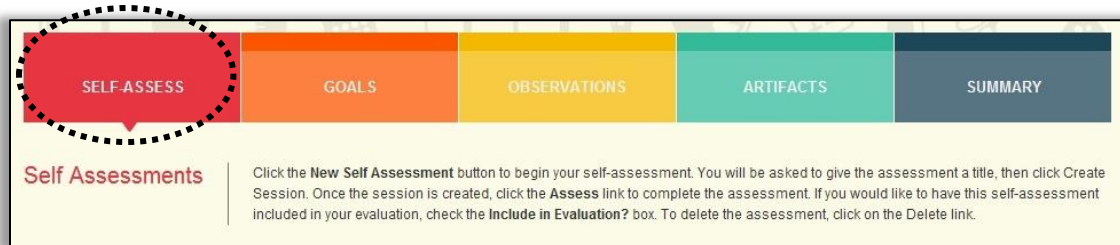
Include in Evaluation?	Title	Assess	Report	Edit	Delete
<input type="checkbox"/>	My Self-Assessment	Assess	Report	Edit	Delete

In this window, you can:

- a. Create a new self-assessment
- b. Edit the title of your current self-assessment
- c. Continue to work on a current self-assessment
- d. Download a PDF report of your self-assessment
- e. Include the self-assessment in your evaluation
- f. See a report that displays scores across all observations and self-assessments
- g. Delete an existing self-assessment
- h. Notify your evaluator of any changes you've made to an existing self-assessment

Getting Started with the Self-Assessment

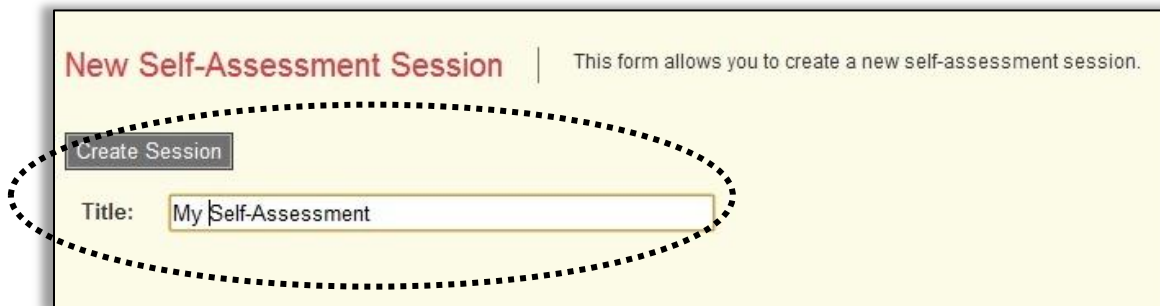
Self-Assess is the first menu tab, which allows a teacher to begin a self-assessment. Click on the **Self-Assess** menu tab to access this portion of eVAL. Notice that the red menu has a small arrow pointing down. That indicates that this menu tab is **active**.



1. To create a new assessment, click on the **New Self-Assessment** button.



2. A new window will open. Give the session a title and then click on the **Create Session** button



3. Once you have given your session a title, you will be able to begin your self-assessment. You can use **the state's** eight criteria to self-assess, or **your district's adopted instructional framework**. Whether you are using the state's criteria or your district's adopted framework, you can self-assess at the most general level on the screen, or you can get more details with each criterion by clicking on the triangle on the right side of each gray stripe.

Please note:

Your self-assessment scores in the **State Rubrics** will transfer over to the **Instructional Rubrics** tab, and vice versa. If you make any score changes in the **Instructional Rubrics** tab, you will see the same scores the next time you go to the **State Rubrics** tab.

The sections on the following pages illustrate the different screens and steps for using the state's criteria and/or the criteria for one of the instructional frameworks.



The State Rubric

SELF-ASSESS [Generate Report](#) ☐ Unsatisfactory ☐ Basic ☐ Proficient ☐ Distinguished

State Rubrics | Instructional Rubrics | Student Growth

This screen presents the state rubrics. Click on the triangle on the right hand side of the page to show or hide the full rubrics.

C1	Centering instruction on high expectations for student achievement.	<input type="checkbox"/> UNS <input type="checkbox"/> BAS <input type="checkbox"/> PRO <input type="checkbox"/> DIS ▼
C2	Demonstrating effective teaching practices.	<input type="checkbox"/> UNS <input type="checkbox"/> BAS <input type="checkbox"/> PRO <input type="checkbox"/> DIS ▼
C3	Recognizing individual student learning needs and developing strategies to address those needs.	<input type="checkbox"/> UNS <input type="checkbox"/> BAS <input type="checkbox"/> PRO <input type="checkbox"/> DIS ▼
C4	Providing clear and intentional focus on subject matter content and curriculum.	<input type="checkbox"/> UNS <input type="checkbox"/> BAS <input type="checkbox"/> PRO <input type="checkbox"/> DIS ▼
C5	Fostering and managing a safe, positive learning environment.	<input type="checkbox"/> UNS <input type="checkbox"/> BAS <input type="checkbox"/> PRO <input type="checkbox"/> DIS ▼
C6	Using multiple student data elements to modify instruction and improve student learning	<input type="checkbox"/> UNS <input type="checkbox"/> BAS <input type="checkbox"/> PRO <input type="checkbox"/> DIS ▼
C7	Communicating and collaborating with parents and the school community.	<input type="checkbox"/> UNS <input type="checkbox"/> BAS <input type="checkbox"/> PRO <input type="checkbox"/> DIS ▼
C8	Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.	<input type="checkbox"/> UNS <input type="checkbox"/> BAS <input type="checkbox"/> PRO <input type="checkbox"/> DIS ▼

For each type of rubric, you can choose whether you want to score yourself at the **top criteria level**, or give yourself a score for each element of the criteria. To score yourself for each element, you will need to click the small arrow at the right of the gray bar to expand that criterion and to view its elements.

The Instructional Rubric

Self Assessment | Self Assessment My Self-Assessment

SELF-ASSESS [Generate Report](#) ☐ Unsatisfactory ☐ Basic ☐ Proficient ☐ Distinguished

State Rubrics | **Instructional Rubrics** | Student Growth

This screen presents the instructional rubrics. Click on the triangle on the right hand side of the page to show or hide the full rubrics.

P	Purpose	<input type="checkbox"/> UNS <input type="checkbox"/> BAS <input type="checkbox"/> PRO <input type="checkbox"/> DIS ▼
SE	Student Engagement	<input type="checkbox"/> UNS <input type="checkbox"/> BAS <input type="checkbox"/> PRO <input type="checkbox"/> DIS ▼
CP	Curriculum & Pedagogy	<input type="checkbox"/> UNS <input type="checkbox"/> BAS <input type="checkbox"/> PRO <input type="checkbox"/> DIS ▼
A	Assessment for Student Learning	<input type="checkbox"/> UNS <input type="checkbox"/> BAS <input type="checkbox"/> PRO <input type="checkbox"/> DIS ▼
CEC	Classroom Environment & Culture	<input type="checkbox"/> UNS <input type="checkbox"/> BAS <input type="checkbox"/> PRO <input type="checkbox"/> DIS ▼
PCC	Professional Collaboration & Communication	<input type="checkbox"/> UNS <input type="checkbox"/> BAS <input type="checkbox"/> PRO <input type="checkbox"/> DIS ▼

- When you are self-assessing at the more detailed **element level**, you can highlight text and add it to your evidence. To do this, select the text you wish to highlight. Then right-click the text with your mouse, and select **Add to Evidence and Highlight** from the drop-down menu. This will copy the selected to the **Evidence/Notes** section and will highlight the selected text in the criteria.

C1 Centering instruction on high expectations for student achievement.

☐ UNS ☐ BAS ☐ PRO ☐ DIS ▲

☒ Hide Evidence Look-fors ☒ Hide Evidence/Notes ☐ Collapse Descriptors

Title	Unsatisfactory	Basic	Proficient	Distinguished
P1 Purpose – Standards: Connection to standards, broader purpose and transferable skill	The lesson is not based on grade level standards. There are no learning targets aligned to the standard. The lesson does not link to broader purpose or a transferable skill.	The lesson is based on grade level standards and the learning target(s) align to the standard. The lesson is occasionally linked to broader purpose or a transferable skill.	The lesson is based on grade level standards and the learning target(s) align to the standard. The lesson is frequently linked to broader purpose or a transferable skill.	The lesson is based on grade level standards and the learning target(s) align to the standard. The lesson is consistently linked to broader purpose or a transferable skill.
P4 Purpose – Learning Target: Communication of learning target(s)	Teacher rarely or never states or communicates with students about the learning target(s).	Teacher states the learning target(s) at the beginning of each lesson.	Teacher communicates the learning target(s) through verbal and visual strategies and checks for student understanding of	Teacher communicates the learning target(s) through verbal and visual strategies, checks for student understanding of

- To see the evidence you've selected, make sure the checkbox titled **Hide Evidence/Notes** is unchecked. When you choose **Add to Evidence** after right-clicking, you won't see that section of the text highlighted in the criteria. However, the text you added to evidence will appear in the section titled **Evidence/Notes**.

