

New Version!

Welcome to eVAL 2.0



An online tool
for teacher and
principal evaluation

User Guide for Principals and Teachers

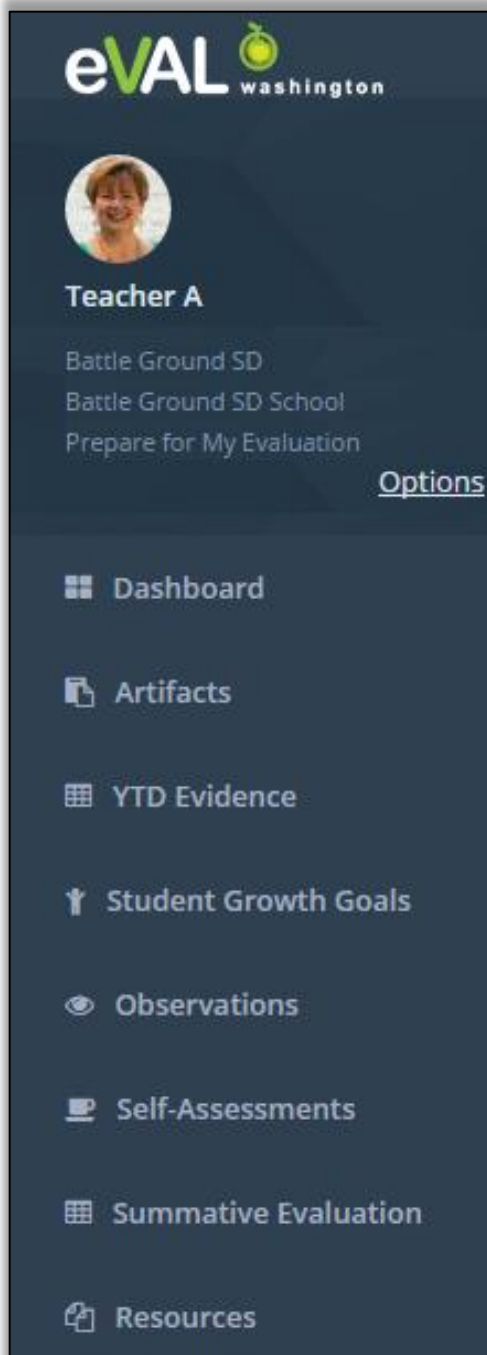
Self-assessment ● Prompt banks ● Student growth goals ● Observations ● Artifacts & YTD Evidence



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About this user guide

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. At this time, 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.



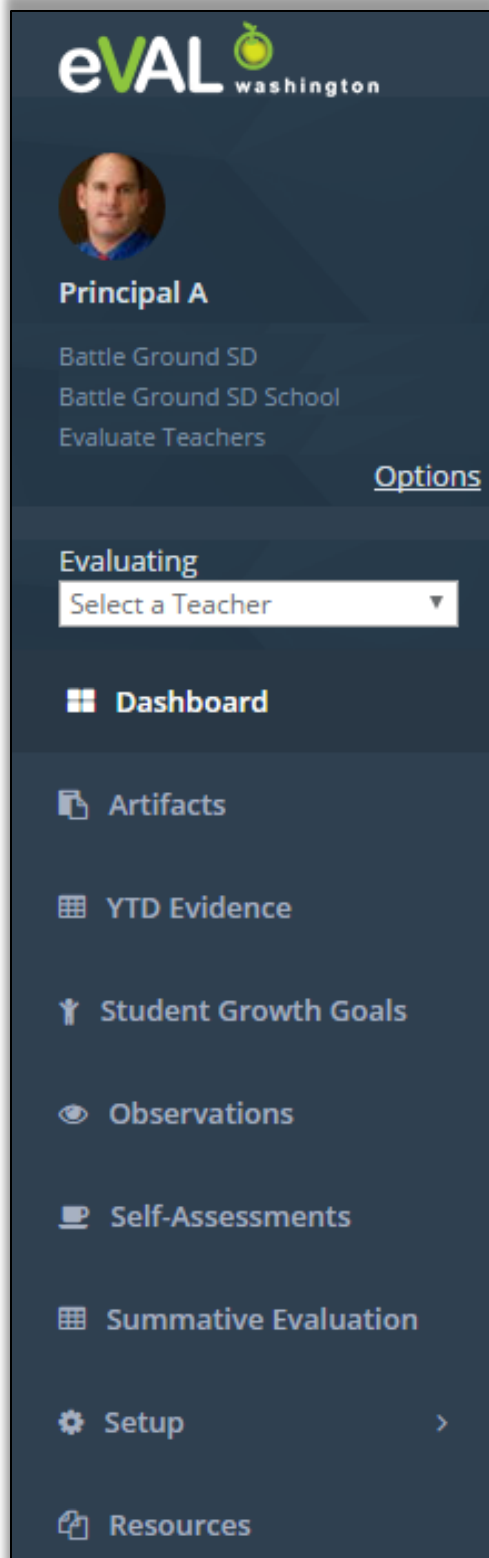
Teachers:

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.



Principals:

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.

How to use this guide

This guide is intended to assist principals and teachers with the following formative growth and evaluation activities:

- Self-assessing
- Goal-Setting for student growth
- Observations and associated conferences
- Submitting and documenting artifacts
- Managing year-to-date evidence

Because eVAL is a tool that promotes interaction between teachers and their evaluating principals...and...because an teacher's action in eVAL is frequently followed by an action of the principal (and visa versa), it made sense to combine the user guides for the principal and the teacher into one document.

This guide follows each of the activities listed above through from beginning to end, and demonstrates the interaction between the principal and teacher as they use eVAL. Look for the following symbols as you use this guide:

◆ = Teacher

Look for this symbol for portions of this user guide that are pertinent to the teacher.

■ = Principal

Look for this symbol for portions of this user guide that are pertinent to the principal.

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



Sample text and artifacts to practice with as you learn to navigate the eVAL Sandbox can be located online at...

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

The URL for the eVAL tool is [https:// eval-wa.org](https://eval-wa.org)



Users who go to the URL directly above will be re-directed to OSPI's URL for the EDS tool. Users sign in through the EDS tool.



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 or School Administrator of eVAL 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.



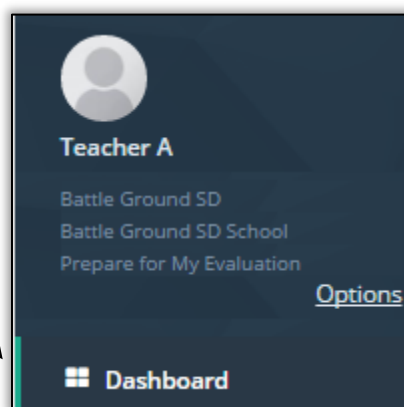
Signing into eVAL



- ◆ ■ 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. Choose the eVAL tool. The following login screen will appear. Enter your username and password for eVAL.

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 7 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.

The screenshot shows the eVAL interface for a Principal. The left sidebar displays the user profile 'Principal A' and the 'Options' link. The main area shows the 'Options' form with fields for Year (2017), District (Battle Ground SD), School (Battle Ground SD School), and Work Area (Evaluate Teachers). The 'Evaluate Teachers' option is highlighted in blue.

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.

The screenshot shows the eVAL interface for a Head Principal. The left sidebar displays the user profile 'Head Principal' and the 'Options' link. The main area shows the 'Options' form with fields for Year (2017), District (Battle Ground SD), School (Battle Ground SD School), and Work Area (Evaluate Principals). The 'Evaluate Principals' option is highlighted in blue.

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.

The screenshot shows the 'District Evaluator' interface. On the left, a sidebar contains a user profile icon, the title 'District Evaluator', the text 'Battle Ground SD Evaluate Principals', and a link 'Options' with a right-pointing arrow. Below this is a section 'Evaluating' with a dropdown menu 'Select a Principal'. Further down are links for 'Dashboard' and 'Artifacts'. On the right, the 'Options' panel is open, showing 'Year' as 2017, 'District' as Battle Ground SD, and 'Work Area' as Evaluate Principals. There is a checked checkbox for 'Assigned Principals only' and two buttons at the bottom: 'Close' and 'Done'.

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.

The screenshot shows the 'District Teacher Evaluator' interface. On the left, a sidebar contains a user profile icon, the title 'District Teacher Evaluator', the text 'Battle Ground SD Evaluate Teachers', and a link 'Options' with a right-pointing arrow. Below this is a section 'Evaluating' with a dropdown menu 'Select a Teacher'. Further down are links for 'Dashboard' and 'Artifacts'. On the right, the 'Options' panel is open, showing 'Year' as 2017, 'District' as Battle Ground SD, and 'Work Area' as Evaluate Teachers. There are two buttons at the bottom: 'Close' and 'Done'.

Naming the Window Parts



Floating Panels

Self Assessment - First Self-Assessment 2016-17

Setup **Align & Score** Artifacts

1a - Demonstrating Knowledge of Content and Pedagogy Uns Bas **Pro** Dis

Collected Evidence

Hide Evidence **Filters** ☒ Hide evidence you have already included in packages

No evidence has been collected for this rubric component. Click [here](#) for more information on how to collect evidence within an observation.

Add Other Evidence

Rubric Alignment **Show Critical Attributes**

UNS	BAS	PRO	DIS
In planning and practice, teacher makes content errors or does not correct errors made by students.	Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how	Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to	Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate

Rubric Navigator

Evidence Performance

☐ Evidence Only

D1	Planning and Preparation
1a	Demonstrating Knowledge of Content and Pedagogy
1b	Demonstrating Knowledge of Students
1c	Setting Instructional Outcomes
1d	Demonstrating Knowledge of Resources
1e	Designing Coherent Instruction
1f	Designing Student

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

Artifact Creation Checklist All Changes Saved

- ☒ Attach items
- ☒ Align Artifact to rubric
- ☒ Connect to Observation and/or Self-Assessments (optional)
- ☒ Share Artifact

Artifact options:

Delete Artifact **Save & Close**

Share Artifact

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.)

Evidence Package Creation

Items demonstrating the claim

1	Type: Artifact	Created: Aug 13,	✗
2	Type: Student Growth Goal	Created:	✗
3	Type: Student Growth Goal Prompt		✗

Relevant Rubric Alignment

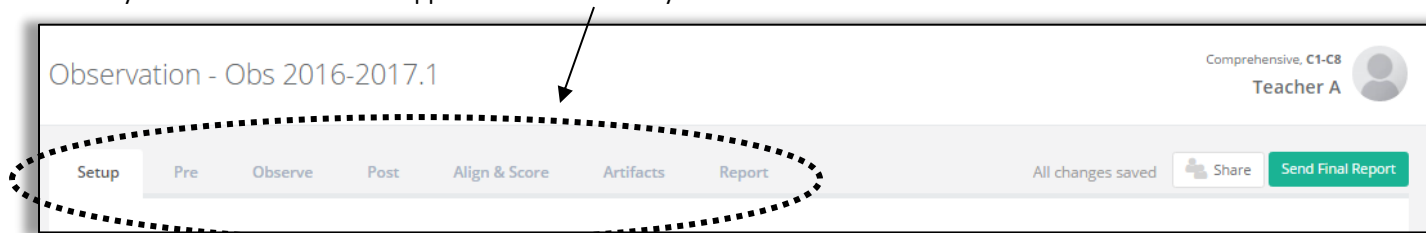
P	Establishes appropriate student g...	✗
---	--------------------------------------	---

If you wish to replace the text selection, remove the current one first.

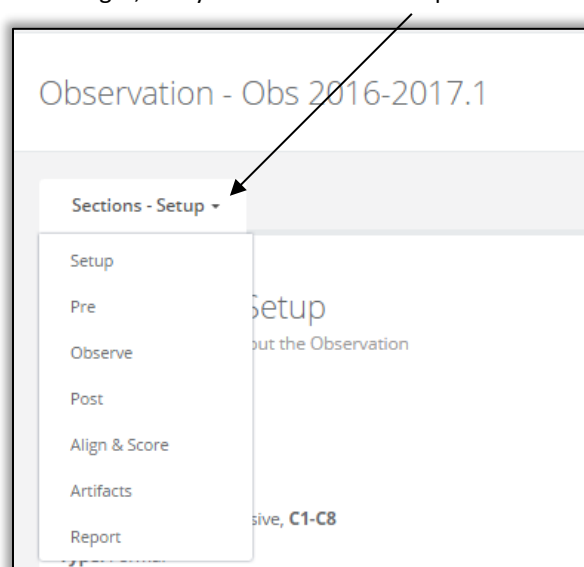
Cancel **Create**

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:

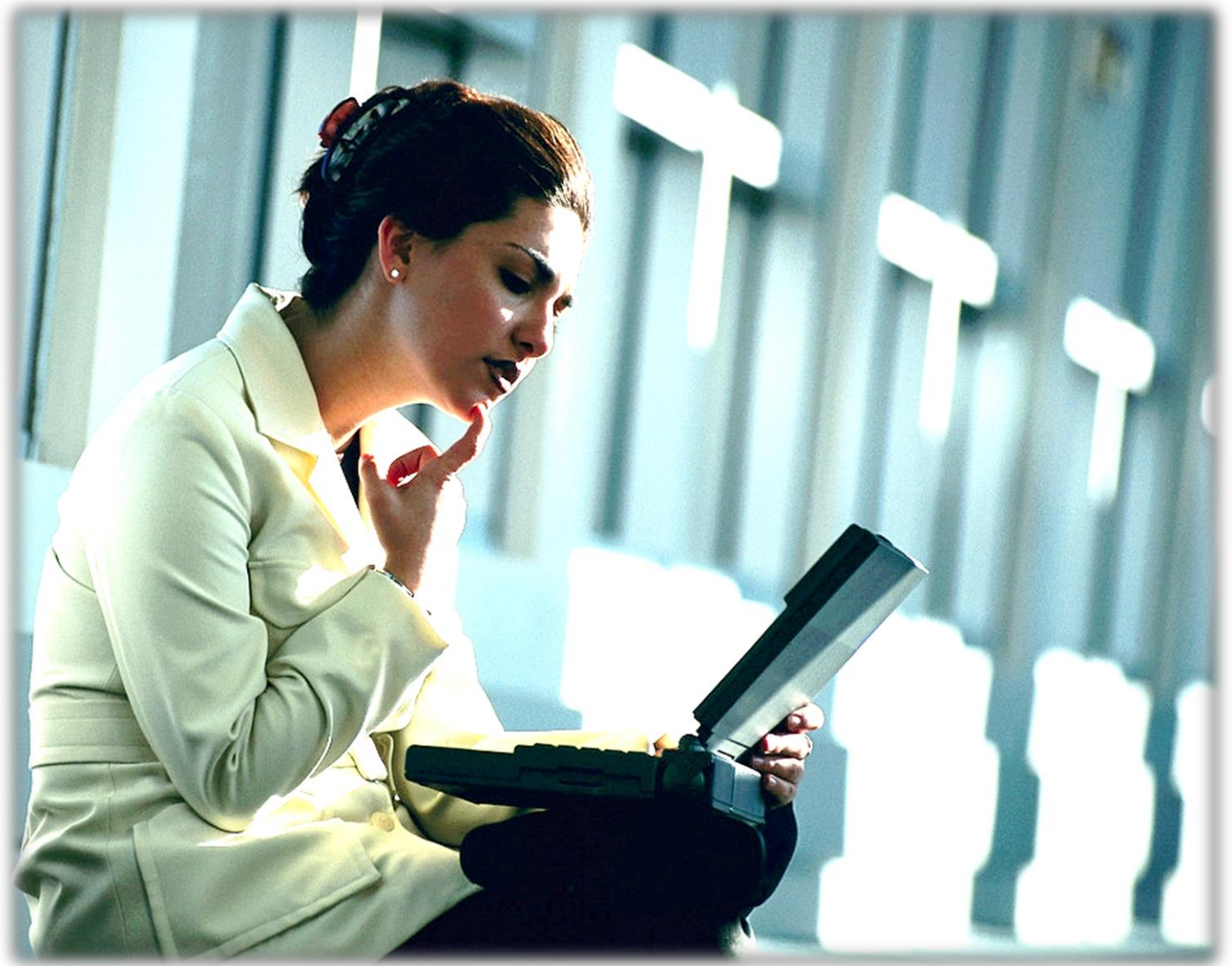


This happens when the width of your browser window (and in some cases, your screen) is not adequate to display all of the tabs in a horizontal orientation. If this happens and you wish to see all of the tabs across the top of your work space, widen the browser window if you can. If this is not possible,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



CHAPTER 1

SELF-ASSESSMENTS



Chapter 1: Self-assessments

Context:

In the eVAL system, self-assessments are available to anyone being evaluated, including teachers, vice principals and principals. Depending on the selected framework, self-assessment may be the first task carried out by a teacher when logging into eVAL.

