New Version!

Welcome to eVAL 2.0

eVAL washington

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

Revised August 15, 2016.

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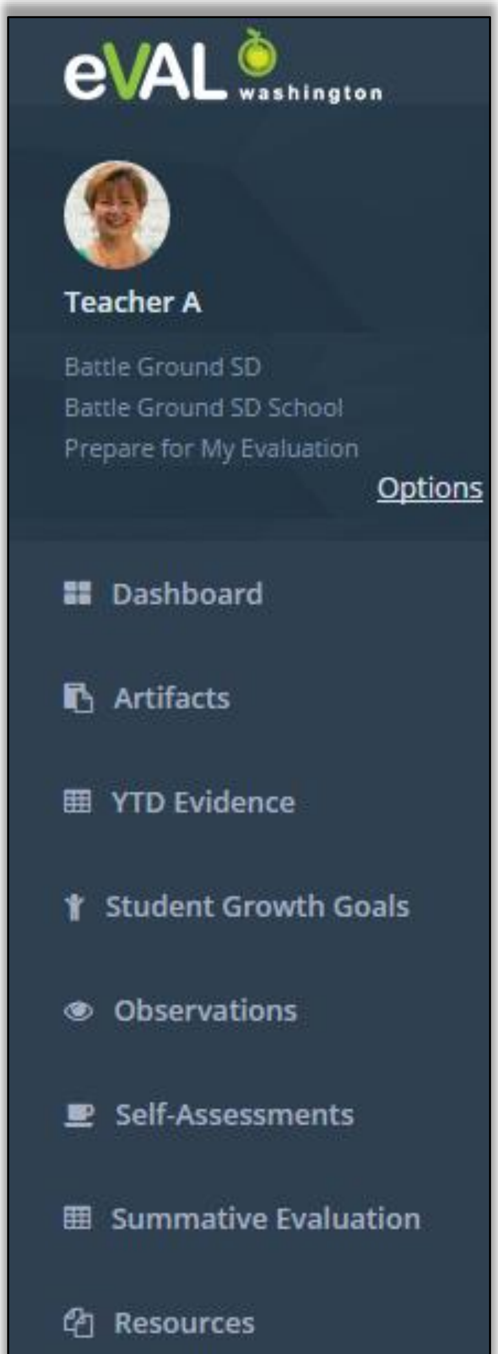
About this user guide

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.

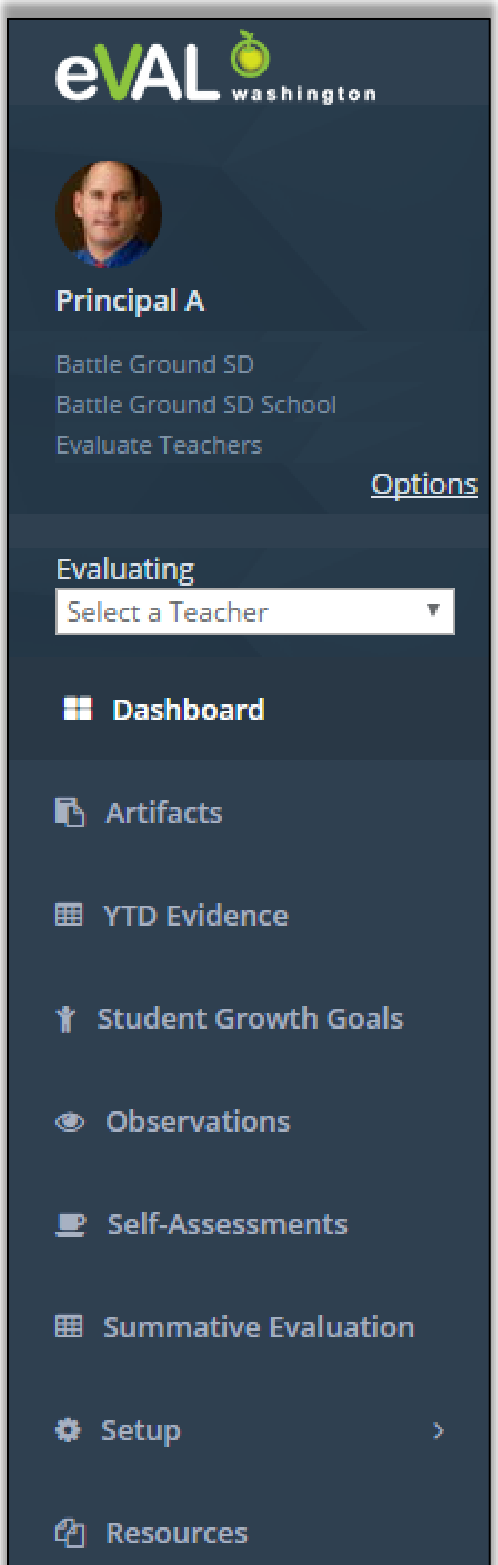
- **Student Growth Goals –** The teacher writes his/her own goals, as well as writes goals in response to the principal's prompts.

- **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

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.

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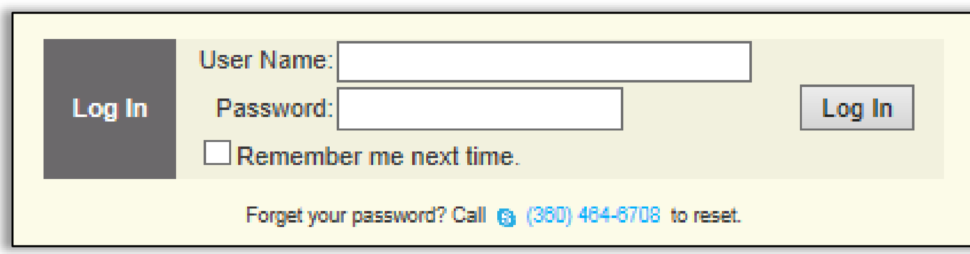
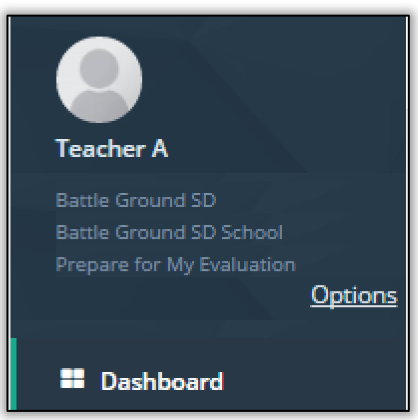
A user signs in to the eVAL tool using the Office of the Superintendent of Public Instruction's Education Data System, or EDS. To access the Education Data System (EDS) web page, open your browser and go to the following URL: **https://eds.ospi.k12.wa.us**. You will need your username and password.

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.

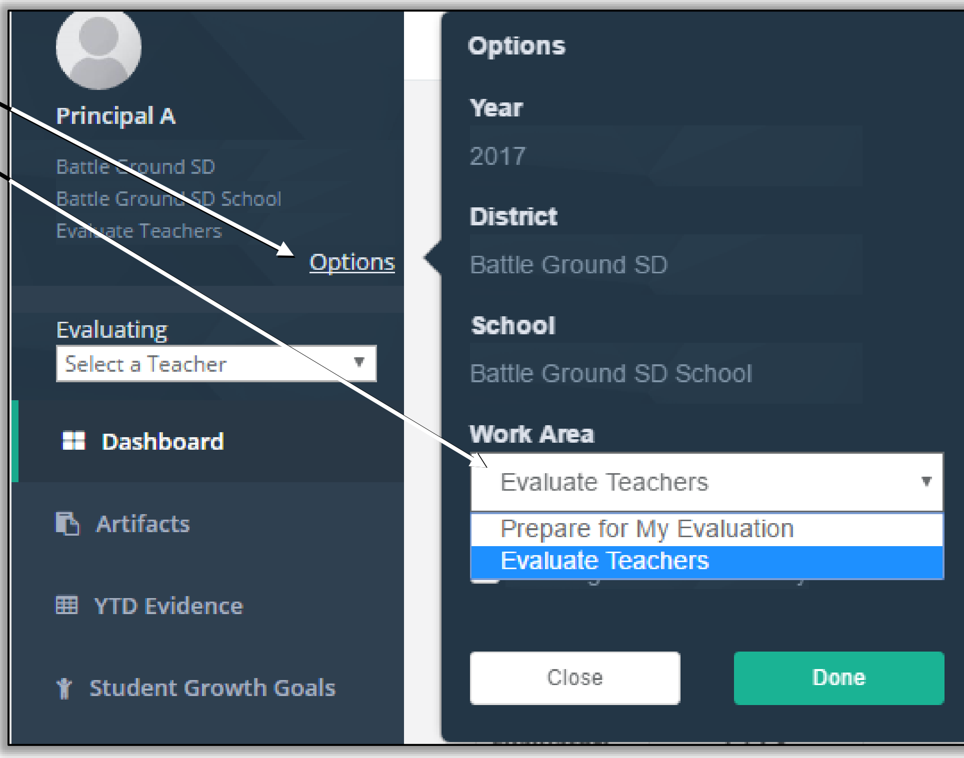


Special Instructions for Signing in as a Principal (or any Evaluator)

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…

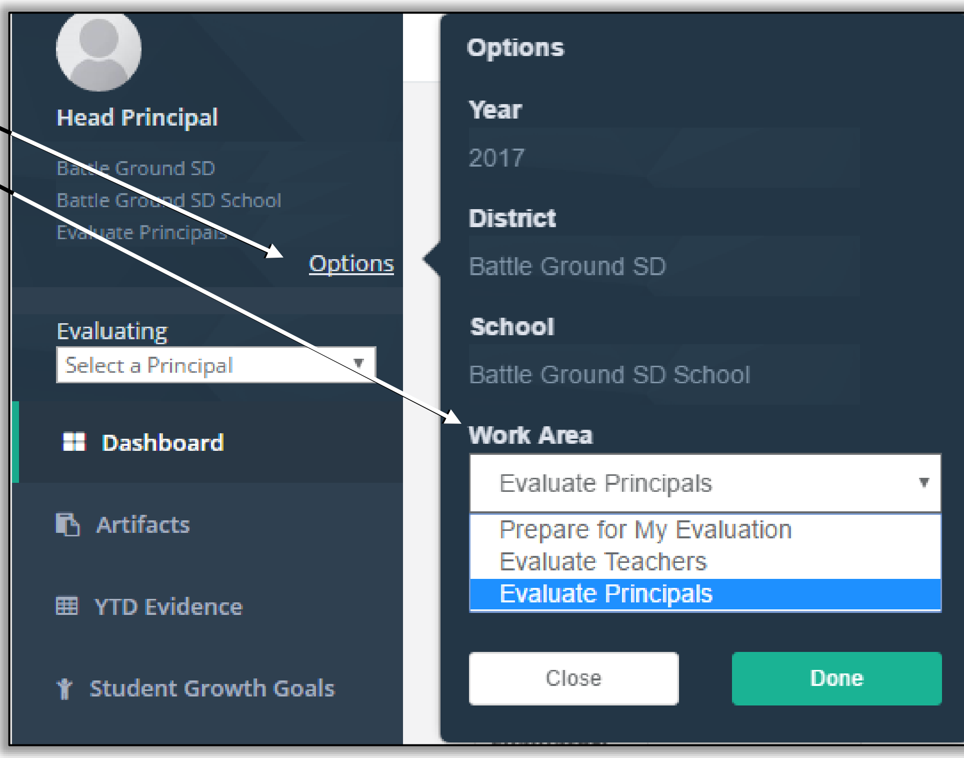
Principal

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.*



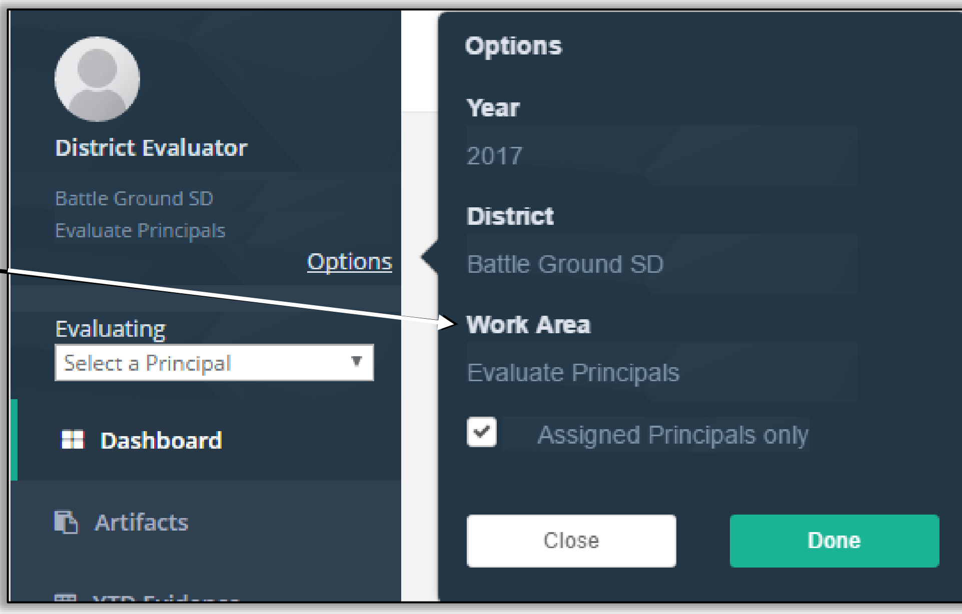
Head Principal

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



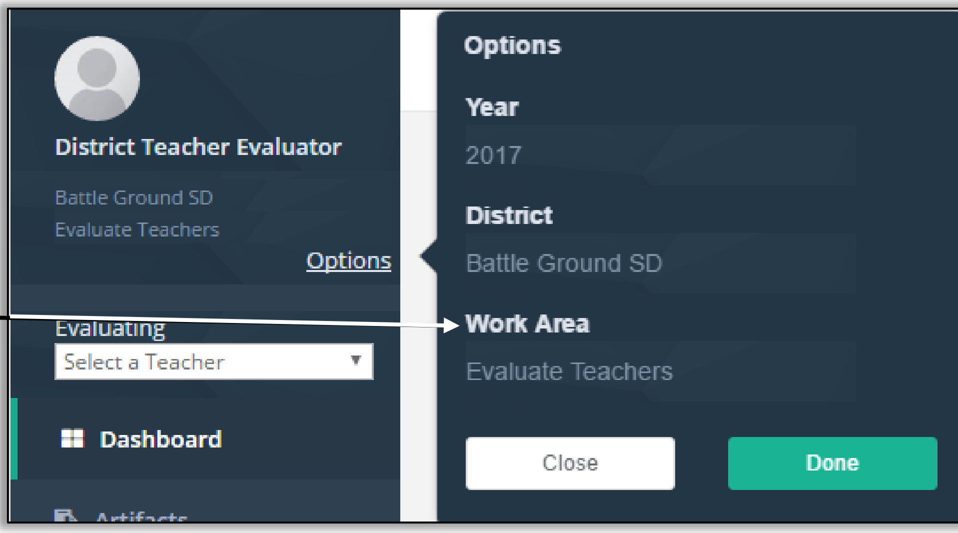
District Evaluator

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



District Teacher Evaluator

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



Naming the Window Parts

User information

Menu panel

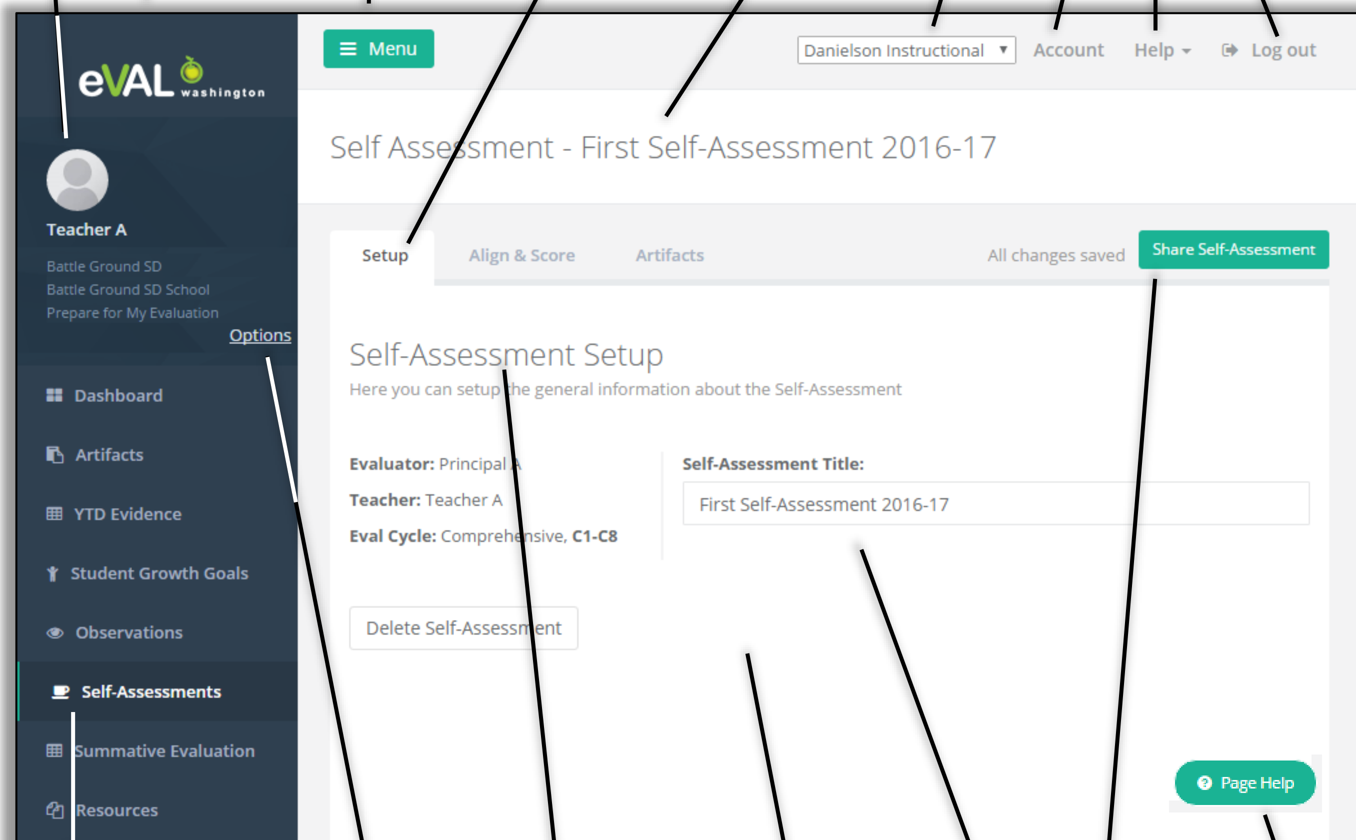
Menu button
(toggles the visibility of the menu on and off)

Tabs

Page title

The framework filter
(Allows you to switch between the instructional/leadership framework and the state framework. The framework that appears by default is configured by the District Administrator of eVAL.)

Miscellaneous buttons and links
(self-explanatory)



Options link
(provides access to an area where you identify your purpose for using the tool)

Work space
(the main area where you make selections, enter text, click on buttons, etc.)

Selection button

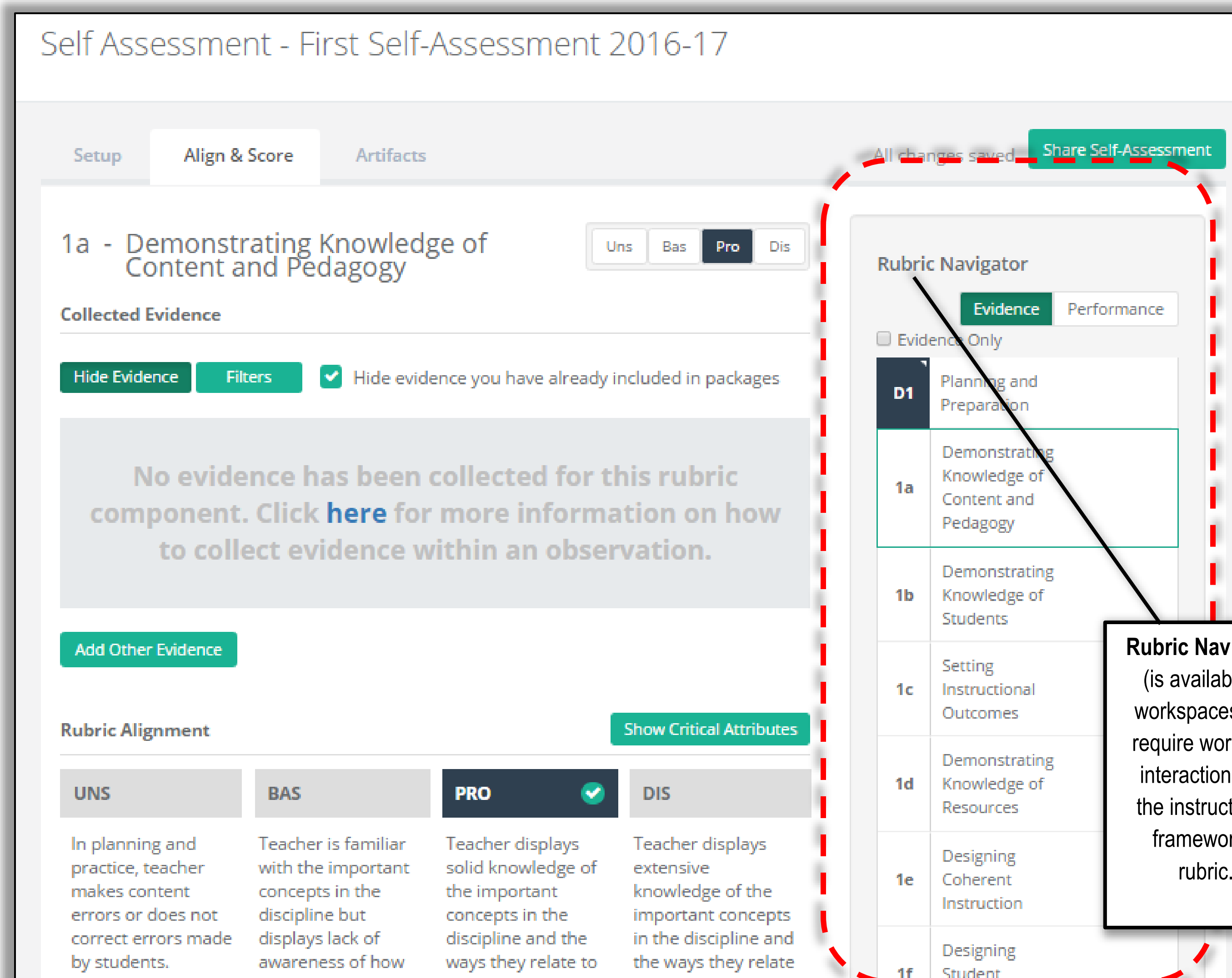
Page Help button
(provides online help)

Active menu
(noted with a green marker to the left of the text)

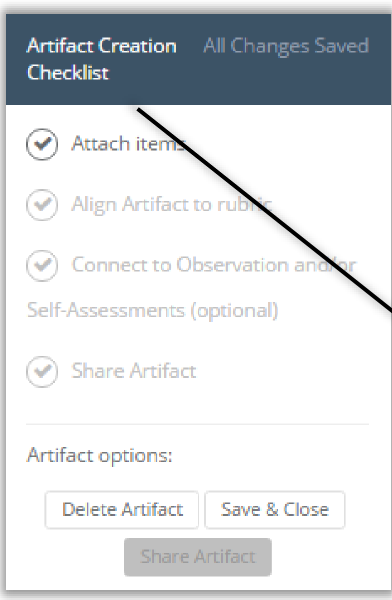
Work space title
(names the work space you will be using for your task)

Text field
(a box where you enter text or give something a name)

Floating Panels

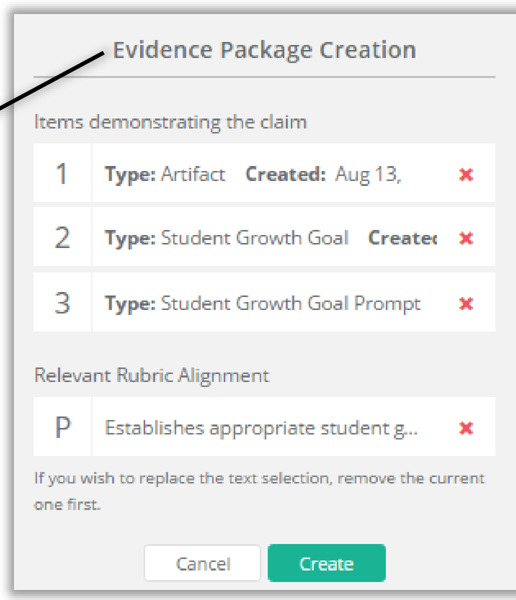


Rubric Navigator
(is available in workspaces that require work and interaction with the instructional framework's rubric.



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

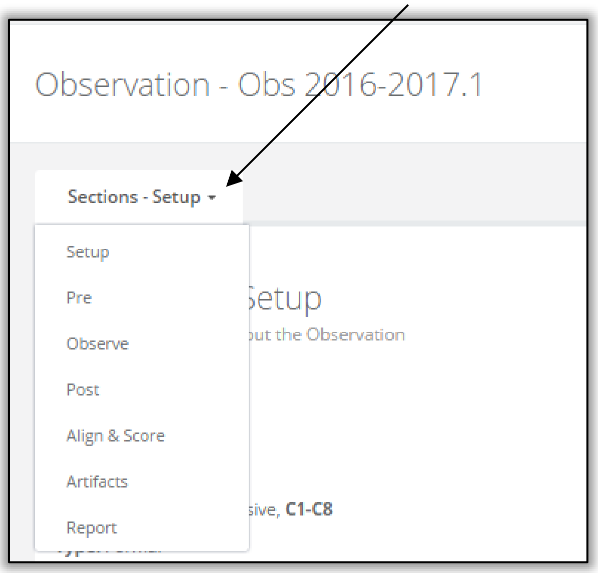
Floating Checklists
(appear in some work spaces to lead the user through the steps of the task.)



Solving the Mystery of the Missing Tabs

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

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



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

CHAPTER 1

SELF-ASSESSMENTS

Chapter 1: Self-assessments

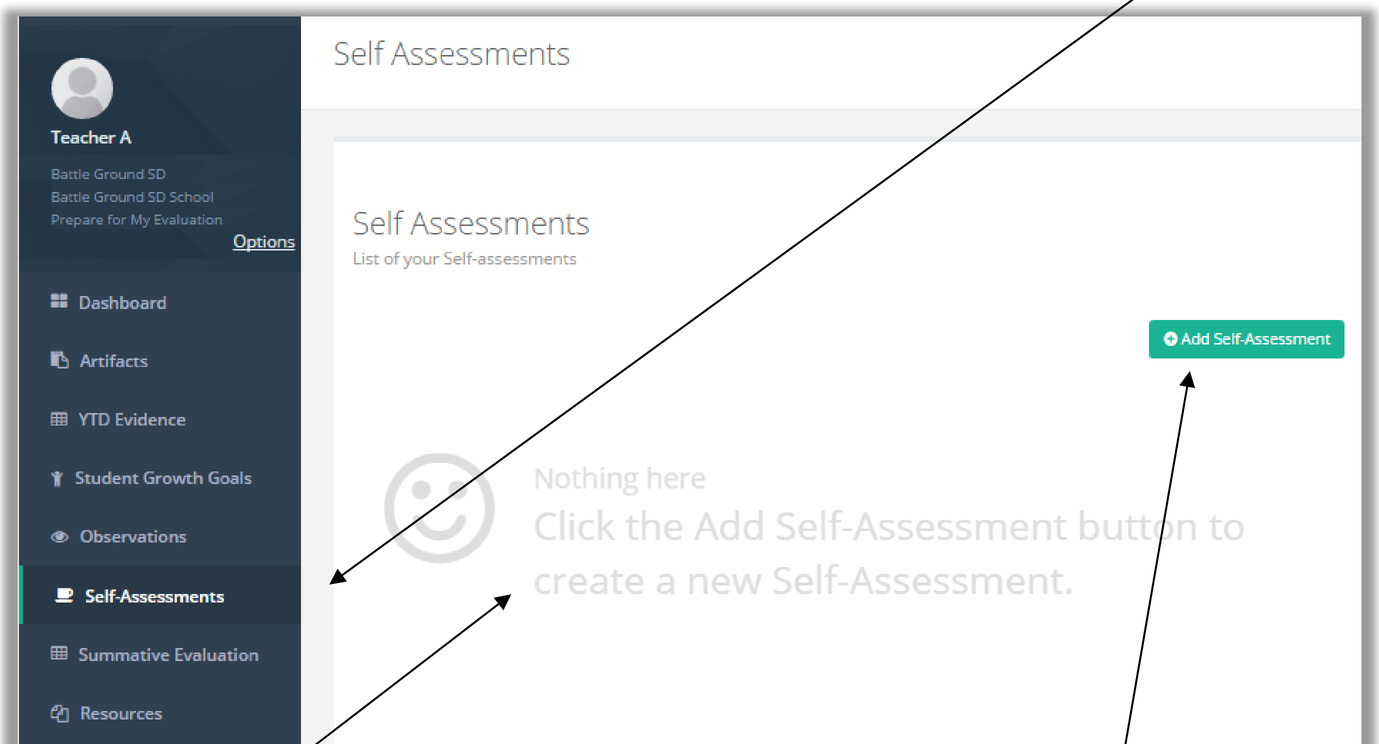
Context:
In the eVAL system, self-assessments are available to anyone being evaluated, including teachers, vice principals and principals. Depending on the selected framework, self-assessment may be the first task carried out by a teacher when logging into eVAL.