C1 Centering instruction on high expectations for student achievement.

☐ UNS ☐ BAS ☐ PRO ☐ DIS ▲

☒ Hide Evidence Look-fors ☐ Hide Evidence/Notes ☐ Collapse Descriptors

Title	Unsatisfactory	Basic	Proficient	Distinguished
P1 Purpose – Standards: Connection to standards, broader purpose and transferable skill	The lesson is not based on grade level standards. There are no learning targets aligned to the standard. The lesson does not link to broader purpose or a transferable skill.	The lesson is based on grade level standards and the learning target(s) align to the standard. The lesson is occasionally linked to broader purpose or a transferable skill.	The lesson is based on grade level standards and the learning target(s) align to the standard. The lesson is frequently linked to broader purpose or a transferable skill.	The lesson is based on grade level standards and the learning target(s) align to the standard. The lesson is consistently linked to broader purpose or a transferable skill.

- To remove the text highlighting, simply select the text you wish to un-highlight, right click with your mouse, and click **Clear Highlight**. This will only clear the highlighting, but will not remove the evidence from your notes.

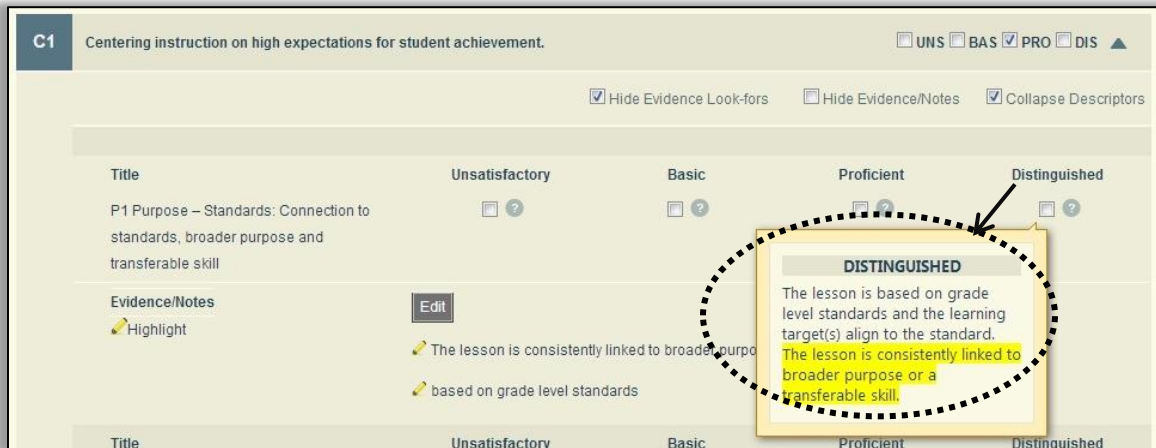
Evidence/Notes

Highlight

Edit

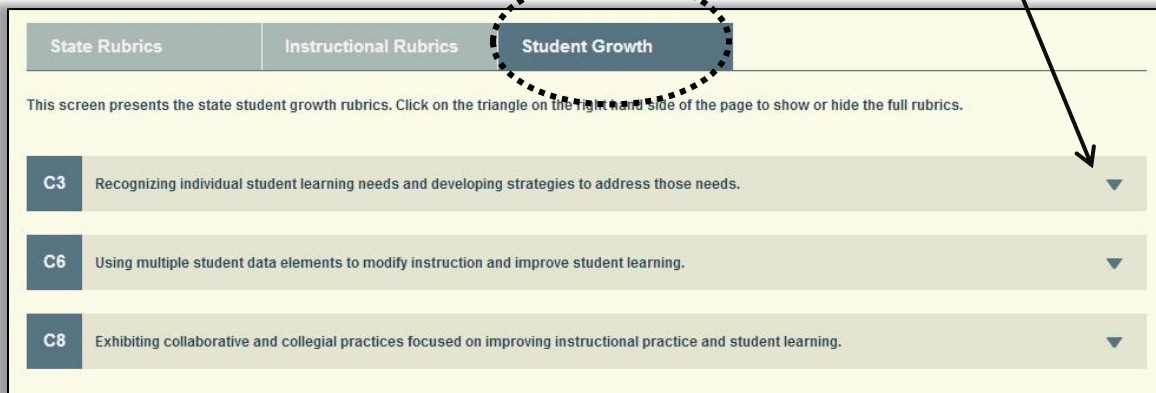
The lesson is consistently linked to broader purpose or a transferable skill.

7. If you check the box labeled **Collapse Descriptors**, you can hover your mouse over the question marks by the boxes labeled **Unsatisfactory, Basic, Proficient, and Distinguished**. This will display a window with the description of what your mouse is hovering over. The window will even show any text that you have highlighted. This window will only stay up for around four seconds, so if you wish to read the full description, simply uncheck the box titled **Collapse Descriptors**.

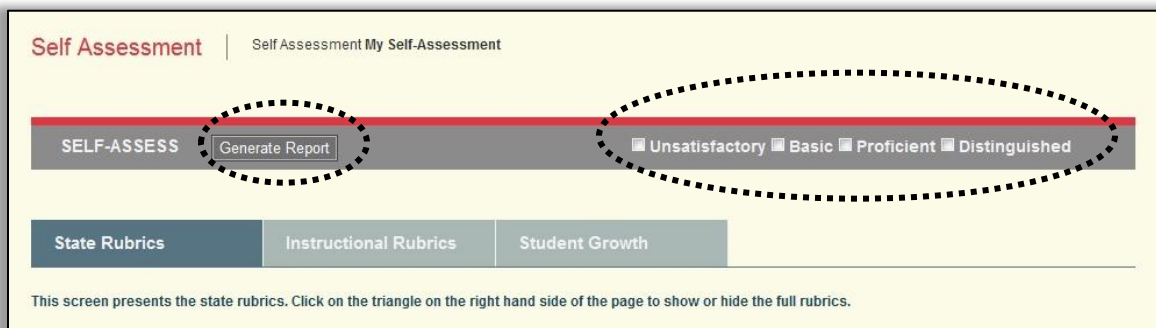


8. The next option you have is to view only the criteria that are involved in student growth. Click on the tab titled **Student Growth**. Just as with the **Instructional Rubrics tab**, the scores you've given in the **State Rubrics tab** will transfer over to the **Student Growth tab**, and vice versa. If you make any score changes in the **Student Growth tab**, you will see the same scores the next time you go to the **State Rubrics tab**.

Again, click on the small arrow on the right end of the gray stripe to assess yourself at a more detailed level.



9. At the end of the assessment choose a final score in the gray bar at the top. Click on the **Generate Report** button to create a report which provides a color-coded PDF summary file of the self-assessment that can be saved or printed.



10. After completing the self-assessment, the evaluatee can return to the **Self-Assessment Dashboard** and carry out more tasks.

The screenshot shows the 'SELF ASSESSMENTS' dashboard. At the top, there is a button 'Notify your evaluator of Changes'. Below it are two buttons: 'New Self Assessment' and 'View Score Alignment Report'. A table lists self-assessments with columns: 'Include in Evaluation?', 'Title', 'Assess', 'Report', 'Edit', and 'Delete'. One entry is 'My Self-Assessment' with a checkbox in the 'Include in Evaluation?' column. Callouts provide instructions for each column header and the 'Delete' button.

You can notify your evaluator of changes by clicking here.

You can create a new self-assessment at any time.

Check this box if you want your evaluator to view the results of your self-assessment. The next time they sign in to eVAL, they will see a link that will take them to your self-assessment.

Click **Assess** if you want to make changes to your self-assessment.

Click **Report** if you want to generate a new report.

Click **Edit** if you want to give your self-assessment a new name.

Click **Delete** to remove the self-assessment.

11. In Step #10 above, you have the option to notify your evaluator of any changes you've made to an existing self-assessment. If you do this, a dialog box will appear in which you can type a message to your evaluator. Once you're done, click the **Send Message** button.

The dialog box is titled 'Send a Message'. It contains a text area for entering a message and a 'Send Message' button, which is circled with a dashed line. There is also a 'Cancel' button. A rich text editor toolbar is visible below the text area.

12. In step #10 above, if you mark the box to include your self-assessment as part of your evaluation, the self-assessment will also appear under the gray **Summary** menu at the top of the page. Just scroll down to the **Observations and Self-Assessments** section and click on the little arrow on the right to expand the section.