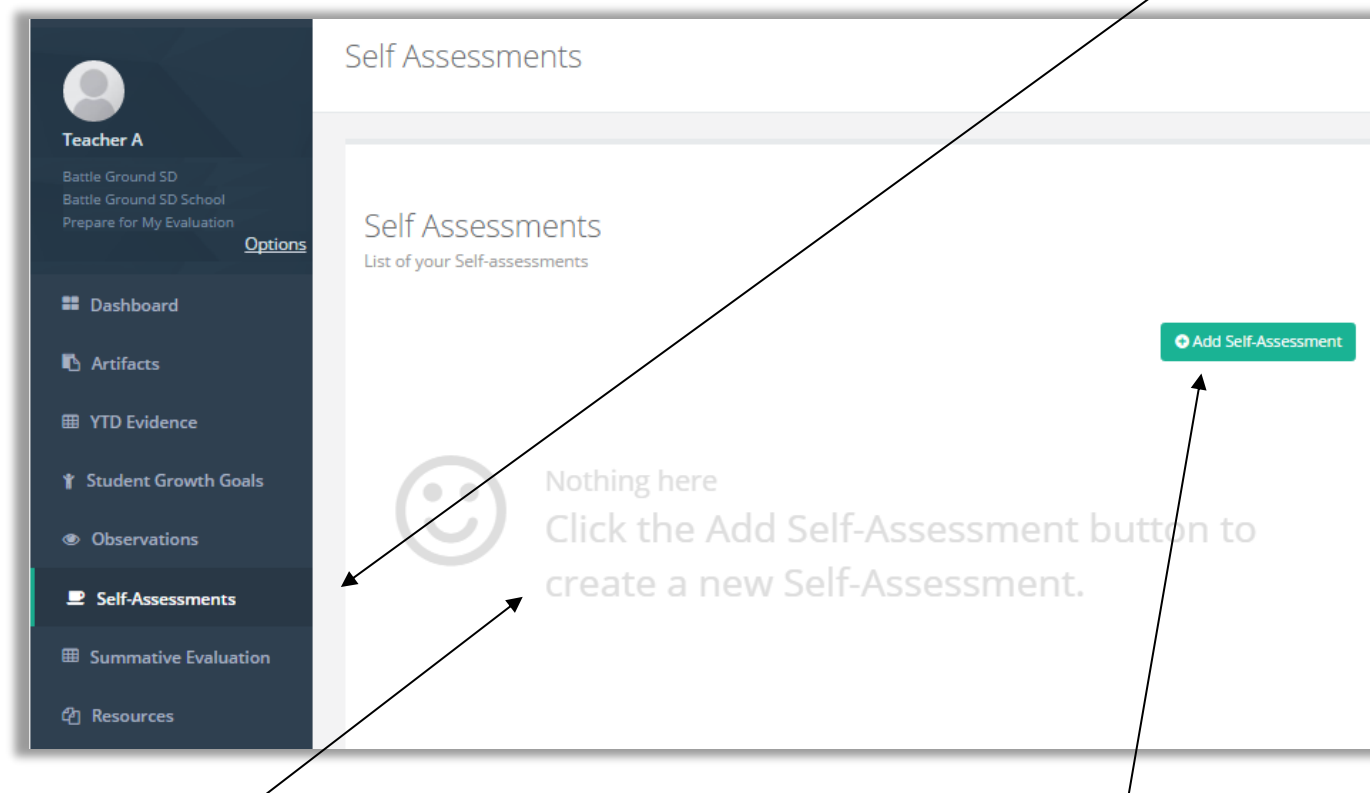
**PLEASE
NOTE:**

The self-assessment module will only be available for your district if your District Administrator of eVAL has enabled it for use within the eVAL tool.

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

The first time a teacher signs in, they won't have any self-assessments saved in eVAL.

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.



2. You'll see some ghost text in the middle work space area. Follow the instructions and click on the **Add Self-Assessment** button on the right.

3. There are three **Self-Assessment** tabs, and the **Setup** tab is the default tab. Type the name of your self-assessment in the text field, or simply use the one that is provided. If you type your own, you are limited to 30 characters.

Self-Assessment Setup

Here you can setup the general information about the Self-Assessment

Evaluator: Principal A
Teacher: Teacher A
Eval Cycle: Comprehensive, C1-C8

Self-Assessment Title:
Self-Assess 2016-2017.1

Delete Self-Assessment

Setup Align & Score Artifacts All changes saved Share Self-Assessment

4. Next, click on the **Align and Score** tab. The **Rubric Navigator** will appear on the right, and the **Evidence** list will be displayed.

Align & Score Artifacts All changes saved Share Self-Assessment

D1 Planning and Preparation

☐ Show Rubric?

1a - Demonstrating Knowledge of Content and Pedagogy
1b - Demonstrating Knowledge of Students
1c - Setting Instructional Outcomes
1d - Demonstrating Knowledge of Resources
1e - Designing Coherent Instruction
1f - Designing Student Assessments

Rubric Navigator

☐ Evidence Only

D1 Planning and Preparation
1a Demonstrating Knowledge of Content and Pedagogy
1b Demonstrating Knowledge of Students
1c Setting Instructional Outcomes
1d Demonstrating Knowledge of Resources
1e Designing Coherent Instruction
1f Designing Student Assessments
D2 The Classroom Environment
D3 Instruction
D4 Professional Responsibilities
Summative Score Score

5. The first domain or dimension will be expanded to display the components. Clicking on the domain or dimension itself will collapse the list of components so they are not visible. (If you'd rather view the other rubric, go to the top of the page, pull down the framework selector, and select the other option.)
6. Click in the check box entitled **Show Rubric?** if you'd like to have the rubric's components listed on the page.

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

Setup Align & Score Artifacts All changes saved Share Self-Assessment

1a - Demonstrating Knowledge of Content and Pedagogy Uns Bas **Pro** Dis

Collected Evidence

Hide Evidence Filters ☒ Hide evidence you have already included in packages

No evidence has been collected for this rubric component. Click [here](#) for more information on how to collect evidence within an observation.

Add Other Evidence

Rubric Alignment Show Critical Attributes

UNS	BAS	PRO	DIS
In planning and practice, teacher makes content errors or does not correct errors made by students.	Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another.	Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another.	Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines.
Teacher's plans and practice display little understanding of prerequisite relationships important to student's learning of the content.	Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be	Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts	Teacher's plans and practice reflect understanding of prerequisite relationships

Rubric Navigator Evidence Performance

☐ Evidence Only

- D1 Planning and Preparation
- 1a Demonstrating Knowledge of Content and Pedagogy
- 1b Demonstrating Knowledge of Students
- 1c Setting Instructional Outcomes
- 1d Demonstrating Knowledge of Resources
- 1e Designing Coherent Instruction
- 1f Designing Student Assessments
- D2 The Classroom Environment
- D3 Instruction
- D4 Professional Responsibilities

Summative Score Score

8. Use the descriptors in the rubric to assess yourself for that component, and then select your performance level by clicking on it at the top of the work space. If your **District Administrator** of eVAL has configured eVAL to display critical attributes for your framework, you can click the green button entitled **Show Critical Attributes** to help you make your selection.
9. Track your self-assessment by clicking on the **Performance** button in the top right corner of the **Rubric Navigator**.

Rubric Navigator Evidence **Performance**

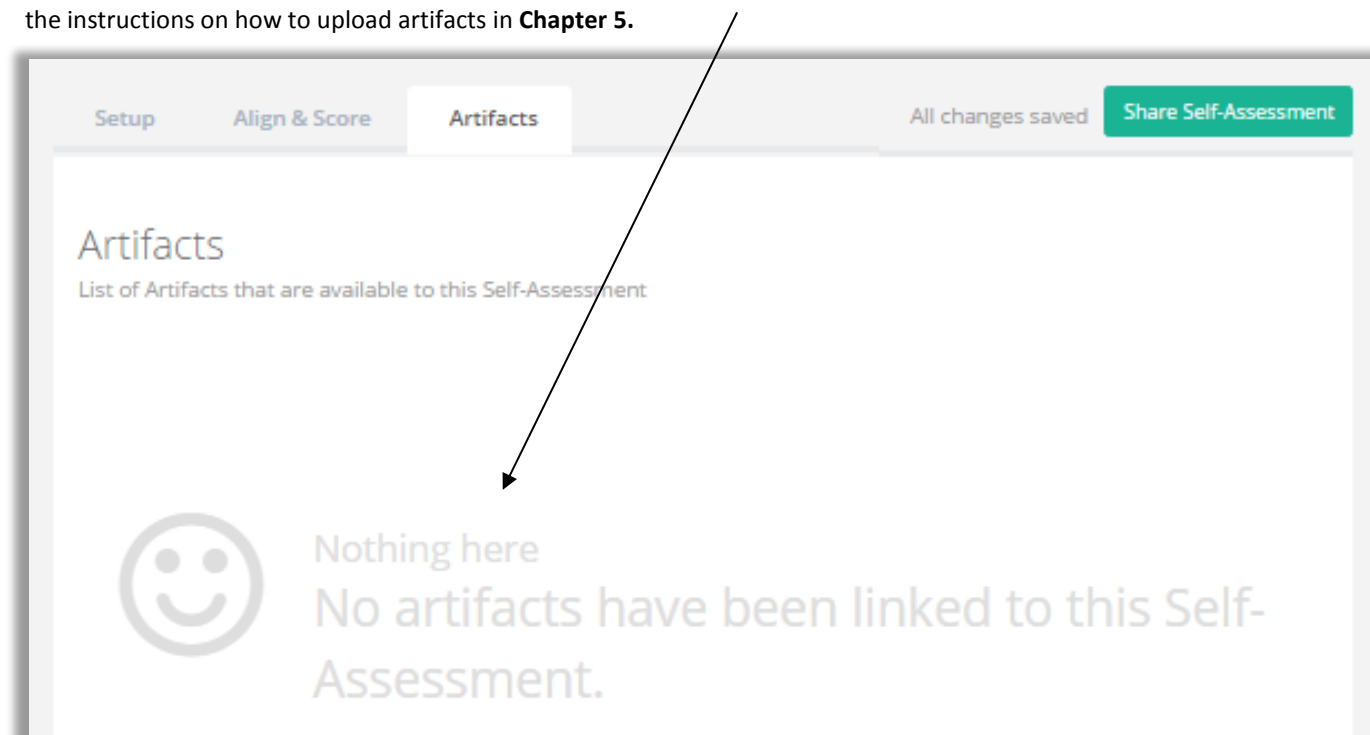
☐ Evidence Only

D1	Planning and Preparation	U B P D
1a	Demonstrating Knowledge of Content and Pedagogy	U B P D
1b	Demonstrating Knowledge of Students	U B P D
1c	Setting Instructional Outcomes	U B P D

10. If you are ready to share your self-assessment with your evaluating principal, click on the green **Share Self-Assessment** button. 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.

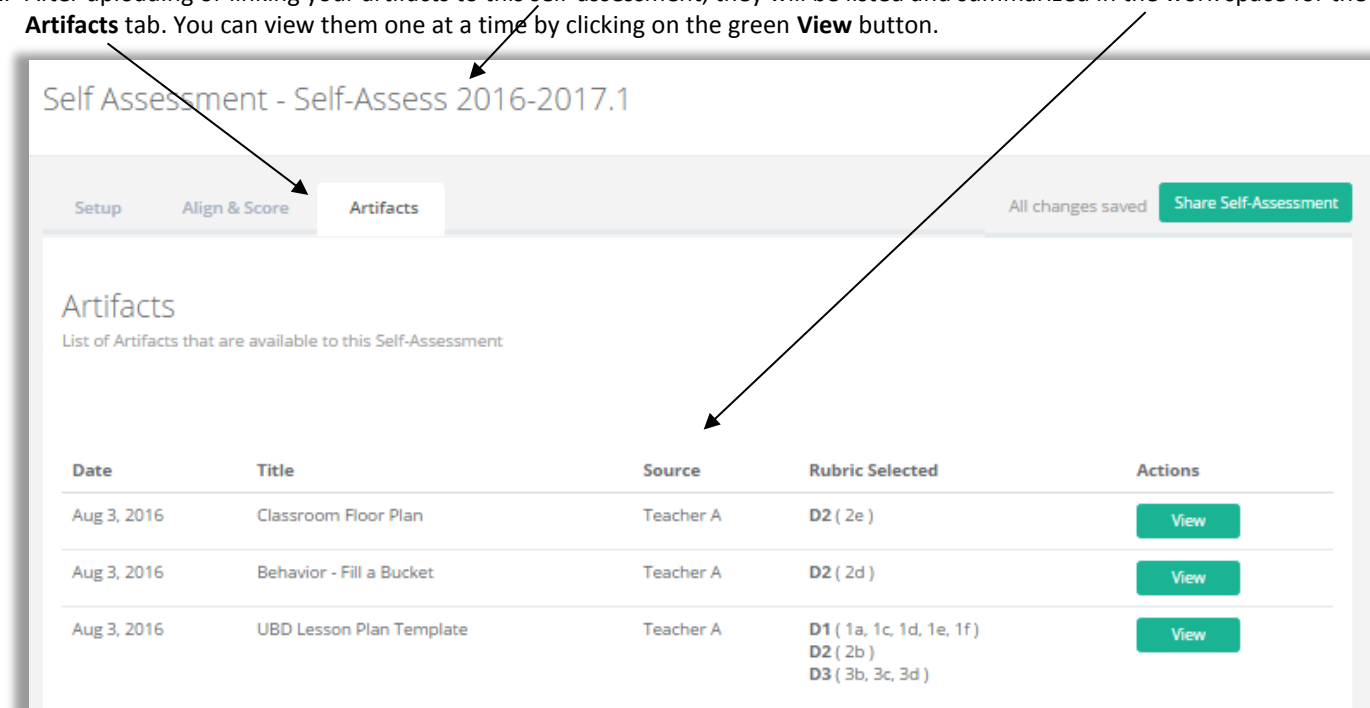
Setup Align & Score Artifacts All changes saved Share Self-Assessment

11. Click on the **Artifacts** tab. If you notice that there are no artifacts linked to this self-assessment, then you'll need to follow the instructions on how to upload artifacts in **Chapter 5**.



Then continue on with the next step.

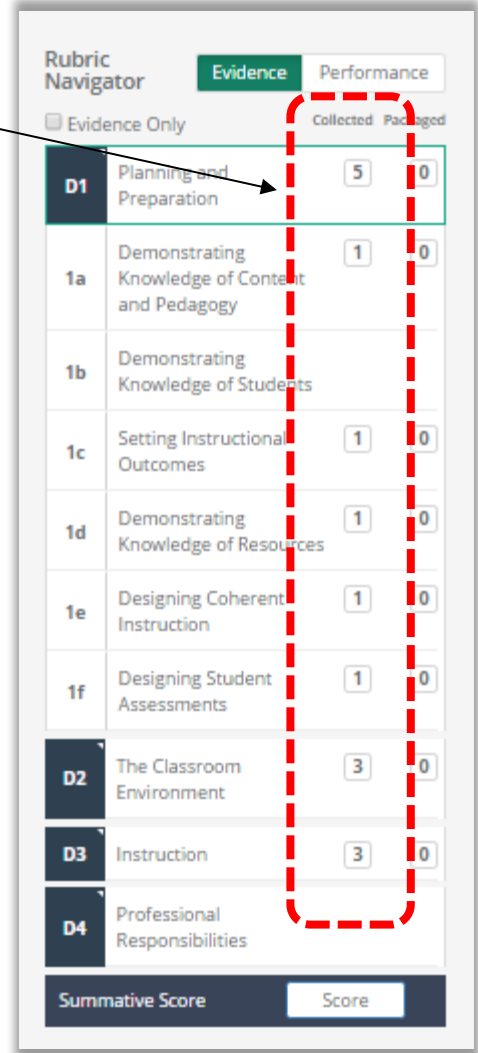
12. After uploading or linking your artifacts to this self-assessment, they will be listed and summarized in the work space for the **Artifacts** tab. You can view them one at a time by clicking on the green **View** button.



13. Click one more time on the **Align and Score** tab, and the **Rubric Navigator** will display the number of artifacts that have been collected for each domain/dimension ... and for each component ... as well.