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

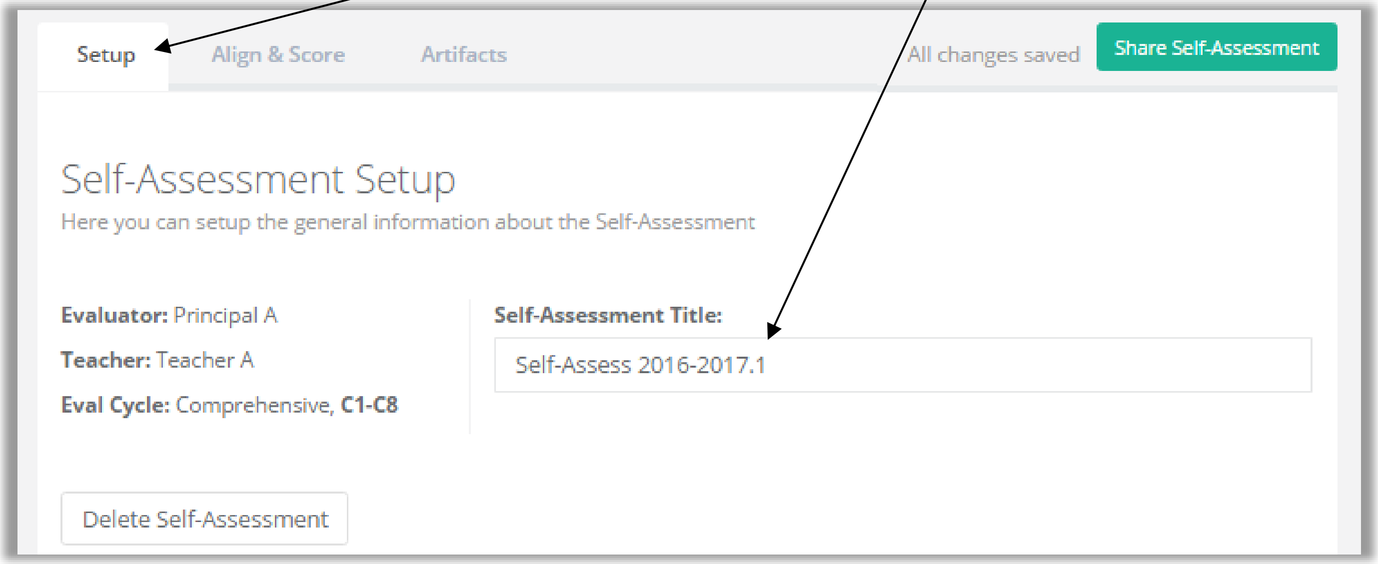
The first time a teacher signs in, they won't have any self-assessments saved in eVAL.

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.

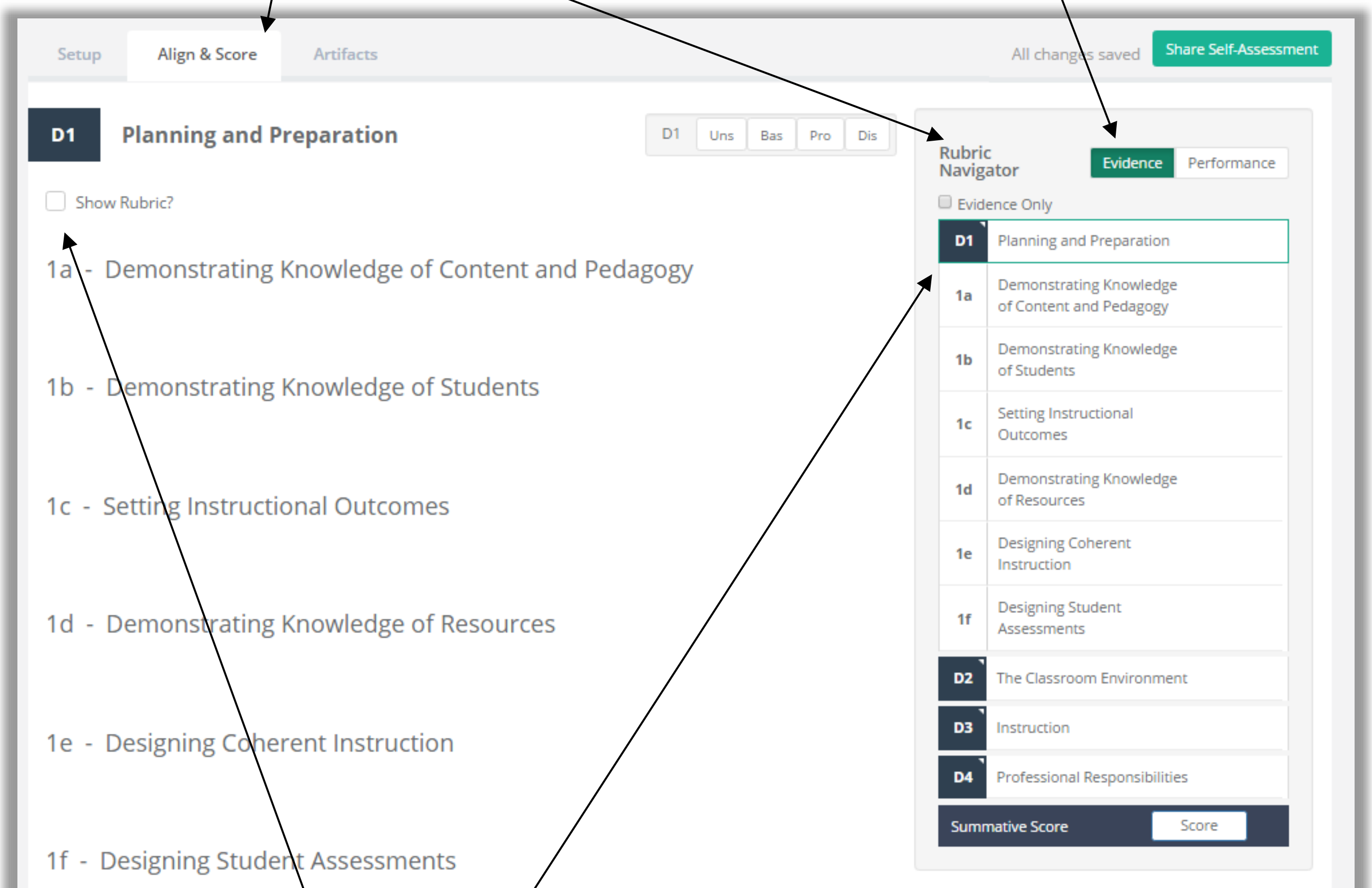


2. You'll see some ghost text in the middle work space area. Follow the instructions and click on the **Add Self-Assessment** button on the right.

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.



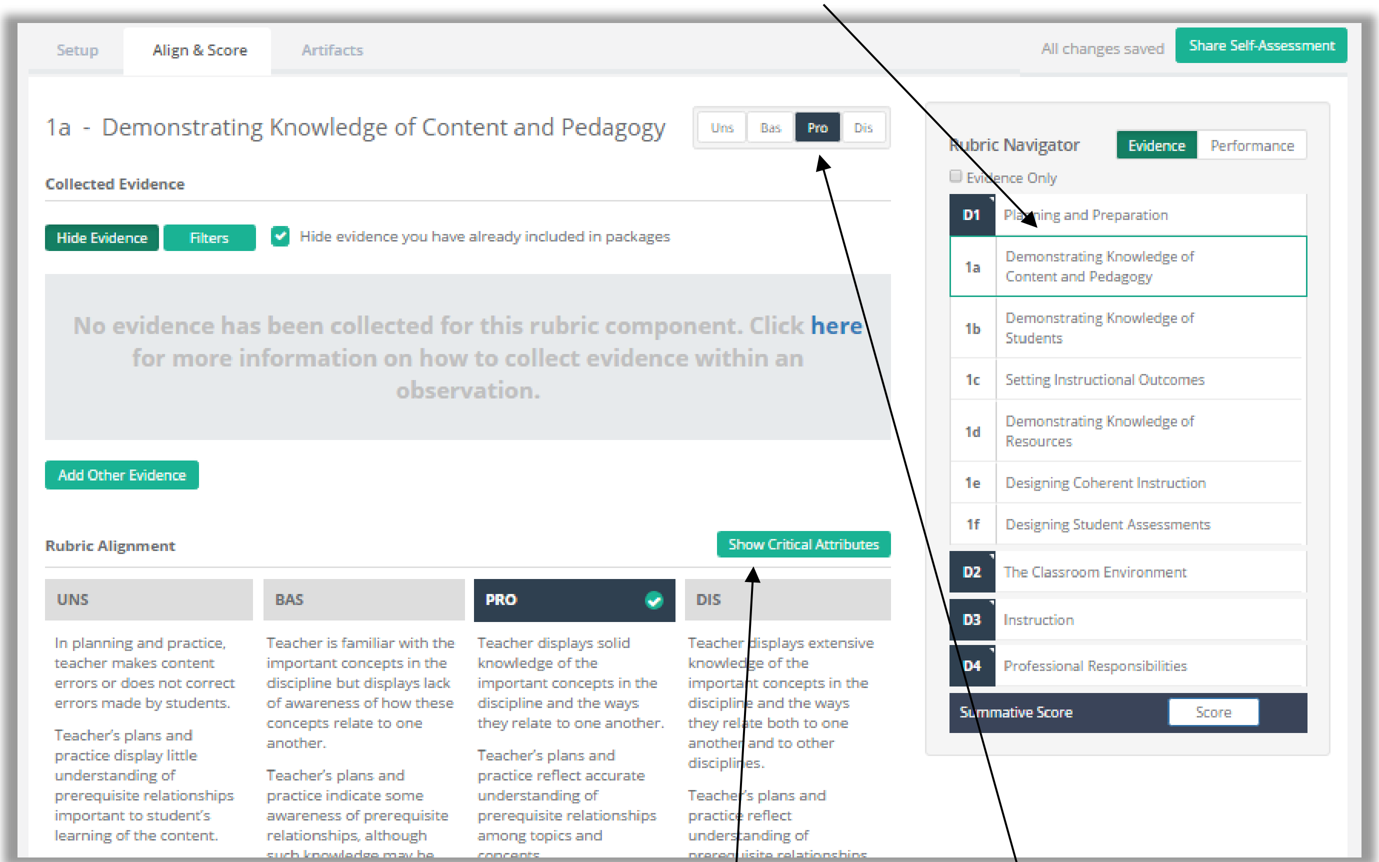
4. Next, click on the **Align and Score** tab. The **Rubric Navigator** will appear on the right, and the **Evidence** list will be displayed.



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.)

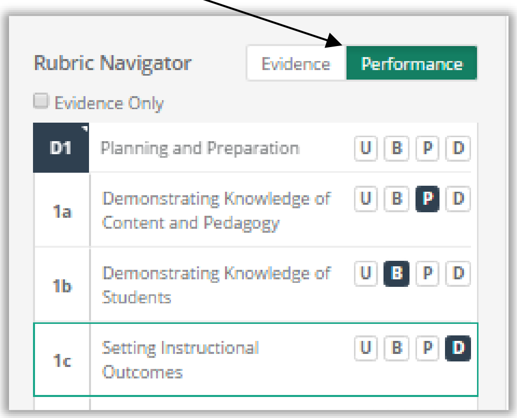
6. Click in the check box entitled **Show Rubric?** if you'd like to have the rubric's components listed on the page.

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

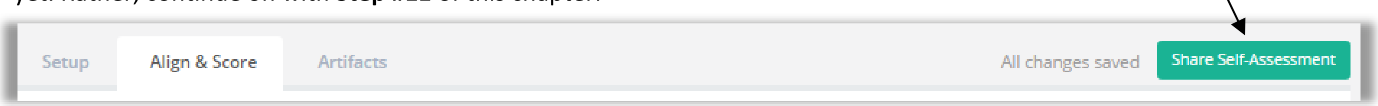


8. Use the descriptors in the rubric to assess yourself for that component, and then select your performance level by clicking on it at the top of the work space. If your **District Administrator** of eVAL has configured eVAL to display critical attributes for your framework, you can click the green 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.**



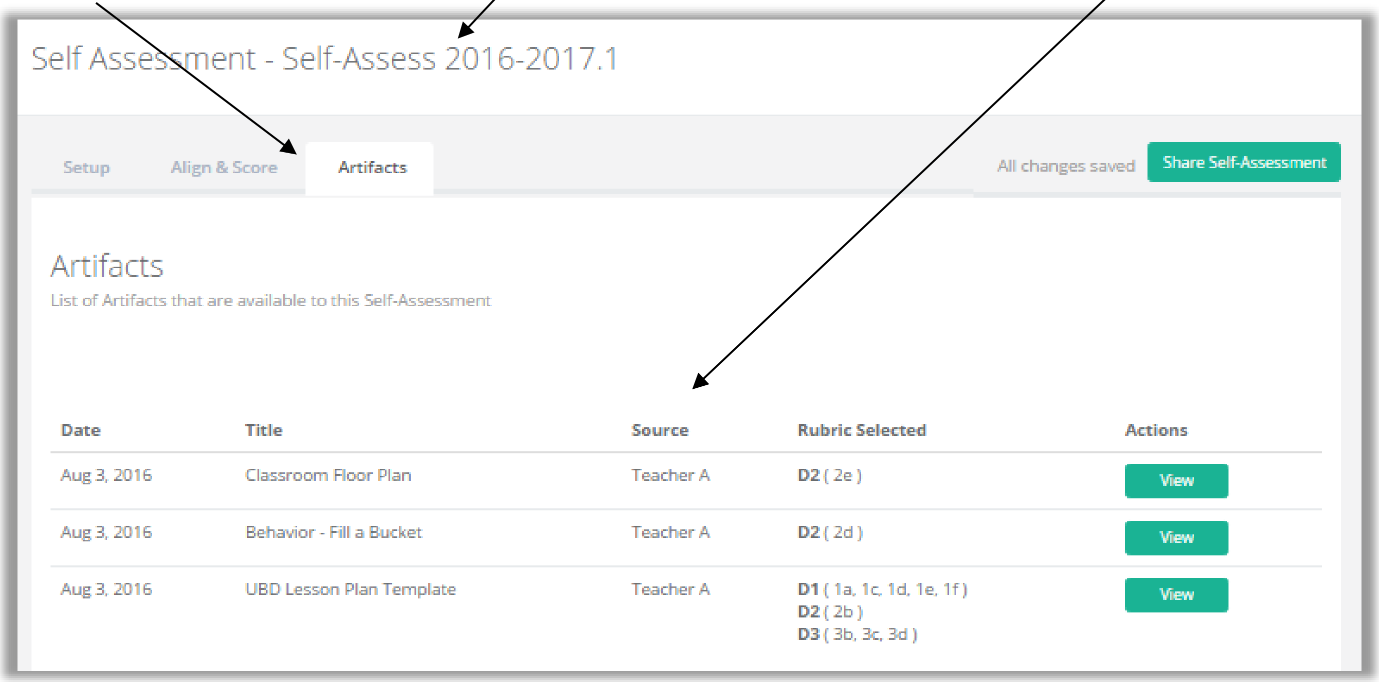
10. If you are ready to share your self-assessment with your evaluating principal, click on the green **Share Self-Assessment** button. However, if you'd like to add artifacts that support your self-assessment, don't share your self-assessment quite yet. Rather, continue on with **Step #11** of this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



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.**

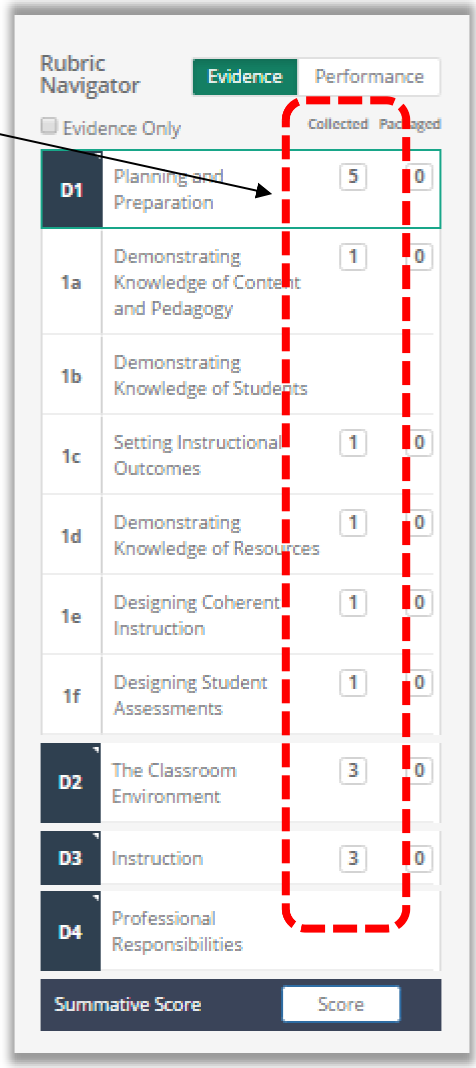
Then continue on with the next step.

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.

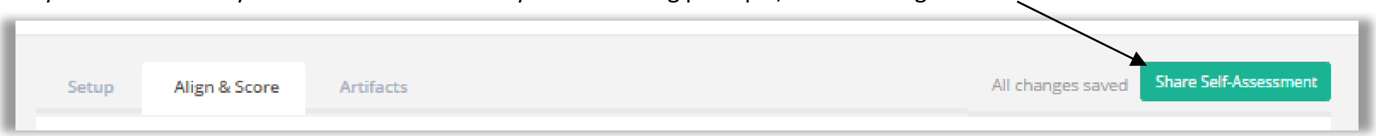


13. Click one more time on the **Align and Score** tab, and the **Rubric Navigator** will display the number of artifacts that have been collected for each domain/dimension … and for each component … as well.

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.

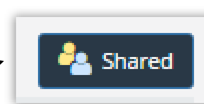


14. If you wish to share your self-assessment with your evaluating principal, click on the green button entitled **Share Self-Assessment.**



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

    a. The green **Share Self-Assessment** button will turn to a button called **Shared.**

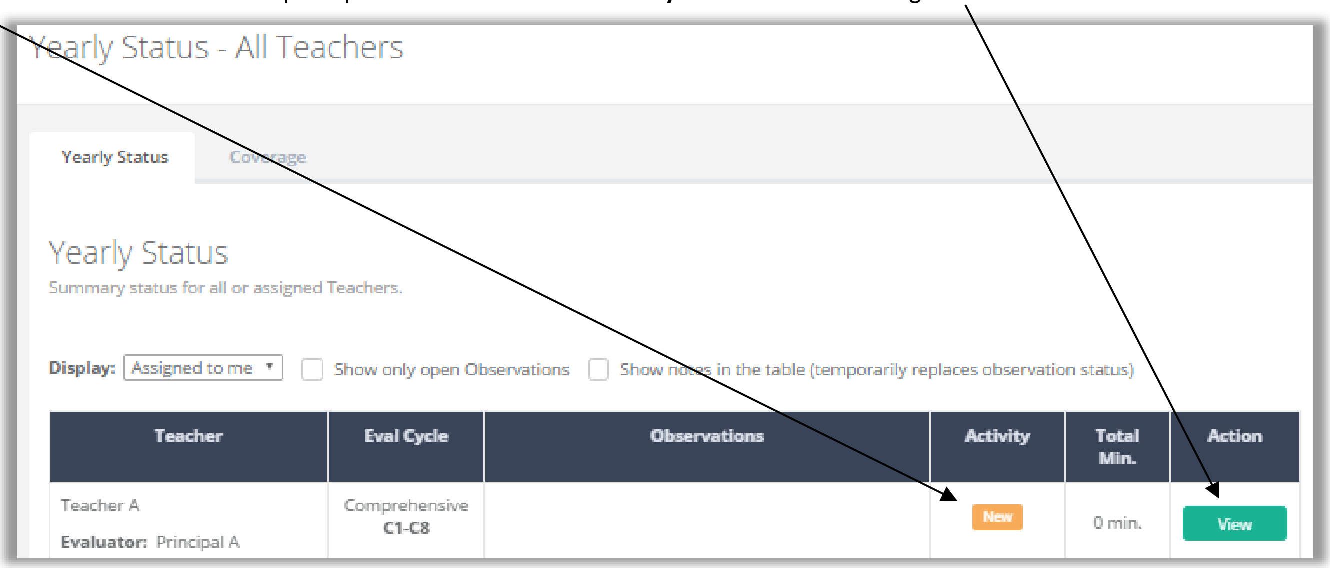


    b. The artifact will be listed in the work space for the **Artifacts** menu on the left side of the eVAL screen.

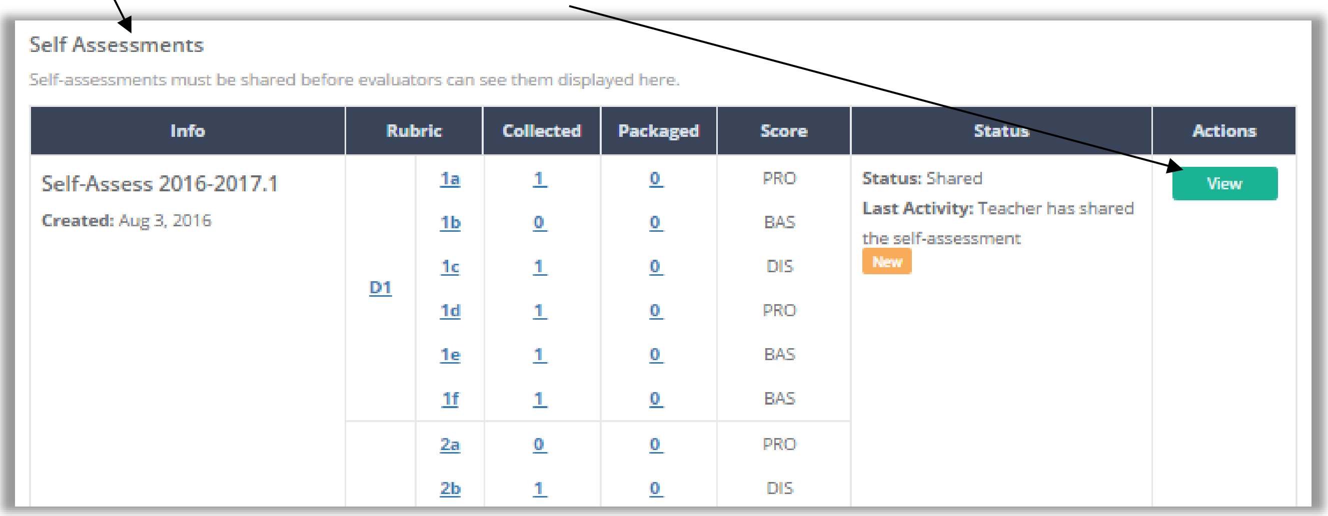
    c. The artifact will be quantified in the **Rubric Navigator** that appears in the **Year to Date (YTD)** menu. It will be quantified in the domain/dimension … and the components … that it was aligned to.

■ 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.**

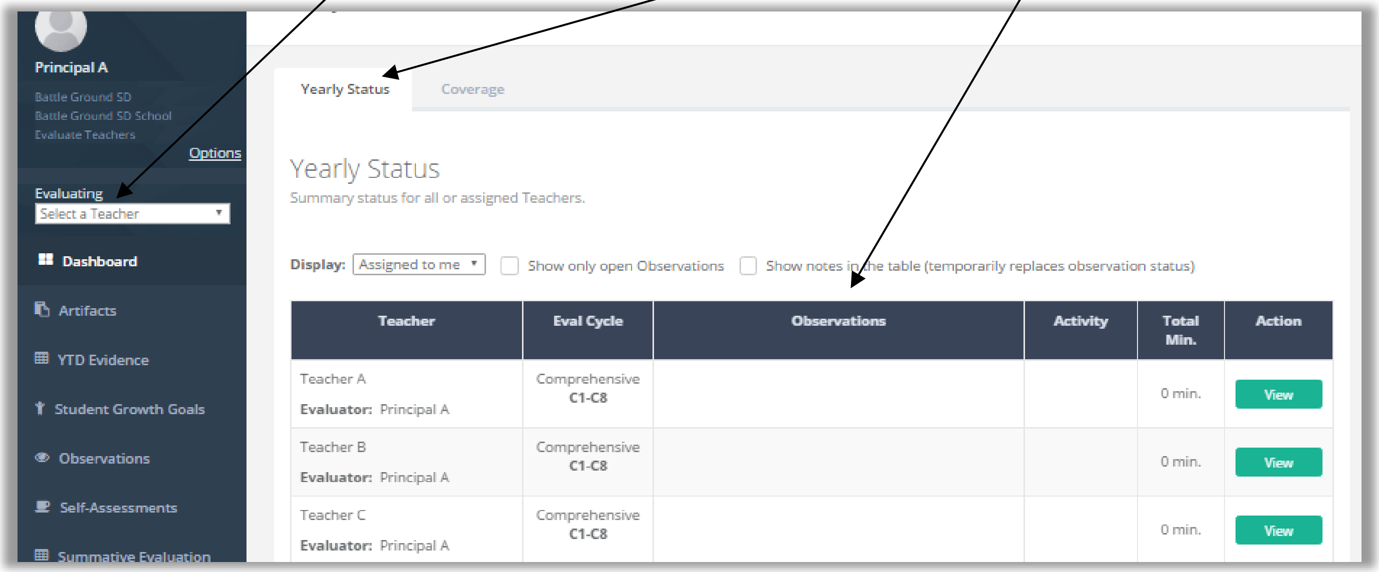


1. The principal's **dashboard** for that teacher will appear, and the teacher's name will appear on the **tab**. In addition, the teacher's name will be listed in the **Evaluating** section toward the top of the menu. Scroll down the page and find the **Self Assessments** section. You'll see a summary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

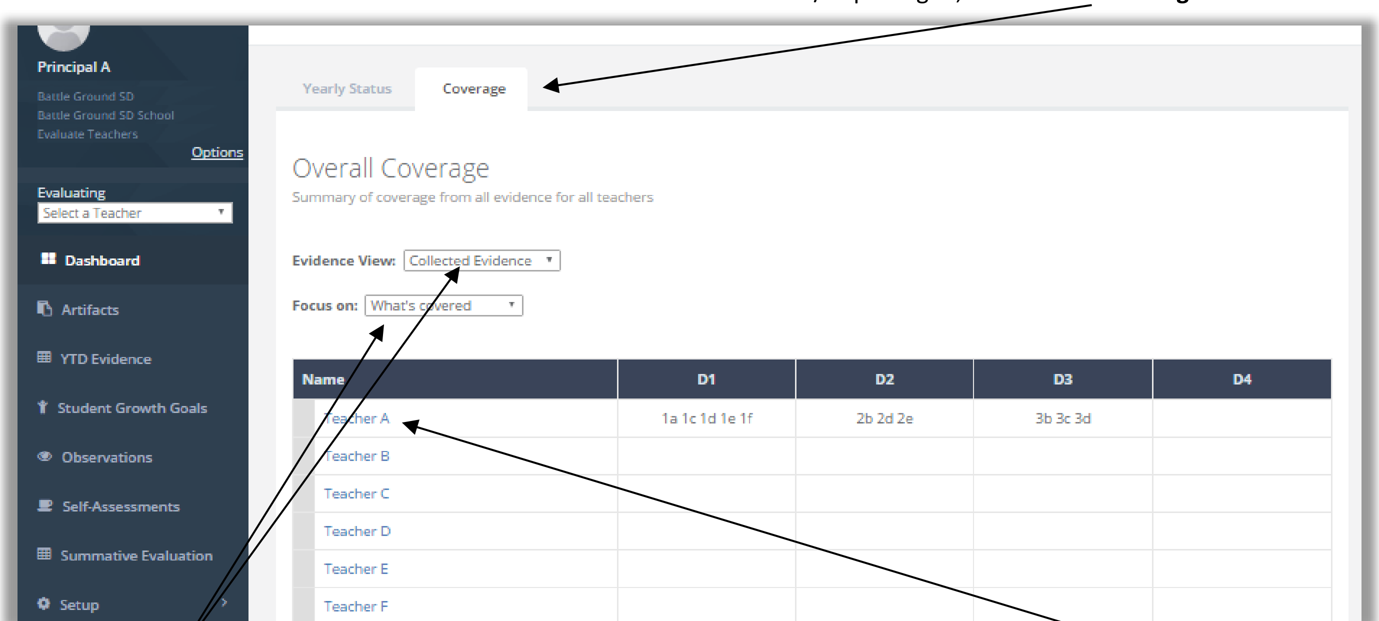


2. The principal can view all aspects of the teacher's self-assessment by clicking on the three different tabs at the top.

3. 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.