The screenshot shows the 'OBSERVATIONS AND SELF-ASSESSMENTS' section. It has a sub-section 'Observations' with the text 'Observations are currently not available.' Below that is a 'Self Assessments' table. A callout points to a small upward-pointing arrow on the right side of the section header, indicating it can be expanded.

Scheduled Date	Title	Summative Score
Unscheduled	Self-Assessment 2012	PRO

THE SECOND MENU: GOALS



The second menu from the left is for **Goals**, the section of eVAL that helps to monitor all aspects of the goal-setting process. The goal-setting process is completed by both evaluators and evaluatees within the eVAL system, which includes teachers, vice principals and principals. In this chapter, an evaluatee will learn the steps needed to set and respond to goals in the eVAL system. A teacher's login is used as an example in this handout, but the process is the same for principals and vice principals.



Each school year, you will likely set goals within the eVAL system and respond to prompts created by your evaluator. Your district evaluation process and policy will determine how and when this process is accomplished. To begin the goal process, click on the **Goals** tab. Four sub-menus will appear, which include **Dashboard**, **Evaluator-Assigned**, **Self-Assigned**, and **Resources**. The sub-menu with a small arrow is the **active** sub-menu.



Sub-Menu: The Goals Dashboard

Your **Goals** dashboard will open with a summary of your goals so far this year. The sub-menus at the top of the screen are for different types of goals as well as artifacts and resources. We will look at each, starting with the **Evaluator-Assigned** goals.

Goal Settings Dashboard | This dashboard allows you to view and track the status of your goal setting work.

Teacher	Evaluator-assigned Goals	Self-assigned Goals	Artifacts	Resources
T1 ESD 112 MAR SD School	2	0		

Goal prompts can be assigned by the District or School Administrator roles within the eVAL system as well as by your assigned evaluator. These types of goals appear in the **Evaluator-Assigned** sub-menu.

Sub-Menu: Evaluator-Assigned (Prompts and Goals)

If a District or School Administrator, or your evaluator, has set goals or sent you goal prompts, you will see a number in the column titled **Evaluator-assigned Goals** (displayed in the **Dashboard** sub-menu). Click on that number to view the goal prompt or goal.

1. **Viewing and Responding to Goal Prompts:**

You will see a list of the goal prompts or goals on this page. Click **Respond** for each prompt to type in your answer or response.

Principal-assigned Goals

[Notify Principal of Changes](#)

GOALS

Title	Prompt	Last Response	Response	Artifacts	Details
Focus	What do you think should be your primary focus for improvement for the year? Why?		Respond		Details
School - parent	Our school focus this year is improving relationships with our families. How have you addresses this issue in the past? What can you improve in this area?		Respond		Details

2. A text box will appear. Type a message to your evaluator, and click on the **Add Response** button. The next time your evaluator logs into eVAL, s/he will be able to access the response you wrote.

[Back to Goals](#)

USER PROMPT

[Add Response](#)

T1 ESD 113 CEL SD School 9/25/2012 2:28 PM

Here are my goals for improving test scores.

3. Once you enter your response, it will appear in the **Last Response** column. You can add another response to the same prompt at any time, depending on your district policy and procedures. You can also add artifacts. (See Step #8 of this chapter.) If you add responses to a prompt, or upload artifacts, and you wish your evaluator to view the changes, click on the **Notify Principal (Evaluator) of Changes** button.

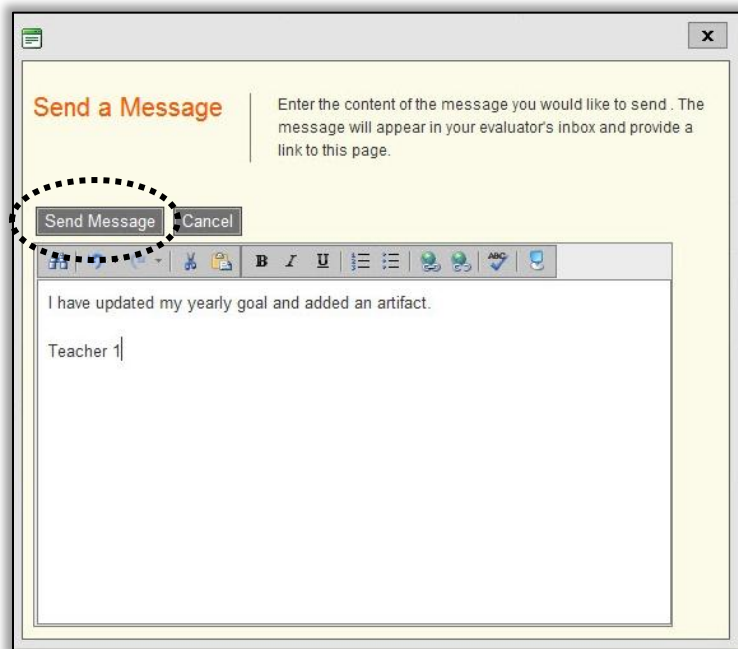
Principal-assigned Goals

[Notify Principal of Changes](#)

GOALS

Title	Prompt	Last Response	Response	Artifacts	Details
Focus	What do you think should be your primary focus for improvement for the year? Why?		Respond		Details
School - parent	Our school focus this year is improving relationships with our families. How have you addresses this issue in the past? What can you improve in this area?	In the past I have sent home a monthly newsletter to parents with updates about what we are learning in class. Plus scheduled parent conferences. This year I would like to collect email addresses from my parents and send home weekly updates. I can send paper copies to those without email.	Respond		Details

4. In the text box that appears, type a message to your evaluator that lets him/her know that you have made a change of some kind to your goal(s). Then click the **Send Message** button. The next time your evaluator logs into eVAL, they will see they have a message. The message will include the text you wrote in addition to a link that takes him/her directly to your updated item.



Send a Message

Enter the content of the message you would like to send . The message will appear in your evaluator's inbox and provide a link to this page.

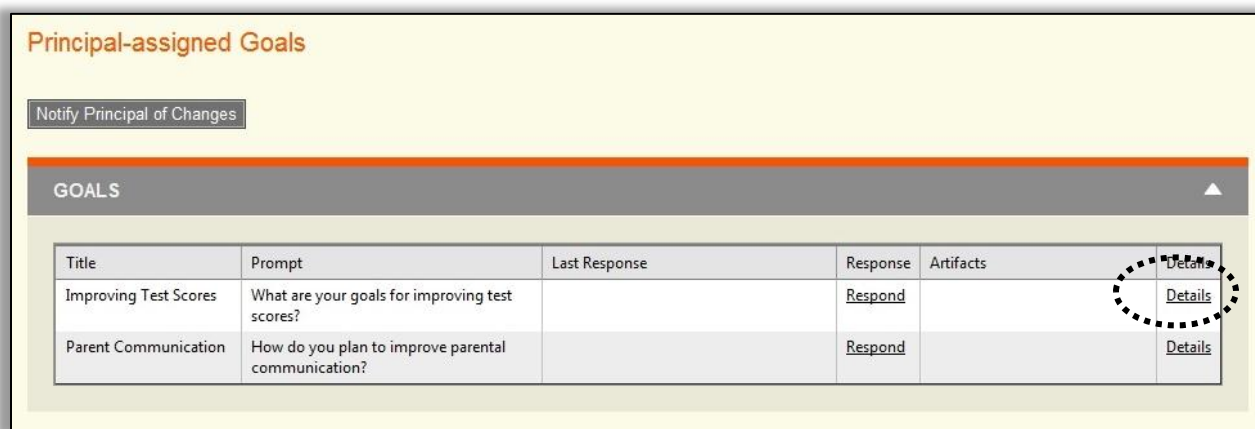
Send Message Cancel

I have updated my yearly goal and added an artifact.

Teacher 1

5. **Getting Details and Managing Alignment to Criteria:**

When you are viewing the **Evaluator-Assigned** window, you can also view the details about the prompts and/or goals written by your evaluator, and manage the alignment of your goal(s) to the criteria. To do so, click on the **Details** link on the right.