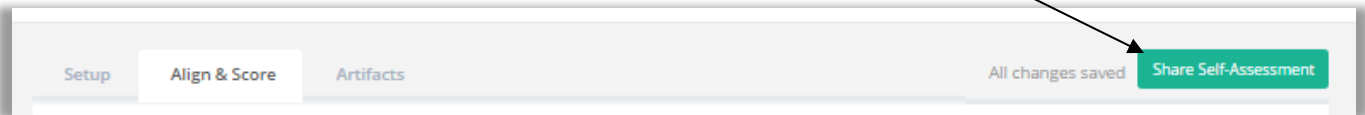
Please Note:

The alignments to the components of the rubric took place when the artifact was uploaded and aligned. That is also when the artifacts were linked to this specific self-assessment.



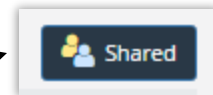
Rubric Navigator		Evidence	Performance
		Collected	Packaged
D1	Planning and Preparation	5	0
1a	Demonstrating Knowledge of Content and Pedagogy	1	0
1b	Demonstrating Knowledge of Students		
1c	Setting Instructional Outcomes	1	0
1d	Demonstrating Knowledge of Resources	1	0
1e	Designing Coherent Instruction	1	0
1f	Designing Student Assessments	1	0
D2	The Classroom Environment	3	0
D3	Instruction	3	0
D4	Professional Responsibilities		
Summative Score		Score	

14. If you wish to share your self-assessment with your evaluating principal, click on the green button entitled **Share Self-Assessment**.



15. Once you share your self-assessment with your principal, three things will happen:

- The green **Share Self-Assessment** button will turn to a button called **Shared**.
- The artifact will be listed in the work space for the **Artifacts** menu on the left side of the eVAL screen.
- The artifact will be quantified in the **Rubric Navigator** that appears in the **Year to Date (YTD)** menu. It will be quantified in the domain/dimension ... and the components ... that it was aligned to.



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

If the teacher has conducted a self-assessment since the last time the evaluating principal has signed into eVAL, then there will be a **NEW** icon for that teacher on the principal's **dashboard** in the **Activity** column. Click on the green button entitled **View**.

Yearly Status - All Teachers

Yearly Status Coverage

Yearly Status
Summary status for all or assigned Teachers.

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

Teacher	Eval Cycle	Observations	Activity	Total Min.	Action
Teacher A Evaluator: Principal A	Comprehensive C1-C8		New	0 min.	View

- The principal's **dashboard** for that teacher will appear, and the teacher's name will appear on the **tab**. In addition, the teacher's name will be listed in the **Evaluating** section toward the top of the menu. Scroll down the page and find the **Self Assessments** section. You'll see a summary of that teacher's shared self-assessments. To view more information about the teacher's self-assessment, click on the green **View** button.

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 3, 2016	D1	1a	1	0	PRO	Status: Shared Last Activity: Teacher has shared the self-assessment New	View
1b		0	0	BAS			
1c		1	0	DIS			
1d		1	0	PRO			
1e		1	0	BAS			
1f		1	0	BAS			
2a	0	0	PRO				
2b	1	0	DIS				

- The principal can view all aspects of the teacher's self-assessment by clicking on the three different tabs at the top.

Self Assessment - Self-Assess 2016-2017.1

Comprehensive, C1-C8
Teacher A

Setup Align & Score Artifacts

All changes saved Shared

- Return to the **Dashboard**. De-select the teacher's name in the **Evaluating** section of the menu by using the drop down menu and selecting **Select a Teacher**. The work space for the **Yearly Status** tab will display a table that lists the teachers' names and summarizes their activity.

Principal A
Battle Ground SD
Battle Ground SD School
Evaluate Teachers
Options

Evaluating
Select a Teacher

Dashboard

Artifacts

YTD Evidence

Student Growth Goals

Observations

Self-Assessments

Summative Evaluation

Yearly Status Coverage

Yearly Status
Summary status for all or assigned Teachers.

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

Teacher	Eval Cycle	Observations	Activity	Total Min.	Action
Teacher A Evaluator: Principal A	Comprehensive C1-C8			0 min.	View
Teacher B Evaluator: Principal A	Comprehensive C1-C8			0 min.	View
Teacher C Evaluator: Principal A	Comprehensive C1-C8			0 min.	View

- To view a table that summarizes the evidence that has been collected and/or packaged, click on the **Coverage** tab.

Principal A
Battle Ground SD
Battle Ground SD School
Evaluate Teachers
Options

Evaluating
Select a Teacher

Dashboard

Artifacts

YTD Evidence

Student Growth Goals

Observations

Self-Assessments

Summative Evaluation

Setup

Yearly Status **Coverage**

Overall Coverage
Summary of coverage from all evidence for all teachers

Evidence View: Collected Evidence

Focus on: What's covered

Name	D1	D2	D3	D4
Teacher A	1a 1c 1d 1e 1f	2b 2d 2e	3b 3c 3d	
Teacher B				
Teacher C				
Teacher D				
Teacher E				
Teacher F				

- Use the drop down menus in the work space to view the coverage of evidence in different ways. Or ... click on a teacher's name to get more information about coverage of evidence for that teacher.



CHAPTER 2

PROMPT BANKS



Chapter 2a: Getting to the correct menu for writing prompts

Context:

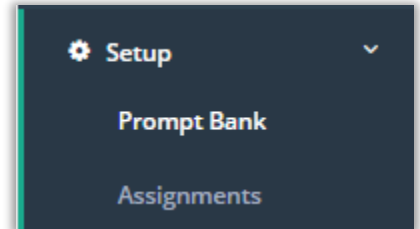
In eVAL 2.0, prompts can be developed and saved by the District Administrator, School Administrator or Principal. They are stored in a prompt bank, and the creator(s) of the prompts can mark them as **Required** or **Not Required**.

PLEASE NOTE:

Only the District Administrator of eVAL can write prompts for Student Growth Goals. They are required by default. See Chapter 2c.

For the Head Principal or Principal:

Head Principals and Principals can create prompts for teachers. The prompt bank for the prompts they create is found under the **Setup** menu. To access it, click on **Setup** and then click on **Prompt Bank**.

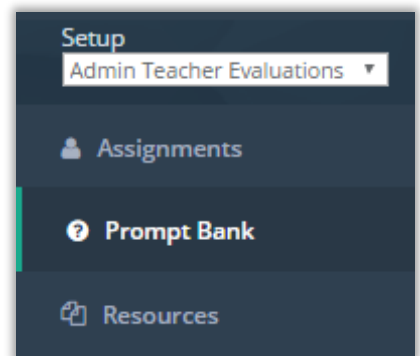


For the District Administrator or School Administrators of eVAL (Managers of eVAL):

District Administrators and School Administrators of eVAL can create prompts for teachers and principals.

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

b. Then click on **Prompt Bank** in the menu.



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.

Pre-Conference

Post-Conference

Student Growth Goal Setting

Pre-Conference Prompts

Create the prompts you would like to be available for your observations

Prompt	Source	Required	Actions
What are some ways that you can increase communication with parents and families?	District		<div>Add to Default</div>
Describe the learning activity that I will observe. What is the learning target for the students? How will you know if they	School	✓	(Required Prompt)

■ Chapter 2b: Writing prompts for pre- and post-conferences

Context:

District and School Administrators of eVAL, and Principals, can write prompts for **Pre-Conferences** and **Post-Conferences**.

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.

Prompt:

Is there anything specific that you would like for me to take note of while I am observing the activity?

☒ Require this prompt in each observation

Cancel Done

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.

Pre-Conference Post-Conference Student Growth Goal Setting

Pre-Conference Prompts

Create the prompts you would like to be available for your observations

Prompt	Source	Required	Actions
What are some ways that you can increase communication with parents and families?	District		Add to Default
Describe the learning activity that I will observe. What is the learning target for the students? How will you know if they have met the learning target? What evidence will you use to demonstrate that the learning target has been met?	School	✓ (Required Prompt)	
Is there anything specific that you would like for me to take note of while I am observing the activity?	My Bank	✓	Remove Edit

+ Add New Prompt

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 3

STUDENT GROWTH GOALS



◆ ■ Chapter 3a: Sample SMART Goals



Sample Goal for Instructional Practice:

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 Professional Practice:

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 Student Growth:

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.

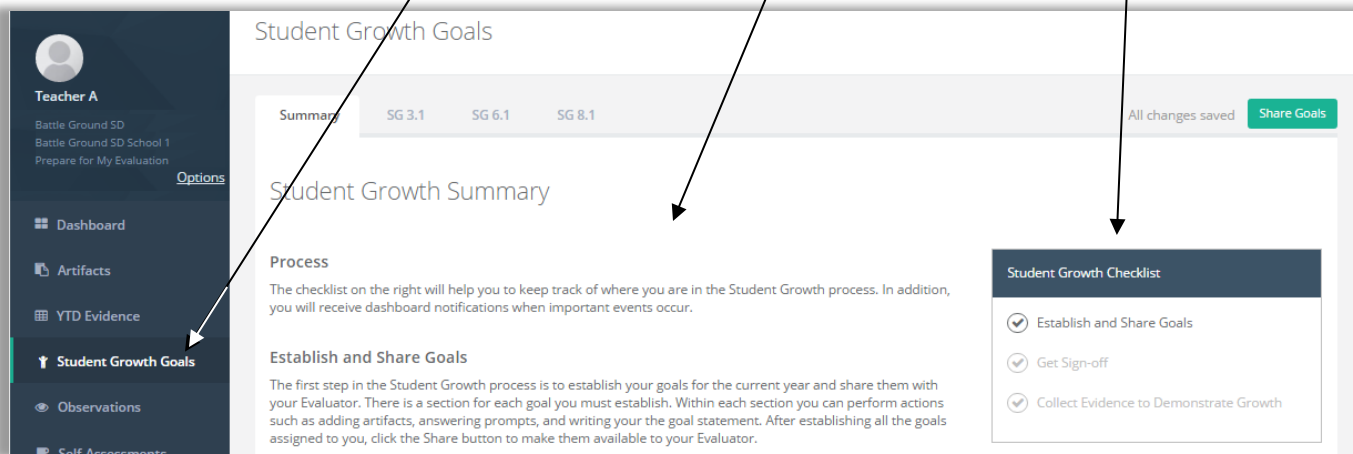
◆ Chapter 3b: Writing student growth goals

Context:

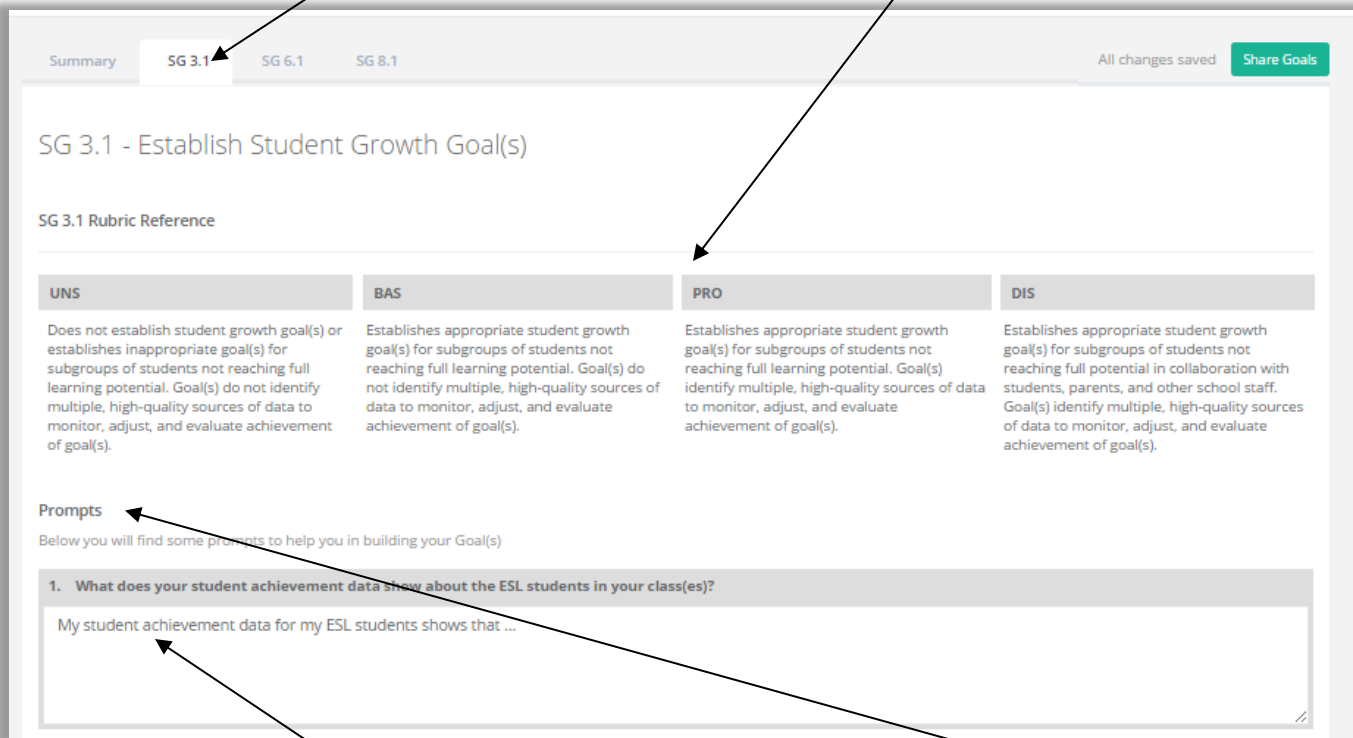
As you saw in **Chapter 2**, **District Administrators** of eVAL are the only people that can create prompts for **Setting Student Growth Goals**. Prompts that have been marked as **Required** by any creator of a prompt will automatically appear in your eVAL account and will be ready for you to respond 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, and will summarize 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**.

The screenshot shows a form titled "Goal Statement". It contains a text input field with the placeholder text "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." Below the input field is a green button labeled "Add New Artifact". Underneath the button is the heading "Artifacts" and a subtext "Below are the Artifacts that are linked to this Goal (optional)". Two arrows are present: one points to the text input field, and another points to the "Add New Artifact" button.

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 and artifact and enter information about it.

The screenshot shows the "Edit Artifact" workspace. At the top is a light blue banner with an information icon and the text "This artifact will also be visible from your Artifacts section. If you want to expand where this artifact is used you can do so there." Below the banner is the "Artifact Title" label and a text input field. Underneath is the "Attached Items:" label and a large grey box with the text "No items attached yet. Click one of the buttons below to attach your first item." Below this box are three green buttons: "Add File", "Add Website", and "Add Professional Practice". Further down is the label "Provide reasoning for your alignment choice(s): (optional)" and a text input field with the placeholder "Provide reasoning here". At the bottom right are "Cancel" and "Save & Close" buttons. Three arrows are present: one points to the "Artifact Title" input field, another points to the "Add File" button, and a third points to the reasoning text input field.

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. Toward the bottom, you have the option to write your reasoning for choosing and aligning this artifact with this goal.

The screenshot shows the 'Edit Artifact' interface. At the top, a blue banner contains an information icon and the text: 'This artifact will also be visible from your Artifacts section. If you want to expand where this artifact is used you can do so there.' Below this is the 'Artifact Title' field with the text 'ESL - SBA - Writing - Spr 2016'. Underneath is the 'Attached Items' section, which displays 'File: ESL Data - Spr 2016' with a green edit icon and a grey close icon. A note states: 'Note: every artifact must have at least one attached item.' Below the note are three buttons: 'Add File', 'Add Website', and 'Add Professional Practice'. Further down is a text area labeled 'Provide reasoning for your alignment choice(s): (optional)' containing the text: 'This is the data I collected from last spring's SBA assessments for ELA. I used this data to set my Student Growth Goal for writing for my ESL students.' At the bottom center is a green 'Save & Close' button. In the top right corner, there is a green 'Edit' button and a grey 'Close' button. Arrows from the text above point to the 'Artifact Title', the 'Attached Items' section, the reasoning text area, the 'Save & Close' button, and the 'Edit' button.

8. If you need to revise something about your artifact, you can click on the green **Edit** button on the right. Otherwise, if you are satisfied with the artifact and its description, click on the green **Save & Close** button. 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.
9. You will be required to write goal statements for all of the **Student Growth Goal** tabs that appear at the top of their screen. Therefore, teachers on a **Focused** evaluation plan will only be required to write one goal. However, teachers on a **Comprehensive** evaluation plan cycle 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. When you have finished writing all of your **Student Growth Goal(s)**, click on the green **Share Goals** button in the top right corner.