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



5. 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

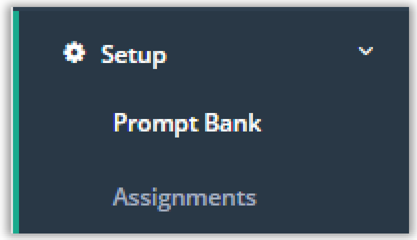
Context:

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**.

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.**

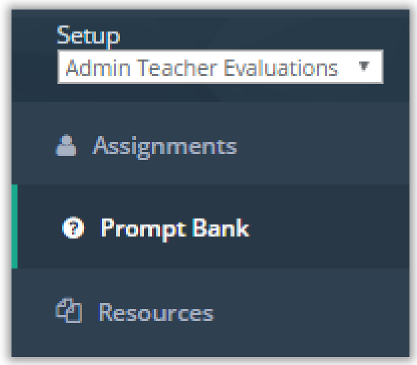


For the District Administrator or School Administrators of eVAL (Managers of eVAL):

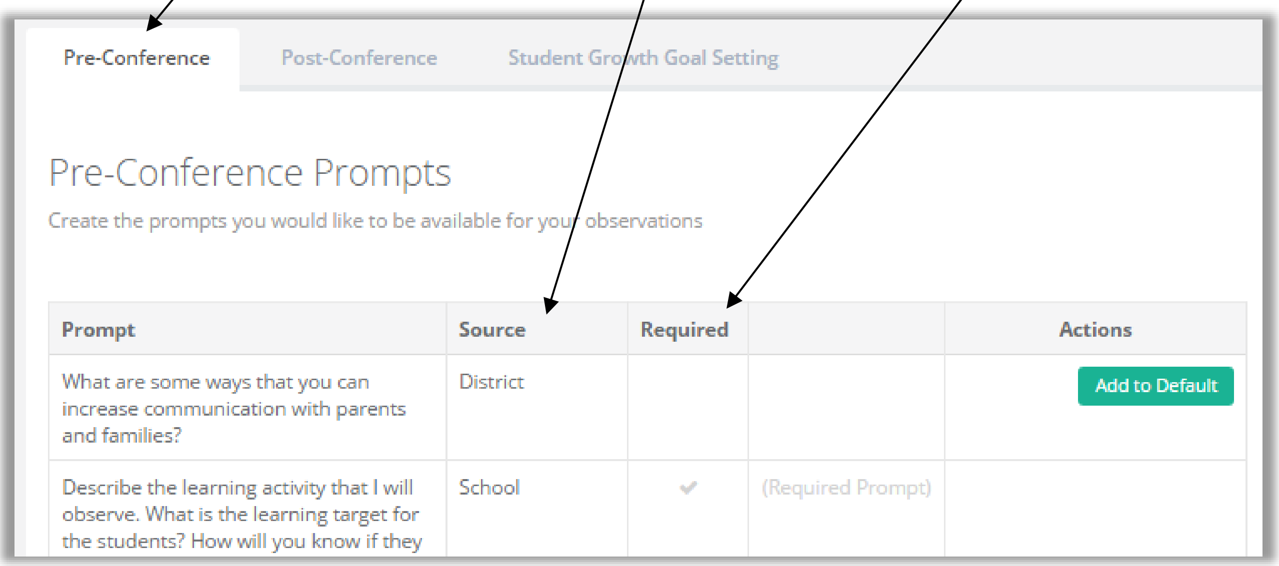
District Administrators and School Administrators of eVAL can create prompts for teachers and principals.

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.

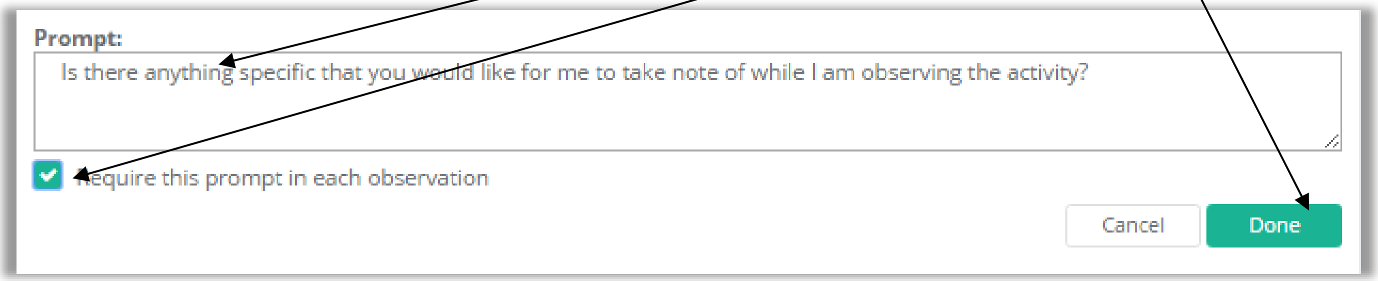


■ Chapter 2b: Writing prompts for pre- and post-conferences

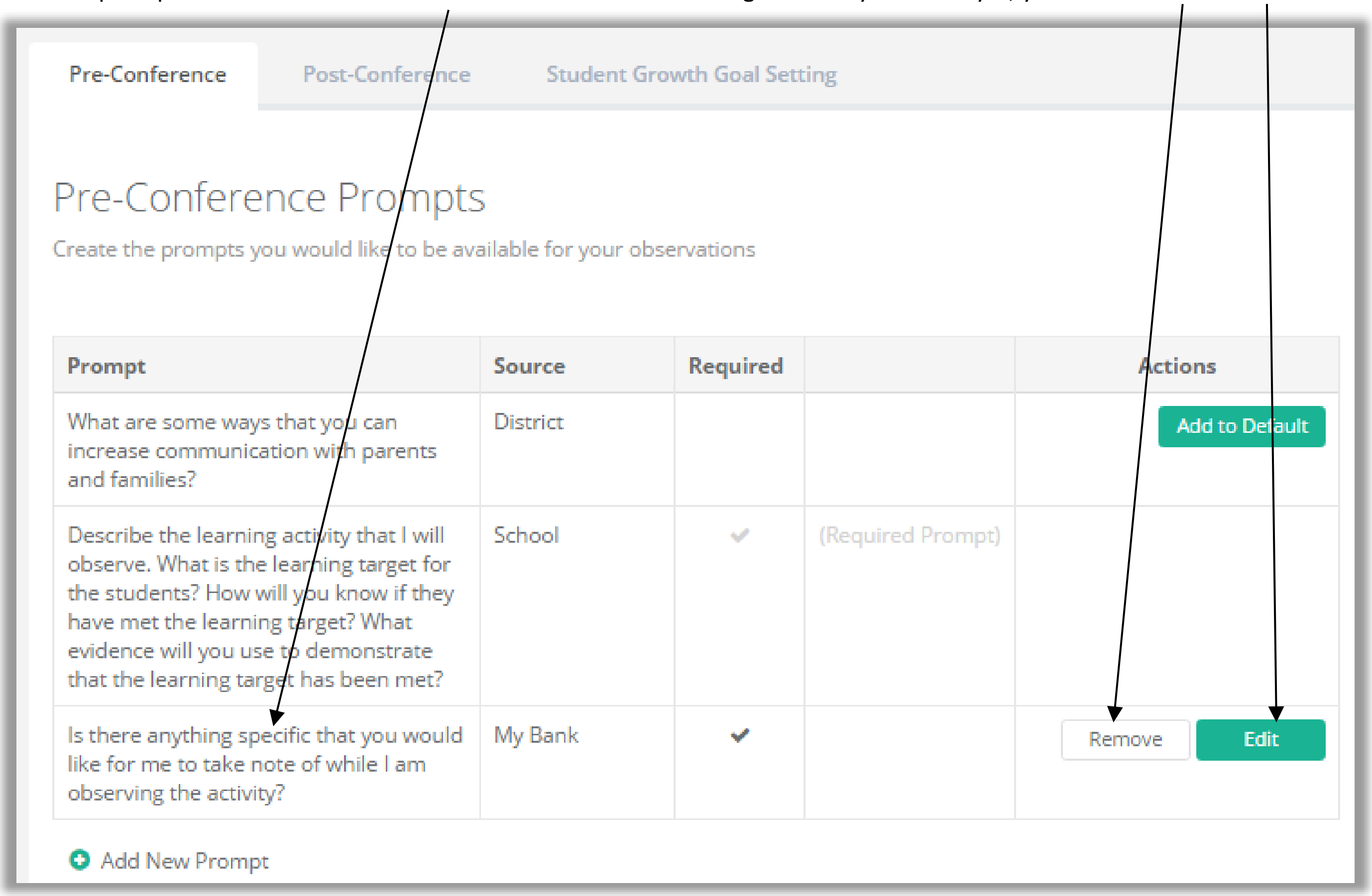
Context:

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.



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



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

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

CHAPTER 3

STUDENT GROWTH GOALS

◆ ■ Chapter 3a: Sample SMART Goals

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

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

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

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

***OSPI, March 2013*

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

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

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.

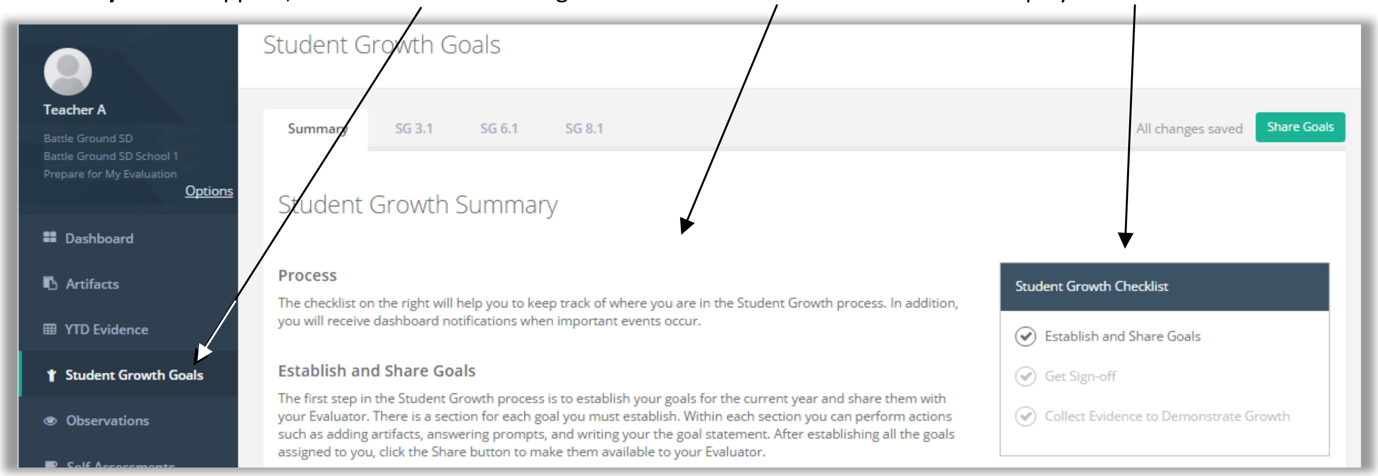
◆ Chapter 3b: Writing student growth goals

Context:

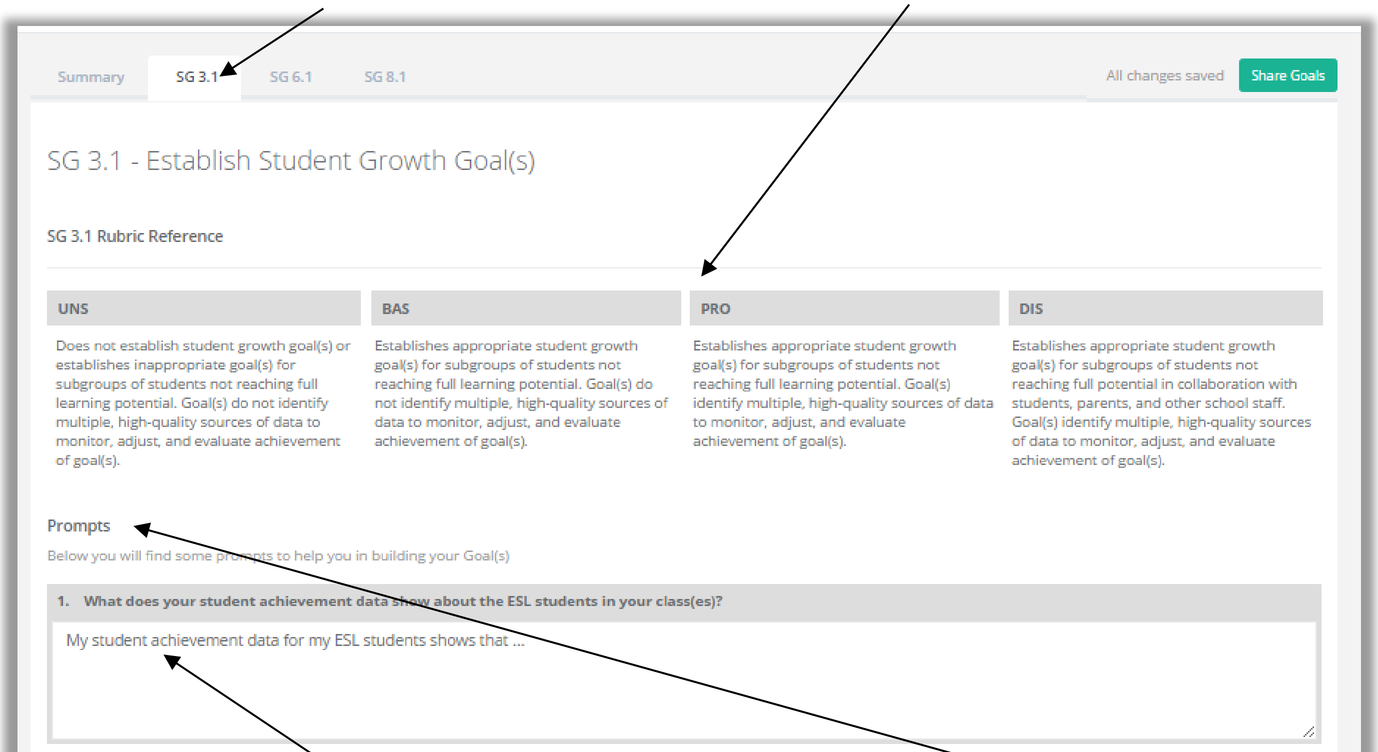
As you saw in **Chapter 2**, **District Administrators** of eVAL are the only people that can create prompts for **Setting Student Growth Goals.** Prompts that have been marked as **Required** by any creator of a prompt will automatically appear in your eVAL account and will be ready for you to respond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

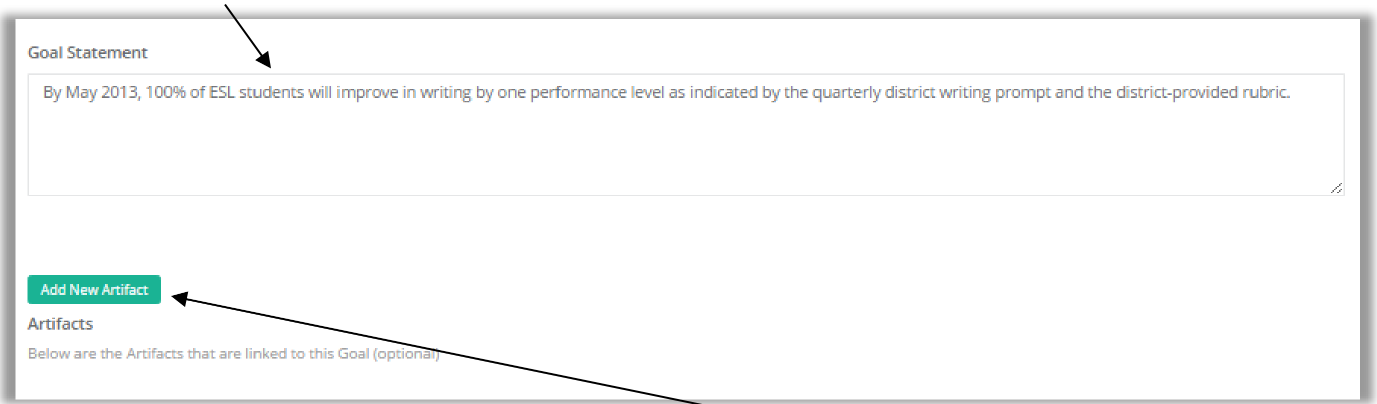


2. Click on a tab for one of the **Student Growth Goals,** found at the top. The work space for that tab will be displayed.

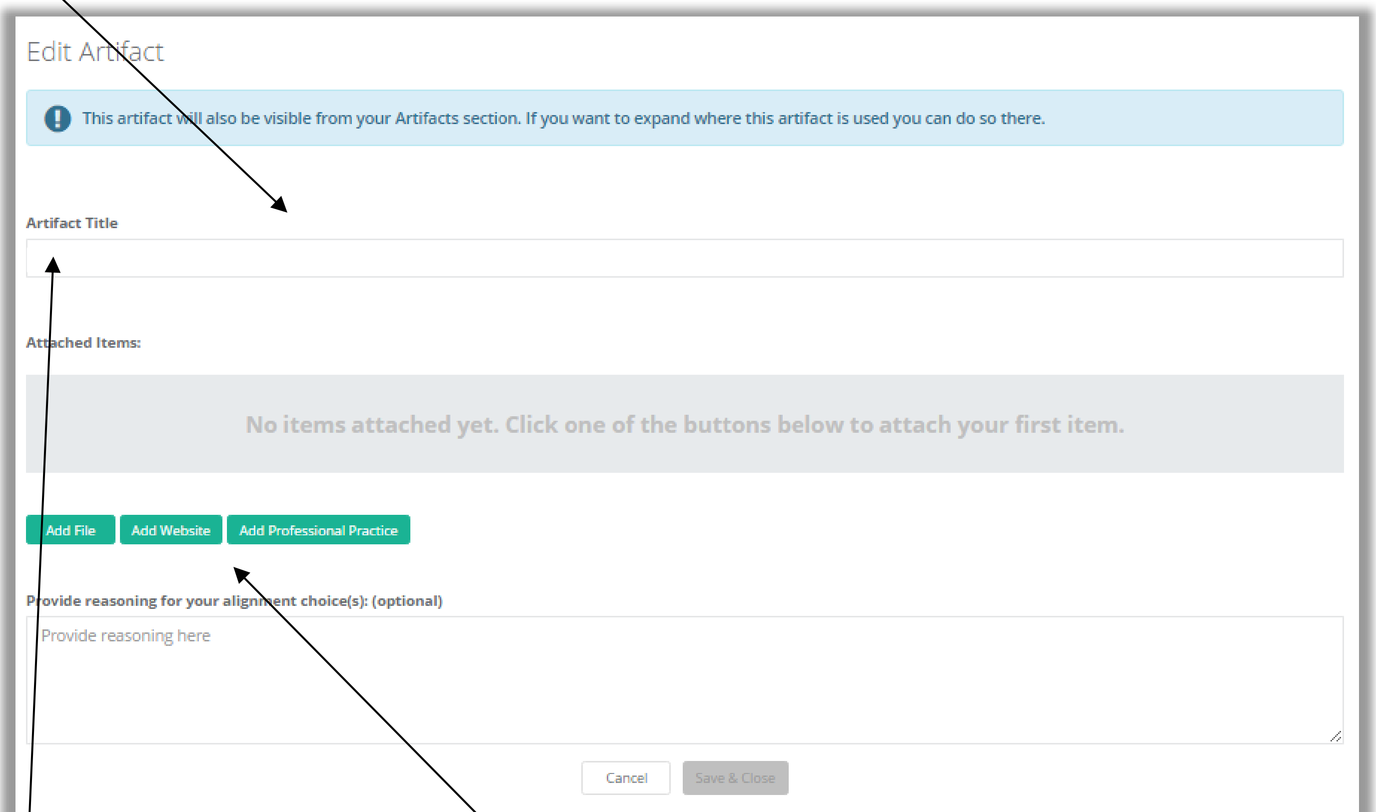


3. If the **District Administrator** has written a prompt for that **Student Growth Goal,** it will appear in the **Prompts** section of the work space. In this case, click in the text field for the prompt, and type your response. Otherwise, skip this step and go to **Step #4.**

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

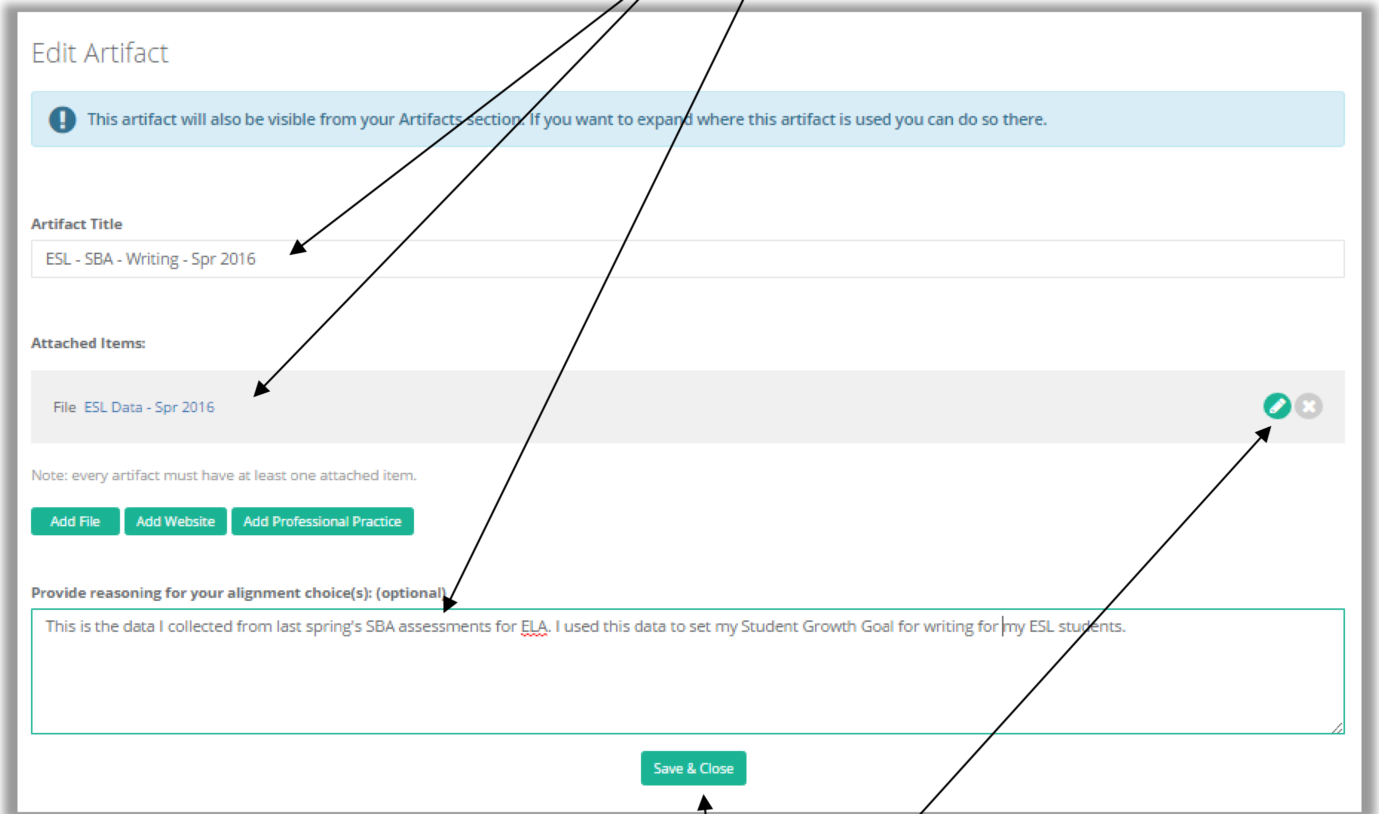


5. If you have an artifact to support your goal, you can upload it by clicking on the green button entitled **Add New Artifact.** The **Edit Artifact** work space will appear. Here you can identify/upload and artifact and enter information about it.



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.

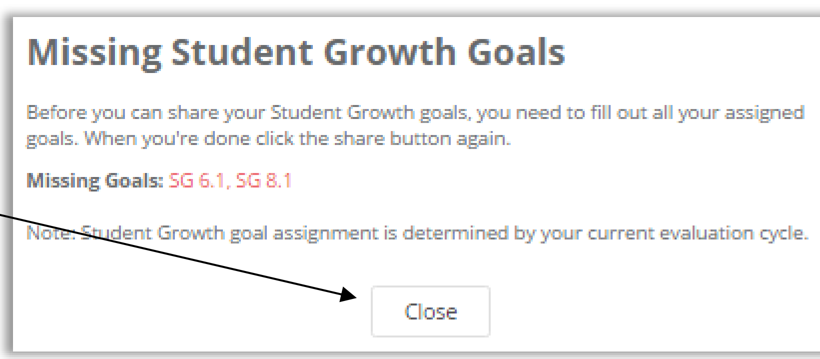


8. If you need to revise something about your artifact, you can click on the green **Edit** button on the right. Otherwise, if you are satisfied with the artifact and its description, click on the green **Save & Close** button. You will return to the **Establish Student Growth Goal(s)** work space, where you will see all of the pertinent information about the **Student Growth Goal** you wrote.

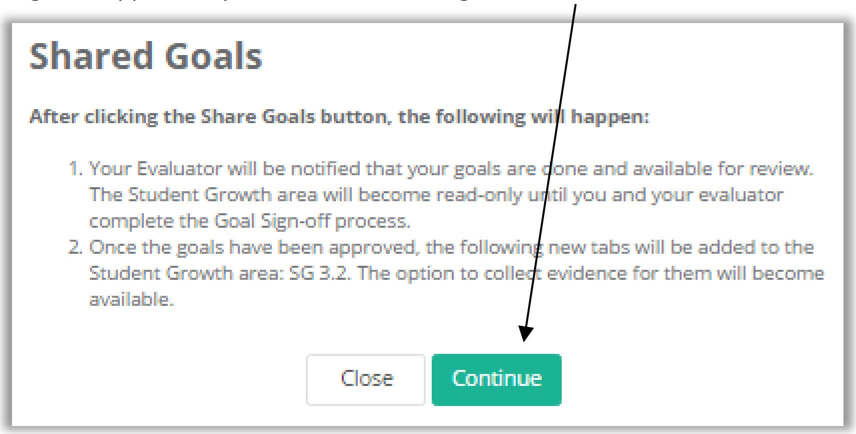
9. You will be required to write goal statements for all of the **Student Growth Goal** tabs that appear at the top of their screen. Therefore, teachers on a **Focused** evaluation plan will only be required to write one goal. However, teachers on a **Comprehensive** evaluation plan cycle will be required 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.

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.

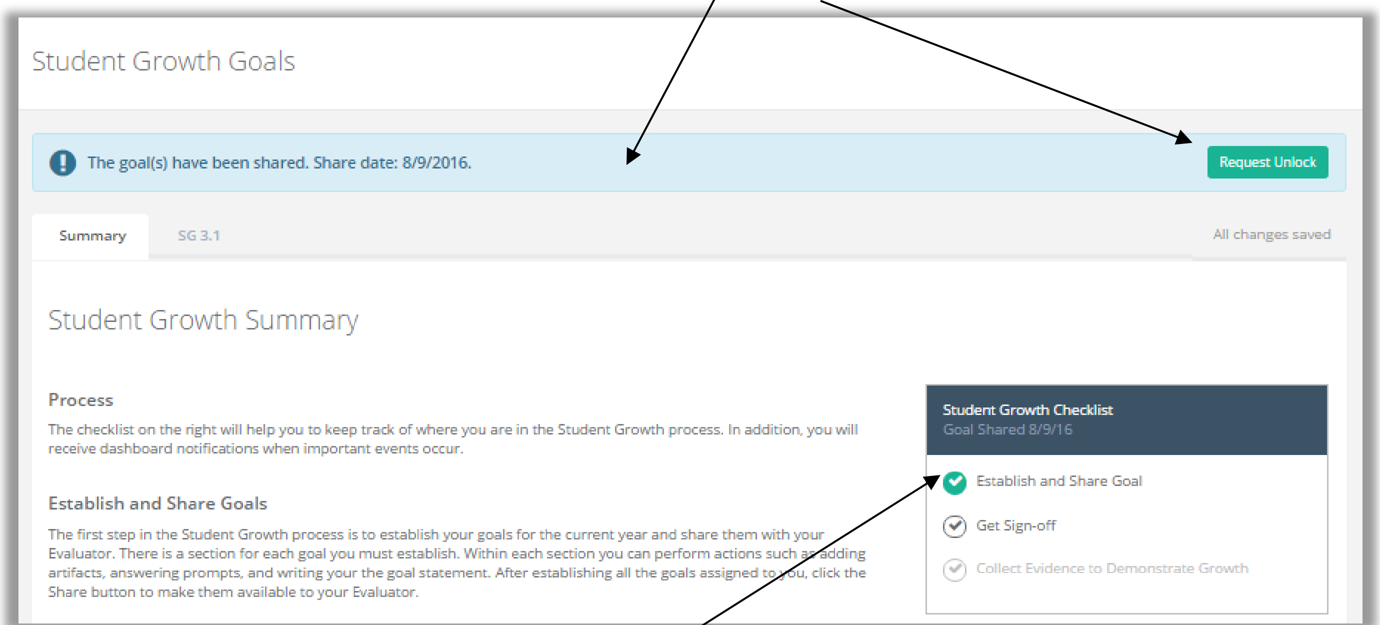
    If this screen appears, click the **Close** button and write your goal statements for the remaining **Student Growth Goals** by following **Steps 2-10** in this chapter.