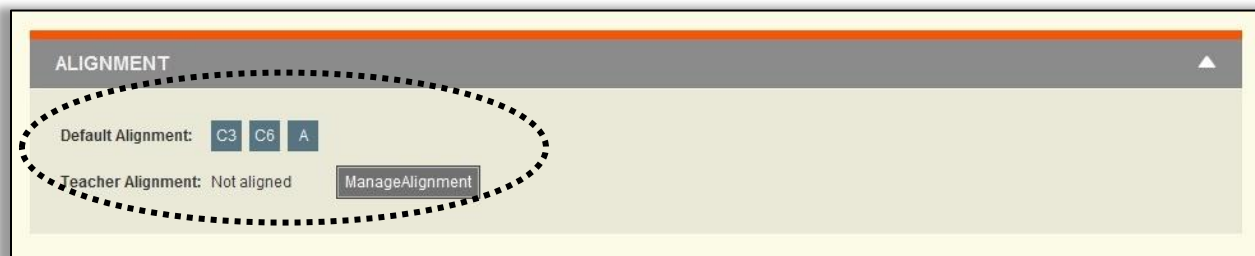
Principal-assigned Goals

Notify Principal of Changes

GOALS

Title	Prompt	Last Response	Response	Artifacts	Details
Improving Test Scores	What are your goals for improving test scores?		Respond		Details
Parent Communication	How do you plan to improve parental communication?		Respond		Details

6. A screen will appear in which you can see the criteria your evaluator has aligned the prompt to. To link to additional criteria, click the **Manage Alignment** button.



ALIGNMENT

Default Alignment: C3 C6 A

Teacher Alignment: Not aligned

ManageAlignment

7. You can align by **State Rubrics** or **Instructional Rubrics**.

The screenshot shows the 'Manage User Prompt Alignment' interface. At the top, there's a title bar with 'Manage User Prompt Alignment' and a subtitle 'Configure Alignment for prompt: What are your goals for improving test scores?'. Below the title bar are 'Save' and 'Cancel' buttons. The main content area is divided into two sections: 'STATE RUBRICS ALIGNMENT' and 'INSTRUCTIONAL RUBRICS ALIGNMENT'. The 'STATE RUBRICS ALIGNMENT' section lists eight criteria (C1-C8) with checkboxes next to them. The 'INSTRUCTIONAL RUBRICS ALIGNMENT' section lists six criteria (P, SE, CP, A, CEC, PCC) with checkboxes next to them. Callouts provide instructions: 'To align the prompt, check the boxes next to the desired criteria.' points to the checkboxes in the State Rubrics section; 'You can also expand each criterion and be more specific in your alignment.' points to the expand/collapse icons; and 'Click the Save button when you are done.' points to the Save button.

Save Cancel

STATE RUBRICS ALIGNMENT

- ☐ C1 - Centering instruction on high expectations for student achievement.
- ☐ C2 - Demonstrating effective teaching practices.
- ☐ C3 - Recognizing individual student learning needs and developing strategies to address those needs.
- ☐ C4 - Providing clear and intentional focus on subject matter content and curriculum.
- ☐ C5 - Fostering and managing a safe, positive learning environment.
- ☐ C6 - Using multiple student data elements to modify instruction and improve student learning
- ☐ C7 - Communicating and collaborating with parents and the school community.
- ☐ C8 - Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.

INSTRUCTIONAL RUBRICS ALIGNMENT

- ☐ P - Purpose
- ☐ SE - Student Engagement
- ☐ CP - Curriculum & Pedagogy
- ☐ A - Assessment for Student Learning
- ☐ CEC - Classroom Environment & Culture
- ☐ PCC - Professional Collaboration & Communication

To align the prompt, check the boxes next to the desired criteria.

You can also expand each criterion and be more specific in your alignment.

Click the **Save** button when you are done.

8. **Adding Artifacts for Your Goal(s):**

Finally, you can add artifacts to support your response to each prompt. An **artifact** is evidence of a teaching or administrative skill that is not necessarily visible during an observation. To add an artifact, click the small arrow on the right end of the gray **ARTIFACTS** bar, and then click the **Add Artifact** button.

The screenshot shows the 'ARTIFACTS' section of the interface. At the top left is a 'Back to Goals' button. Below it are three sections: 'USER PROMPT', 'ALIGNMENT', and 'ARTIFACTS'. The 'ARTIFACTS' section has a dashed circle around the 'Add Artifact' button and another dashed circle around the expand/collapse arrow on the right. Below the 'ARTIFACTS' section is a table with columns: 'Visible to Evaluator?', 'File?', 'Title', 'Alignment', and two empty columns. The table currently shows 'No artifacts found.'

Back to Goals

USER PROMPT

ALIGNMENT

ARTIFACTS

Add Artifact

Visible to Evaluator?	File?	Title	Alignment		
No artifacts found.					

9. In the window that opens, do the following: Next, specify whether the artifact you're uploading is a file or a URL. If you are uploading a file, click the **Select** button and select the file. If you are adding a URL, simply paste the link into the text box.

The screenshot shows the 'Create an Artifact' form. Callout boxes provide instructions for each field:

- Enter a title.** Points to the 'Title' field containing 'Improving Test Scores'.
- Use the pull-down menu to identify the type of artifact you are creating.** Points to the 'Type' dropdown menu set to 'Evaluator Goal'.
- Enter a description of the artifact.** Points to the 'Description' text area containing 'Here is a document describing how I plan to improve students' test scores.'
- Specify whether you are uploading a file or a URL. If it's a file, click the **Select** button and select the file.** Points to the radio buttons for 'You may enter a FILE to upload' and 'or specify an URL'.
- If you are adding a URL, simply paste the link into the text box.** Points to the 'Url' field containing 'http://tpep-wa.org/resources/eval/eval-video-walkthru'.
- Once you are done, click the **Submit** button at the top of the page and you will automatically return to the **Goals** dashboard.** Points to the 'Submit' button at the top left.

Sub-Menu: Self-Assigned (Prompts and Goals)

The next sub-menu is the **Self-Assigned** sub menu. In this section, teachers, vice principals and principals can write their own goal prompts, respond to them, and add artifacts.

1. To add a goal, click on the **Add New Goal Prompt** button. It may seem a bit awkward, but to write a goal, you need to ask yourself a question (or prompt). Click on the **Self-Assigned** menu tab to access this portion of eVAL. A little arrow will appear under the **Self-Assigned** menu, indicating that menu is the **active** menu.

The screenshot shows the 'Self-assigned Goals' dashboard. Callout boxes highlight the following elements:

- A dashed circle around the **SELF-ASSIGNED** tab in the top navigation bar.
- A dashed circle around the **Add New Goal Prompt** button in the 'GOALS' section.

The dashboard includes a 'Notify Principal of Changes' button and a table with the following columns: Prompt, Last Response, Setup, Response, Artifacts, Details, and Delete. The table currently shows 'No user prompts were found.'

2. Type your goal prompt in the text box and then click on the **Insert** button.

Self-assigned Goals

Notify Principal of Changes

GOALS

Add New Goal Prompt

Prompt	Last Response	Setup	Response	Artifacts	Details	Delete
<p>New Prompt:</p> <p>Prompt: <input type="text" value="How can I encourage student participation in improving my communication with families?"/></p>						

No user prompts were found.

3. The prompt will be added to your list of self-assigned goals. The various links next to the goal allow to you add more information.

Self-assigned Goals

Notify Principal of Changes

GOALS

Add New Goal Prompt

Prompt	Last Response	Setup	Response	Artifacts	Details	Delete
How can I encourage student participation in improving my communication with families?		Setup	Respond		Details	Delete

After you are done making changes to your prompts and goals, make sure you notify your evaluator of the changes you have made.

The **Setup** link allows you align the goal to either the state's criteria or your locally adopted instructional or leader framework. **See step #4 on the following page.**

Click on the **Respond** link to respond to the goal prompt.

Click on the **Details** link to see and carry out detailed tasks related to your goal(s)

Click the **Delete** button to remove this goal prompt and goal from your dashboard.

- After clicking on the **Setup** link in Step #3 above, you can expand each item to get more focused on your goal alignment by clicking on the plus sign on the left to the criteria.

STATE RUBRICS ALIGNMENT

☐ C1 - Centering instruction on high expectations for student achievement.

☐ C2 - Demonstrating effective teaching practices.

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

☐ C4 - Providing clear and intentional focus on subject matter content and curriculum.

☐ C5 - Fostering and managing a safe, positive learning environment.

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

☒ C7 - Communicating and collaborating with parents and the school community.

☒ 7.1: Promoting Positive Interactions about Students and Parents – Courses, Programs and School Events
 The teacher actively communicates and collaborates with parents/guardians and school/community regarding courses, programs, and school events.
 ☐ 7.2: Promoting Positive Interactions about Students and Parents – Timeliness and Professionalism
 The teacher communicates individual student progress to parents/guardians in a timely and professional manner.

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

INSTRUCTIONAL RUBRICS ALIGNMENT

☐ D1-R - Domain 1: Routine

☐ D1-C - Domain 1: Content

☐ D1-E - Domain 1: Enacted on the Spot

☐ D2 - Domain 2: Planning and Preparing

☐ D3 - Domain 3: Reflecting on Teaching

☒ D4 - Domain 4: Collegiality and Professionalism

☒ 7.1: Promoting Positive Interactions about Students and Parents – Courses, Programs and School Events
 The teacher actively communicates and collaborates with parents/guardians and school/community regarding courses, programs, and school events.
 ☐ 7.2: Promoting Positive Interactions about Students and Parents – Timeliness and Professionalism
 The teacher communicates individual student progress to parents/guardians in a timely and professional manner.
 ☐ 8.1: Seeking Mentorship for Areas of Need or Interest

- After completing the alignment, you can return to the **Self-Assigned** area and click on **Details**.