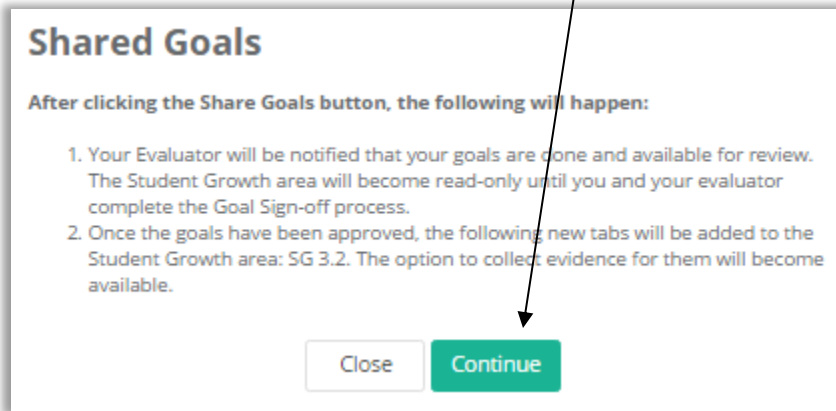
The screenshot shows the 'Student Growth Goals' interface. At the top, there are tabs: 'Summary', 'SG 3.1', 'SG 6.1' (which is selected), and 'SG 8.1'. In the top right corner, there is text that says 'All changes saved' and a green 'Share Goals' button. An arrow from the text above points to the 'Share Goals' button.

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

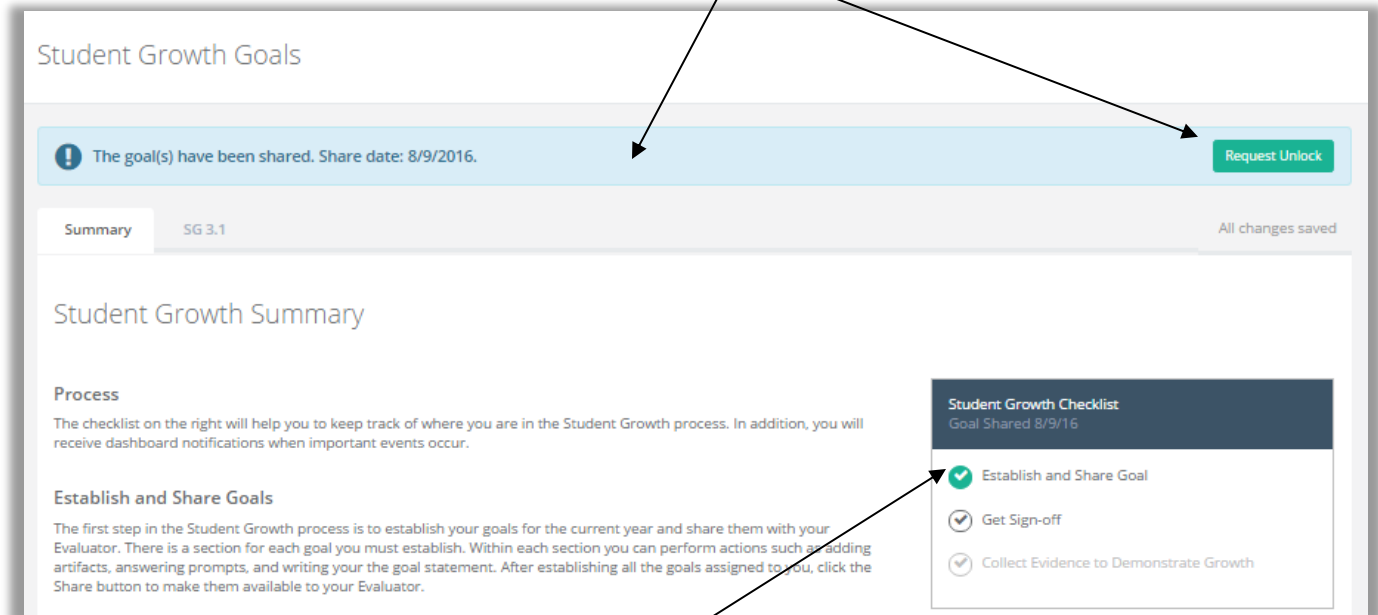
If this screen appears, click the **Close** button and write your goal statements for the remaining **Student Growth Goals** by following **Steps 2-10** in this chapter.

The screenshot shows a modal window titled 'Missing Student Growth Goals'. The text inside reads: 'Before you can share your Student Growth goals, you need to fill out all your assigned goals. When you're done click the share button again.' Below this, it says 'Missing Goals: SG 6.1, SG 8.1'. At the bottom, there is a note: 'Note: Student Growth goal assignment is determined by your current evaluation cycle.' and a 'Close' button. Arrows from the text above point to the 'Close' button and the 'Missing Goals' text.

11. If you have written 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.



12. 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.



13. 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**.
14. The next step is for the Principal to take. Go to **Chapter 3c** on the following page.

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

Context:

Principals can see the **Student Growth Goals** written and shared by the teacher. This chapter covers the required steps for doing so.

For Principals:

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

Yearly Status - All Teachers

Yearly Status Coverage

Yearly Status
Summary status for all or assigned Teachers.

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

Teacher	Eval Cycle	Observations	Activity	Total Min.	Action
Teacher A Evaluator: Principal A	Focused C3		Action Required	0 min.	View
Teacher B Evaluator: Principal A	Comprehensive C1-C3			0 min.	View

2. The **Dashboard** for that teacher will appear, and again, the same teal-colored notification that says **Action Required** will be displayed at the top of the **Dashboard** by the words **Student Growth**. The teal notification is not hyperlinked, but the words **Student Growth** are. Clicking on the hyperlinked words will take you to the **Student Growth** section of that teacher's dashboard.

Teacher A Yearly Status Coverage

Teacher A
This view contains all of the information collected for Teacher A

Activity Summary

[Observations](#)

[Self-Assessments](#)

[Other Evidence](#)

[Student Growth](#)

Action Required

- The teal-colored **Action Required** notification appears again in the **Student Growth** section of the teacher's dashboard (further down the page). To get more information, click on the green **View** button.

Student Growth
Evaluator scores must be shared before rubric growth evidence details are displayed here

Info	Rubric	Collected	Packaged	Score	Status	Actions
<ul style="list-style-type: none"> ✓ Received the Student Growth Goal ✓ Score Rubric & Sign-off ✓ Align & Score collected evidence 	C3	SG 3.1	3	0	-	<p>Status: Ready for Goal Sign-off</p> <p>Last Activity: Student Growth Goals shared by Teacher</p> <p>Action Required</p> <p>View</p>

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

Summary [Align & Score](#) All changes saved [Goals Sign-off](#)

Student Growth Summary

Process
The checklist on the right will help you to keep track of where you are in the Student Growth process. In addition, you will receive dashboard notifications when important events occur.

Receive Student Growth Goals
At this stage you are waiting for the teacher to establish his goals for the current year and share them with you. Once the goals have been shared, you will receive a dashboard notification and the checklist will indicate the completion of this step.

Score Rubric & Sign-off
At this stage the student growth goals are available for review and sign-off by you. Before the goals can be signed-off, the rubric components for establishing goals must be scored. This can be done in the Align & Score section. When you are ready, click the sign-off button. After you have signed-off on the goals, the teacher will receive a dashboard notification and will be able to start collecting evidence to demonstrate student growth results.

Align & Score Collected Evidence
At this stage you will have access to the evidence collected by the teacher over the school year that demonstrates student growth results. You can score the rubric components for this evidence in the Align & Score section. When you are ready, click the Share Scores button to make your scores visible to the teacher.

Summary

Goal Statement

C3

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.

Rubric	Collected	Packaged	Score
C3	SG 3.1	3	0

Evaluator Notes
Summary notes (optional)
Provide notes here

Student Growth Checklist
Goal Shared 8/9/16

- ✓ Received Student Growth Goal
- ✓ Score Rubric & Sign-off
- ✓ Align & Score Collected Evidence

5. Click on the **hyperlinked text called SG 3.1** (shown at the bottom of **Step #4**). 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. Level of performance
 - 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**.

The screenshot shows the 'Student Growth Goals' interface for Teacher A. At the top, a notification states 'The goal(s) have been shared. Share date: 8/13/2016.' Below this are two tabs: 'Summary' and 'Align & Score'. The 'Align & Score' tab is active, showing the 'SG 3.1 - Establish Student Growth Goal(s)' section. This section includes a 'Collected Evidence' area with a 'Hide Evidence' button, a 'Filters' button, and a checkbox for 'Hide evidence you have already included in packages'. Below this, there is a list of evidence items, each with a 'Type', 'Created' date, 'Title', and 'Created by' information. One item is highlighted with a callout 'b'. To the right of the evidence list is a 'Rubric Navigator' panel with tabs for 'Evidence Only', 'Evidence', and 'Performance'. The 'Evidence' tab is active, showing a table with columns for 'Evidence Only', 'Collected', and 'Packaged'. The table lists two items: 'Recognizing individual student learning needs and developing strategies to address those needs.' and 'SG 3.1 Establish Student Growth Goal(s)'. The 'SG 3.1' item is highlighted with a callout 'g'. At the bottom of the interface is a 'Rubric Alignment' section with a table showing performance levels: 'UNS', 'BAS', 'PRO', and 'DIS'. The 'BAS' level is highlighted with a callout 'd'. A green 'Add Other Evidence' button is located at the bottom left, with a callout 'c'. A green 'Goals Sign-off' button is located at the top right, with a callout 'h'. A callout 'a' points to the 'Summary' and 'Align & Score' tabs. A callout 'e' points to the 'Uns', 'Bas', 'Pro', and 'Dis' buttons. A callout 'f' points to the 'Rubric Navigator' panel.

6. 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 will 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 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 5**.

See **Page 54** to learn more about **collected** and **packaged** evidence.

Rubric Navigator		Evidence	Performance
<input type="checkbox"/> Evidence Only			
	Recognizing individual student learning needs and developing strategies to address those needs.	3	0
SG 3.1	Establish Student Growth Goal(s)	3	0

2. To align and score the evidence, click on each item in the **Collected Evidence** section that you wish to use as evidence.

Collected Evidence

Hide Evidence **Filters** ☒ Hide evidence you have already included in packages

Below is all of the evidence collected for this rubric component and not yet included in an evidence package. To start the process of creating an Evidence Package, click each evidence item you want to include in the package and you will be guided through the process. Click [here](#) for more information on how to package evidence.

Type: Artifact **Created:** Aug 13, 2016 **Title:** Pre-Goal Data - ESL - Writing **Created by:** Teacher A
File: Writing Goals - ESL Writing Data.pdf
[Expand full text >](#)

Type: Student Growth Goal **Created:** Aug 13, 2016
By May 2017, 100% of ESL students in my classes will improve in writing by one performance level as indicated by the quarterly district writing prompt and the district-provided rubric.

Type: Student Growth Goal Prompt **Created:** Aug 13, 2016
What does your achievement data show for ESL students in the subject of writing?
My student achievement data in writing for the ESL students in my classes shows that ...

[Add Other Evidence](#)

Rubric Alignment

UNS	BAS	PRO	DIS
Does not establish student growth goal(s) or establishes inappropriate goal(s) for subgroups of students not reaching full	Establishes appropriate student growth goal(s) for subgroups of students not reaching full learning potential. Goal(s) do not	Establishes appropriate student growth goal(s) for subgroups of students not reaching full learning potential. Goal(s) identify	Establishes appropriate student growth goal(s) for subgroups of students not reaching full potential in collaboration with

Evidence Package Creation

Items demonstrating the claim

1	Type: Artifact	Created: Aug 13,	×
2	Type: Student Growth Goal	Creator:	×
3	Type: Student Growth Goal Prompt		×

Relevant Rubric Alignment

[Go to Rubric](#) and select the relevant rubric text

[Cancel](#) [Create](#)

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

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

Rubric Alignment

UNS	BAS	PRO	DIS
Does not establish student growth goal(s) or establishes inappropriate goal(s) for subgroups of students not reaching full learning potential. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for subgroups of students not reaching full learning potential. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for subgroups of students not reaching full learning potential. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for subgroups of students not reaching full potential in collaboration with students, parents, and other school staff. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).

Evidence Package Creation

Items demonstrating the claim

1	Type: Artifact	Created: Aug 13,	✕
2	Type: Student Growth Goal	Created:	✕
3	Type: Student Growth Goal Prompt		✕

Relevant Rubric Alignment

P	Establishes appropriate student g...	✕
---	--------------------------------------	---

If you wish to replace the text selection, remove the current one first.

- Then score it at the top of the work space.
- The **Evidence Creation Package** will remind you that you can replace the selected text. To remove any highlighting and scoring you've done so far, simply click on the white **Cancel** button and start over.
- If you are ready to create an **Evidence Package** from your selected evidence, click on the green **Create** button in the **Evidence Package Creation** box.

Evidence Package Creation

Items demonstrating the claim

1	Type: Artifact	Created: Aug 13,	✕
2	Type: Student Growth Goal	Created:	✕
3	Type: Student Growth Goal Prompt		✕

Relevant Rubric Alignment

P	Establishes appropriate student g...	✕
---	--------------------------------------	---

If you wish to replace the text selection, remove the current one first.

- A new section called **Packaged Evidence** will appear at the bottom of the work space. And the **Rubric Navigator** will now quantify the evidence that has been aligned and scored for this dimension/domain and the relative component.
- 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.

Rubric Navigator

☐ Evidence Only Collected Packaged

SG 3.1	Recognizing individual student learning needs and developing strategies to address those needs.	3	3
	Establish Student Growth Goal(s)	3	3

10. A small, temporary window will appear like the one below. Type an optional summary note from the meeting, and 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:

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

Student Growth Goals Sign-off

After the Sign-off, the Rubric scores and meeting note (if used) will be shared with the teacher. Additionally, it will enable the teacher to start collecting Evidence for these Goals.

Provide a summary note of the meeting: (optional):

During our meeting, the teacher and principal agreed that ...

Cancel Sign-off

Student Growth Summary

Process

The checklist on the right will help you to keep track of where you are in the Student Growth process. In addition, you will receive dashboard notifications when important events occur.

Receive Student Growth Goals

At this stage you are waiting for the teacher to establish his goals for the current year and share them with you. Once the goals have been shared, you will receive a dashboard notification and the checklist will indicate the completion of this step.

Score Rubric & Sign-off

At this stage the student growth goals are available for review and sign-off by you. Before the goals can be signed-off, the rubric components for establishing goals must be scored. This can be done in the Align & Score section. When you are ready, click the sign-off button. After you have signed-off on the goals, the teacher will receive a dashboard notification and will be able to start collecting evidence to demonstrate student growth results.

Align & Score Collected Evidence

At this stage you will have access to the evidence collected by the teacher over the school year that demonstrates student growth results. You can score the rubric components for this evidence in the Align & Score section. When you are ready, click the Share Scores button to make your scores visible to the teacher.

Summary

Goal Statement

C3

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.

	Rubric	Collected	Packaged	Score
C3	SG 3.1	3	0	BAS
	SG 3.2	0	0	-

Evaluator Notes

Summary notes (optional)

During our meeting, the teacher and principal agreed that ...

Student Growth Checklist

Goal Approved 8/9/16

- ✓ Received Student Growth
- ✓ Score Rubric & Sign-off
- ✓ Align & Score Collected Evidence

12. At this point, the next step is the Teacher's to take, who will begin collecting evidence of the achievement of the goals.

◆ 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 **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 is not hyperlinked.

There will also be an orange **NEW** notification in the **Status** column in the 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.

Dashboard - Summary

Teacher A

Activity Summary

[Observations](#)

[Self-Assessments](#)

[Other Evidence](#)

[Student Growth](#) **NEW**

Student Growth

Evaluator scores must be shared before rubric growth evidence details are displayed here

Info	Rubric	Collected	Packaged	Score	Status	Actions
✓ Develop your Goal and share them	C3 SG 3.1	3	3	PRO	Status: Goals signed-off by Evaluator	View
✓ Get Sign-off	SG 3.2	0	0	-	Last Activity: Student Growth Evaluator scores shared	NEW
✓ Start collecting evidence						

The number of **collected** and **packaged** pieces of evidence is listed, and the principal's score has been shared.

1. 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.

2. The **Student Growth Summary** page will appear, and will display all of the new information as well.

Summary SG 3.1 SG 3.2 Evaluator Align & Score All changes saved Evaluator Achievement Scores Not Shared

Student Growth Summary

Process
The checklist on the right will help you to keep track of where you are in the Student Growth process. In addition, you will receive dashboard notifications when important events occur.

Establish and Share Goals
The first step in the Student Growth process is to establish your goals for the current year and share them with your Evaluator. There is a section for each goal you must establish. Within each section you can perform actions such as adding artifacts, answering prompts, and writing your the goal statement. After establishing all the goals assigned to you, click the Share button to make them available to your Evaluator.