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.

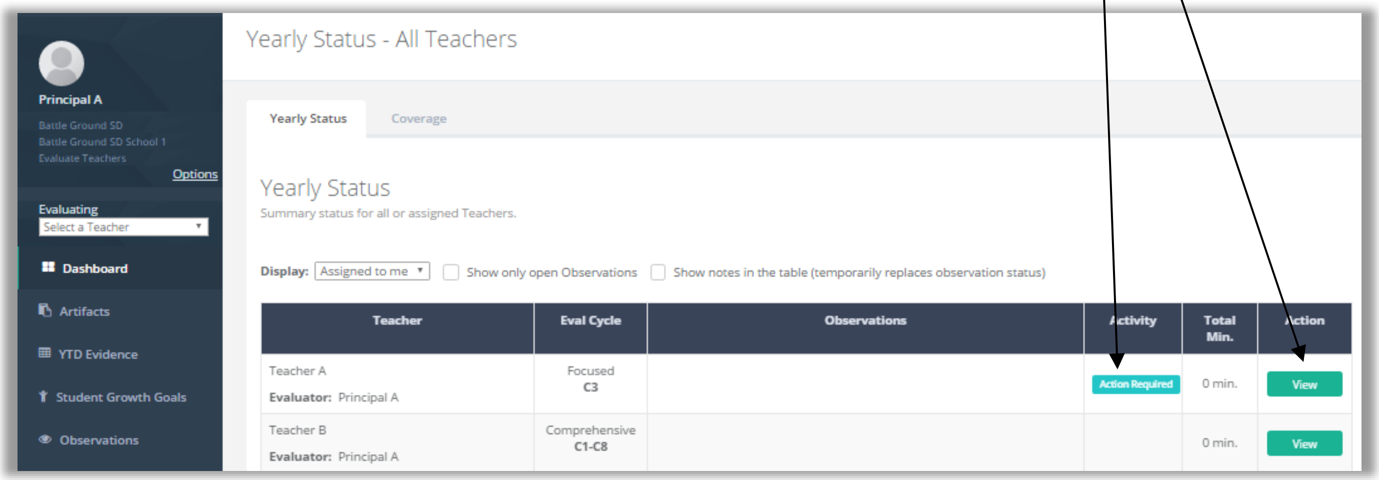
Chapter 3c: Viewing a teacher's student growth goals

Context:

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

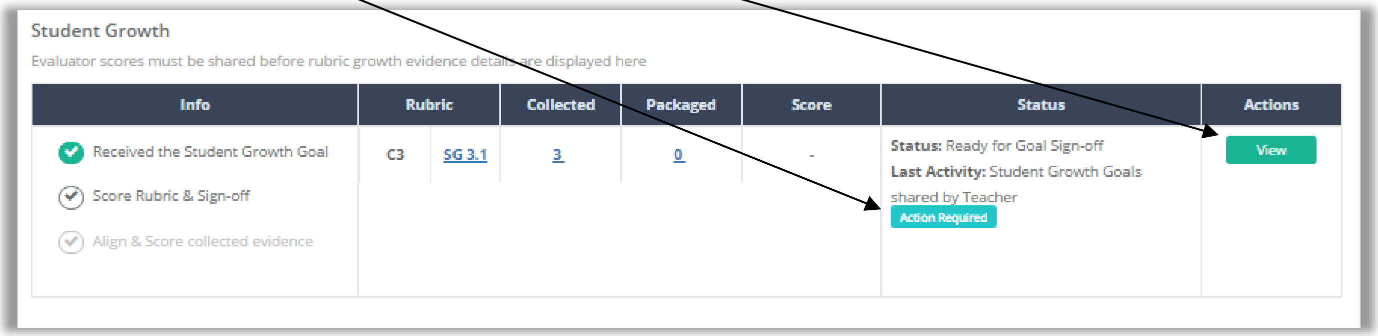
For Principals:

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.

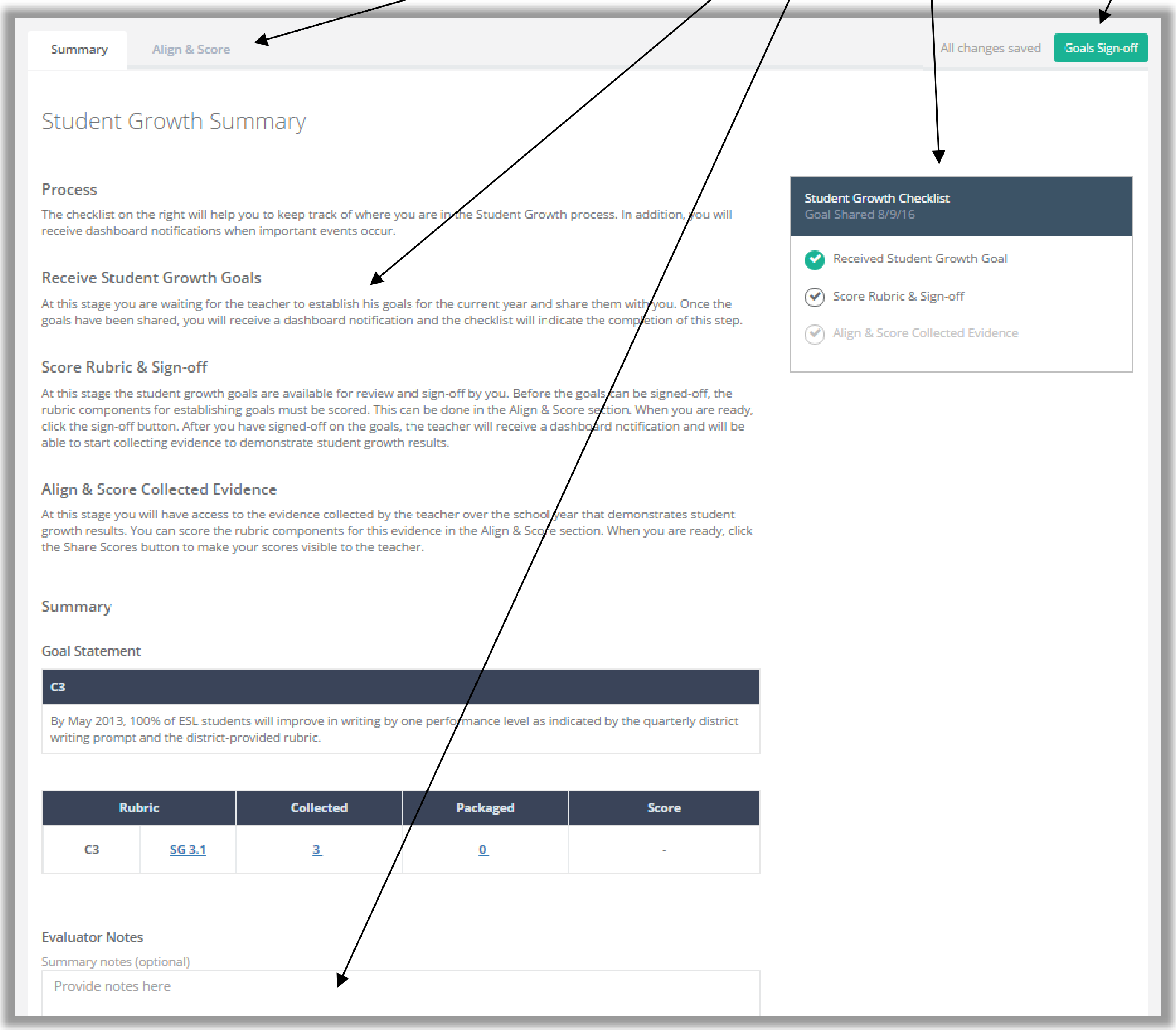


2. The **Dashboard** for that teacher will appear, and again, the same teal-colored notification that says **Action Required** will be displayed at the top of the **Dashboard** by the words **Student Growth.** The teal notification is not hyperlinked, but the words **Student Growth** are. Clicking on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

3. 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.



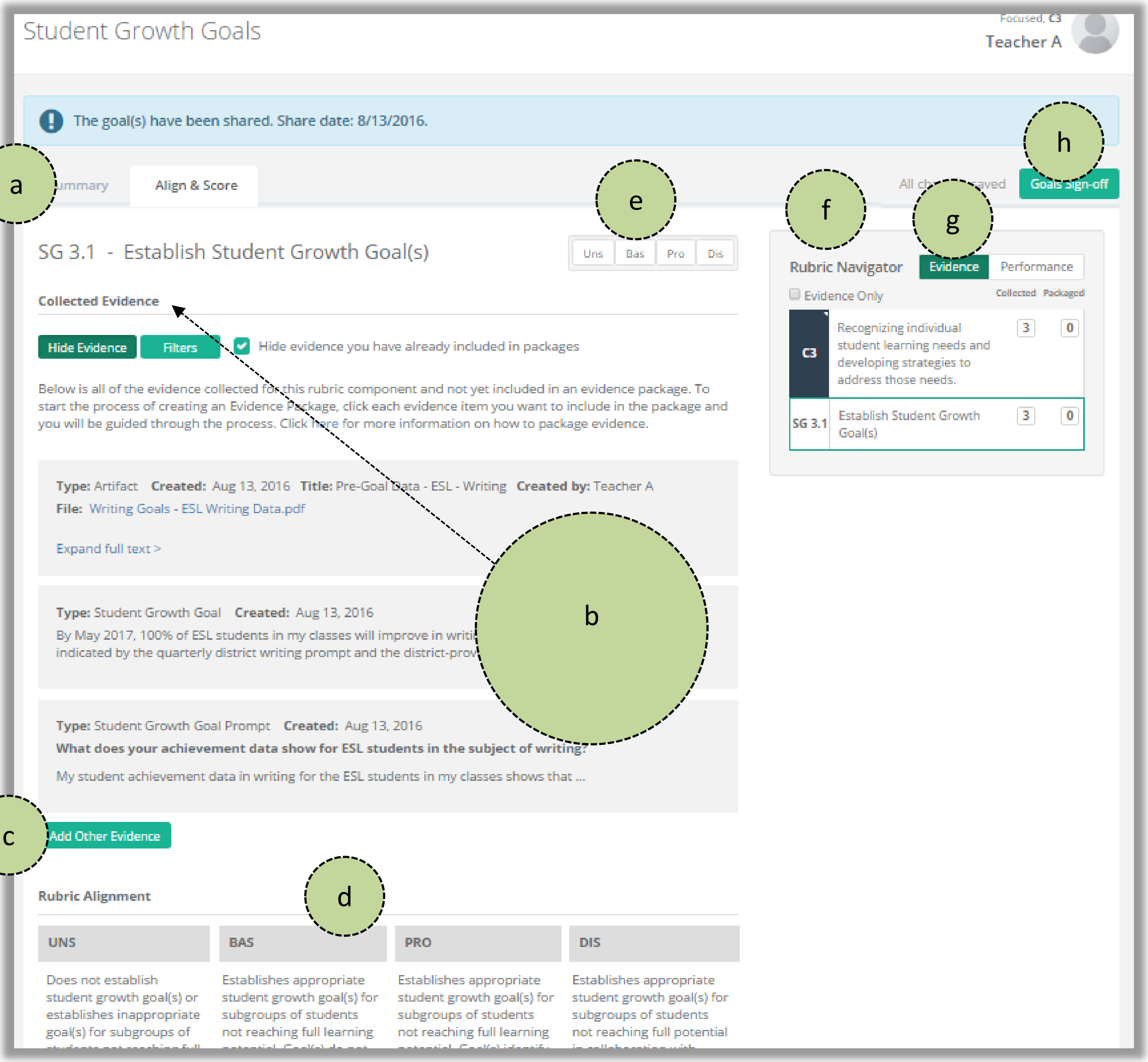
4. The **Student Growth Summary** page for that teacher appears, including two tabs, the description of the steps for writing and approving the **Student Growth Goals,** an area for the Principal to write optional summary notes, a checklist of tasks, and a green **Sign-off** button.



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.**



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:

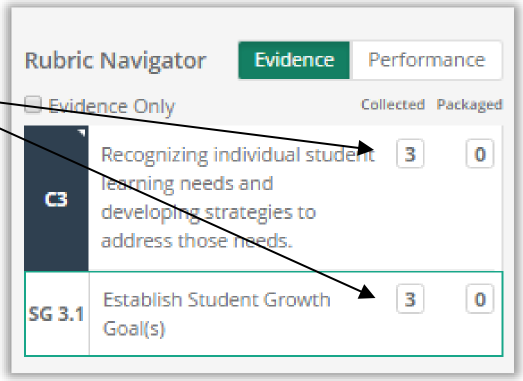
Principals will score the evidence of a teacher's **Student Growth Goal**, and then sign off of the goal statement. This chapter covers the required steps for doing so. It's also a continuation of **Chapter 3c.**

For Principals:

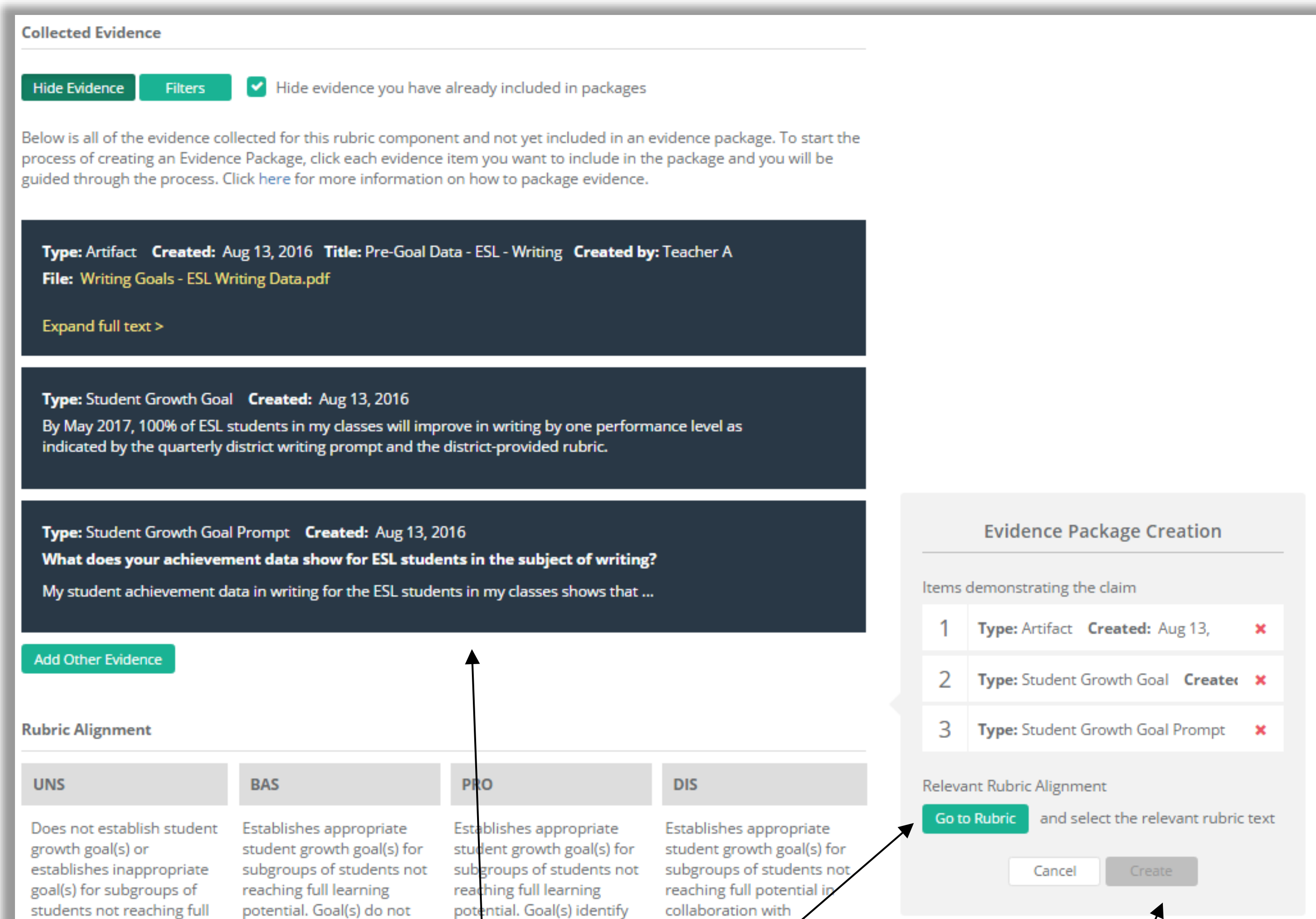
1. The Rubric Navigator has kept track of activity that is related to the rubric. In the image to the right, it has quantified the Evidence that has been collected for this teacher's Student Growth Goal. The numeral "3" in the Rubric Navigator matches the number of items listed under the Collected Evidence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

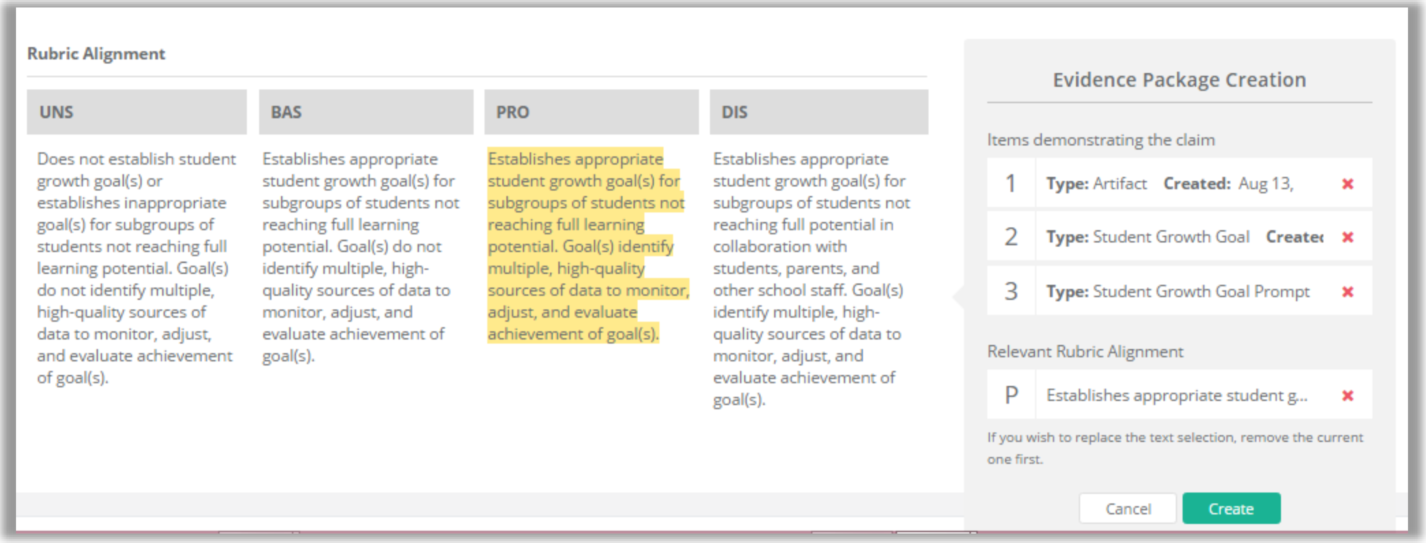


2. To align and score the evidence, click on each item in the **Collected Evidence** section that you wish to use as evidence.

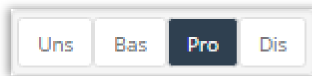


3. You'll notice that each item that you clicked turned black, and the **Rubric Navigator** changed to the **Evidence Package Creation** box. The **Evidence Package Creation** box leads you through the scoring and packaging of the evidence.

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

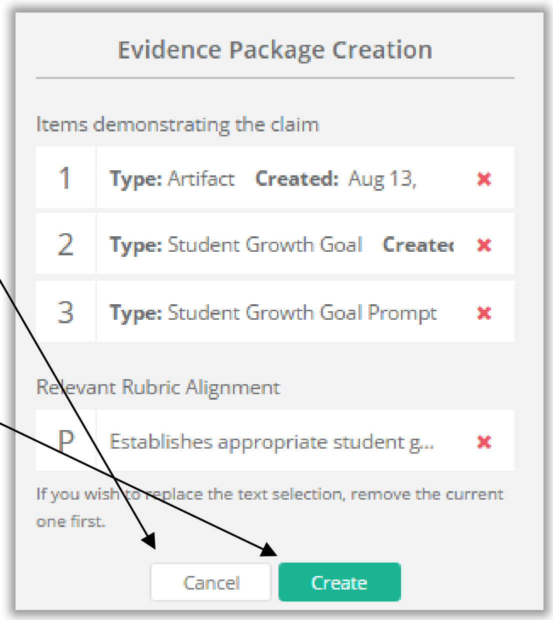


5. Then score it at the top of the work space.



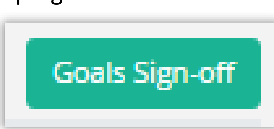
6. The **Evidence Creation Package** will remind you that you can replace the selected text. To remove any highlighting and scoring you've done so far, simply click on the white **Cancel** button and start over.

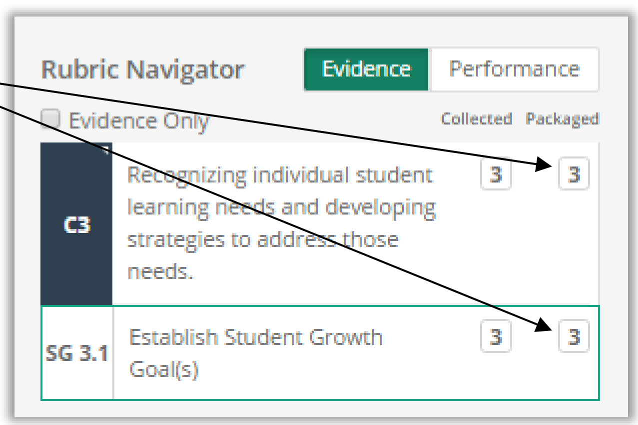
7. If you are ready to create an **Evidence Package** from your selected evidence, click on the green **Create** button in the **Evidence Package Creation** box.



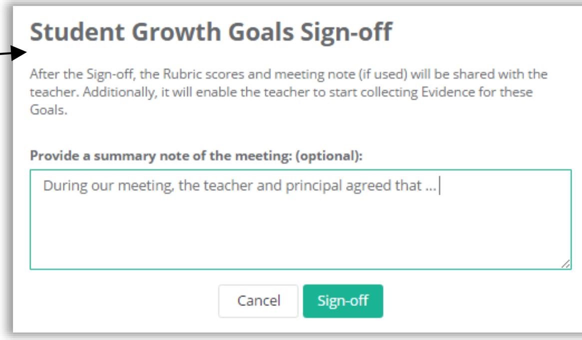
8. A new section called **Packaged Evidence** will appear at the bottom of the work space. And the **Rubric Navigator** will now quantify the evidence that has been aligned and scored for this dimension/domain and the relative component.

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





10. A small, 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:

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

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

◆ 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.

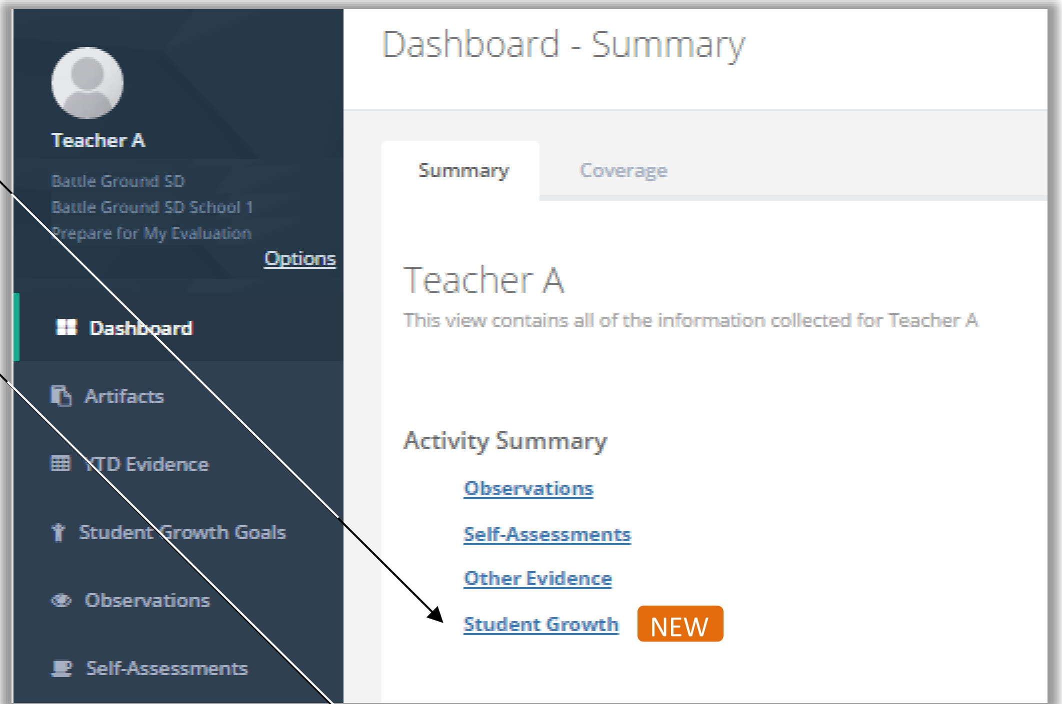
For Teachers:

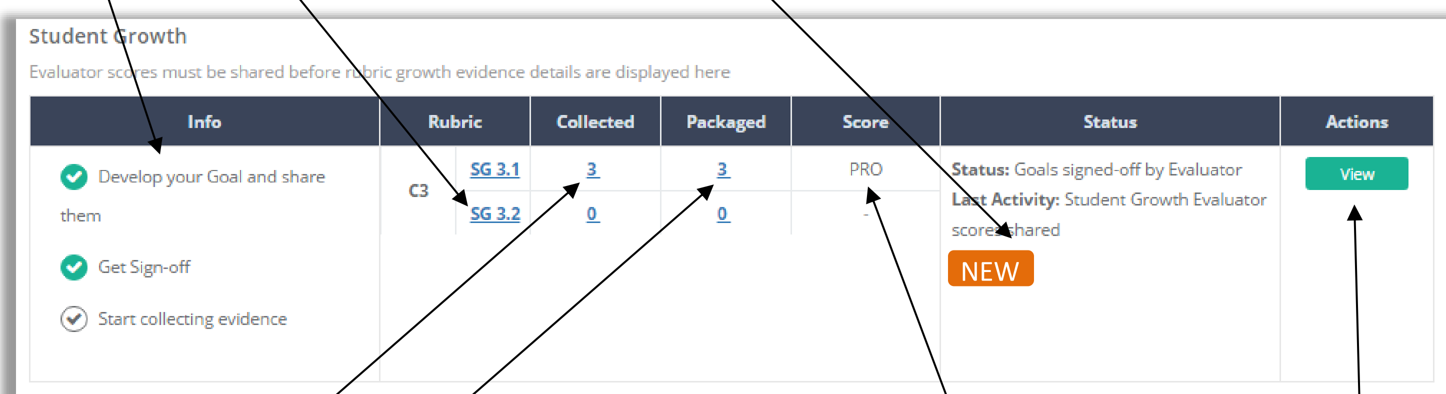
You will now notice some changes to your **Dashboard,** as well as to your work spaces for the **Student Growth Goals** pages.

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.