Self-assigned Goals

Notify Principal of Changes

GOALS

Add New Goal Prompt

Prompt	Last Response	Setup	Response	Artifacts	Details	Delete
How can I encourage student participation in improving my communication with families?		Setup	Respond		Details	Delete

6. The area called **User Prompt Details** allows you to respond to the prompt, see the alignment you just set, and to upload artifacts to support your response to the goal or provide evidence for meeting the goal. While your dashboard will show the last response to a goal prompt, the **Details** section displays all the conversations that have occurred this year.

User Prompt Details | Prompt: How can I encourage student participation in improving my communication with families?

[Back to Goals](#)

USER PROMPT

[Add Response](#)

I plan to encourage students to help with family communication by assigning one student per week to write a short description of one of our learning activities and collect two quotes from other students about what they learn in that activity.

ALIGNMENT

Teacher Alignment: C7 C8 D4 [ManageAlignment](#)

ARTIFACTS

[Add Artifact](#)

Visible to Evaluator?	File?	Title	Alignment			
<input checked="" type="checkbox"/>		parent communication	C7 C8 D4	View	Edit	Delete

7. **Adding Artifacts for Your Goals:**

To add an artifact, click **Add Artifact**. You can upload images, files, and video samples here, and attach them to a particular goal as additional evidence. Give the artifact a title and description and then find the file on your computer to add it to the prompt. Evidence or artifacts can also be links to examples of your work located on the Internet.

Create an Artifact | Upload a document or supply a link to a website that can be used as evidence of your work in your evaluation.

[Submit](#) [Cancel](#)

MAIN

Title: parent communication

Type: Evaluatee Goal

Description: Sample of parent communication email

You may enter a **FILE** to upload ☒ or specify an **URL** ☐

File: T1 email to parents.docx [Select](#)

Click the **Submit** button to confirm and upload the artifact.

8. IMPORTANT!

When you are done providing all of the details about your goal(s), make sure you click on the **Notify Principal (or Evaluator) of Changes**. If a dialog box appears, type in any pertinent information, and send the message. The next time that your evaluator signs in to eVAL, s/he will receive a message that you have sent additional/updated information about your goal(s).

Self-assigned Goals

Notify Principal of Changes

GOALS

Prompt	Last Response	Setup	Response	Artifacts	Details	Delete
How can I encourage student participation in improving my communication with families?	I plan to encourage students to help with family communication by assigning one student per week to write a short description of one of our learning activities and collect two quotes from other students about what they learn in that activity.	Setup	Respond	parent communication	Details	DeleteDelete

Insert Cancel

Response:

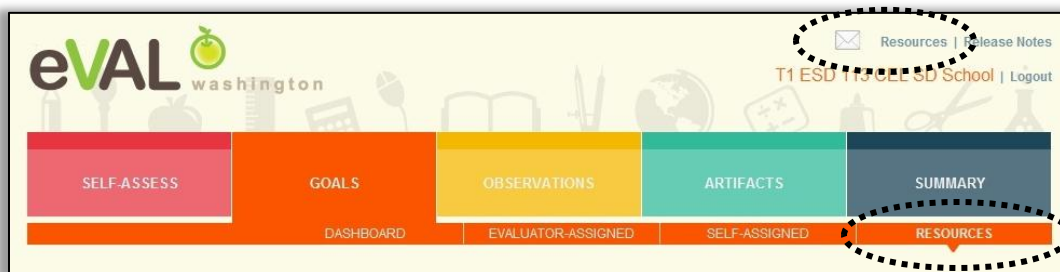
I did a great job this year in meeting my goal of having students craft part of the weekly email message. See the sample artifact I attached. I was able to send the weekly emails at least every 3 weeks out of four.

You can also update progress toward your goal at any time during the year according to your district policy or your own preference. The end of the year is a great time to add a response about how you did on meeting your goal.

Sub-Menu: Resources (for Prompts and Goals)

The final submenu for **Goals** is **Resources**. This is where you will find any resources related to goals that have been added by the District or School Administrator within the eVAL system. The resources found here will typically be scaffolds, supports, policy, or templates related to goal-setting. Your school or district will determine how this section is used.

- To view the resources available to you, you can either click on **Resources** link in the upper right corner by the **Message** icon, or click on the sub-menu titled **Resources**.



- Click the **View** link to view the resource. A document will download to your computer. A web page will open in a new window.

School and District Resources | This page contains resources available from your school and district.

District Resources					
File?	Type	Date	Title	Description	
File	GOAL	09/26/2012	Goal Setting	Here is a goal setting resource.	View

School Resources					
File?	Type	Date	Title	Description	
Url	GENERAL	09/26/2012	Resource	Here is a great resource.	View

THE THIRD MENU: OBSERVATIONS



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

A Look at the Observations Dashboard

When you click on the **Observations** menu, you will see the **Observation** dashboard. Here you can see evaluation type, number of goals, self-assessments and artifacts, time spent in observations, the status of the observations, and any scheduled practice sessions. You will know the **Observations** menu is active if there is a little arrow that points downward from that menu.

Getting to the Observation Dashboard as a Teacher

Teachers who are signed in to eVAL can click on the **Observation** menu immediately and view their **Observation** dashboard.

Observation Dashboard

This dashboard allows you to view and track the status of your observations. The last four observations will be displayed in the Observations section displaying a status for each of the different phases: pre-conference, observation, and post-conference. If the event has not been scheduled it will display the non-started status. If it has been scheduled, it will display the in-progress icon, and if it has been completed, it will display the complete icon.

Teacher	Eval Type	Goals PR/TR	Self	Artifacts	Time	Observations				
						1 Pre , Obs , Post	2 Pre , Obs , Post	3 Pre , Obs , Post	4 Pre , Obs , Post	5 Pre , Obs , Post
▶ T1 ESD 113 DAN SD School	C	2 1	2	1	60	○	●	●	●	

Type	Schedule/Location	Teacher	Title	
VIDEO	Unscheduled		Practice session 1	Details
VIDEO	Unscheduled		Practice Session	Details

CALENDAR

Getting to the Observation Dashboard as a Principal

Principals who are signed in to eVAL will not see their own **Observations** menu (as an evaluatee) until they select **Prepare for My Evaluation** from the drop-down menu in the top right corner of the eVAL web page. After making this selection, the **Observations** dashboard will appear by clicking on the yellow **Observations** menu.

eVAL washington

Resources | Release Notes

Pr ESD 171 MAR SD School | Logout

SELECT ROLE

SELECT ROLE

Evaluate Teachers

Prepare for My Evaluation

Welcome Principal
Pr ESD 171 MAR SD School!

BEGIN SELF EVALUATION ➔

This section is for preparing for observations where you are the one being observed.

TEACHER EVALUATIONS ➔

This section is for preparing for teacher evaluations.

1. This **Observations** dashboard allows you to view and track the status of your observations. The five most recent observations will be displayed in the **Observations** section, each displaying a status icon for the three unique observation phases:

- pre-conference
- observation
- post-conference

Observation Dashboard

This dashboard allows you to view and track the status of your observations. The last four observations will be displayed in the Observations section displaying a status for each of the different phases: pre-conference, observation, and post-conference. If the event has not been scheduled it will display the non-started status. If it has been scheduled, it will display the in-progress icon, and if it has been completed, it will display the complete icon.

Teacher	Eval Type	Goals PR/TR	Self	Artifacts	Time	Observations				
						1 Pre, Obs, Post	2 Pre, Obs, Post	3 Pre, Obs, Post	4 Pre, Obs, Post	5 Pre, Obs, Post
T1 ESD 113 DAN SD School	C	2 1	2	1	60	○	◐	◐		

Callouts:

- Focused or comprehensive evaluation:** Points to the Eval Type column.
- Number of goals to be addressed:** Points to the Goals PR/TR column.
- Number of completed self-assessments:** Points to the Self column.
- Number of artifacts uploaded (documents, links, videos, etc.):** Points to the Artifacts column.
- Number of minutes spent in observations:** Points to the Time column.
- Observation Status Icons:**
 - non-started icon:** An empty circle (○).
 - in progress icon:** A half-filled circle (◐).
 - completed icon:** A filled circle (●).

If an event has been initiated but not scheduled, the dashboard will display the non-started icon (an empty circle). If an event has been scheduled, it will display the in progress icon (a half-filled circle). And if the event has been completed, it will display the completed icon (a filled circle). If your evaluator has made a portion of the observation invisible to you, you will not see an icon.