Get Sign-off
After sharing your goals, your Evaluator will receive a dashboard notification, alerting him that he needs to review and sign-off the goals. Once your Evaluator signs-off on your goals, you will receive a dashboard notification and will be able to begin the year long process of collection evidence to demonstrate student growth.

Collect Evidence to Demonstrate Growth
In this stage you will be able to collect evidence throughout the year to demonstrate student growth.

Summary

Goal Statement

C3

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.

Rubric	Collected	Packaged	Score
C3 SG 3.1	3	0	BAS
C3 SG 3.2			

1. Click on the new hyperlinked goal in the **Rubric** column at the bottom of the page. The tab for that goal will become active.

Summary SG 3.1 SG 3.2 Evaluator Align & Score All changes saved Evaluator Achievement Scores Not Shared

SG 3.2 - Achievement of Student Growth Goal(s)

SG 3.2 Rubric Reference

UNS	BAS	PRO	DIS
Growth or achievement data from at least two points in time shows no evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show some evidence of growth for some students.	Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show evidence of high growth for all or nearly all students.

Add New Artifact

Artifacts
Below are the Artifacts that are linked to this Goal

2. 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 4** of this user guide.



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.

Options

Year
2017

District
Battle Ground SD

School
Battle Ground SD School 1

Work Area
Evaluate Teachers

☒ Assigned Teachers only

Close Done

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**.

Principal A
Battle Ground SD
Battle Ground SD School 1
Evaluate Teachers
[Options](#)

Evaluating
Teacher A

Dashboard

Artifacts

YTD Evidence

Student Growth Goals

Observations

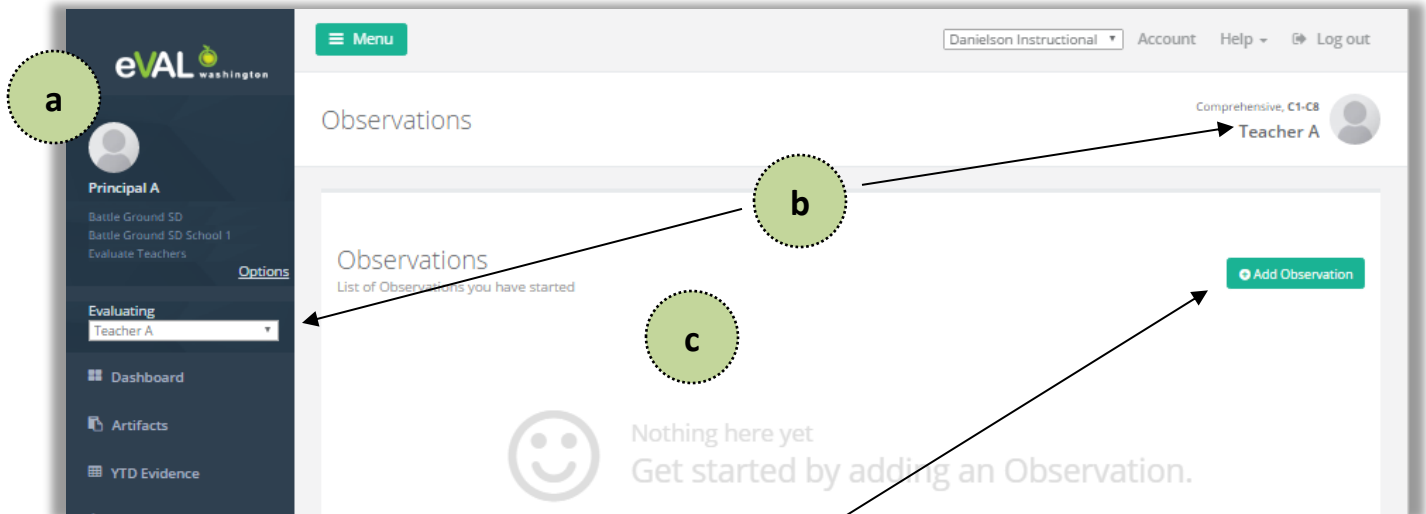
Self-Assessments

Summative Evaluation

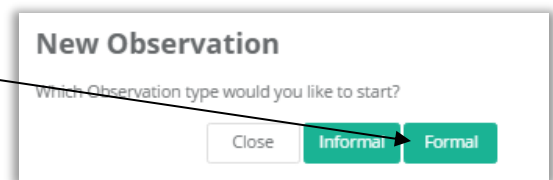
Setup

Resources

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.

The 'Observation Setup' tab is active, showing the 'General information about the Observation' section. The 'Evaluator' is Principal A, the 'Teacher' is Teacher A, and the 'Eval Cycle' is Comprehensive, C1-C8. The 'Type' is set to Formal. The 'Observation Title' field contains 'Obs 2016-2017.1'. Below this are fields for 'Pre-Conference Date' (2016-08-24), 'Observation Date' (2016-08-25), and 'Post-Conference Date' (2016-08-26). At the bottom, there are fields for 'Start Time' (09:30 AM), 'Duration' (30 Min.), and another 'Start Time' (09:30 AM). Arrows from the previous step point to the 'Setup' tab and the 'Observation Title' field.

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**.

The screenshot shows the 'Observation Setup' form. At the top, there's a header with 'Sections - Setup', 'All changes saved', 'Share', and 'Send Final Report'. The main title is 'Observation Setup' with a subtitle 'General information about the Observation'. On the left, there's a sidebar with fields: 'Evaluator: Principal A', 'Teacher: Teacher B', 'Eval Cycle: Focused, C3', 'Type: Formal (Focused)', and 'Observation Focus: Focused, C3'. The main form area has fields for 'Observation Title' (Obs 2016-2017.1), 'Pre-Conference Date' (2016-08-24), 'Observation Date' (2016-08-25), 'Post-Conference Date' (2016-08-26), 'Start Time' (09:30 AM), 'Duration' (10:00 A, 30 Min.), and 'Start Time' (09:30 AM). At the bottom, there's a dark blue section titled 'Observation Focus' with a checkbox labeled 'Focus Locked' which is checked. Below this, there are three rows of criteria: 'C3 Recognizing individual student learning needs and developing strategies to address those needs.', '1b Demonstrating Knowledge of Students', and '3e Demonstrating Flexibility and Responsiveness'.

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.

The 'Unlock Focus' dialog box has a title 'Unlock Focus'. The main text reads: '"Focus lock" makes sure that all Observations throughout the year stay in alignment to the current year's evaluation cycle. Unlocking a focused Observation will make all criteria available to be evaluated, even those outside of this year's chosen focus.' Below this is a note: 'Note: this action only affects the current Observation, if you want to change the yearly Evaluation focus you can do so through the administration section, or by contacting the district administrator. in either case please consult your district guidelines when making a change.' At the bottom, there are two buttons: 'Cancel' and 'Yes, I want to unlock focus'.

Cancel or confirm your decision to unlock the focus.
(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.

The screenshot shows the 'Pre-Conference' workspace. At the top, there are tabs: Setup, Pre (selected), Observe, Post, Align & Score, Artifacts, and Report. Below the tabs, there's a header 'Pre-Conference' with the subtext 'Here you can prepare and send prompts and view responses & notes'. Below this, there are two tabs: 'Prompt Setup' (selected) and 'Responses & Notes'. The main area is divided into two columns. The left column is titled 'Prompt Bank' with the subtext 'List of prompts from your prompt bank that can be assigned'. It contains a table with two columns: 'Prompt' and 'Source'. The first row shows a prompt 'Do you have any concerns about the activity I will observe? If so, please share.' from 'My Bank'. The right column is titled 'Selected Prompts' with the subtext 'Prompts that will be sent to the Teacher'. It contains a table with four columns: 'Prompt', 'Source', 'Required', and 'Used'. It lists three prompts: 'Describe the learning activity that I will observe. What is the learning target for the students? How will you know if they have met the learning target? What evidence will you use to demonstrate that the learning target has been met?' from 'School', 'Our district's strategic plan focuses on giving parents the tools they need to help keep their children safe, healthy and engaged in school. As a teacher, what steps will you take to support this district goal?' from 'District', and 'Is there anything specific that you would like for me to take note of while I am observing the activity?' from 'My Bank'. At the bottom right, there is a green button labeled 'Send Prompts'.

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

This is a close-up of a prompt card from the 'Prompt Bank'. It shows the prompt text 'Do you have any concerns about the activity I will observe? If so, please share.' and the source 'My Bank'. To the right of the prompt, there is a green plus icon and a red circle with a white X inside.

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

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 will appear in two spots in his/her dashboard. This orange notification symbol is simply a notification ... it is not a hyperlinked icon.

Summary Coverage

Teacher B

This view contains all of the information collected for Teacher B

Activity Summary

- [Observations](#) **New**
- [Self-Assessments](#)
- [Other Evidence](#)
- [Student Growth](#)

Status

Evaluator	Eval Cycle	Formal Obs. Count	Formal Obs. Minutes	Summative Score
Principal A	Focused C3	1	30	N/A

Observations


Evaluator scores must be shared before the Teacher can see rubric evidence details displayed here.

Info	Rubric	Collected	Packaged	Score	Status	Actions
Obs 2016-2017.1 Created: Aug 11, 2016 Evaluator: Principal A Type: Formal (Focused) Duration: 30 minutes					Status: In-progress Last Activity: Formal Observation has started New	View

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 observation.

Sections - Setup ▾

All changes saved  Sharing Status

Observation Setup

General information about the Observation

 Basic Observation information is available by default. The complete Observation will be available at sign-off, or if shared explicitly by the evaluator.

Evaluator: Principal A
Teacher: Teacher B
Eval Cycle: Focused, C3
Type: Formal (Focused)
Observation Focus: Focused, C3
Observation Title:
Obs 2016-2017.1

Pre-Conference Date: 8/24/2016	Observation Date: 8/25/2016	Post-Conference Date: 8/26/2016
Start Time: 9:30 AM	Start Time: 10:00 AM	Duration: 30 min
		Start Time: 9:30 AM

Observation Focus	
C3	Recognizing individual student learning needs and developing strategies to address those needs.
1b Demonstrating Knowledge of Students	
3e Demonstrating Flexibility and Responsiveness	

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 and are ready to send your responses to the principal, click the green **Share Responses** button.

Observation - Obs 2016-2017.1

Setup **Pre** Post Artifacts Report All changes saved Sharing Status

Pre-Conference

Here you can answer and share your Pre-Conference prompt responses with your evaluator and write the summary of your meeting

Prompts

List of prompts and your responses Prompts shared by Evaluator on 8/11/16 **Share Responses**

Describe the learning activity that I will observe. What is the learning target for the students? How will you know if they have met the learning target? What evidence will you use to demonstrate that the learning target has been met?

During the activity you observe, you will see me do this and then I'll ask the students to do that.

Our district's strategic plan focuses on giving parents the tools they need to help keep their children safe, healthy and engaged in school. As a teacher, what steps will you take to support this district goal?

I'll do this and this and the other thing to reach this goal.

Is there anything specific that you would like for me to take note of while I am observing the activity?

Yes, please watch specifically for the student in the back corner who may not be too engaged in the activity. She doesn't act out, cause trouble, or disturb her neighbors. She tends to "disconnect" from the lesson activity and daydream. Often she is doodling. I think she will achieve more if she is more engaged, so I'm trying some behavior modification through positive reinforcement when she is attentive and engaged. I'd like your opinion about whether it's working.

Teacher Pre-Conference Summary

Notes that summarize the meeting (optional) **Share Conference Summary**

None at this time.

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, then finish by clicking on the green button entitled **Share Conference Summary**.
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 will appear in two spots in his/her dashboard. This orange notification symbol is simply a notification ... it is not a hyperlinked icon.

Principal A
Battle Ground SD
Battle Ground SD School 1
Evaluate Teachers

Menu Danielson Instructional Account Help Log out

Dashboard - Teacher E

Teacher E Yearly Status Coverage

Teacher E
This view contains all of the information collected for Teacher E

Activity Summary

- [Observations](#) **New**
- [Self-Assessments](#)
- [Other Evidence](#)
- [Student Growth](#)

Status

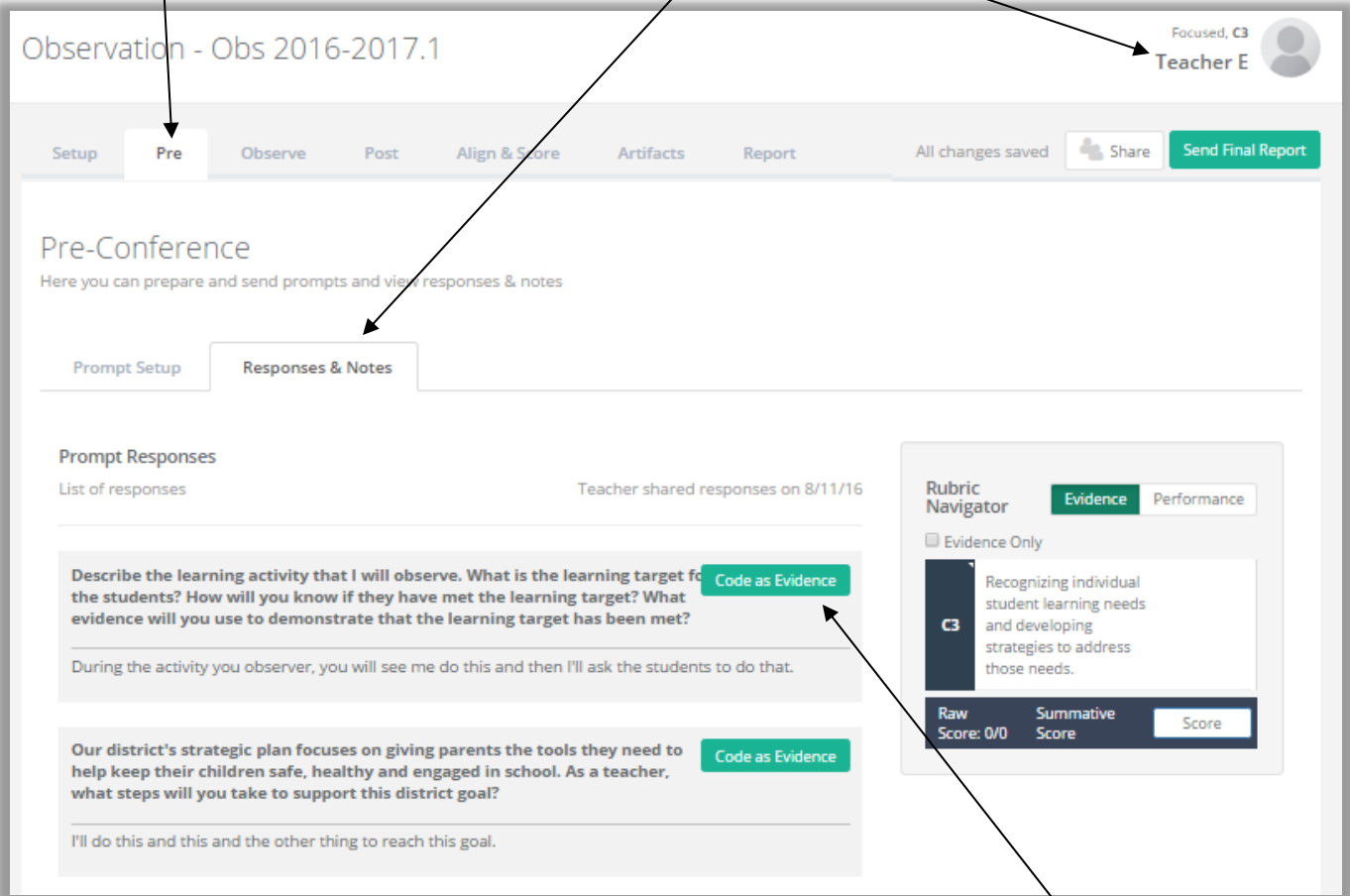
Evaluator	Eval Cycle	Formal Obs. Count	Formal Obs. Minutes	Summative Score
Principal A	Focused C3	1	30	N/A

Observations
Evaluator scores must be shared before the Teacher can see rubric evidence details displayed here.

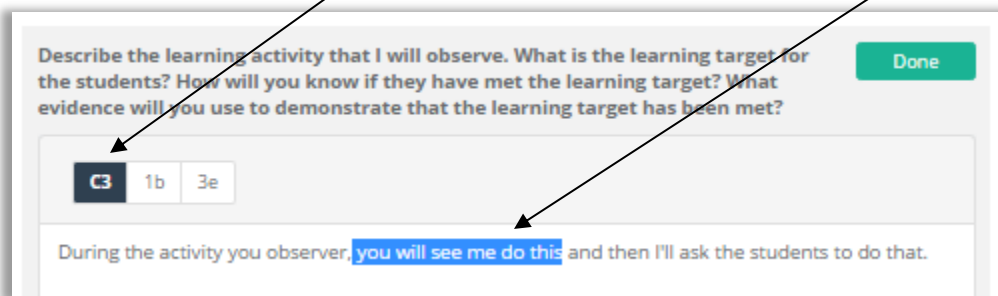
Info	Rubric	Collected	Packaged	Score	Status	Actions
Obs 2016-2017.1 Created: Aug 11, 2016 Evaluator: Principal A Type: Formal (Focused) Duration: 30 minutes					Status: In-progress Last Activity: Pre-Conference Summary Notes shared by Teacher New	View

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**.