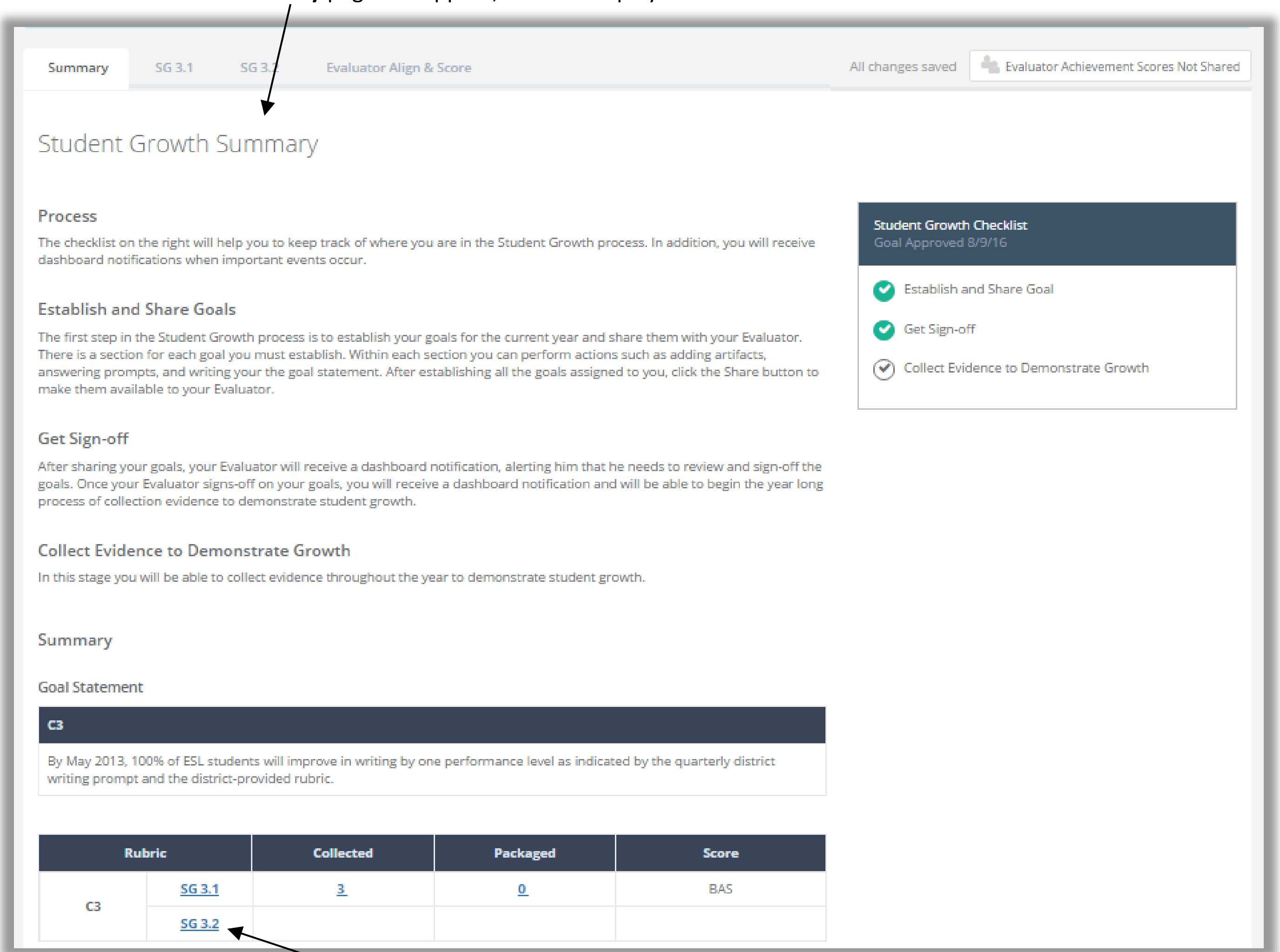




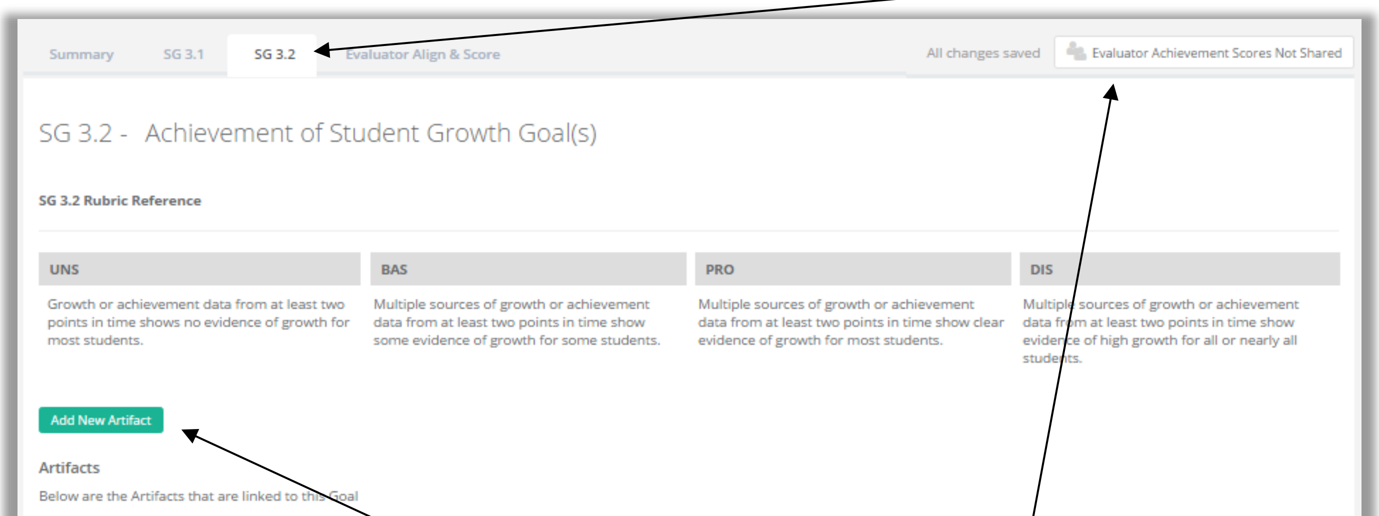
The number of **collected** and **packaged** pieces of evidence is listed, and the principal's score has been shared.

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.



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.



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:

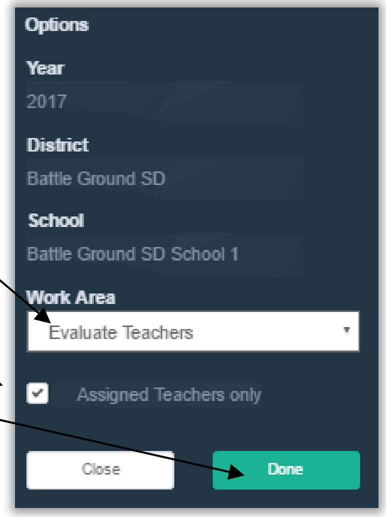
One way in which principals collect evidence and performance data is through the practice of observations. This part of the chapter provides information about the steps that are required for the principal to schedule an observation.

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.**

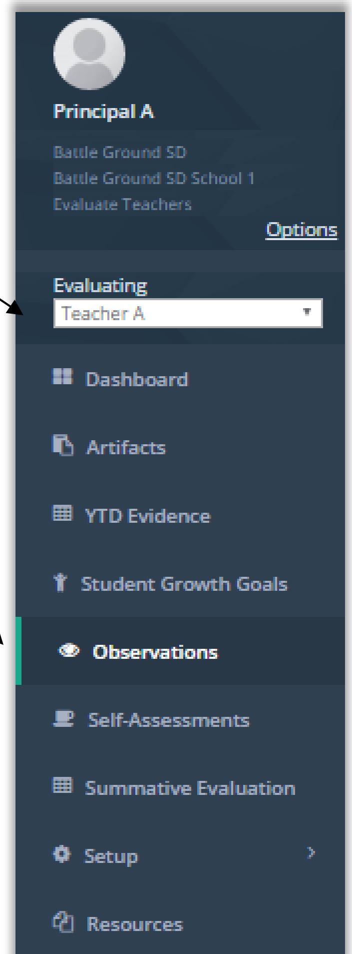
If you wish to only see information about the teachers to whom you are assigned, place a checkmark in the box by **Assigned Teachers Only**.

Click on the green **Done** button.



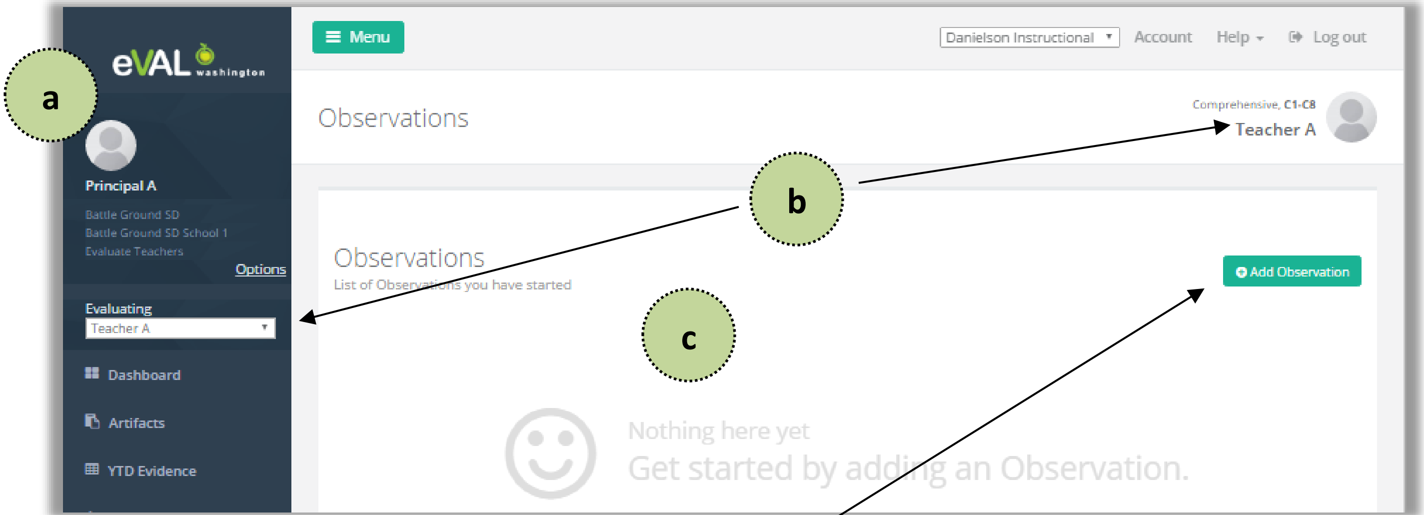
1. Use the drop-down menu to select the teacher who you will be evaluating through an observation.

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

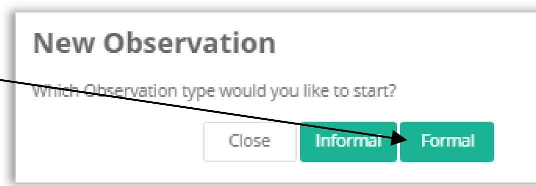


3. The **Observations** page will appear, and has some great features to remind you where you are:

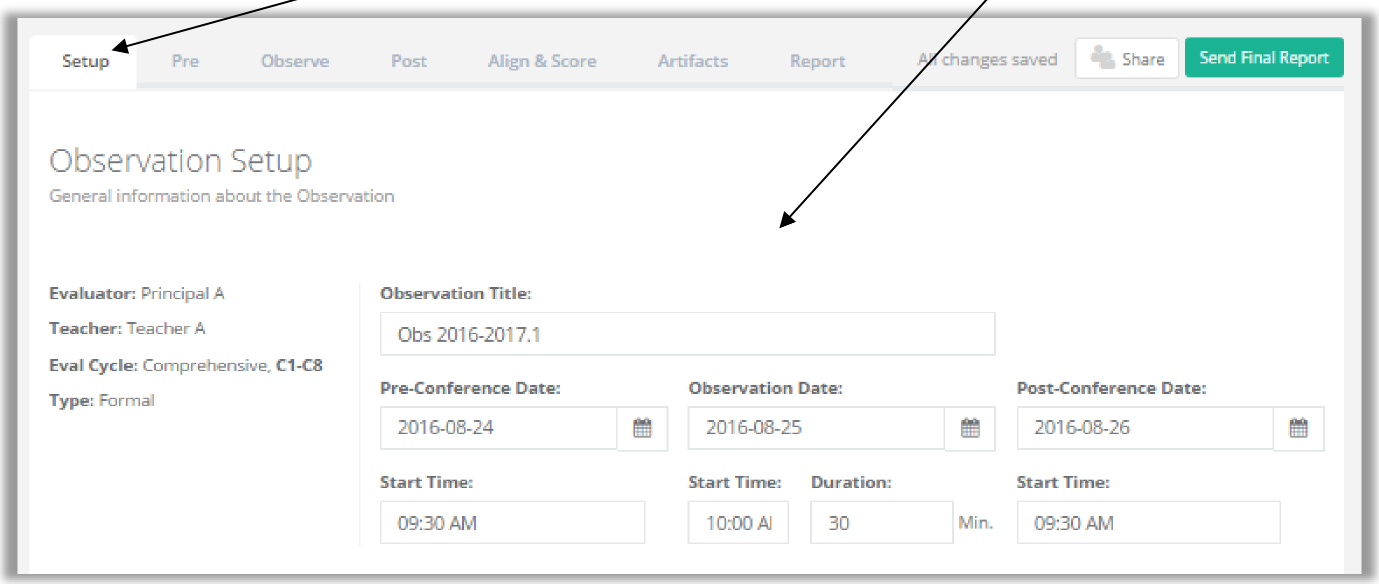
   a. Your identity
   b. The teacher you are going to observe
   c. The list of observations that have been scheduled, started or completed. The image below shows what the window looks like the first time a principal schedules an observation for this teacher. Once s/he schedules observations, the page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



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

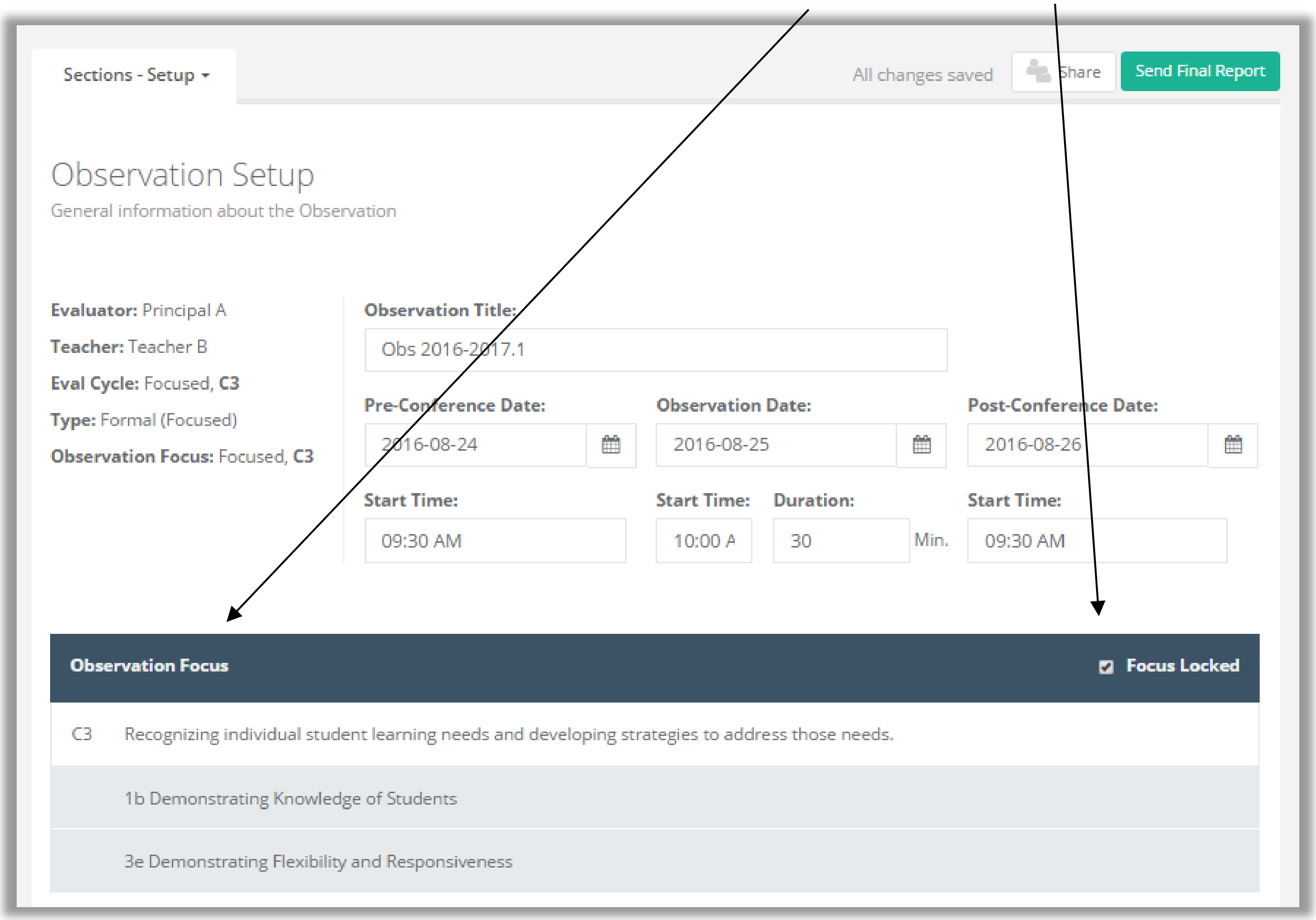


5. The work space for the **Observation Setup** tab will appear. Enter the title of the observation, and click in the pertinent fields to select the date and time of the observation, as well as the pre- and post-conferences.

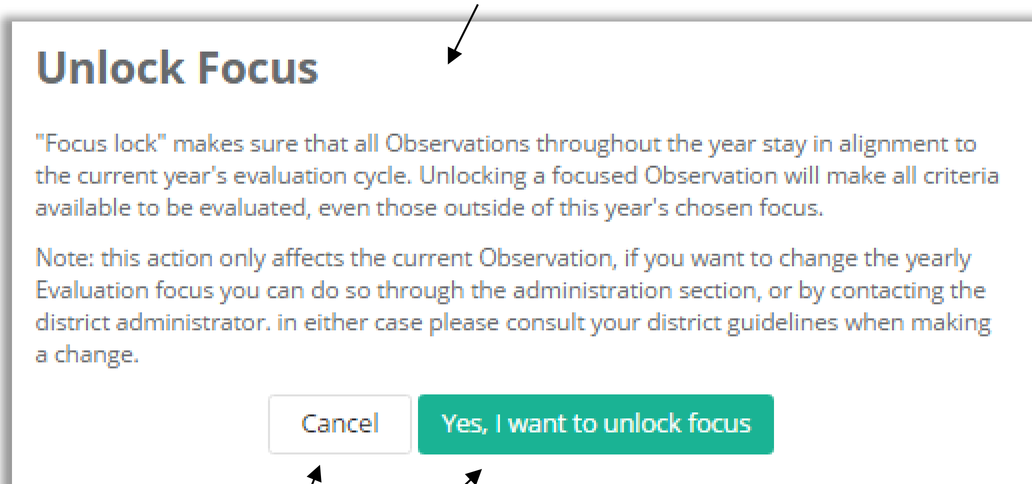


Please Note:
If the pertinent teacher is on a comprehensive plan, that's all you'll see in the work space for the **Observation Setup** tab. However, you'll see more options in this work space if the teacher is on a focused plan. In that case, refer to the next step.

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

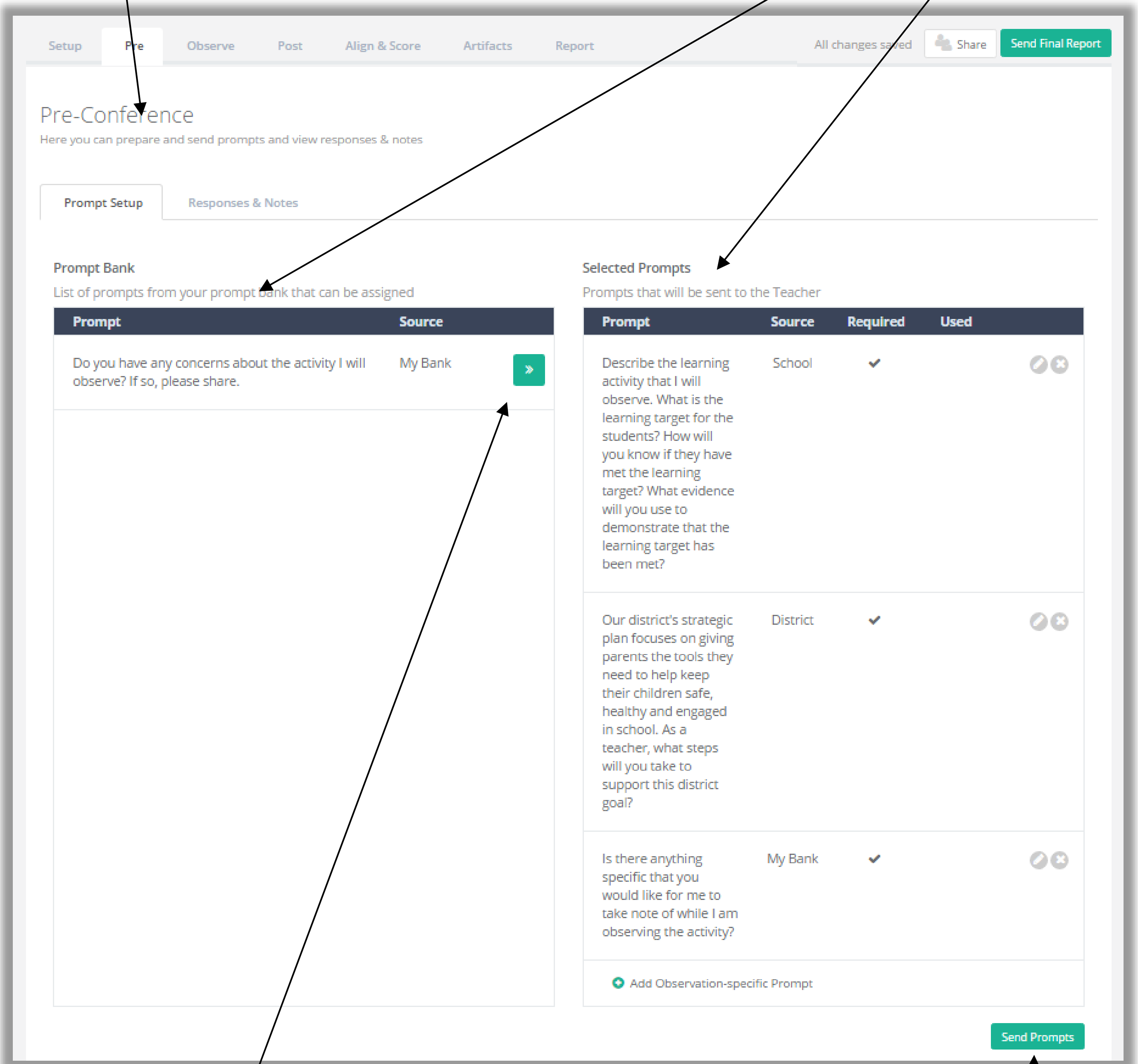


Focus Lock makes sure that all observations throughout the year stay in alignment to the current year's evaluation cycle for that teacher. Unlocking a focused Observation will make all criteria available to be evaluated, even those outside of this year's chosen focus. If you choose to unlock this feature,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

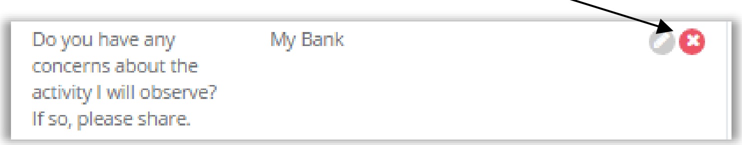


Cancel or confirm your decision to unlock the focus.
(For the purpose of this user guide, the focus will remain locked.)

7. Click on the **Pre (Pre-Conference)** tab. The following work space will appear. It lists the **optional** and **required** prompts.



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.**



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.

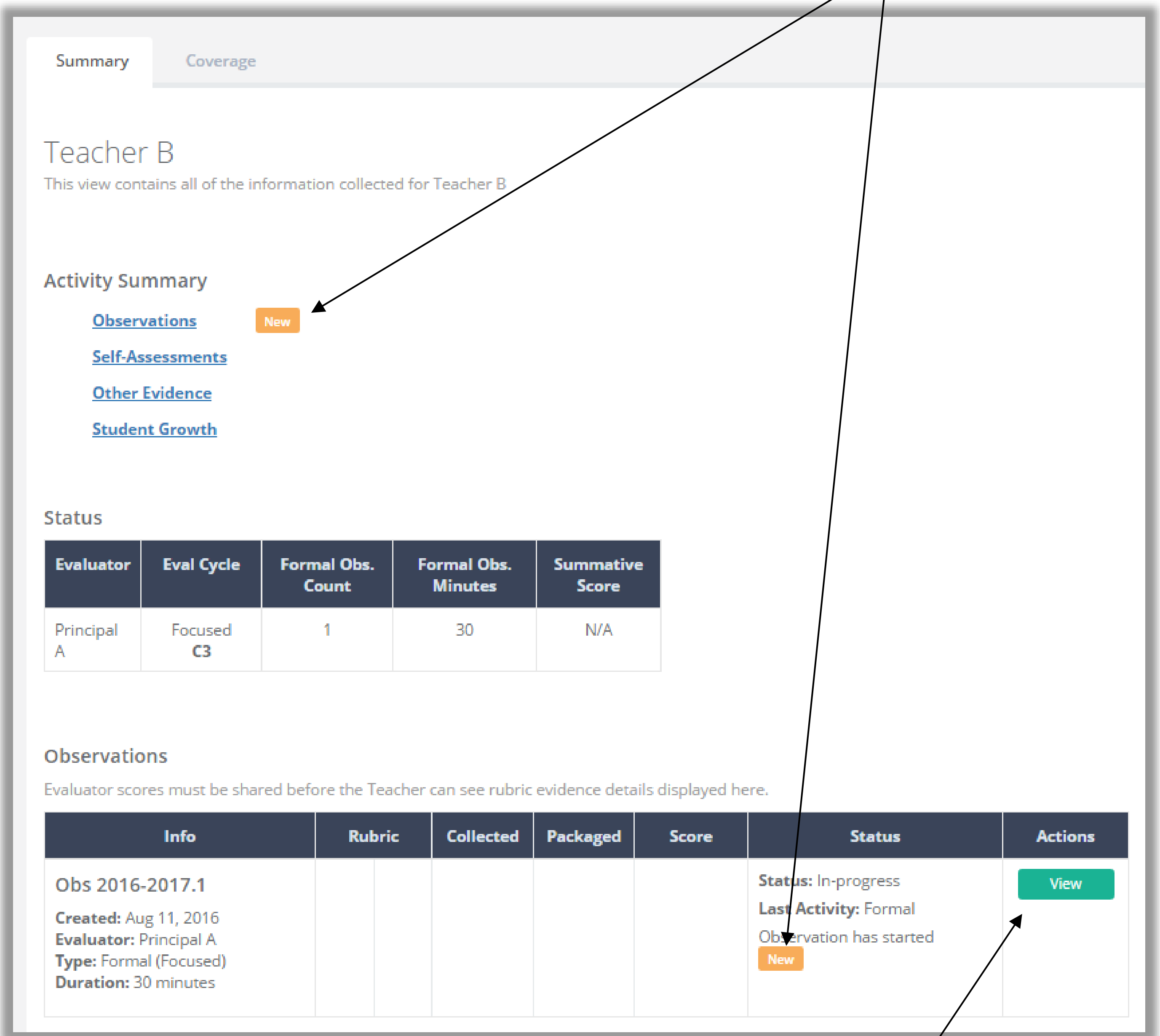
◆ Chapter 4b: Preparing for the pre-conference

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.

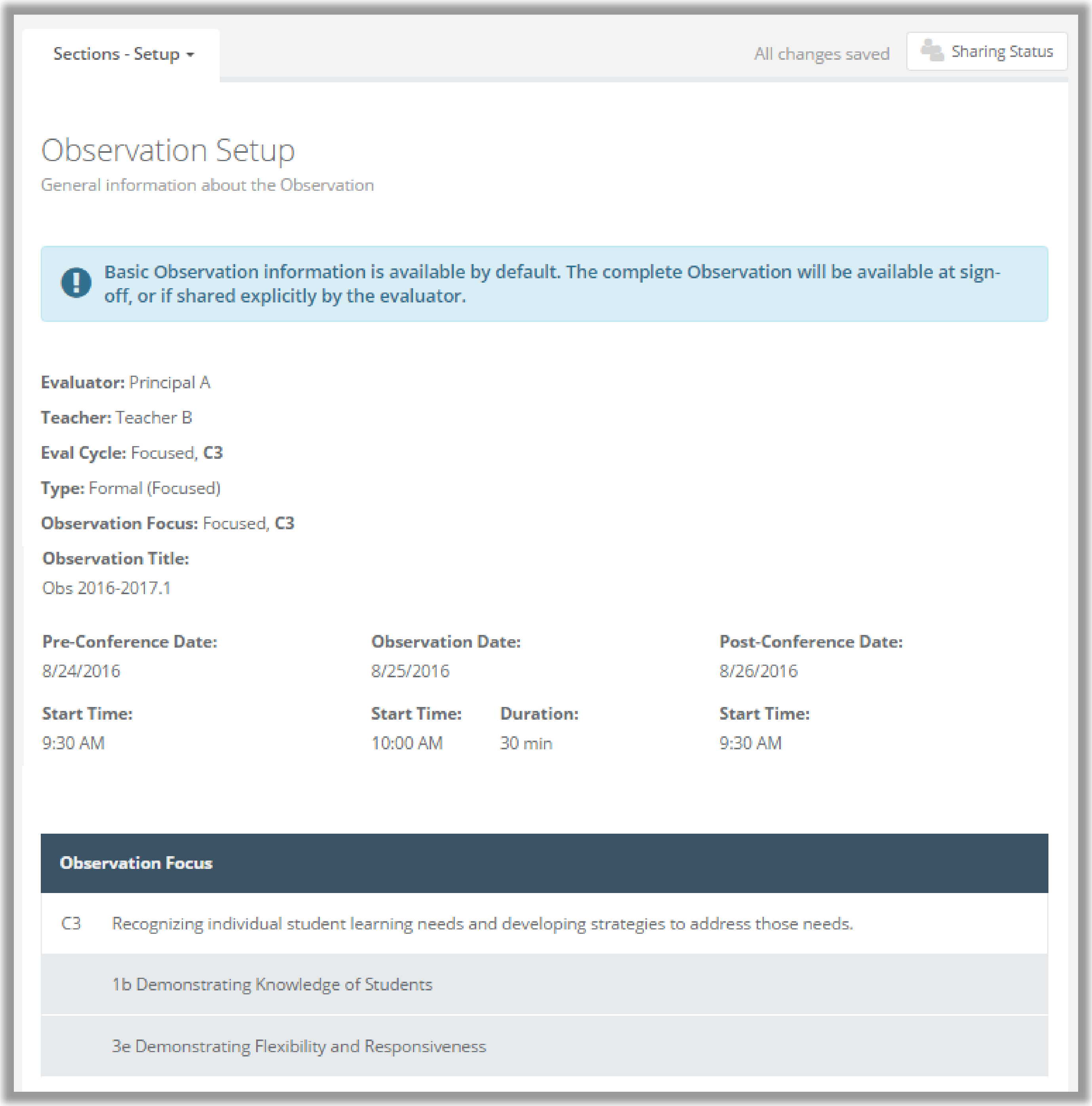
For Teachers:

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.