2. To view the progress of an observation, click the icon for the portion of the evaluation you wish to see.

OBSERVATION SESSIONS										
Teacher	Eval Type	Goals PR/TR	Self	Artifacts	Time	Observations				
						1 Pre, Obs, Post	2 Pre, Obs, Post	3 Pre, Obs, Post	4 Pre, Obs, Post	5 Pre, Obs, Post
T1 ESD 113 DAN SD School	C	2 1	2	1	60	○	◐	◐		

Callout: Points to the observation status icons (○, ◐, ◐) in the first observation row.

- From here, you can view each part of the observation made visible to you by your evaluator. You can view the rubrics comprehensively or filtered to the criteria that you and your evaluator would like to focus on within this observation. (You can select your focus criteria by following the instructions in Step #6.) A comprehensive view will show all criteria. This is the default option when you click on **State Rubrics**.

A comprehensive view will show all criteria.

This view will also show a magnifying glass by any criteria that the evaluator has selected as a focus.

Observe/Score Session: Second Drop in
Teacher: T1 ESD 113 DAN SD School
Type: Teacher Observation
Status: Unlocked

PRE-CONFERENCE

POST-CONFERENCE

OBSERVE [Generate Report](#) Raw Score: 25/32 ☐ Unsatisfactory ☐ Basic ☒ Proficient ☐ Distinguished

Notes Editor **State Rubrics** Instructional Rubrics Student Growth

This screen presents the state rubrics. Click on the triangle on the right hand side of the page to show or hide the full rubrics.
Current View: **All**

Criteria	Description	Unsatisfactory	Basic	Proficient	Distinguished
C1	Centering instruction on high expectations for student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
C2	Demonstrating effective teaching practices.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C3	Recognizing individual student learning needs and developing strategies to address those needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C4	Providing clear and intentional focus on subject matter content and curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

- To view the focused criteria only, click the dropdown menu where it says **Current View** and select **Focus Only**.

This screen presents the state rubrics. Click on the triangle on the right hand side of the page to show or hide the full rubrics.
Current View: **Focus Only**

Criteria	Description	Unsatisfactory	Basic	Proficient	Distinguished
C1	Centering instruction on high expectations for student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

☒ Hide Excerpts ☒ Hide Evidence Look-fors ☒ Hide Evidence/Notes ☐ Collapse Descriptors

Title	Unsatisfactory	Basic	Proficient	Distinguished
2b: Establishing a Culture for Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

The classroom culture is characterized by a lack of teacher or student commitment to learning and/or little or no... The classroom culture is characterized by little commitment to learning by teacher or students. The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning. The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning.

Sub-Menu: Pre-Conference

- To respond to pre-conference prompts, click on the **Pre-Conference** sub-menu option.

SELF-ASSESS GOALS OBSERVATIONS ARTIFACTS SUMMARY

SETTINGS **PRE-CONFERENCE** OBSERVE/SCORE POST CONFERENCE REPORT

6. In this sub-menu, you can align the prompt to specific criteria. In the left column, check the boxes for your focus criteria. If your evaluator has selected focus criteria, they will automatically appear in the right column. In this sub-menu, you can also type pre-conference notes or respond to pre-conference questions.

The screenshot shows the 'Pre-Conference' sub-menu. At the top, it displays session information: 'Session: Second Drop in', 'Teacher: T1 ESD 113 DAN SD School', 'Type: Teacher Observation', and 'Status: Unlocked'. Below this is a 'Notify Principal of Changes' button. The main area is divided into two sections: 'STATE RUBRICS FOCUS' and 'INSTRUCTIONAL RUBRICS FOCUS'. The 'INSTRUCTIONAL RUBRICS FOCUS' section contains a list of criteria with checkboxes: 'D1 - Planning and Preparation', 'D2 - The Classroom Environment', 'D3 - Instruction', and 'D4 - Professional Responsibilities'. A dashed circle highlights the checkboxes for D1, D2, and D3. Below the rubrics section is a 'PRE-CONFERENCE NOTES' section and a 'PRE-CONFERENCE QUESTIONS' section. The 'PRE-CONFERENCE QUESTIONS' section contains a table with columns: Prompt, Last Response, Response, Artifacts, and Details. The table has one row with the prompt 'Pre-Conference Prompt' and a 'Respond' link in the Response column.

Prompt	Last Response	Response	Artifacts	Details
Pre-Conference Prompt		Respond		Details

Sub-Menu: Post-Conference

7. Click the **Post-Conference** sub-menu. Here you can add post-conference notes or respond to a post-conference reflective question.

The screenshot shows the 'Post-Conference' sub-menu. At the top, it displays session information: 'Session: Second Drop in', 'Teacher: T1 ESD 113 DAN SD School', 'Type: Teacher Observation', and 'Status: Unlocked'. Below this is a 'Notify Principal of Changes' button. The main area is divided into two sections: 'POST-CONFERENCE NOTES' and 'POST-CONFERENCE REFLECTIVE QUESTIONS'. The 'POST-CONFERENCE NOTES' section contains a text area with a rich text editor toolbar. The 'POST-CONFERENCE REFLECTIVE QUESTIONS' section contains a table with columns: Prompt, Last Response, Response, Artifacts, and Details. The table has one row with the prompt 'Stuff I gathered from the classroom' and a 'Respond' link in the Response column.

Prompt	Last Response	Response	Artifacts	Details
Stuff I gathered from the classroom		Respond		Details

Sub-Menu: Report

- You can view an observation report. Click on the **Report** submenu. You can view the report here, or you can click the **Generate Report** button to save a copy.

The screenshot shows the 'Observation Report' sub-menu. The top navigation bar includes 'SELF-ASSESS', 'GOALS', 'OBSERVATIONS', 'ARTIFACTS', and 'SUMMARY'. Below this, a secondary bar has 'SETTINGS', 'PRE-CONFERENCE', 'OBSERVE/SCORE', 'POST CONFERENCE', and 'REPORT' (highlighted with a dashed circle). The 'Observation Report' section displays session details: 'Session: Second Drop in', 'Teacher: T1 ESD 113 DAN SD School', 'Type: Teacher Observation', and 'Status: Unlocked'. A 'Generate Report' button is also highlighted with a dashed circle. Below this is the 'OBSERVATION REPORT' section, which includes a table for 'State Framework Criteria'.

OBSERVATION	C1	C2	C3	C4	C5	C6	C7	C8
PRO	PRO	BAS	DIS	PRO	PRO	PRO	DIS	PRO

Below the table, the report details are organized by criterion:

- C1**: Centering instruction on high expectations for student achievement. (PRO)
 - 2b: Establishing a Culture for Learning (PRO)
 - 3a: Communicating with Students (PRO)
 - 3c: Engaging Students in Learning (PRO)
- C2**: Demonstrating effective teaching practices. (BAS)
 - 3b: Using Questions and Discussion Techniques (BAS)
 - 4a: Reflecting on Teaching (BAS)
- C3**: (Partial view, showing a green bar)

- The **Observations** dashboard that is visible to teachers or principals as evaluatees also contains information regarding planned practice sessions. Practice sessions are created by District or School Administrators, and are intended to support teams as they explore and apply selected frameworks. If you are included in any planned practice sessions, you will see details regarding dates, times and locations in this section of the **Observations** dashboard.

The screenshot shows the 'PRACTICE SESSIONS' section. It features a table with columns: 'Type', 'Schedule/Location', 'Teacher', and 'Title'. Below the table, it states 'No sessions found'.

Type	Schedule/Location	Teacher	Title
No sessions found			

10. Finally, the **Observations** dashboard also contains a calendar view of all scheduled events. The calendar can be viewed as a day, week, or month at a glance. While this feature may help summarized planned events, it is important to note that eVAL does not currently export calendar events to external calendar systems, nor does eVAL support integration with desktop calendar clients such as Microsoft Outlook.

