



SYSTEM FEATURES

Taken from Washington's TPEP [eVAL web site](#)

eVAL is easy to navigate, simple to use, and supports any locally adopted framework for teacher and principal evaluation. eVAL has a number of uses, but the primary use is to support dialog between evaluators and evaluatees, reflection about an individual's practice, and the collection of evidence of effective practice. eVAL serves as a central storage and reporting tool for many aspects of the evaluation process. The primary users of eVAL are teachers and principals. A summary of their uses of eVAL is summarized below.

EVALUATEES

SELF-ASSESS	GOALS	OBSERVATIONS	ARTIFACTS	SUMMARY
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Self-Assess:

Evaluatees can develop self-assessments by scoring rubrics organized by the state criteria or local instructional models. Each self-assessment can remain private, or be shared at evaluatee's discretion with supervisors.

Goals:

Evaluatees view their own personal dashboard; write goals in response to their evaluator's prompts, and their own personal goals. In addition, they can access district forms (if present) and load them as part of the goal-setting process.

Observations:

In this section, evaluatees are reminded of the date, time and location of events related to scheduled observations. Evaluatees can also respond to questions prior to their pre-conferences, enter notes for their evaluator and reflect upon the outcomes of their work.

Artifacts:

In this section, evaluatees can load evidence such as documents, spreadsheets, or presentations and align them to the state criteria or locally adopted instructional frameworks. Evaluatees have the opportunity to gather and showcase evidence in multiple forms.

Summary:

In this section, evaluatees can view the totality of the elements of their evaluation and the results of their final summative evaluation

EVALUATORS

SETUP	PRACTICE	OBSERVE	SUMMARY	REPORTS
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Setup:

Evaluators can create a question bank with prompts for goals, reflections, pre-observation conferences and post-observation conferences. They can also assign any of these types of questions to their evaluatees.

Practice:

Evaluators and evaluatees can use the practice section to enter formative evaluation data regarding videos or classroom observations. The purpose of **Practice** is to engage evaluators and evaluatees in dialog as they share their perceptions of quality instruction. **Practice** contains dashboards that display multiple data points summarizing many evaluator perspectives.

Observe:

Evaluators enter notes during lessons (or paste them from other software afterwards), align the evidence from their notes to state or local rubrics, and provide feedback to their evaluatees, based on the rubrics they utilize. Evaluators score rubrics, annotate their scores and manage all aspects of evidence gathered during observations in this section. Post-conference observation reports can be printed from within the **Observe** section.

Summary:

In this section, evaluators can submit final summative scores of their evaluatees to their district office, reflect upon evidence gathered during the year, and score final summative rubrics. Final summative reports can be printed from this section.

Reports:

Evaluators can view a variety of reports under this section. Reports include school-wide evaluation summaries, individual evaluation trends for their evaluatees, and discrepancies between evaluatees' self-assessments and the evaluator scores.