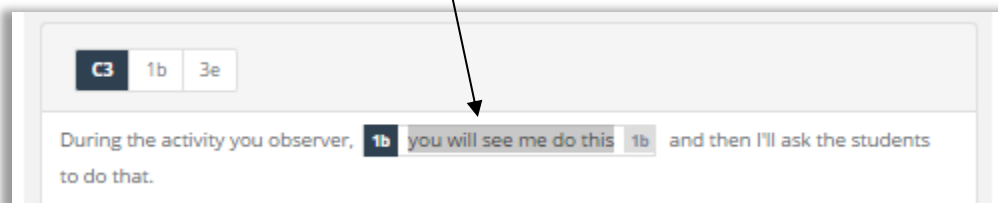


2. To code a segment of text as evidence, click on the green **Code as Evidence** button for that prompt's response.
3. A small bar will appear, displaying the state criteria and the framework's components. If you hover your mouse over the components, the name of the component will temporarily appear.



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.

The screenshot shows the 'Prompt Responses' interface. On the left, there's a text area with the prompt: 'Describe the learning activity that I will observe. What is the learning target for the students? How will you know if they have met the learning target? What evidence will you use to demonstrate that the learning target has been met?'. Below this, a text entry shows: 'During the activity you observe, 1b you will see me do this 1b and then 3e I'll ask the students to do that. 3e'. A green button labeled 'Code as Evidence' is to the right of the prompt. On the right side, the 'Rubric Navigator' is visible, showing a table with columns for 'Evidence' and 'Performance'. The 'Evidence' column has a value of '2' and the 'Performance' column has a value of '0'. Below the table, there are buttons for 'Raw Score: 0/0', 'Summative Score', and 'Score'.

6. 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.

This screenshot shows the 'Prompt Responses' section with the 'Done' button highlighted in green. The text entry area shows the same text as before: 'During the activity you observe, 1b you will see me do this 1b and then 3e I'll ask the students to do that. 3e'. The 'Code as Evidence' button is also visible.

7. 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 **Step #14** above.
8. The **Pre-Conference Summary** section appears further down the page. Enter your summary notes into this field. Formatting tools are available. Once you format the text, you can code it as evidence in the same way as you coded the pre-conference prompts.

The screenshot shows the 'Pre-Conference Summary' section. It has a title 'Pre-Conference Summary' and a subtitle 'Notes that summarize the Pre-Conference meeting'. Below this is a text input area with a rich text editor toolbar. The toolbar includes buttons for bold (B), italic (I), underline (U), list (bulleted and numbered), and link. The text entry shows: 'We reviewed the pre-conference prompts and the teacher's responses to them. 1b The teacher shared her concern about the girl in the back corner 1b that is not engaged in the learning process, and 3e would like feedback as to whether the positive reinforcement strategy that she is using is working. 3e'. A green button labeled 'Code as Evidence' is to the right of the text entry. A 'Done' button is also visible.

9. 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**.
10. 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:

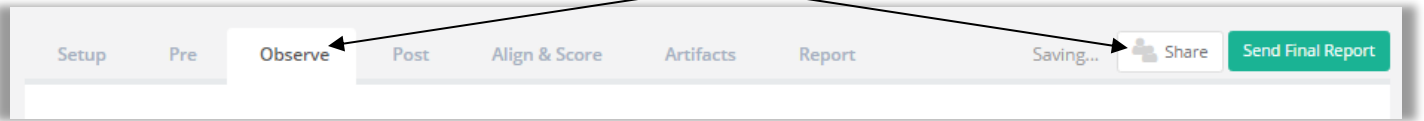
Sign into eVAL and use the **Options** link to make sure that you are in the **Work Area** called **Evaluate Teachers**. Use the drop-down menu to choose the teacher you will observe, and then click on the **Observations** menu. The teacher's name will appear in the top right corner, and the list of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

The screenshot shows the eVAL interface for Principal A. On the left sidebar, the 'Options' link is highlighted, and the 'Evaluating' dropdown menu is set to 'Teacher B'. The 'Observations' menu item is also highlighted. The main content area is titled 'Observations' and shows a list of observations. The first observation is dated Aug 11, 2016, is a Formal (Focused) observation created by Principal A, titled 'Obs 2016-2017.1', and is in 'In-progress' status. The last activity is 'Pre-Conference Prompts Updated by Evaluator'. A green 'View' button is next to this observation. A green 'Add Observation' button is in the top right corner. The teacher's name 'Teacher B' is in the top right corner.

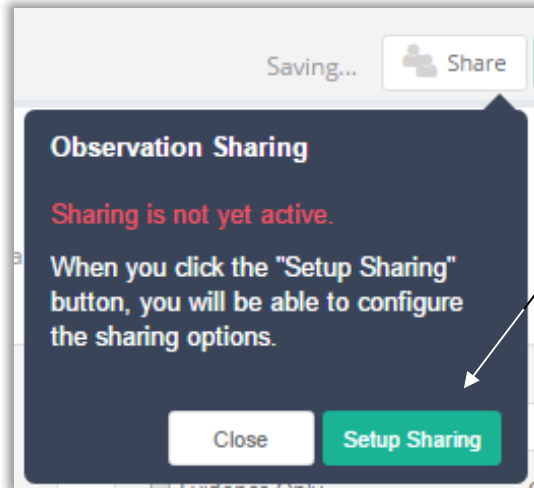
1. To get started with an observation, click on the green **View** button. Make sure the **Observe** tab is active. Take your notes in the text editor. Code them like you did when you were coding the teacher's prompt responses. See **Chapter 4c**.

The screenshot shows the 'Observation Notes' page. The 'Observe' tab is active. The page has a text editor with a toolbar and a 'Rubric Navigator' on the right. The text editor contains the following text: 'I entered the room, and the teacher was just beginning the lesson: 1b She had paired each ESL student with an English-speaking student 1b, and each pair was reviewing the previous day's writing lesson. Then the teacher did 1b this and that 1b and 3e t his and that 3e. When one pair of students were off task, 3e the teacher walked over and stood by them, and told them that she wanted them to be ready to answer the next question that she asked 3e. They turned their attention back to the task.' The 'Rubric Navigator' shows a rubric for 'Recognizing individual student learning needs and developing strategies to address those needs' with a 'Raw Score' of 0/0 and a 'Summative Score' of 0.

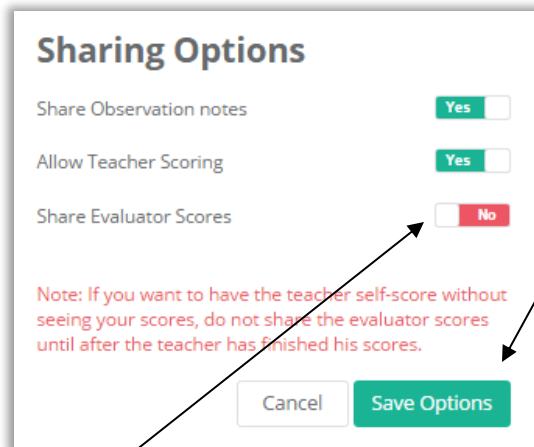
2. When your notes are entered and coded, you may wish to share certain aspects of your observation notes with the teacher. To do so, click on the **Sharing** button while the **Observe** tab is active.



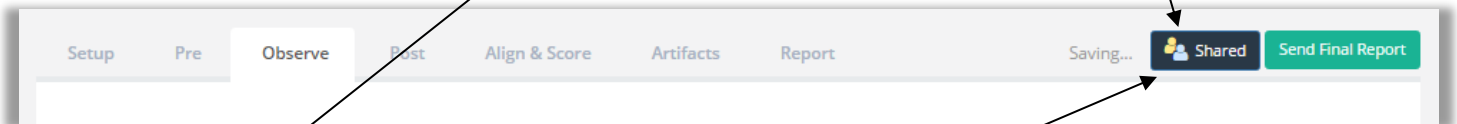
3. A message will appear with an alert that the sharing feature is not yet active. Click on the green button called **Setup Sharing**.



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



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



6. **PLEASE NOTE:** When you are ready to share the scores with the teacher, return to this button, click on it, choose **Edit**, and choose **Share Evaluator Scores**. Then click the **Save Options** button. The teacher will then be able to view your scores of the observation evidence in their **Align and Score** tab for the **Observation** menu.

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

■ Chapter 4e: 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. This part of the user guide will take you through the steps.

**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:

1. 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, 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.

Date	Type	Created By	Title	Status	Action
Aug 11, 2016	Formal (Focused)	Principal A	Obs 2016-2017.1	Status: In-progress (shared) Last Activity: Observation sharing changed	View

2. Click on the green **View** button for that teacher's observation. Then click on the **Align and Score** tab. The **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 be broken down at the **component** level.

Criteria	Component	Collected	Packaged
C3	Recognizing individual student learning needs and developing strategies to address those needs.	10	0
1b	Demonstrating Knowledge of Students	5	0
3e	Demonstrating Flexibility and Responsiveness	5	0

Raw Score: 0/0 Summative Score Score

3. 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

1b - Demonstrating Knowledge of Students

Collected Evidence

a Hide Evidence **b** Filters ☒ Hide evidence you have already included in packages

Be sure to review the evidence collected for this rubric component and not yet included in an evidence package. To start the process of creating an Evidence Package, click each evidence item you want to include in the package and you will be guided through the process. Click [here](#) for more information on how to package evidence.

c Type: Observation Notes Created: Aug 11, 2016
Content: She had paired each ES with an English-speaking student

d Type: Observation Notes Created: Aug 11, 2016
Content: this and that

Type: Pre-Conference Prompt Created: Aug 11, 2016
Describe the learning activity that I will observe. What is the learning target for the students? How will you know if they have met the learning target? What evidence will you use to demonstrate that the learning target has been met?
Content:
[Expand full text >](#)

Type: Pre-Conference Prompt Created: Aug 11, 2016
Is there anything specific that you would like for me to take note of while I am observing the activity?
Content: Yes, please watch specifically for **1b** the student in the back corner who likes to **1b** ...
[Expand full text >](#)

Type: Pre-Conference Summary (Evaluator) Created: Aug 11, 2016
Content: there is a student that is inattentive in the back corner.

e Add Other Evidence

f Show Critical Attributes

g Rubric Alignment

UNS	BAS	PRO	DIS
Teacher demonstrates little or no understanding of how students learn and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and	Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and	Teacher understands the active nature of student learning and attains information about levels of development for groups of students.	Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a

h Uns Bas Pro Dis

i Rubric Navigator Evidence Performance

☐ Evidence Only Collected Packaged

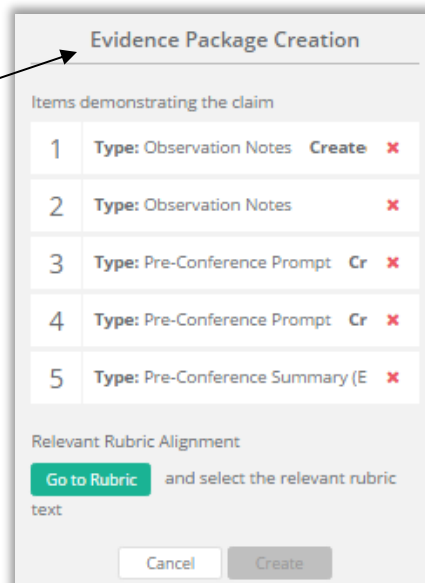
c	Recognizing individual student learning needs and developing strategies to address those needs.	10	0
1b	Demonstrating Knowledge of Students	5	0
3e	Demonstrating Flexibility and Responsiveness	5	0

Raw Score: 0/0 Summative Score Score

j

- 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.

- To align and score the evidence, click on all of the gray areas (see the previous page) with evidence that support the same claim (performance level), one at a time. As you click on each one, it will each turn black. The **Rubric Navigator** will disappear, and the floating **Evidence Package Creation** box will be displayed.



Evidence Package Creation

Items demonstrating the claim

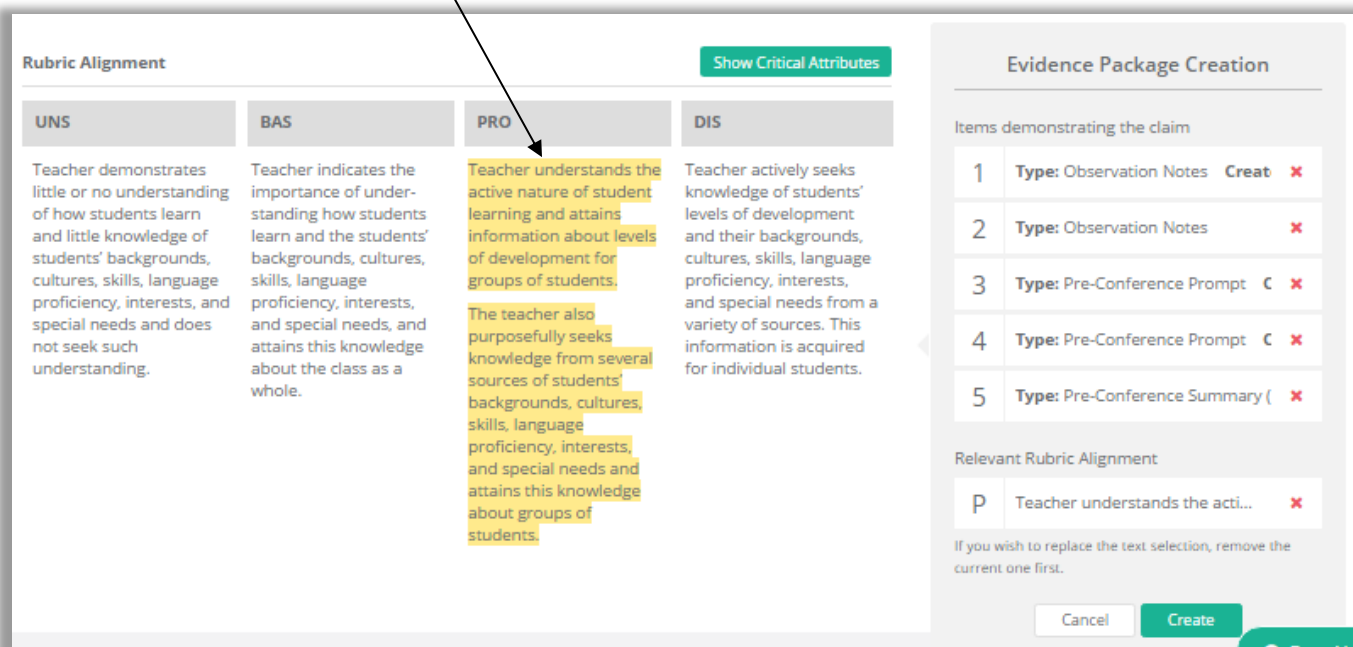
1	Type: Observation Notes	Create	✕
2	Type: Observation Notes		✕
3	Type: Pre-Conference Prompt	Cr	✕
4	Type: Pre-Conference Prompt	Cr	✕
5	Type: Pre-Conference Summary (E		✕

Relevant Rubric Alignment

[Go to Rubric](#) and select the relevant rubric text

[Cancel](#) [Create](#)

- 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.



Rubric Alignment

[Show Critical Attributes](#)

UNS	BAS	PRO	DIS
Teacher demonstrates little or no understanding of how students learn and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding.	Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge about the class as a whole.	<p>Teacher understands the active nature of student learning and attains information about levels of development for groups of students.</p> <p>The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about groups of students.</p>	Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.

Evidence Package Creation

Items demonstrating the claim

1	Type: Observation Notes	Creat	✕
2	Type: Observation Notes		✕
3	Type: Pre-Conference Prompt	C	✕
4	Type: Pre-Conference Prompt	C	✕
5	Type: Pre-Conference Summary (✕

Relevant Rubric Alignment

P Teacher understands the acti... ✕

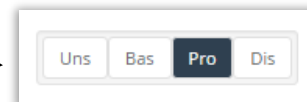
If you wish to replace the text selection, remove the current one first.