CALENDAR						
<div><div>< > today</div><div>Sep, 2012</div><div>Day Week Month</div></div>						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
26	27	28	29	30	31	01 Sep
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
			Pr ESD 112 MAR SD School - Observation	Pr ESD 112 MAR SD School - Observation		
23	24	25	26	27	28	29
		Pr ESD 112 MAR SD School - Observation				

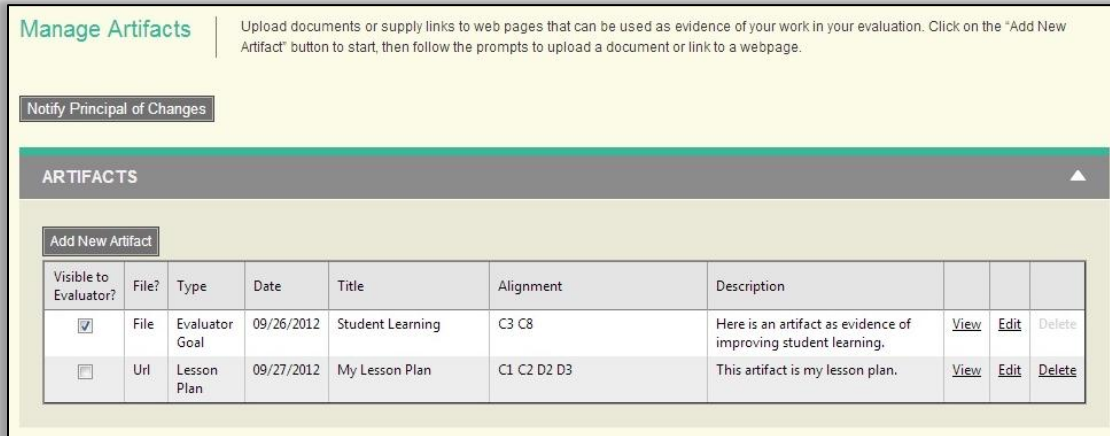
THE FOURTH MENU: ARTIFACTS



The fourth menu tab is entitled **Artifacts**. An **artifact** is evidence of a teaching or administrative skill that is not necessarily visible during an observation. This section of eVAL allows you to keep track of all of your artifacts. If there is a small arrow pointing downward from the aqua **Artifacts** menu tab, the **Artifacts** menu is active.

A Look at the Artifacts Dashboard

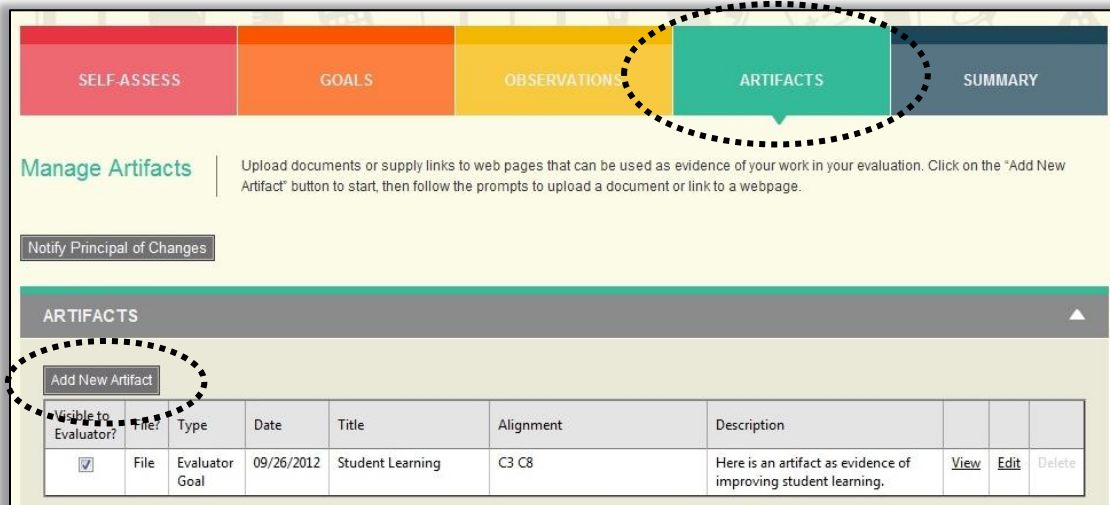
The artifacts dashboard allows you to see the title and description of your artifacts, the criteria with which they are aligned, and whether or not you have marked them as visible to your evaluator. You can also delete the artifact.



The screenshot shows the 'Manage Artifacts' section of the eVAL system. At the top, there is a header with the title 'Manage Artifacts' and a brief instruction: 'Upload documents or supply links to web pages that can be used as evidence of your work in your evaluation. Click on the "Add New Artifact" button to start, then follow the prompts to upload a document or link to a webpage.' Below this is a button labeled 'Notify Principal of Changes'. A green bar with the word 'ARTIFACTS' and an upward-pointing arrow is visible. Underneath, there is an 'Add New Artifact' button. The main part of the dashboard is a table with the following columns: 'Visible to Evaluator?', 'File?', 'Type', 'Date', 'Title', 'Alignment', 'Description', and three action buttons: 'View', 'Edit', and 'Delete'.

Visible to Evaluator?	File?	Type	Date	Title	Alignment	Description			
<input checked="" type="checkbox"/>	File	Evaluator Goal	09/26/2012	Student Learning	C3 C8	Here is an artifact as evidence of improving student learning.	View	Edit	Delete
<input type="checkbox"/>	Url	Lesson Plan	09/27/2012	My Lesson Plan	C1 C2 D2 D3	This artifact is my lesson plan.	View	Edit	Delete

1. To add a new artifact, click the **Add New Artifact** button.



This screenshot shows the eVAL dashboard with several annotations. A dashed circle highlights the 'ARTIFACTS' menu tab in the top navigation bar. Another dashed circle highlights the 'Add New Artifact' button in the 'Manage Artifacts' section. The 'Manage Artifacts' section includes the same instructions and table as the previous screenshot.

Visible to Evaluator?	File?	Type	Date	Title	Alignment	Description			
<input checked="" type="checkbox"/>	File	Evaluator Goal	09/26/2012	Student Learning	C3 C8	Here is an artifact as evidence of improving student learning.	View	Edit	Delete

2. A screen like the one below will appear.

The screenshot shows the 'Create an Artifact' form. At the top, there are five tabs: SELF-ASSESS, GOALS, OBSERVATIONS, ARTIFACTS (selected), and SUMMARY. Below the tabs, the title 'Create an Artifact' is followed by the instruction 'Upload a document or supply a link to a website that can be used as evidence of your work in your evaluation.' There are 'Submit' and 'Cancel' buttons. The form is divided into sections: MAIN, STATE RUBRICS ALIGNMENT, and INSTRUCTIONAL RUBRICS ALIGNMENT. The MAIN section contains fields for Title (New Artifact), Type (Lesson Plan), Description (This artifact is my lesson plan.), and a section for file upload or URL (http://tpep-wa.org). Callouts provide instructions: 'Give the artifact a title.', 'Click on the drop-down menu to select the type of artifact.', 'Give the artifact a description.', 'Lastly, you can either select a file to upload, or enter a URL.', and 'Don't click the Submit button until you align the artifact with the state rubric or your district's instructional framework.'

Give the artifact a title.

Click on the drop-down menu to select the type of artifact.

Give the artifact a description.

Lastly, you can either select a file to upload, or enter a URL.

Don't click the **Submit** button until you align the artifact with the state rubric or your district's instructional framework.

3. The next two sections in this window allow you to align the artifact with criteria from the **State Rubrics** and **Instructional Rubrics**.

The screenshot shows the 'Create an Artifact' form with the 'STATE RUBRICS ALIGNMENT' and 'INSTRUCTIONAL RUBRICS ALIGNMENT' sections expanded. The 'STATE RUBRICS ALIGNMENT' section lists criteria C1 through C8, with checkboxes next to them. The 'INSTRUCTIONAL RUBRICS ALIGNMENT' section lists criteria D1 through D4, with checkboxes next to them. Callouts provide instructions: 'Simply check the boxes next to the aligned criteria.' and 'When you are done, click on the Submit button.'

Simply check the boxes next to the aligned criteria.

When you are done, click on the **Submit** button.

4. After you've submitted your artifact, you will be returned to the **Artifacts** dashboard. Here you can see an updated view of the work you have done to create and upload your artifacts.

Manage Artifacts

Upload documents or supply links to web pages that can be used as evidence of your work in your evaluation. Click on the "Add New Artifact" button to start, then follow the prompts to upload a document or link to a webpage.

[Notify Principal of Changes](#)

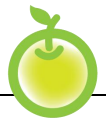
ARTIFACTS

[Add New Artifact](#)

Visible to Evaluator?	File?	Type	Date	Title	Alignment	Description			
<input checked="" type="checkbox"/>	File	Evaluator Goal	09/26/2012	Student Learning	C3 C8	Here is an artifact as evidence of improving student learning.	View	Edit	Delete
<input type="checkbox"/>	Url	Lesson Plan	09/27/2012	My Lesson Plan	C1 C2 D2 D3	This artifact is my lesson plan.	View	Edit	Delete

Note that if you have uploaded an artifact in response to your evaluator's goal or prompt, it cannot be deleted via the **Artifacts** menu. Instead, it must be deleted from within the goal or prompt.

THE FIFTH MENU: SUMMARY



The last menu tab is entitled **Summary**. Here you can track the status of your evaluations. If there is a small arrow pointing downward from the gray **Summary** menu tab, then the **Summary** menu is active.