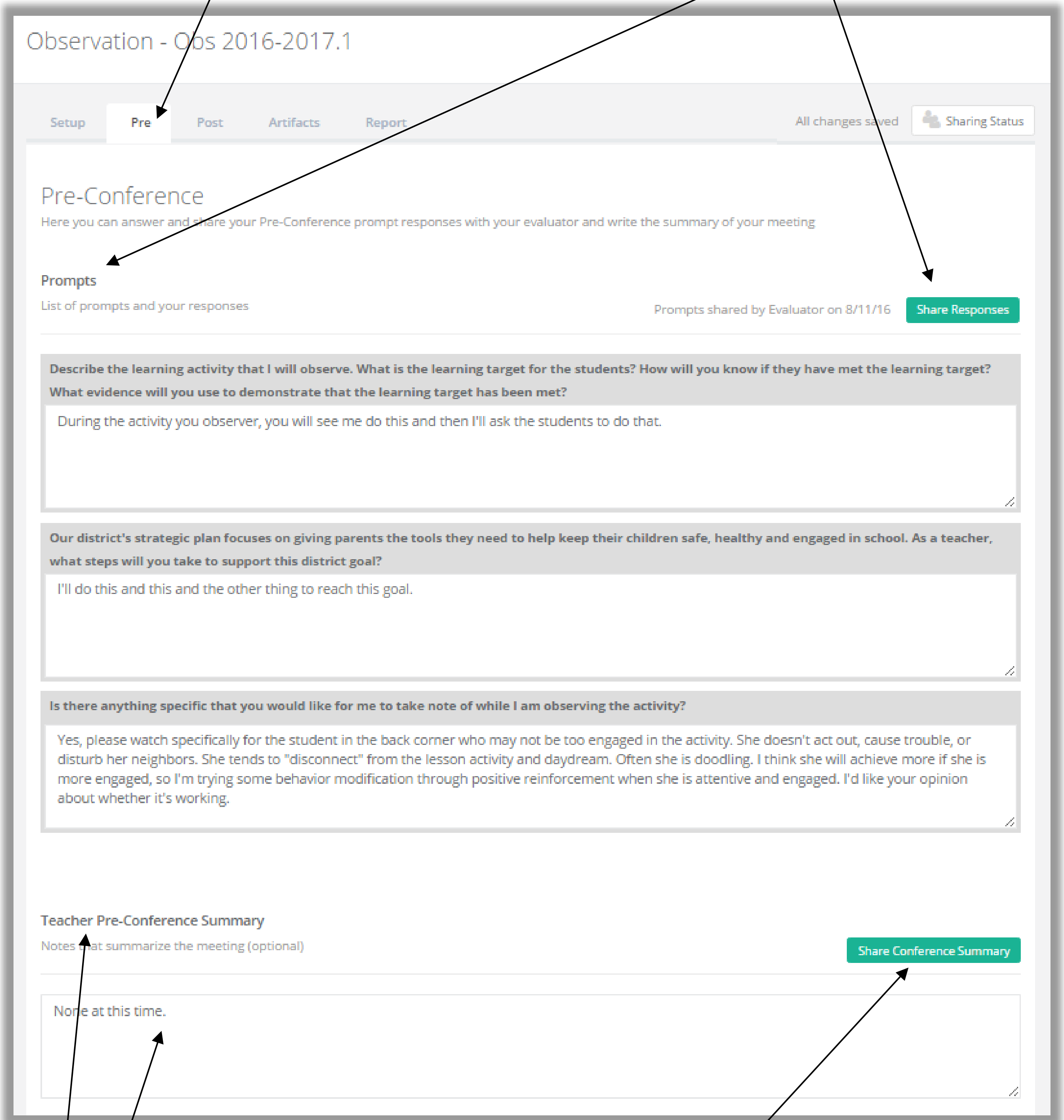


To see more information about the observation and to prepare for it, click on the green **View** button.

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



2. Click on the **Pre (Pre-Conference)** tab. You will need to respond to any prompts listed in the **Prompts** section of the work space. When you have and are ready to send your responses to the principal, click the green **Share Responses** button.



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).

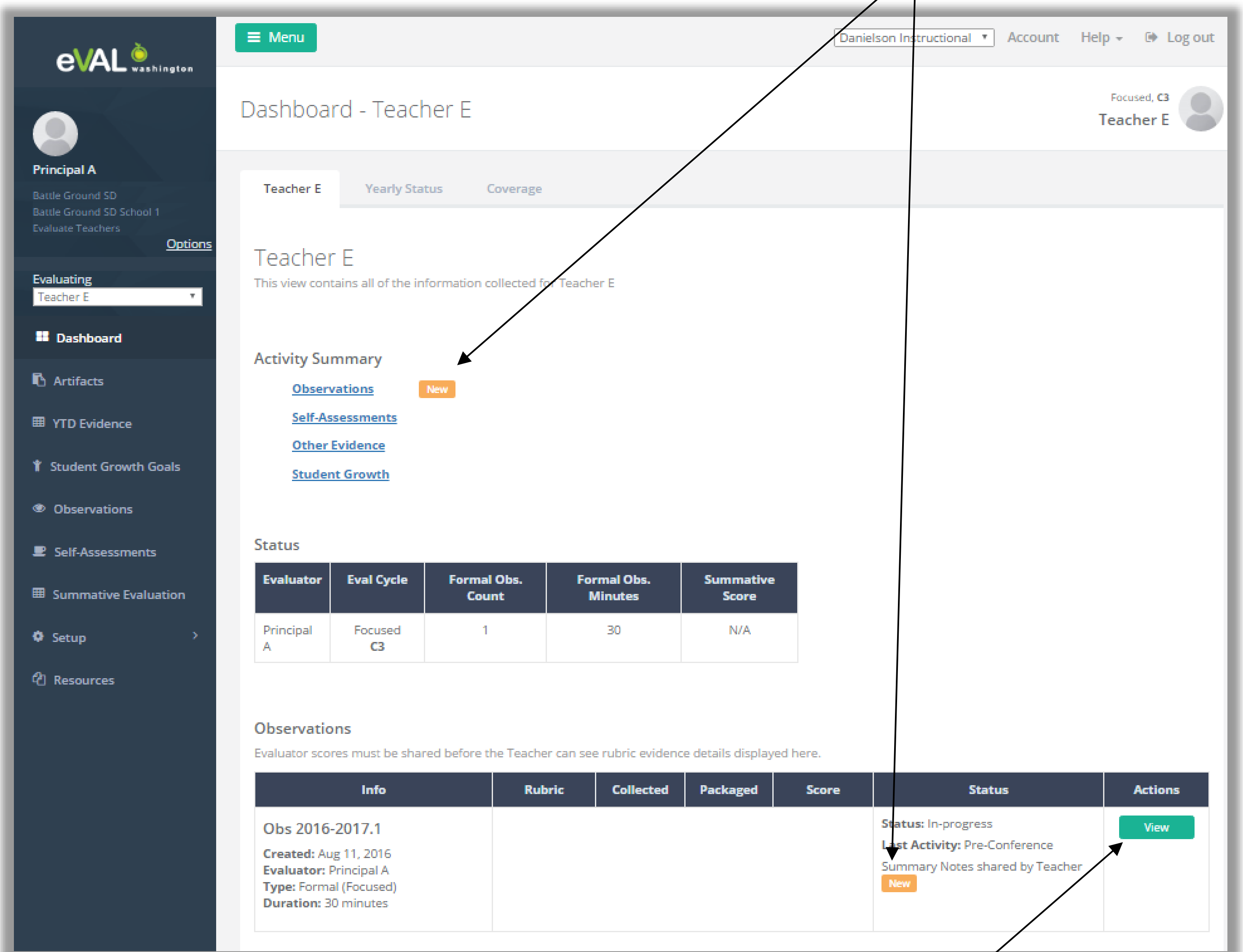
Chapter 4c: Coding teacher responses for pre- and post-conference prompts

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.

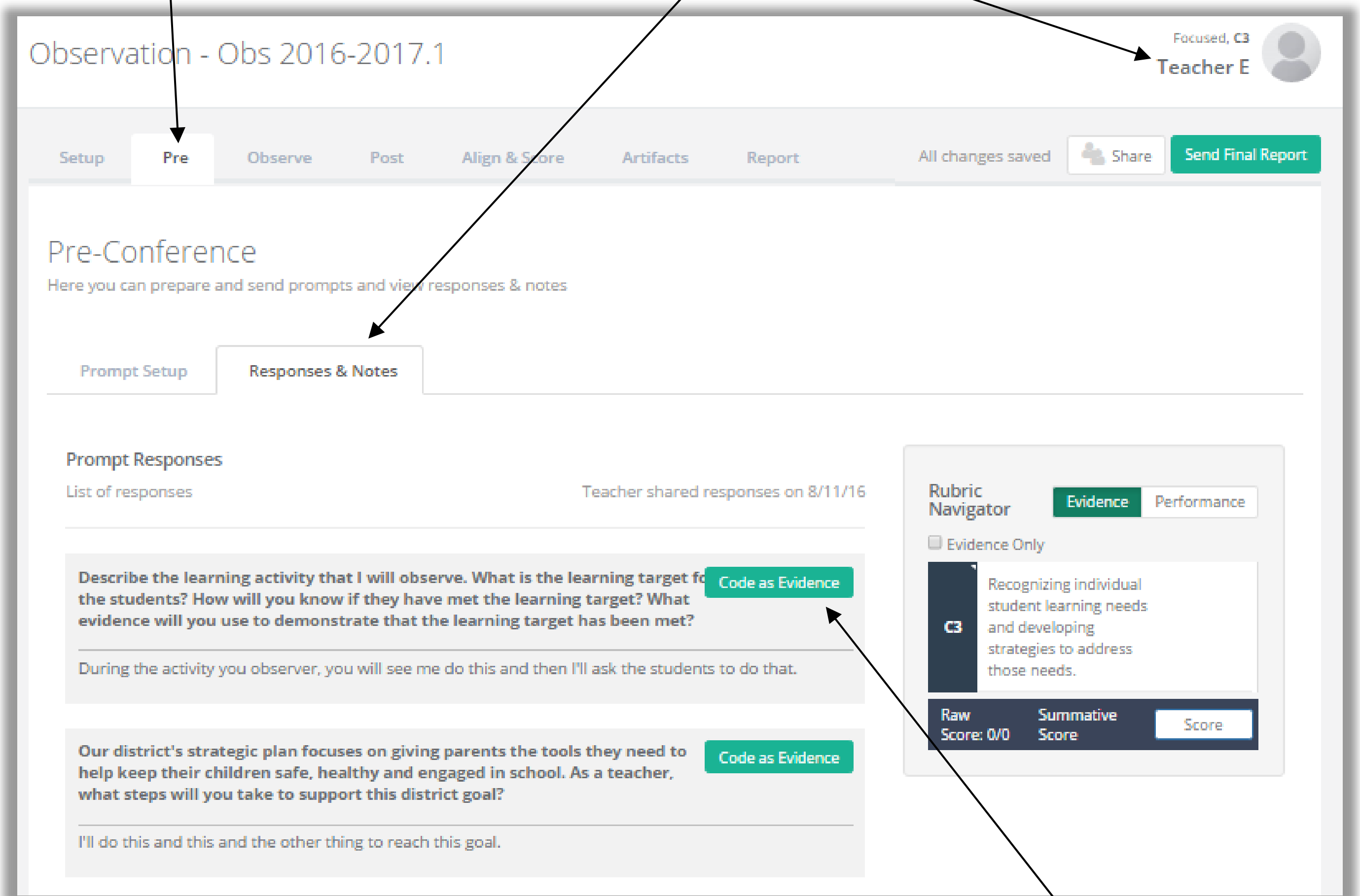
For Principals:

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.



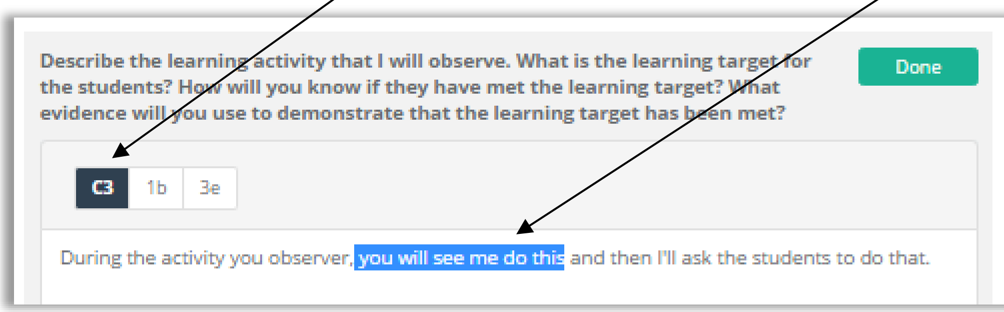
To see more information about the observation cycle and to prepare for it, click on the green **View** button.

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



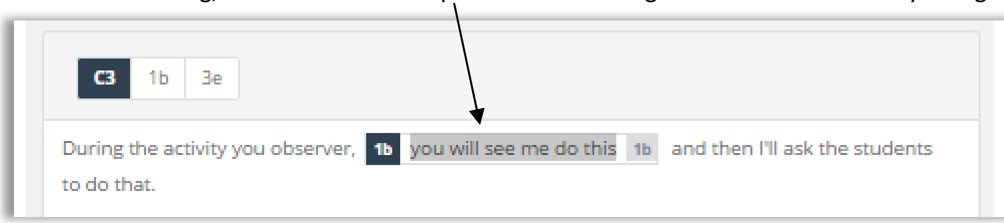
2. To code a segment of text as evidence, click on the green **Code as Evidence** button for that prompt's response.

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.

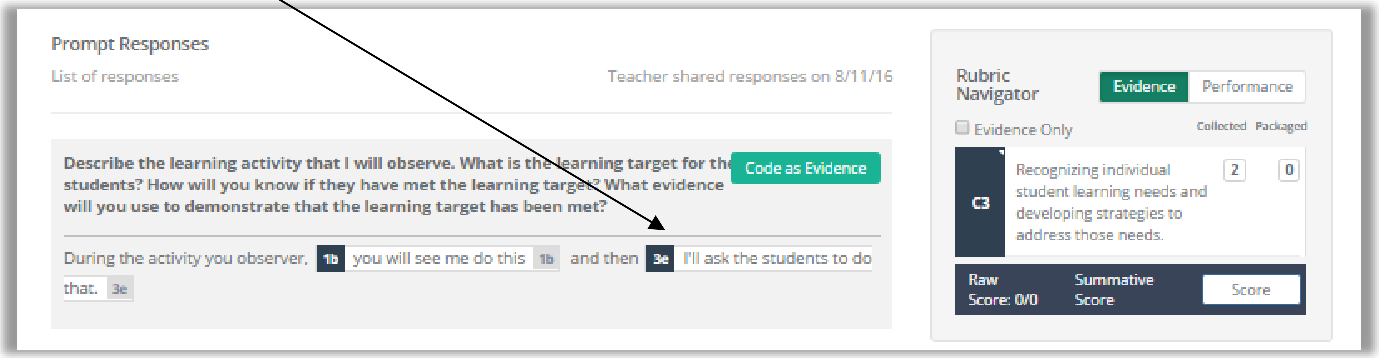


Highlight the text that you wish to code as evidence. Click on the pertinent component on the bar that you want to code it to.

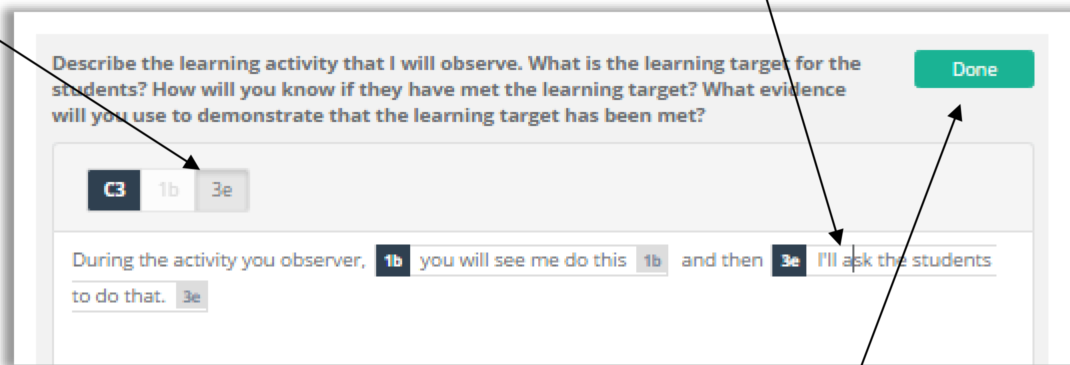
4. The result will look like the following, with the coded component surrounding the evidence text that you highlighted:



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

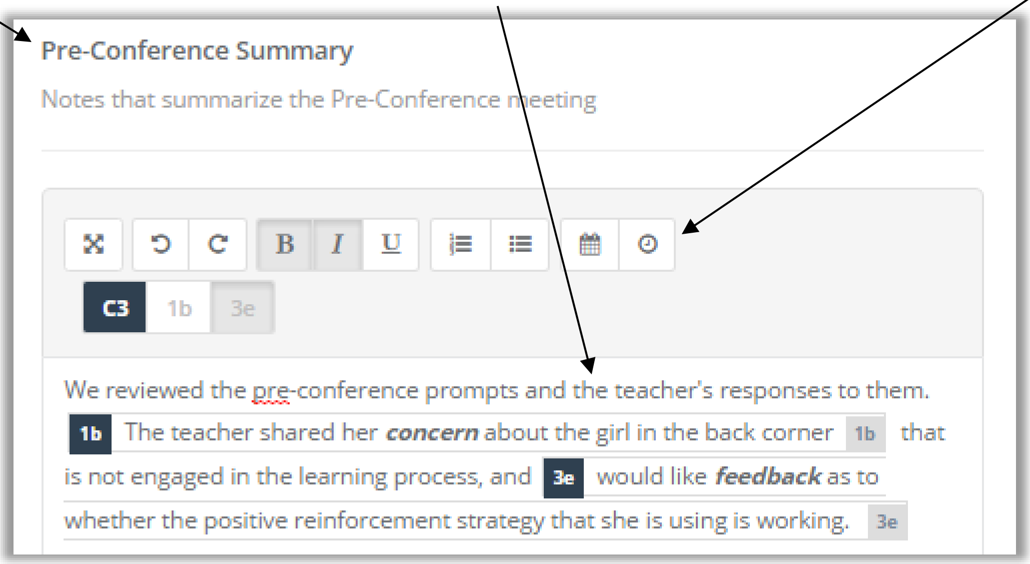


6. If you want to revise the coding you've done, simply click on the text that you coded, and the relevant component in the code bar will appear. Click on it to "uncode" the evidence. A dialog box may appear, asking if you want to proceed and remove the code.



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 apears 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.



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.**

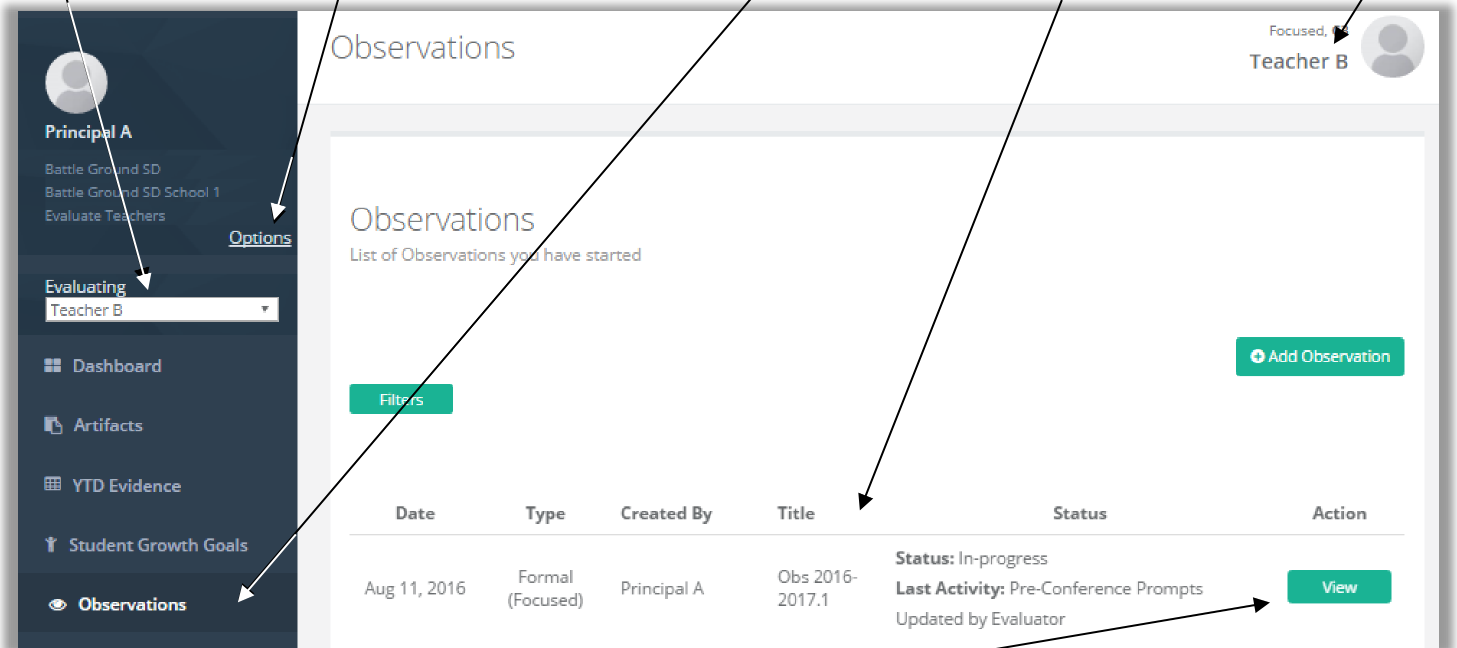
Chapter 4d: Conducting an observation

Context:

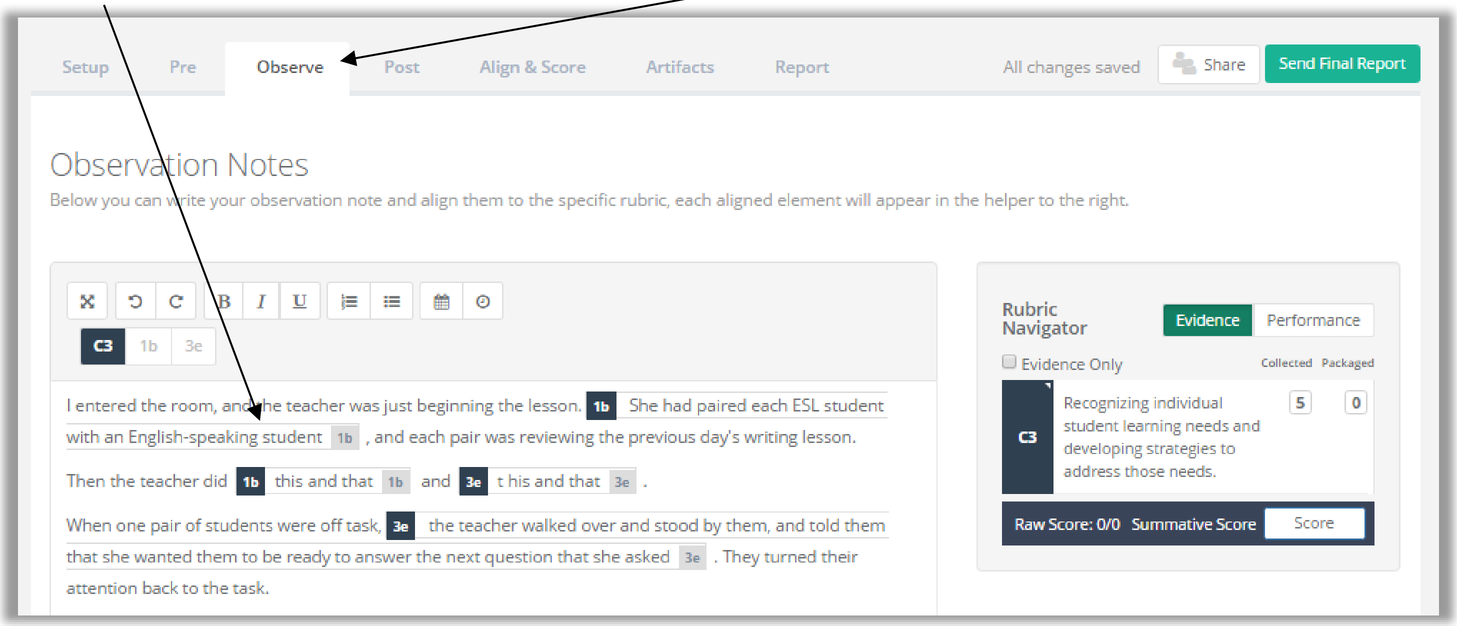
Now that the pre-conference activity has been completed, it's time for the observation. This part of the chapter will be devoted to the steps involved in conducting an observation.

For Principals:

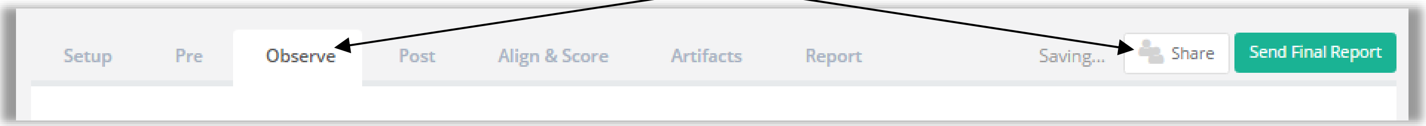
Sign into eVAL and use the **Options** link to make sure that you are in the **Work Area** called **Evaluate Teachers.** Use the drop-down menu to choose the teacher you will observe, and then click on the **Observations** menu. The teacher's name will appear in the top right corner, and the list of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



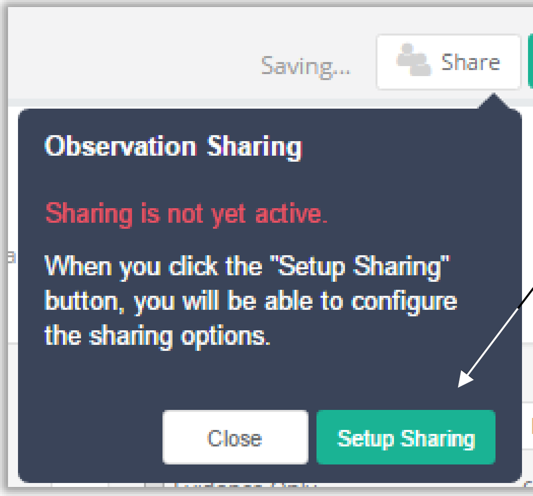
1. To get started with an observation, click on the green **View** button. Make sure the **Observe** tab is active. Take your notes in the text editor. Code them like you did when you were coding the teacher's prompt responses. See **Chapter 4c**.



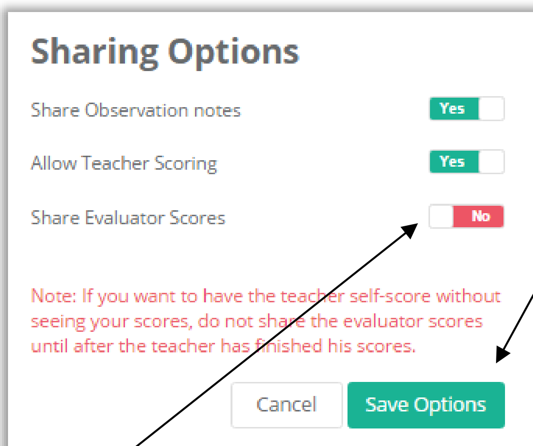
2. When your notes are entered and coded, you may wish to share certain aspects of your observation notes with the teacher. To do so, click on the **Sharing** button while the **Observe** tab is active.