[Cancel](#) [Create](#)

PLEASE NOTE:

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

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

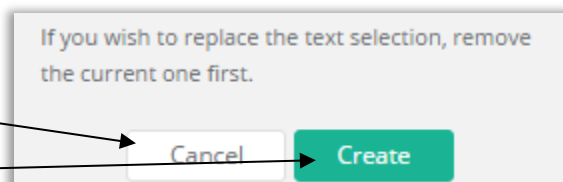


Uns Bas **Pro** Dis

- 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**.



If you wish to replace the text selection, remove the current one first.

[Cancel](#) [Create](#)

8. 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 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:

- **Captured**
- **Coded**
- **Connected, and**
- **Scored**

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

Rubric Navigator		Evidence	Performance
		Collected	Packaged
<input type="checkbox"/> Evidence Only			
C3	Recognizing individual student learning needs and developing strategies to address those needs.	10	5
1b	Demonstrating Knowledge of Students	5	5
3e	Demonstrating Flexibility and Responsiveness	5	0
Raw Score: 0/0		Summative Score	
		Score	

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

Rubric Navigator		Evidence	Performance
		Collected	Packaged
<input type="checkbox"/> Evidence Only			
C3	Recognizing individual student learning needs and developing strategies to address those needs.	U	B
1b	Demonstrating Knowledge of Students	U	B
3e	Demonstrating Flexibility and Responsiveness	U	B
Raw Score: 0/0		Summative Score	
		Score	

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

Context:

If the principal has selected **Allow Teacher Evaluation** in the **Sharing Setup** of the observation (See **Chapter 4d, Step #4**), the teacher can engage in his/her own evaluation of the observation evidence.

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.

Date	Type	Created By	Title	Status	Action
Aug 11, 2016	Formal (Focused)	Principal A	Obs 2016-2017.1	Status: In-progress (shared) Last Activity: Observation sharing changed	View

The **Sections Setup** tab will display the general setup of the observation. Click on the **Align and Score** tab, and then click on the criteria in the **Rubric Navigator** to display the components. The work space will change and will look somewhat like the following:

The screenshot shows the 'Align & Score' tab in the eVAL interface. The top navigation bar includes 'Setup', 'Pre', 'Observe', 'Post', 'Align & Score', 'Artifacts', and 'Report'. The 'Align & Score' tab is active. The main content area shows a criteria list with a 'Show Rubric?' checkbox. The 'Rubric Navigator' on the right displays a table of criteria and scores.

Criteria	Score	Collected	Packaged
C3 Recognizing individual student learning needs and developing strategies to address those needs.	10	0	
1b - Demonstrating Knowledge of Students	5	0	
3e - Demonstrating Flexibility and Responsiveness	5	0	

Raw Score: 0/0 Summative Score

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 4e**.

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**.

Share Self-Eval with Evaluator

After clicking the **Self-Eval Complete** button, all of your evidence packages & scores will be visible to the Evaluator and no further input will be available.

[Cancel](#) [Yes, share my input](#)

The principal will now be able to view your self-assessment.

Chapter 4g: 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 **Teacher's Only**.

Sections - Align & Score ▾ All changes saved Shared Send Final Report

C3 Recognizing individual student learning needs and developing strategies to address those needs. C3 Uns Bas Pro Dis

Input Filter: Teacher's Only ▾

In the **Rubric Navigator**, click on the domain/dimension to expand it, and click on a component to see how the teacher conducted their self-evaluation for that component. The teacher's self-evaluation will be displayed.

1b - Demonstrating Knowledge of Students Uns Bas Pro Dis

Collected Evidence

Hide Evidence Filters ☒ Hide evidence you have already included in packages

Below is all of the evidence collected for this rubric component and not yet included in an evidence package. To start the process of creating an Evidence Package, click each evidence item you want to include in the package and you will be guided through the process. Click [here](#) for more information on how to package evidence.

Rubric Alignment Show Critical Attributes

UNS	BAS	PRO	DIS
Teacher demonstrates little or no understanding of how students learn and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such	Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge about the class as a whole.	Teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully seeks knowledge from several sources of students' backgrounds.	Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.

Rubric Navigator Evidence Performance

☐ Evidence Only Collected Packaged

C3	Recognizing individual student learning needs and developing strategies to address those needs.	10	5
1b	Demonstrating Knowledge of Students	5	5
3e	Demonstrating Flexibility and Responsiveness	5	0

Raw Score: 0/0 Summative Score: U B P D

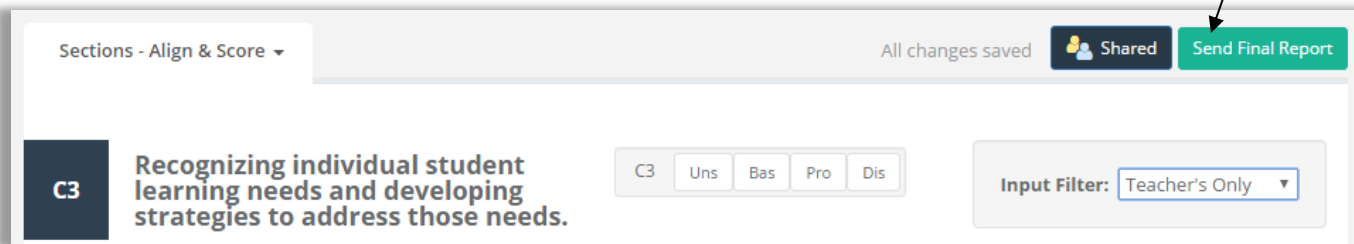
■ Chapter 4h: Sending the final report

Context:

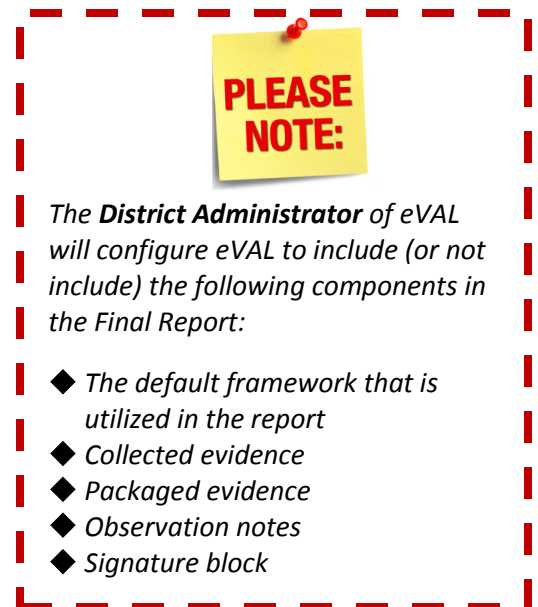
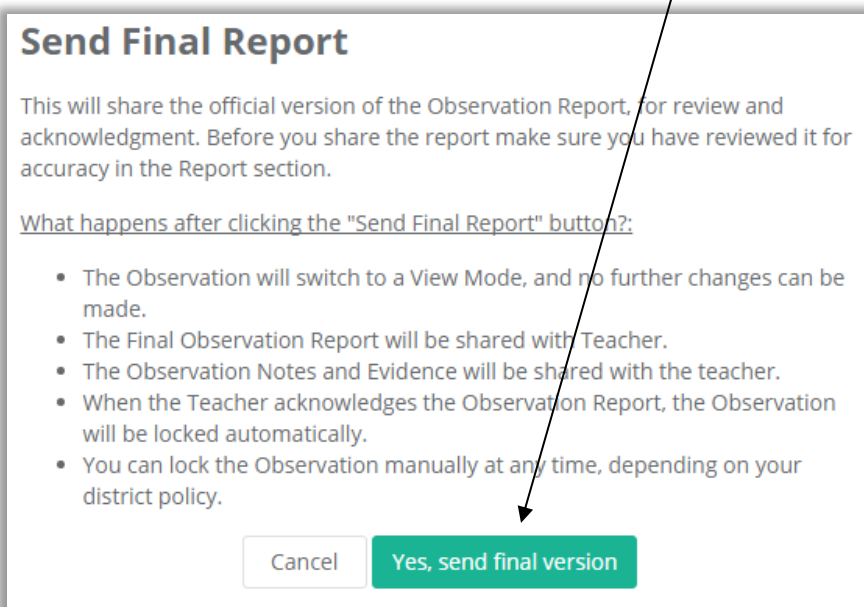
When the post-conference is complete and there is nothing more to do in regard to the observation cycle, you can lock the observation and send the final report to the teacher.

For Principals:

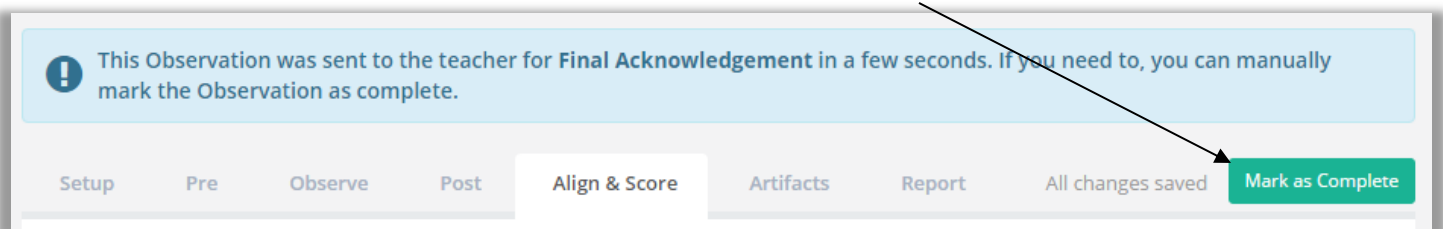
At the top of the **Align and Score** work space for the teacher's observation, click on the green button entitled **Send Final Report**.



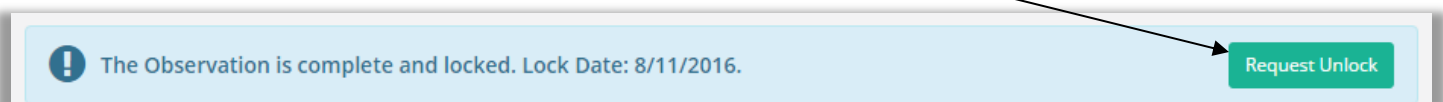
Read the alert box that appears, and click the green **Yes, send final version** button to send the report ... or ... click on the **Cancel** button.



When the teacher receive 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**.



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.



■ Chapter 4i: Viewing the coverage of a teacher's YTD evidence

Context:

eVAL 2.0 has a wonderful feature for helping track the evidence that has been collected and packaged for each component, and the components that are still missing evidence.

For Principals:

In the menu area, select the teacher's name from the drop down menu, and then click on the **Dashboard** menu. Click on the **Coverage** tab. The following work space will appear.

The screenshot shows the eVAL 2.0 interface. On the left is a dark sidebar with the following items: 'Principal A' (with sub-items: Battle Ground SD, Battle Ground SD School 1, Evaluate Teachers, and an 'Options' link), 'Evaluating' (with a dropdown menu showing 'Teacher B'), 'Dashboard' (with a grid icon), 'Artifacts' (with a document icon), 'YTD Evidence' (with a calendar icon), 'Student Growth Goals' (with a target icon), 'Observations' (with an eye icon), and 'Self-Assessments' (with a document icon). The main content area has three tabs: 'Teacher B', 'Yearly Status', and 'Coverage' (which is active). Below the tabs, the title 'Overall Coverage' is displayed, followed by the subtitle 'Summary of coverage from all evidence for all teachers'. There are two dropdown menus: 'Evidence View:' set to 'Collected Evidence' and 'Focus on:' set to 'What's covered'. Below these is a table with the following data:

Name	D1	D2	D3	D4
Teacher A				
Teacher B	1b		3e	
Teacher C				

Use the pull-down menus to filter the coverage of evidence in other ways, too.

This screenshot shows the same eVAL 2.0 interface as the previous one, but with the filters changed. The 'Evidence View:' dropdown is now set to 'Packaged Evidence' and the 'Focus on:' dropdown is set to 'What's not covered'. The table below shows the following data:

Name	D1	D2	D3	D4
Teacher A	1a 1b 1c 1d 1e 1f	2a 2b 2c 2d 2e	3a 3b 3c 3d 3e	4a 4b 4c 4d 4e 4f
Teacher B	1a 1c 1d 1e 1f	2a 2b 2c 2d 2e	3a 3b 3c 3d 3e	4a 4b 4c 4d 4e 4f



CHAPTER 5

ARTIFACTS



Chapter 5: Adding artifacts

Context:

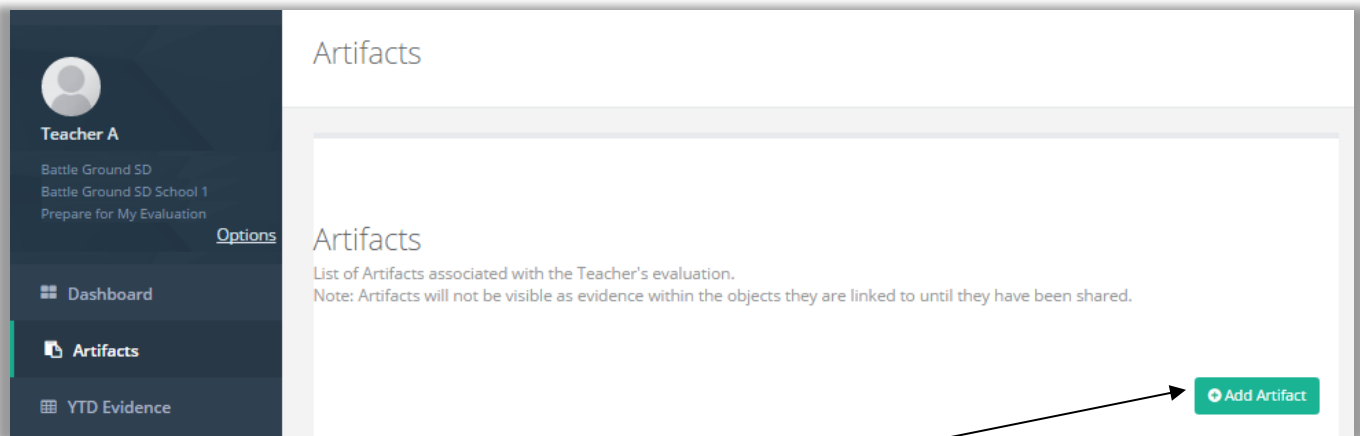
Teachers and principals can both add artifacts and align them to the rubrics and to include them in their **Evidence Packages**. eVAL can handle the following types of artifacts:

Computer files • Links to web sites • A professional practice • Written narratives/descriptions of evidence

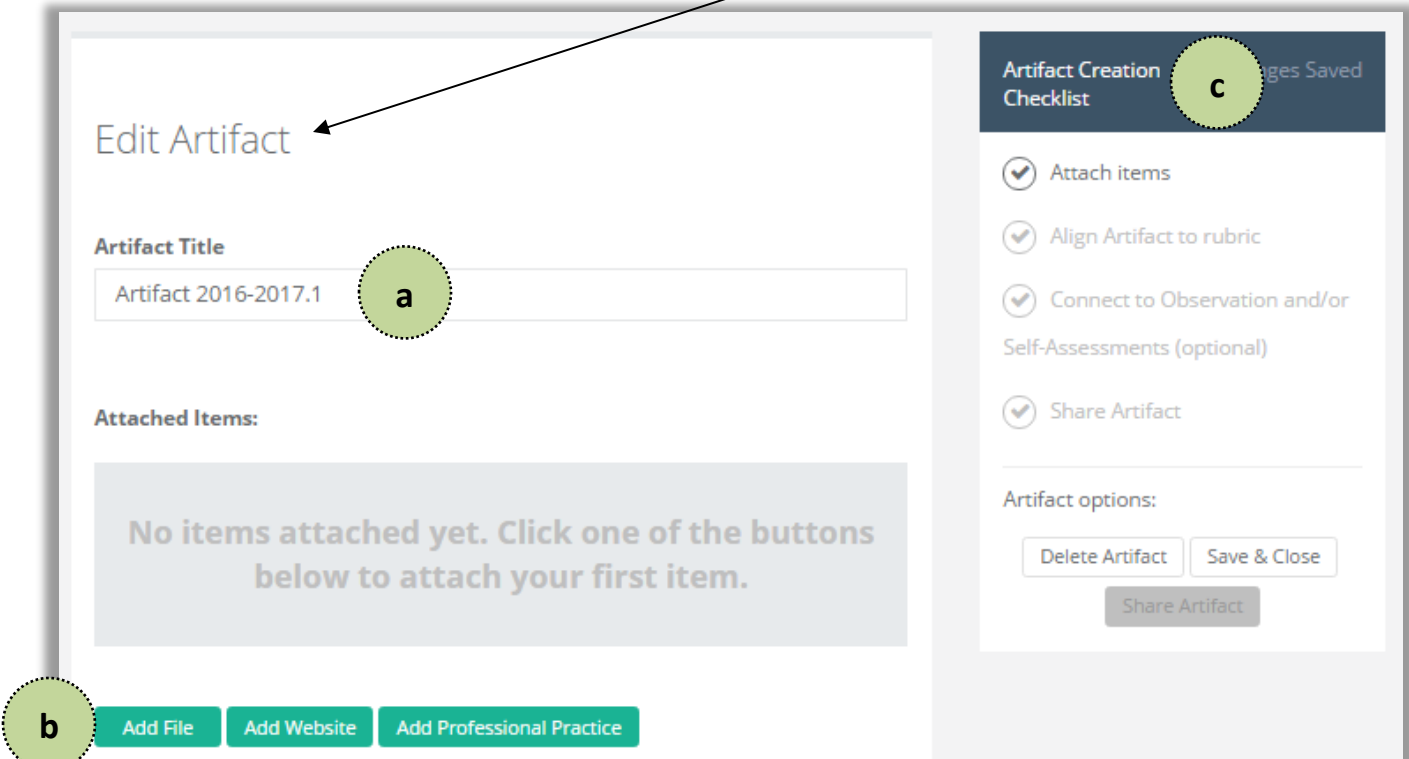
The images in this section of **Chapter 4** will be taken from the **Teacher** screens.