1. Click on the gray bar entitled **Summary**. Here you can view type of summary, submission status, score, and other information.

SELF-ASSESS **GOALS** **OBSERVATIONS** **ARTIFACTS** **SUMMARY**

Evaluation Summary for T1 ESD 113 MAR SD School | Click on the panels to hide/show the details.

SUMMARY Generate Report Eval Type: C HAS NOT BEEN SUBMITTED Raw Score:26/32 ☐ UNS ☐ BAS ☒ PRO ☐ DIS

Main

Teacher: T1 ESD 113 MAR SD School
Principal: Pr ESD 113 MAR SD School
Number of Observations: 1
Last Observation: 8/24/2012
Final Score: Proficient
Submission Status: Has not been submitted

C1 Centering instruction on high expectations for student achievement. ☐ UNS ☐ BAS ☐ PRO ☒ DIS

C2 Demonstrating effective teaching practices. ☐ UNS ☐ BAS ☒ PRO ☐ DIS

2. In the first part of the summary, you can see the rubric element scores, summative scores, observation score, and your score from your self-assessment. Much of this depends on what your evaluator has made visible to you.

SELF-ASSESS **GOALS** **OBSERVATIONS** **ARTIFACTS** **SUMMARY**

Evaluation Summary for T1 ESD 113 MAR SD School | Click on the panels to hide/show the details.

SUMMARY Generate Report Eval Type: C HAS NOT BEEN SUBMITTED Raw Score:26/32 ☐ UNS ☐ BAS ☒ PRO ☐ DIS

C1 Centering instruction on high expectations for student achievement. ☐ UNS ☐ BAS ☐ PRO ☒ DIS

Rubric Element Scores

Rubric Indicator	Summative Score	Observations	Assessments
1.1: Providing Clear Learning Goals and Scales (Rubrics) The teacher communicates high expectations for learning by developing, aligning, and communicating clear daily learning targets and/or longer-term learning goals (grade-level standards) with rubrics for the goals.	<input type="checkbox"/> UNS <input type="checkbox"/> BAS <input type="checkbox"/> PRO <input checked="" type="checkbox"/> DIS	DIS	PRO
1.2: Celebrating Success The teacher celebrates student success relative to the learning targets and/or the learning goals.	<input type="checkbox"/> UNS <input type="checkbox"/> BAS <input type="checkbox"/> PRO <input checked="" type="checkbox"/> DIS	DIS	DIS
1.3: Understanding Students' Interests and Backgrounds The teacher builds positive relationships with students by understanding students' interests and background.	<input type="checkbox"/> UNS <input type="checkbox"/> BAS <input type="checkbox"/> PRO <input checked="" type="checkbox"/> DIS	PRO	DIS
1.4: Demonstrating Value and Respect for Low Expectancy Students The teacher demonstrates value and respect for all, including typically underserved students.	<input type="checkbox"/> UNS <input type="checkbox"/> BAS <input type="checkbox"/> PRO <input checked="" type="checkbox"/> DIS	DIS	DIS

3. In the second part of the summary, you can see evidence and notes, excerpts, and artifacts. Remember that your evaluator may not have made all of this information available to you.

Rubric Element Evidence/Notes		
Rubric Indicator	Observation	Evidence/Notes
1.1: Providing Clear Learning Goals and Scales (Rubrics) The teacher communicates high expectations for learning by developing, aligning, and communicating clear daily learning targets and/or longer-term learning goals (grade-level standards) with rubrics for the goals.	Pr ESD 113 MAR SD School - test - 8/24/2012	Teacher does extra work to create different teaching strategies so all students understand the material.
1.1: Providing Clear Learning Goals and Scales (Rubrics) The teacher communicates high expectations for learning by developing, aligning, and communicating clear daily learning targets and/or longer-term learning goals (grade-level standards) with rubrics for the goals.	T1 ESD 113 MAR SD School - My Self-Assessment - Not scheduled	clearly stated learning target (daily) and/or learning goal (longer term)
1.3: Understanding Students' Interests and Backgrounds The teacher builds positive relationships with students by understanding students' interests and background.	T1 ESD 113 MAR SD School - My Self-Assessment - Not scheduled	adapts or creates new strategies
1.3: Understanding Students' Interests and Backgrounds The teacher builds positive relationships with students by understanding students' interests and background.	Pr ESD 113 MAR SD School - test - 8/24/2012	uses students' interests and background during interactions
1.2: Celebrating Success The teacher celebrates student success relative to the learning targets and/or the learning goals.	Pr ESD 113 MAR SD School - test - 8/24/2012	Celebrates student success
1.4: Demonstrating Value and Respect for Low Expectancy Students The teacher demonstrates value and respect for all, including typically underserved students.	Pr ESD 113 MAR SD School - test - 8/24/2012	new strategies new strategies
Excerpts		
Shows high expectations for students.		
Artifacts		
Title	Artifact Type	Alignment
Student Learning	PRE_CONFERENCE	1.1: Providing Clear Learning Goals and Scales (Rubrics) The teacher communicates high expectations for learning by developing, aligning, and communicating clear daily learning targets and/or longer-term learning goals (grade-level standards) with rubrics for the goals.

4. The next three sections of the summary are **Additional Measures**, **Evaluation Notes**, and **Prioritized Observation Extracts**.

ADDITIONAL MEASURES - 1

Measure	Value
New Measure	Value

EVALUATION NOTES

Add Response

Pr ESD 113 MAR SD School
9/28/2012 1:22 PM

Here are my final evaluation notes before I submit.

PRIORITIZED OBSERVATION EXCERPTS

Criteria	Observation	Excerpt
C1	Pr ESD 113 MAR SD School - test	Shows high expectations for students.

- Additional Measures** are only used by districts who have additional criteria for teacher evaluations, such as criteria for instructional coaches or other expanded teacher roles.
- Evaluation Notes** give the evaluator and the evaluatee a final chance to add notes about the observation.
- Prioritized Observation Extracts** are excerpts from the rubric that the evaluator found especially important in the observation.

5. The next section of the evaluation summary is **Observations and Self-Assessments**. Here, you have the option of viewing each observation or self-assessment individually, or you can view the scores together. To view the details of an observation, click on the link in the **Summative Score** column. To view the scores together, click the **View Score Alignment Report** button.

OBSERVATIONS AND SELF-ASSESSMENTS

[View Score Alignment Report](#)

Observations

Schedule/Location	Title	Summative Score
Unscheduled	test	PRO

Self Assessments

Scheduled Date	Title	Summative Score
Unscheduled	My Self-Assessment	PRO

6. Here you will have the option of viewing the report online or printing it.

Score Alignment Report | This report displays the scores across all of the observations and self-assessments for the selected. You can generate a PDF version of the report for printing or saving to your computer by clicking on the Print button.

Teacher: T1 ESD 113 MAR SD School [Print](#)

Session Summary

OBSERVATIONS

Session #	Scheduled Date	Scorer	Title	Score
OBS #1	8/24/2012	Pr ESD 113 MAR SD School	test	PRO

SELF-ASSESSMENTS

Session #	Scheduled Date	Scorer	Title	Score
SA #1	Not started	T1 ESD 113 MAR SD School	My Self-Assessment	PRO

State Framework Criteria

Session #	C1	C2	C3	C4	C5	C6	C7	C8	Score
OBS #1	DIS	PRO	PRO	DIS	PRO	PRO	PRO	DIS	PRO
SA #1	DIS	PRO	DIS	PRO	DIS	PRO	PRO	PRO	PRO

C1

	OBS #1	SA #1
Centering instruction on high expectations for student achievement.	DIS	DIS
1.1: Providing Clear Learning Goals and Scales (Rubrics) The teacher communicates high expectations for learning by developing, aligning, and communicating clear daily learning targets and/or longer-term learning goals (grade-level standards) with rubrics for the goals.	DIS	PRO
1.2: Celebrating Success	DIS	DIS

7. The final section, **Reflections**, is your last chance to respond to a reflection prompt. Reflections are intended to be part of the ongoing formative process as well as a chance for end-of-the- year reflection and initial planning for the following year. To view the details of the prompt, such as criteria alignment, click the **Details** link.

REFLECTIONS

Prompt	Last Response	Response	Artifacts	Details
How do you plan to improve control of the classroom?	I have great plans for improving control of the classroom.	Respond	Control of the Classroom	Details

[Insert](#) [Cancel](#)

To only add a response, click the **Respond** link.

Type your response in the text box and click the **Insert** button.

**To schedule additional professional development on the eVAL tool,
Contact your regional Educational Technology Support Center Director or Trainer**

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eVAL is provided to Washington State School Districts
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The Office of the Superintendent of Public Instruction, and Educational Service Districts