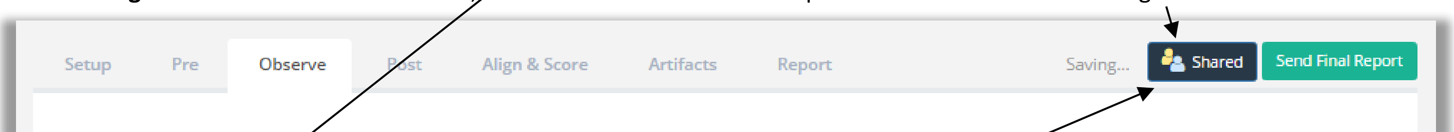
3. A message will appear with an alert that the sharing feature is not yet active. Click on the greebutton called **Setup Sharing**.



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

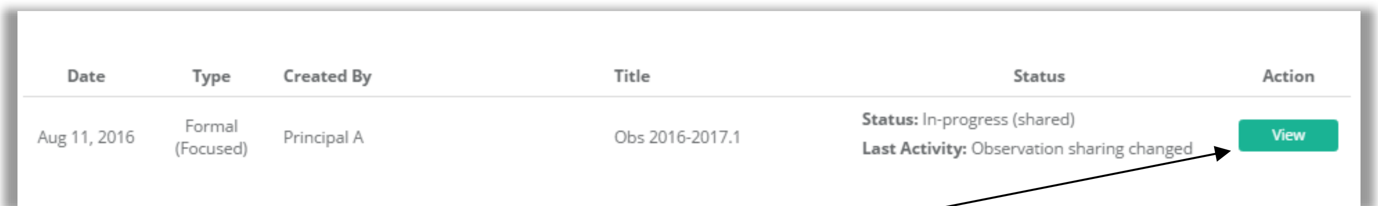
Context:

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.

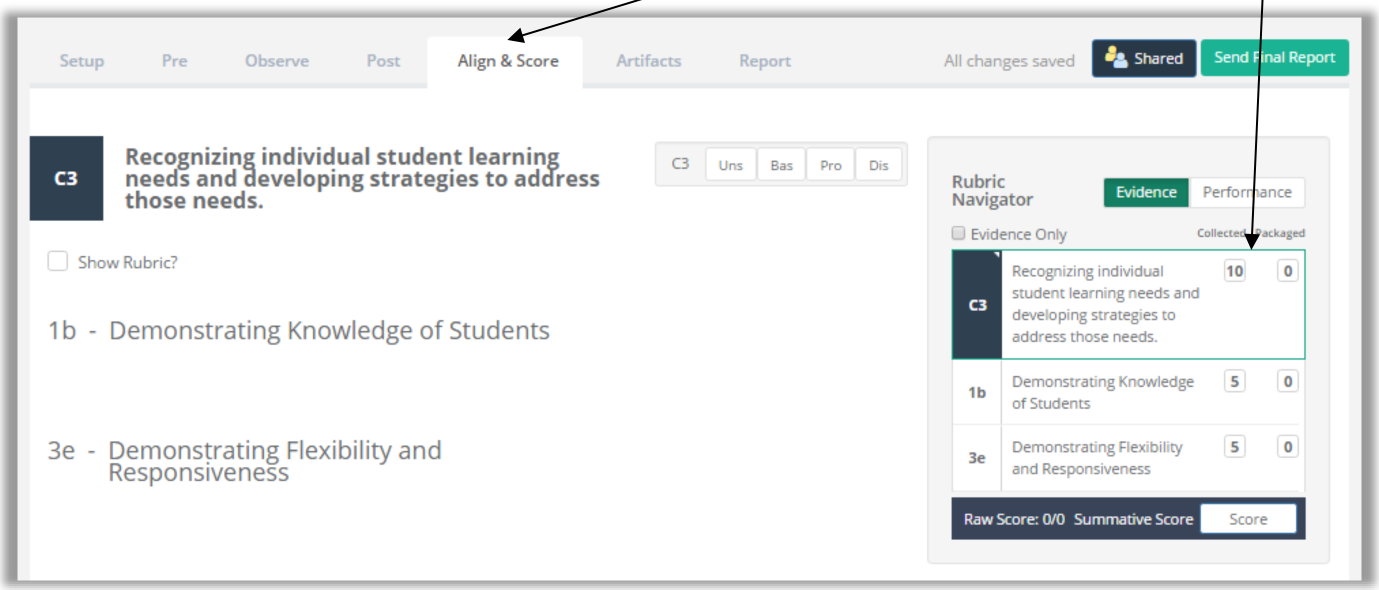
Non-summative scoring is only possible if the District Administrator of eVAL has enabled it in the school district's General Settings.

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.

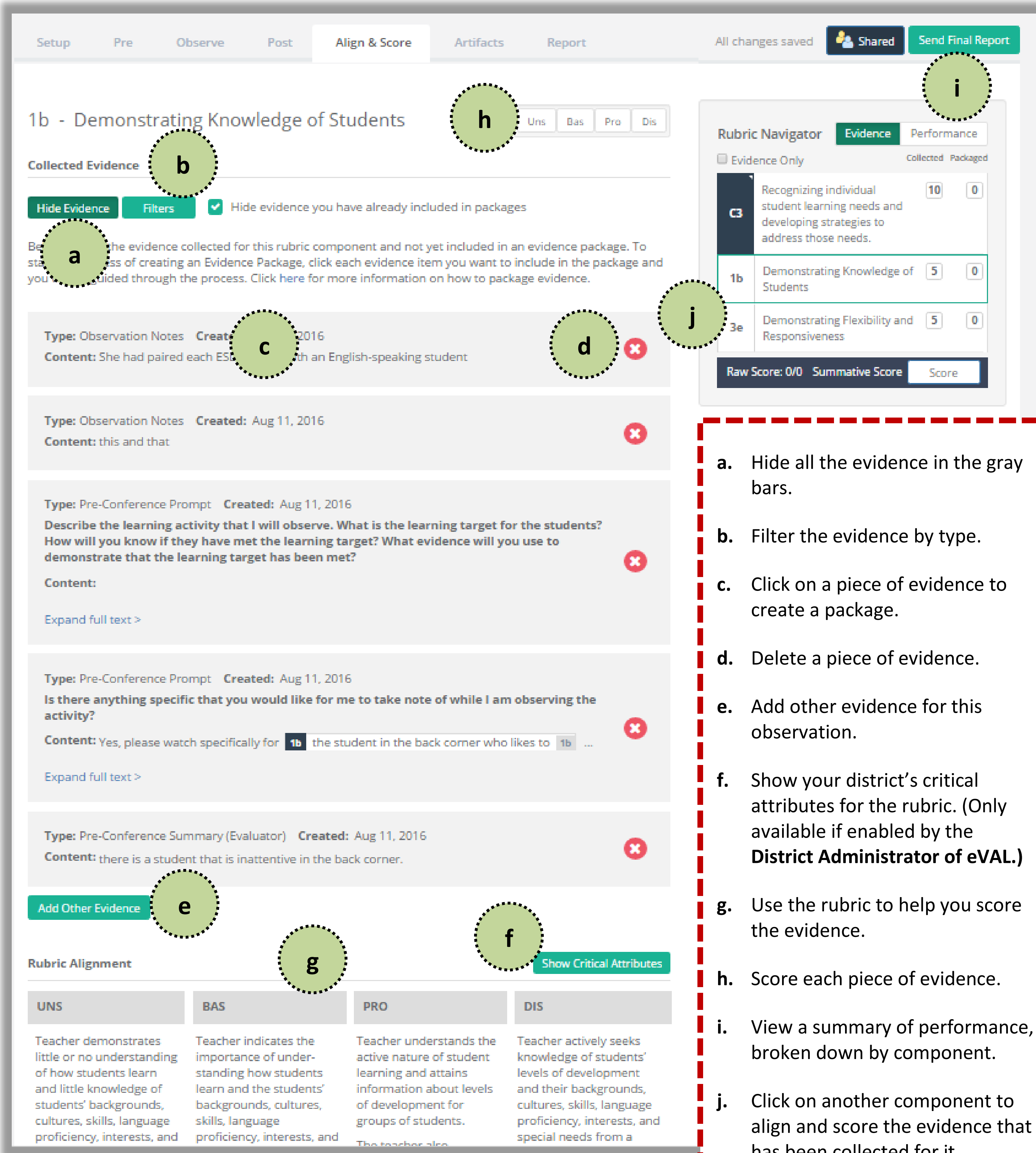


2. Click on the green **View** button for that teacher's observation. Then click on the **Align and Score** tab. The **Rubric Navigator** will display the number of all pieces of evidence collected so far. The total will be displayed at the **criteria** level, and will be broken down at the **component**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



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



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.)**

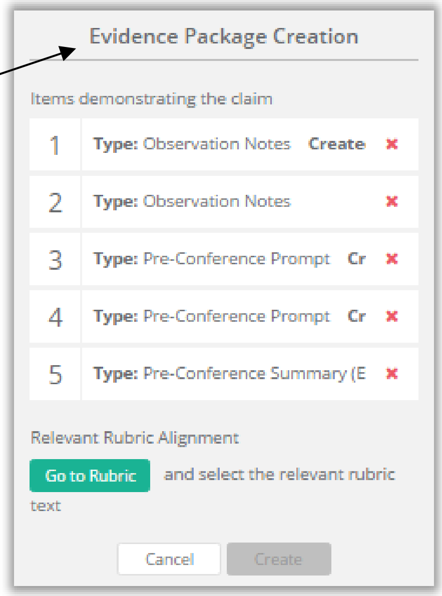
g. Use the rubric to help you score the evidence.

h. Score each piece of evidence.

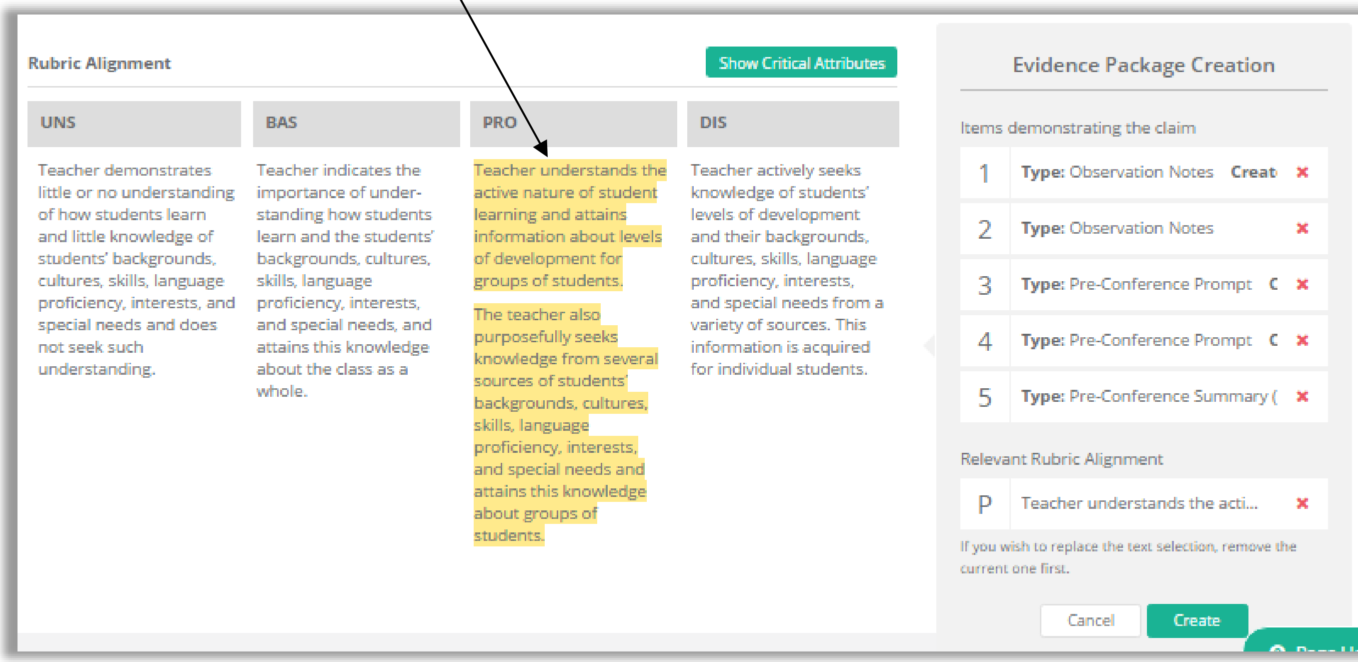
i. View a summary of performance, broken down by component.

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

4. 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.

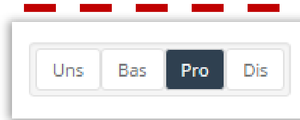


5. The next step is to align the evidence with the rubric. If the rubric is in view, click and select the text in the rubric that the evidence aligns to. It will now be highlighted in yellow.



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

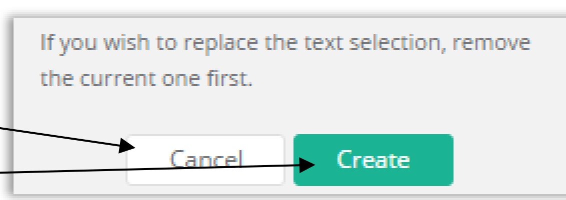
6. Score the evidence at the top by assigning it the pertinent performance level.



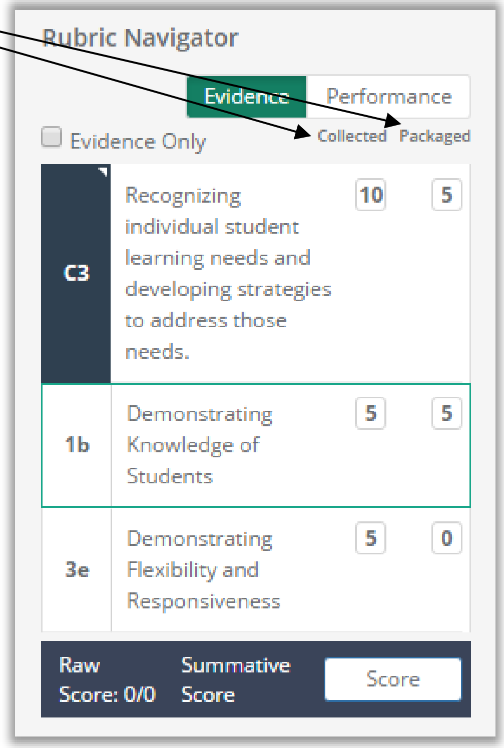
7. Finally … at the bottom of the **Evidence Package Creation** box:

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

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



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

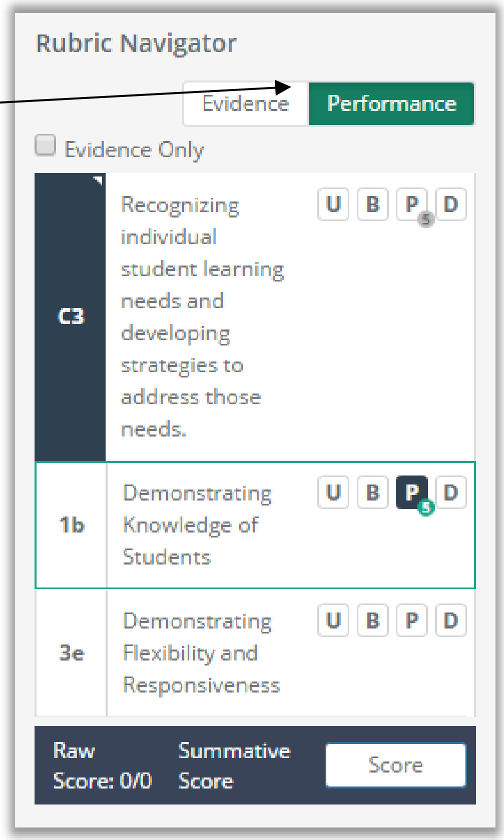
EVIDENCE PACKAGE:

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.

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.

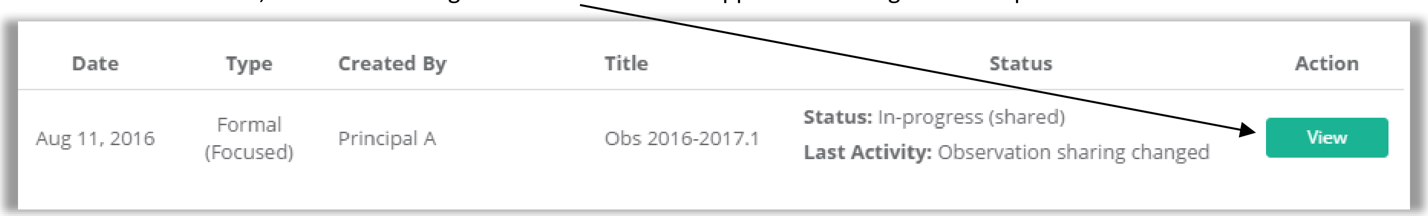
◆ Chapter 4f: The teacher's self-evaluation of the observation

Context:

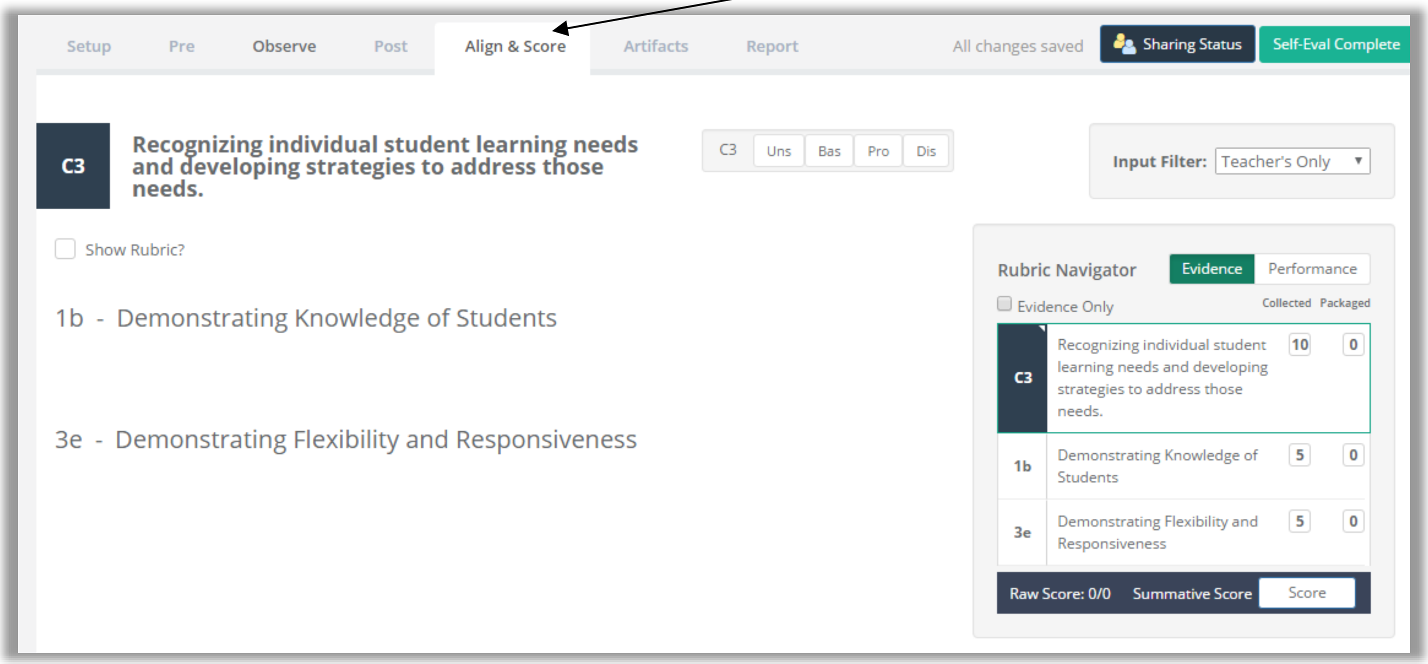
If the principal has selected **Allow Teacher Evaluation** in the **Sharing Setup** of the observation (See **Chapter 4d, Step #4**), the teacher can engage in his/her own evaluation of the observation evidence.

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.



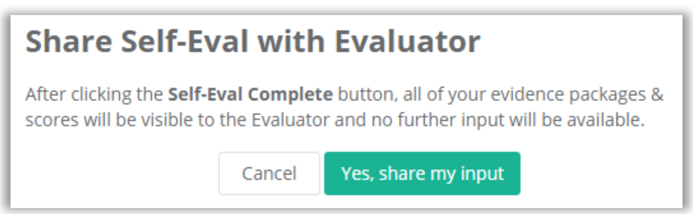
The **Sections Setup** tab will display the general setup of the observation. Click on the **Align and Score** tab, and then click on the criteria in the **Rubric Navigator** to display the components. The work space will change and will look somewhat like the following:



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.**



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

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

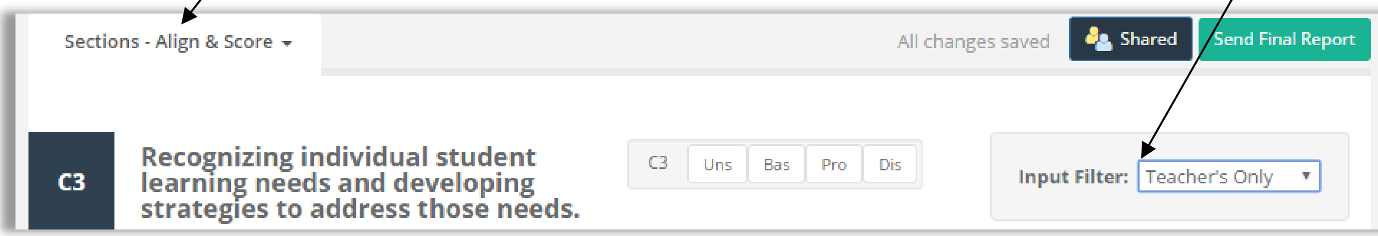
Context:

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.

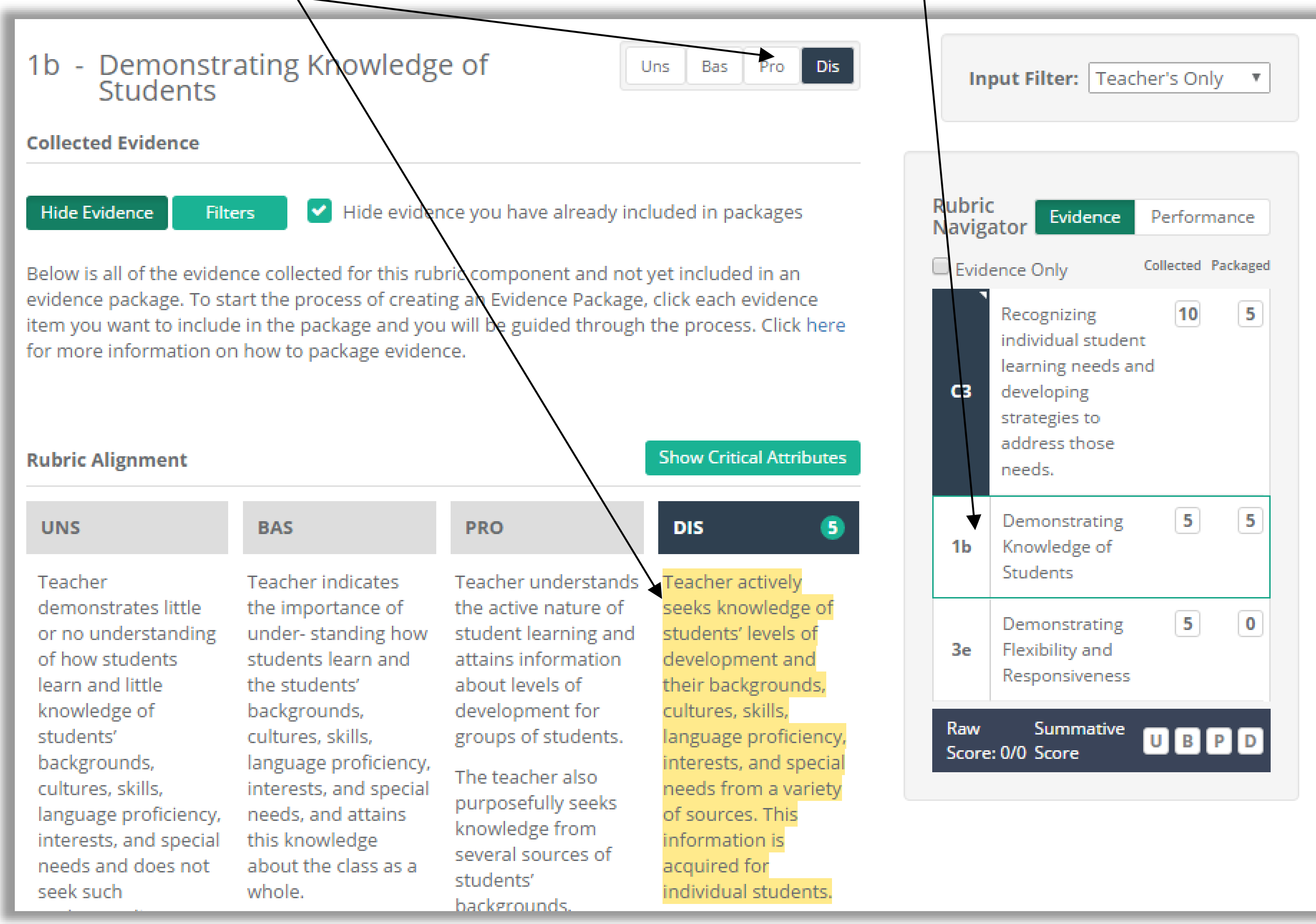
For Principals:

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.**



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.



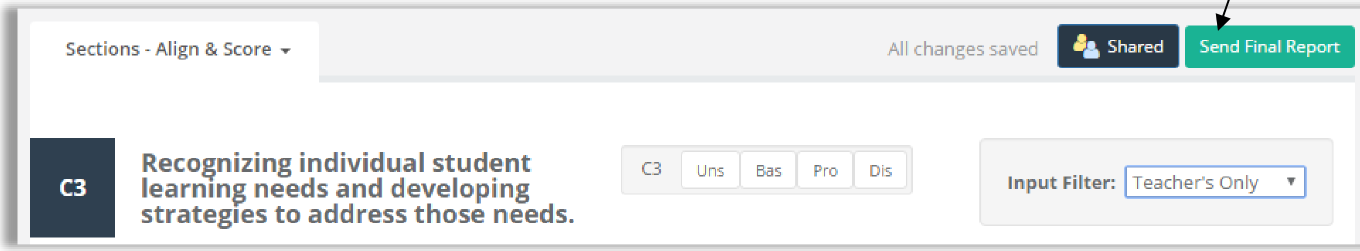
■ Chapter 4h: Sending the final report

Context:

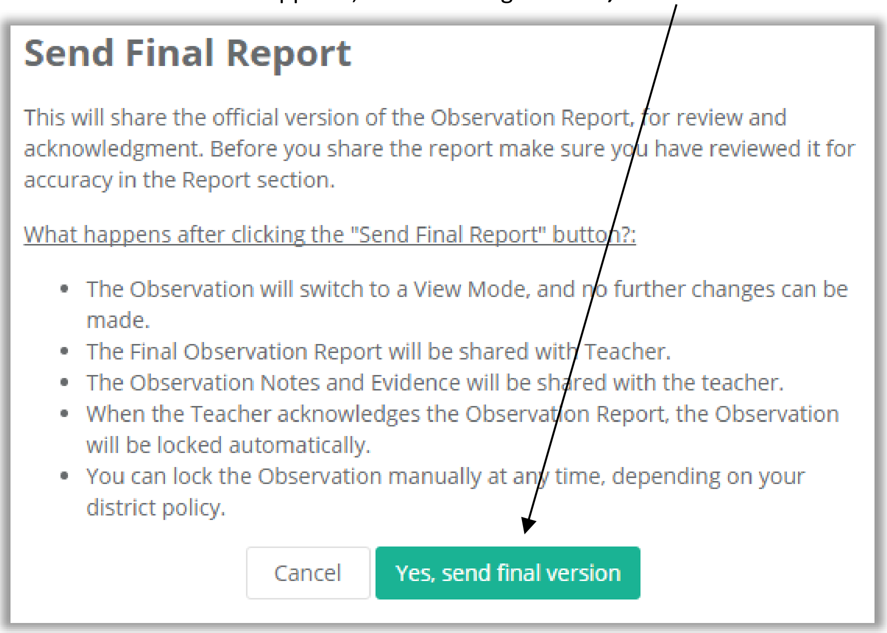
When the post-conference is complete and there is nothing more to do in regard to the observation cycle, you can lock the observation and send the final report to the teacher.