For Principals and Teachers:

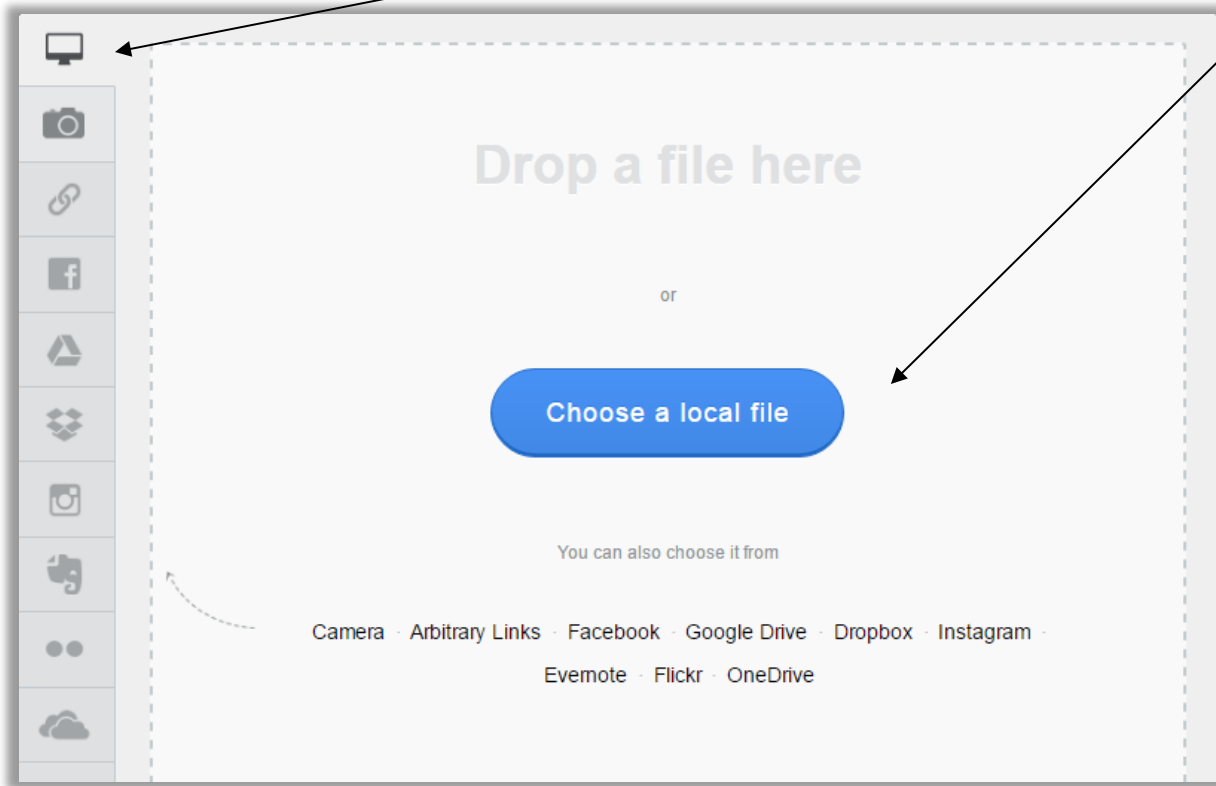
1. Sign in to eVAL. (If you are a principal or head principal, make sure your **Work Area** is for **Preparing for My Evaluation**.) Click on the **Artifacts** menu. A green marker will appear to the left of that menu item.



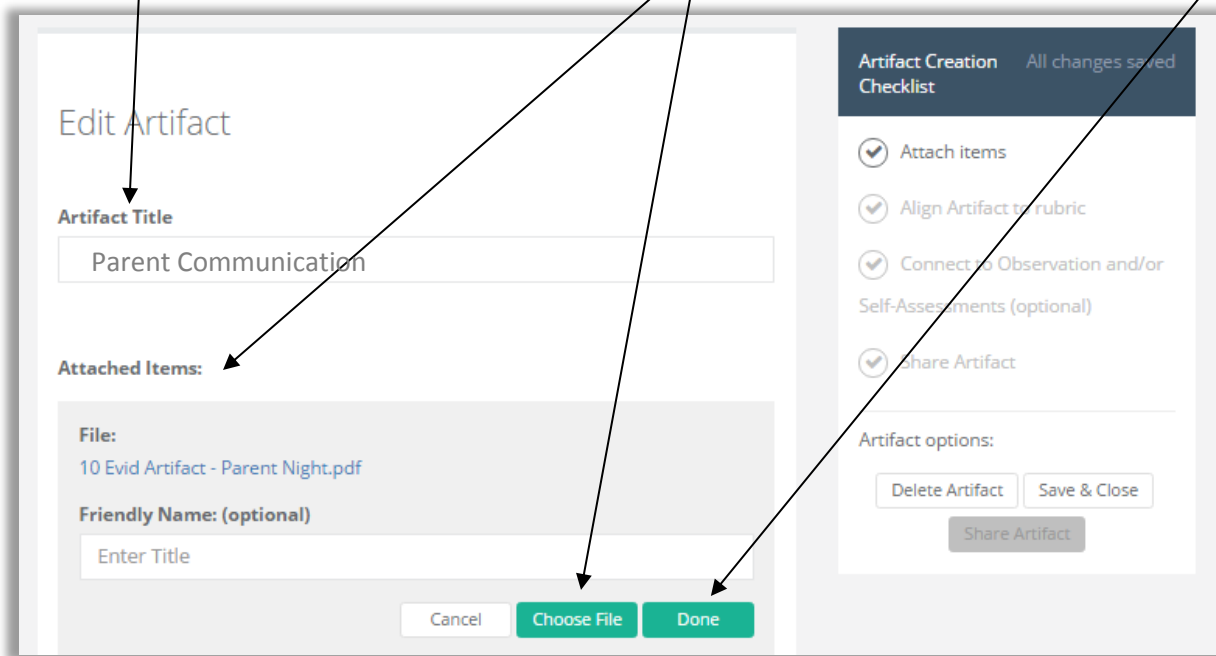
2. To add a new artifact, click on the green button entitled **Add Artifact**. The **Edit Artifact** workspace will appear. Here you can (a) add a title for your artifact, (b) attach the artifact, and (c) use the check list for your **Artifact Creation**.



3. To upload a file as an artifact, click on the green button entitled **Add File**. (Refer to **Step #2b** above.) A dialog box will appear that will provide many possible sources of your files on the left. The computer (top icon on the left) is selected by default, and for the purpose of this user guide, we'll keep it selected and will upload a file from your computer. Click on the blue **Choose a local file** button in the middle of the screen.



4. Locate the file on your computer. The file will appear in the **Attached Items** section of the work space. Give your artifact a title ... and ... an optional friendly name. Click the green **Choose File** button to replace the file, or click the green **Done** button.



5. You can add other items to this artifact. Simply click on the desired button that appears under the item you just created.



6. A new section will appear in the **Edit Artifact** work space called **Rubric Component Alignment**. Click on the pertinent domain or dimension to expand it and to view its components. Select the component(s) that the artifact aligns with.

The screenshot shows the 'Rubric Component Alignment' interface. At the top, there are 'Clear' and 'Done' buttons. Below is a list of domains: D1 Planning and Preparation, D2 The Classroom Environment, D3 Instruction, D4 Professional Responsibilities, and SG Student Growth. D4 is expanded, showing its components: 4a Reflecting on Teaching, 4b Maintaining Accurate Records, 4c Communicating with Families, 4d Participating in a Professional Community, 4e Growing and Developing Professionally, and 4f Showing Professionalism. To the right of each component is a green square checkbox. A green square box with the number '2' is next to D4. Arrows point from the text annotations to the 'Done' button, the checkboxes, and the green square box with the number '2'.

You can select more than one component in more than one dimension/domain, if appropriate. A green marker will appear to the left of each component you select.

A checkmark will appear to the right of each selected component, and the number of aligned components for a domain/dimension will be noted in a green square box by the name of that domain/dimension.

7. When you are done aligning the artifact with the framework's components, click on the green **Done** button at the top of that section. The components that you aligned the artifact with will be listed in that section. You can edit your selection(s) if you wish.

The screenshot shows the 'Rubric Component Alignment' interface after selection. The 'Done' button is highlighted. Below it, the selected components are listed: D4 Professional Responsibilities, 4c Communicating with Families, and 4f Showing Professionalism. An arrow points from the text annotation to the 'Done' button.

8. Another new section will appear on the screen that will allow you to connect this artifact to any observations or self-assessments that might be in progress. If there are no self-assessments or observations in progress, they won't be listed in this section, and you can simply click the green **Done** button. If you want to connect this artifact to a self-assessment or observation, go to **Step #10**.

Note: shared artifacts by default will be added to the YTD Evidence Collection and the Student Growth area when relevant rubric components are selected. You can optionally connect this artifact to additional items below.

Connect to Observations/Self-Assessments (optional) Done

Observations

9. To connect an artifact to a self-assessment or observation, click on the name of the activity ... **Observations** ... or ... **Self-Assessments** ... to expand its section. It will list all of the events for that activity, and you'll need to click on the specific event you wish to assign this artifact with. A green marker will appear to the left of the specific event, and a green checkmark will appear to the right. At this point, you can either click on the white **Clear** button to clear your selection ... or ... you can click on **Done**.

Connect to Observations/Self-Assessments (optional) Done Clear

Observations 1

8/10/2016 Obs 2016-2017.1 (In Progress) ✓

10. If you have connected the artifact to an **observation** or **self-assessment**, it will be noted in that section of the work space.

Connected Observations/Self-Assessments (optional) Edit

Observations

8/10/2016 Obs 2016-2017.1 (In Progress)

11. Finally, you can write a rationale for your alignment choices at the bottom of the page.

Provide reasoning for your alignment choice(s): (optional)

These artifacts demonstrate that I am reaching out to parents to help them keep their children engaged in learning over the summer to maintain the skills they've acquired this past school year. This is also an indication of my professionalism, as I share expertise in areas that parents will find useful.

Example of a Completed Artifact Work Space

(Includes three attached items for this artifact: 2 files and a web site)

Edit Artifact

Artifact Title

Parent Communication

Attached Items:

File Parent night flyer

Website Parent night website

File Parent Night Handout.pdf

[Add File](#) [Add Website](#) [Add Professional Practice](#)

Rubric Component Alignment [Edit](#)

D4	Professional Responsibilities
4c	Communicating with Families
4f	Showing Professionalism

Note: shared artifacts by default will be added to the YTD Evidence Collection and the Student Growth area when relevant rubric components are selected. You can optionally connect this artifact to additional items below.

Connected Observations/Self-Assessments (optional) [Edit](#)

Observations

8/10/2016	Obs 2016-2017.1 (In Progress)
-----------	-------------------------------

Provide reasoning for your alignment choice(s): (optional)

These artifacts demonstrate that I am reaching out to parents to help them keep their children engaged in learning over the summer to maintain the skills they've acquired this past school year. This is also an indication of my professionalism, as I share expertise in areas that parents will find useful.

Artifact Creation Checklist All changes saved

- ✓ Attach items
- ✓ Align Artifact to rubric
- ✓ Connect to Observation and/or Self-Assessments (optional)
- ✓ Share Artifact

Artifact options:

[Delete Artifact](#) [Save & Close](#) [Share Artifact](#)

If you want to work more on this artifact at a later time, click on the white **Save and Close** button.

However, If you have finished attaching, aligning and connecting your artifact(s) ... and ... if you are fairly certain that there won't be more items to add to this artifact throughout the year, then go ahead and use the green **Share Artifact** button to share it with your evaluator.

[Page Help](#)

12. The artifact and the items it includes will be listed in the work space when you use the **Artifacts** menu on the left. You can add more artifacts by clicking on the green **Add Artifact** button in the top right corner and following the steps in this part of the chapter.

Artifacts

List of Artifacts associated with the Teacher's evaluation.
Note: Artifacts will not be visible as evidence within the objects they are linked to until they have been shared.

Add Artifact

Date	Title	Source	Shared	Attached Item	Connected To	Rubric Alignment	Action
Aug 10, 2016	Parent Communication	Teacher A	Shared	File: Parent night flyer Web: Parent night website File: Parent Night Handout.pdf	Observations Obs 2016-2017.1	D4 (4c, 4f)	Edit

13. If you have shared an artifact with your evaluating principal (refer to the sample on the previous page), it will be displayed in the work space for the **YTD Evidence (Year to Date Evidence)** menu at the left side of the eVAL tool. The **Rubric Navigator** will appear on the right, and the first domain/dimension will be expanded by default. The **Rubric Navigator** will quantify the number of artifacts that you have attached, aligned and possibly connected so far this year in each dimension/domain, and each of its associated components.
14. Click on other domains/dimensions to learn about the number of artifacts provided for each of its components.

Rubric Navigator **Evidence** Performance

☒ Evidence Only ☐ Collected ☐ Packaged

D1	Planning and Preparation		
D2	The Classroom Environment		
D3	Instruction		
D4	Professional Responsibilities	2	0
4a	Reflecting on Teaching		
4b	Maintaining Accurate Records		
4c	Communicating with Families	1	0
4d	Participating in a Professional Community		
4e	Growing and Developing Professionally		
4f	Showing Professionalism	1	0

REMEMBER

1.

An **artifact** can include **several items**.

2.

The **same artifact** can align with **several components** of a domain/dimension ... or components in other domains/ dimensions.

3.

The Rubric Navigator (to the right) **quantifies the aligned artifacts** and **not the specific items** included in the artifact.

Chapter 6: 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

Summative Evaluation

All changes saved

General Settings

Optional Modules

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

Default Framework View

Users will be able to view their evaluation data through both the Instructional and State Views by selecting a viewing filter on the site. This setting configures what the default view will be. The default view is what will be used for reports.

Instructional View

State View

Evidence Collection Settings

Select	Settings	Description
<input checked="" type="checkbox"/>	Enable Non-summative Scoring	If this settings is disabled all rubric performance level input will be hidden until the final Summative Evaluation screen.
<input checked="" type="checkbox"/>	Enable Critical Attributes	Within the Evidence Align & Score View Critical Attributes will be displayed alongside the rubric.
<input checked="" type="checkbox"/>	Critical Attributes are for Reference only	This setting determines whether users can select text from the critical attributes when creating aligned evidence packages. If this setting is disabled, then the Critical Attributes are displayed for reference information only.

Work Space for the “Observation Report” Tab

General

Observation Report

Summative Evaluation

All changes saved

District settings for official Observation Report

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

Observation Report Title

eVal Observation Report

Report Sections

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

Work Space for the “Summative Evaluation” Tab

General

Observation Report

Summative Evaluation

All changes saved

District settings for the Summative Evaluation

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

General Settings

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

Final Report Title

eVal Final Report

Report Sections

Select	Section	Description
<input checked="" type="checkbox"/>	Collected Evidence	All evidence that has been aligned to the rubric
<input checked="" type="checkbox"/>	Packaged Evidence	All aligned evidence packages that have been created from the aligned evidence
<input checked="" type="checkbox"/>	Observation Notes	Observation Notes with coding removed
<input checked="" type="checkbox"/>	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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eVAL is provided to Washington State School Districts through a partnership including
Washington Education Association, The Office of the Superintendent of Public Instruction, and Educational Service Districts