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.**



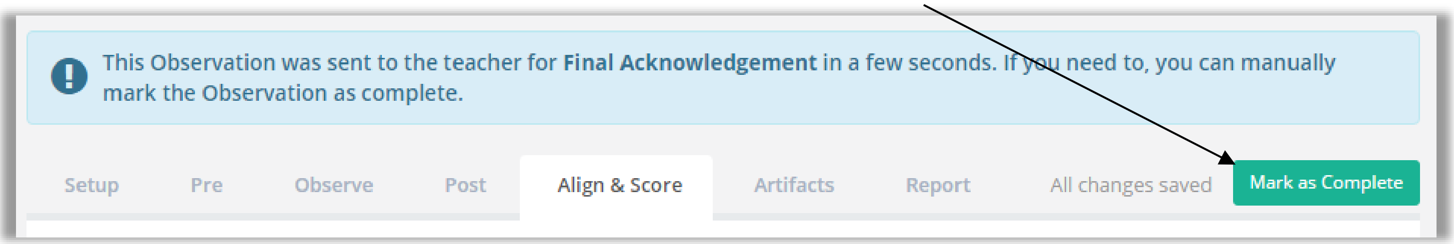
Read the alert box that appears,and click the green **Yes, send final version** button to send the report … or … click on the **Cancel** button.



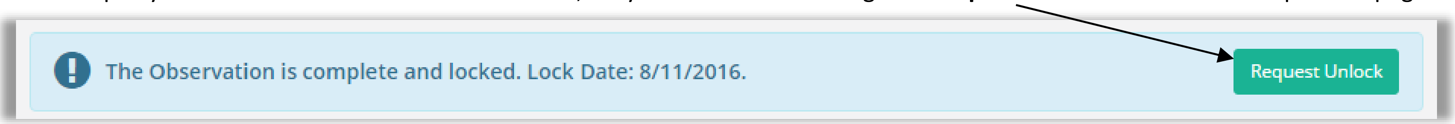
*The **District Administrator** of eVAL will configure eVAL to include (or not include) the following components in the Final Report:*

- *The default framework that is utilized in the report*
- *Collected evidence*
- *Packaged evidence*
- *Observation notes*
- *Signature block*

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.



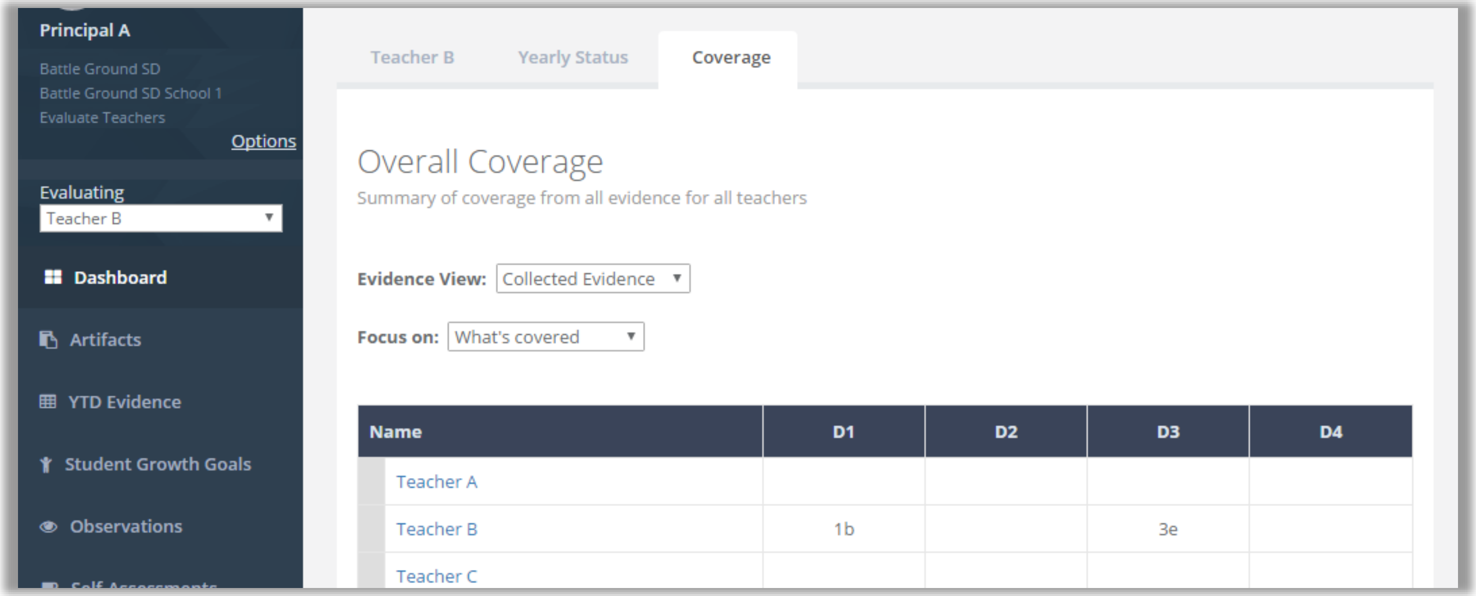
■ Chapter 4i: Viewing the coverage of a teacher's YTD evidence

Context:

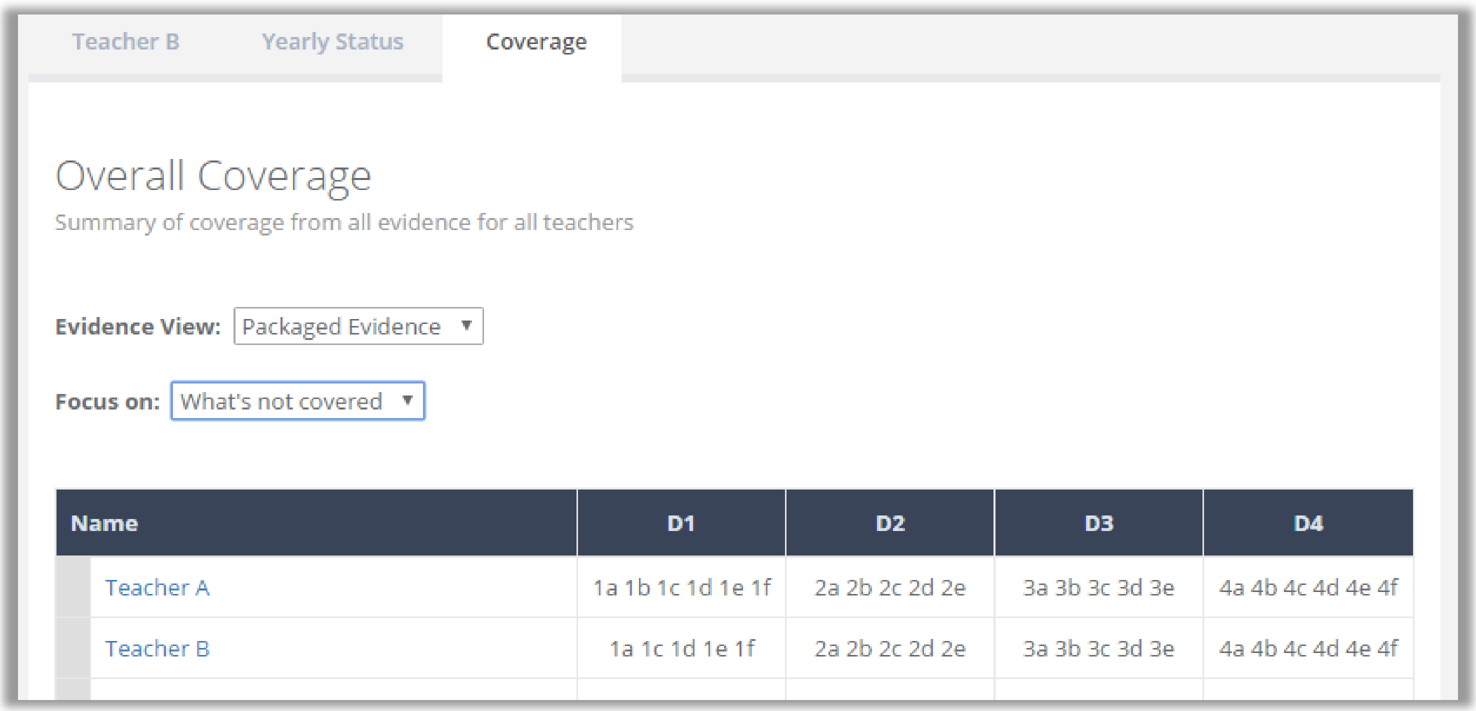
eVAL 2.0 has a wonderful feature for helping track the evidence that has been collected and packaged for each component, and the components that are still missing evidence.

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.



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



CHAPTER 5

ARTIFACTS

■ ◆ Chapter 5: Adding artifacts

Context:

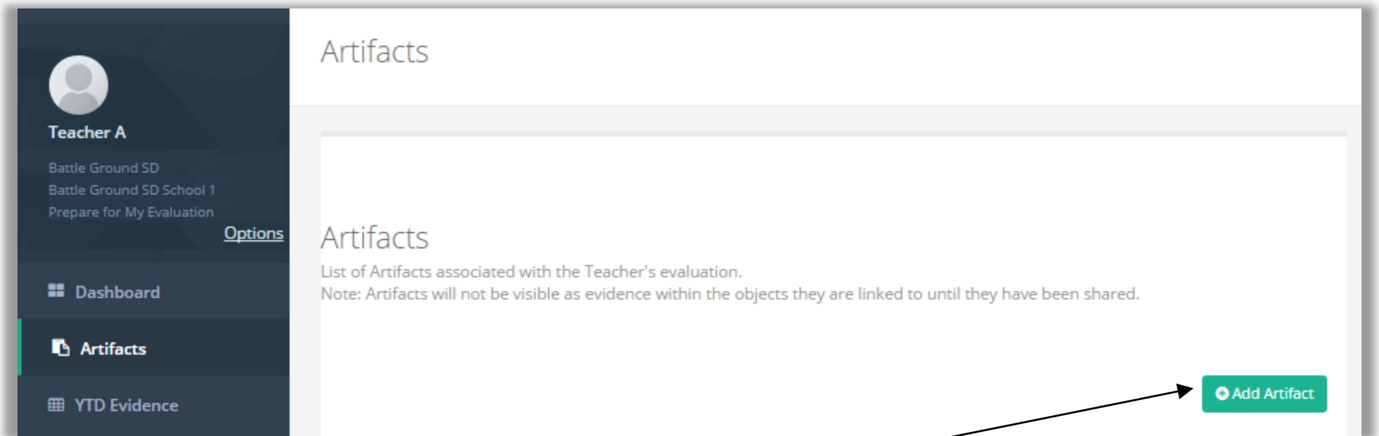
Teachers and principals can both add artifacts and align them to the rubrics and to include them in their **Evidence Packages**. eVAL can handle the following types of artifacts:

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

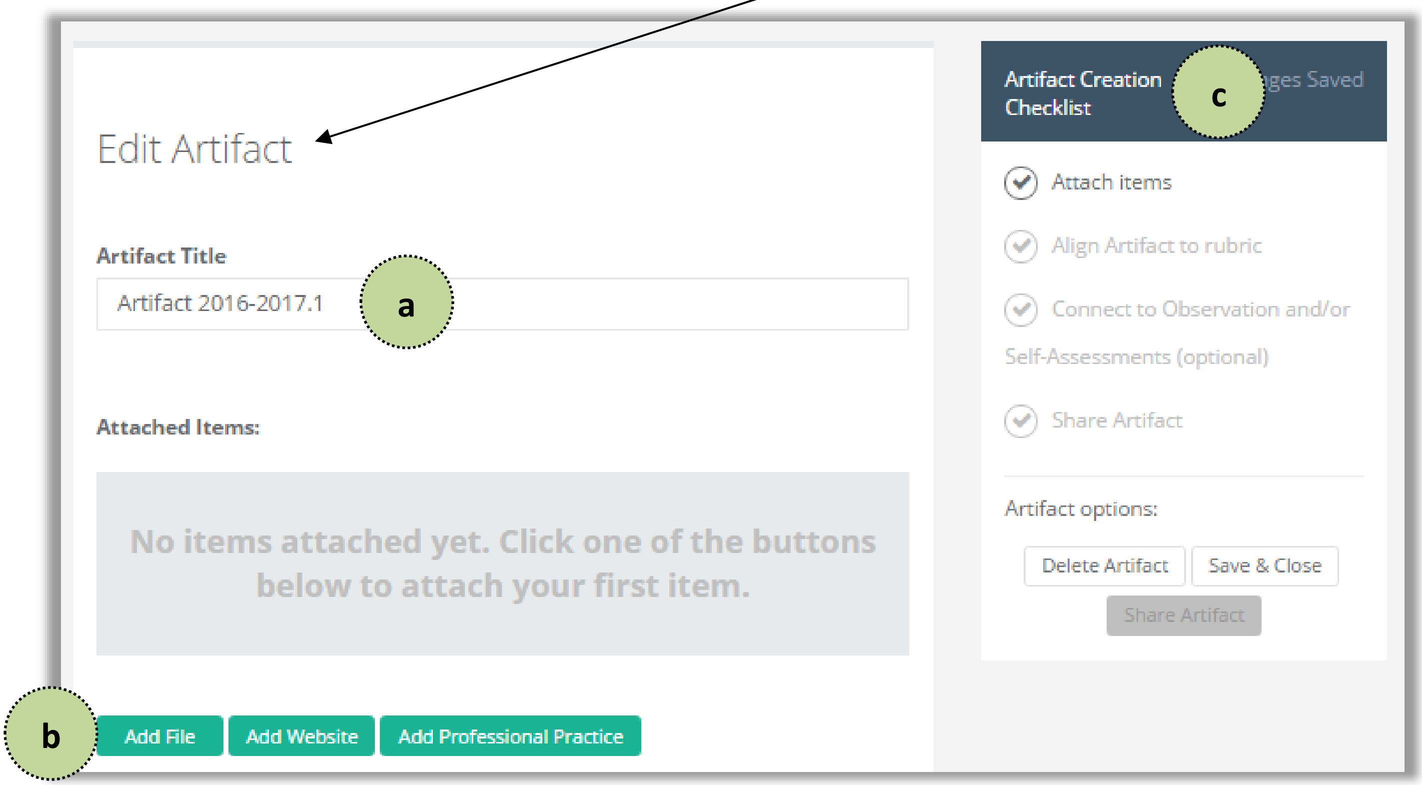
The images in this section of **Chapter 4** will be taken from the **Teacher** screens.

For Principals and Teachers:

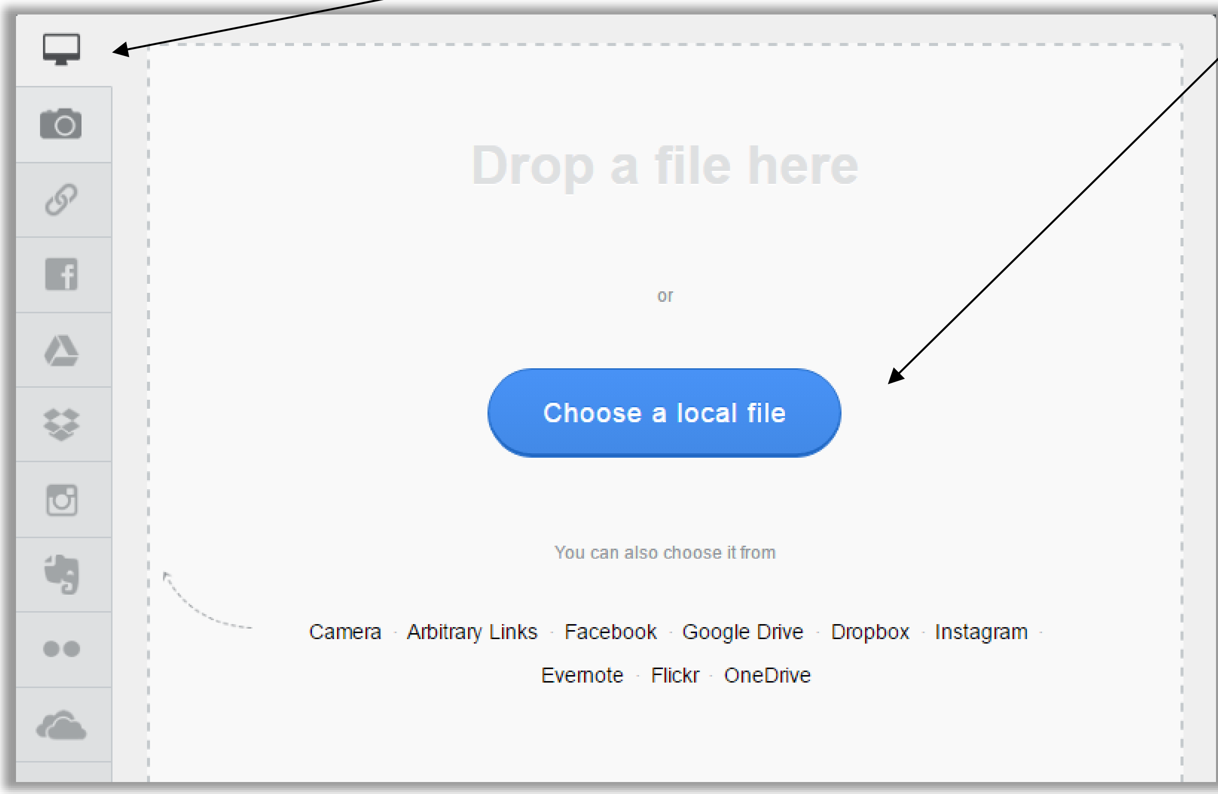
1. Sign in to eVAL. (If you are a principal or head principal, make sure your **Work Area** is for **Preparing for My Evaluation.**) Click on the **Artifacts** menu. A green marker will appear to the left of that menu item.



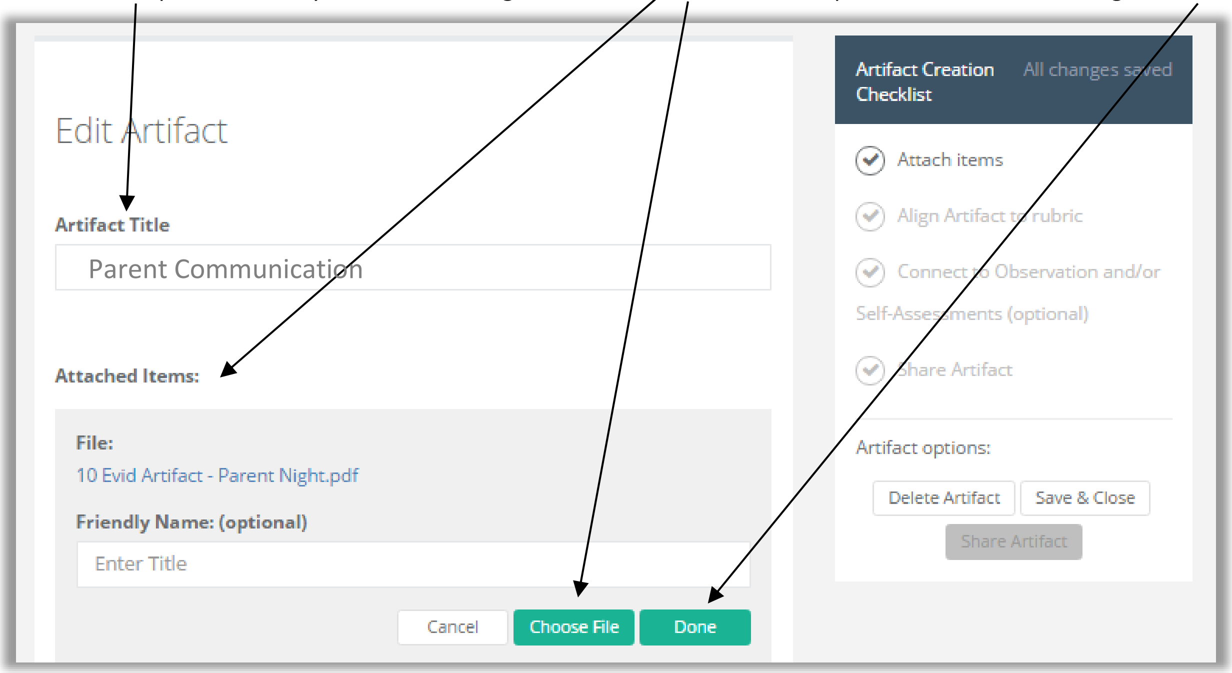
2. To add a new artifact, click on the green button entitled **Add Artifact.** The **Edit Artifact** workspace will appear. Here you can (a) add a title for your artifact, (b) attach the artifact, and (c) use the check list for your **Artifact Creation.**



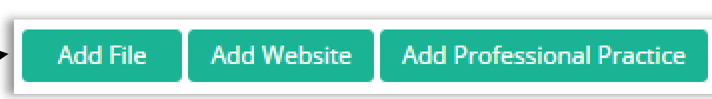
3. To upload a file as an artifact, click on the green button entitled **Add File.** (Refer to **Step #2b** above.) A dialog box will appear that will provide many possible sources of your files on the left. The computer (top icon on the left) is selected by default, and for the purpose of this user 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.



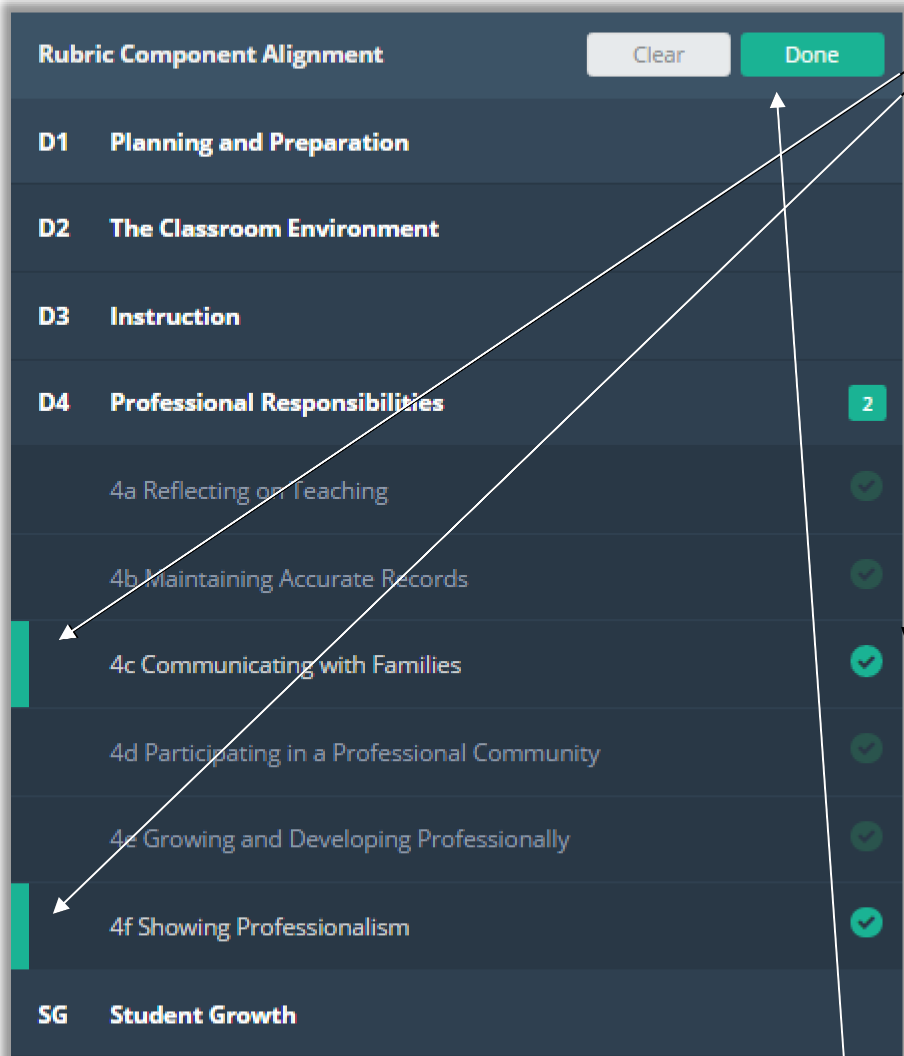
4. Locate the file on your computer. The file will appear in the **Attached Items** section of the work space. Give your artifact a title … and … an optional friendly name. Click the green **Choose File** button to replace the file, or click the green **Done** button.



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.

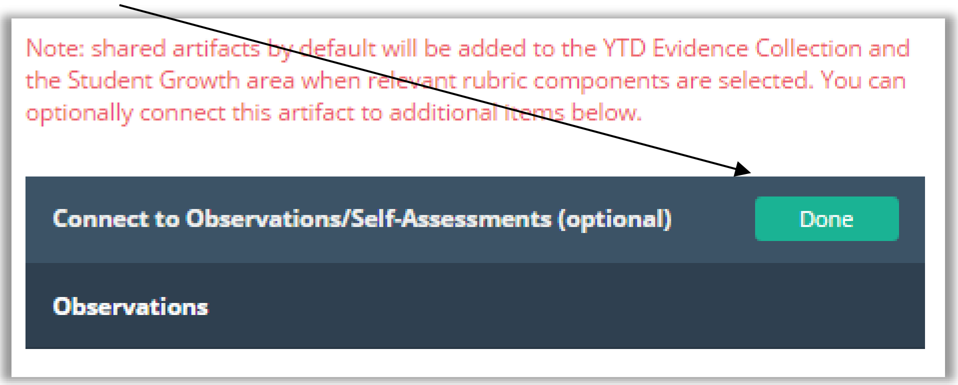


You can select more than one component in more than one dimension/domain, if appropriate. A green marker will appear to the left of each component you select.

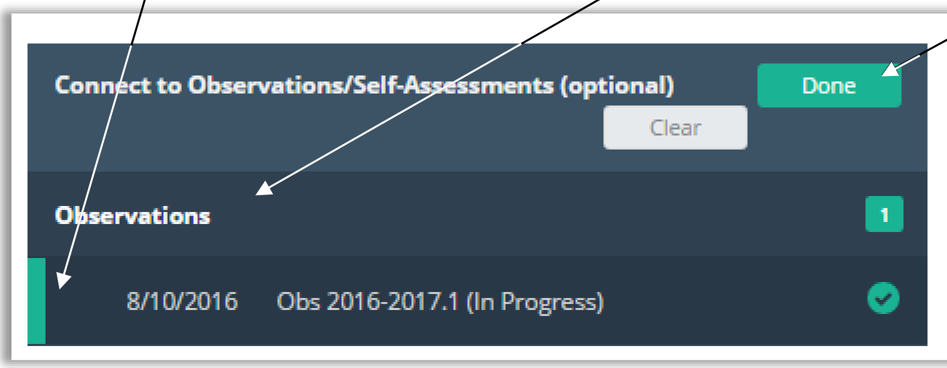
A checkmark will appear to the right of each selected component, and the number of aligned components for a domain/dimension will be noted in a green square box by the name of that domain/dimension.

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.

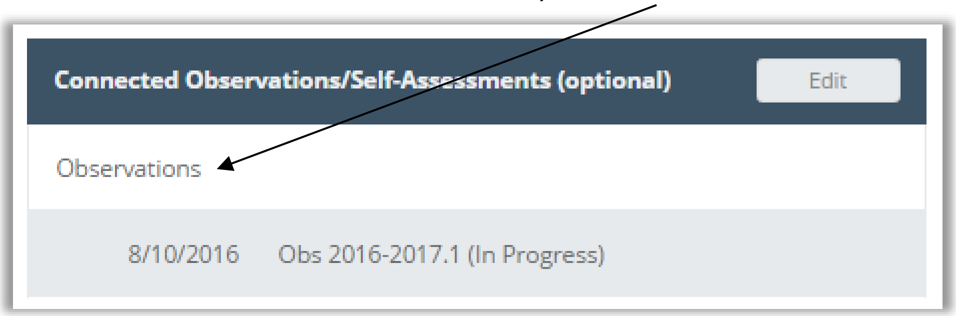
8. Another new section will appear on the screen that will allow you to connect this artifact to any observations or self-assessments that might be in progress. If there are no self-assessments or observations in progress, they won't be listed in this section, and you can simply click the green **Done**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



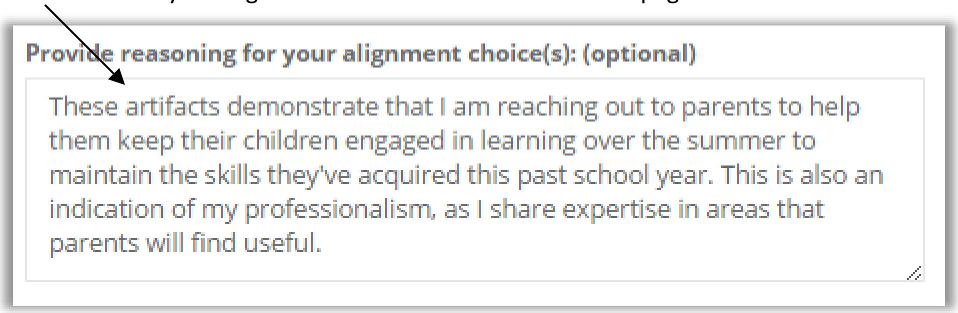
9. To connect an artifact to a self-assessment or observation, click on the name of the activity … **Observations** … or … **Self-Assessments** … to expand its section. It will list all of the events for that activity, and you'll need to click on the specific event you wish to assign this artifact with. 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.**



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

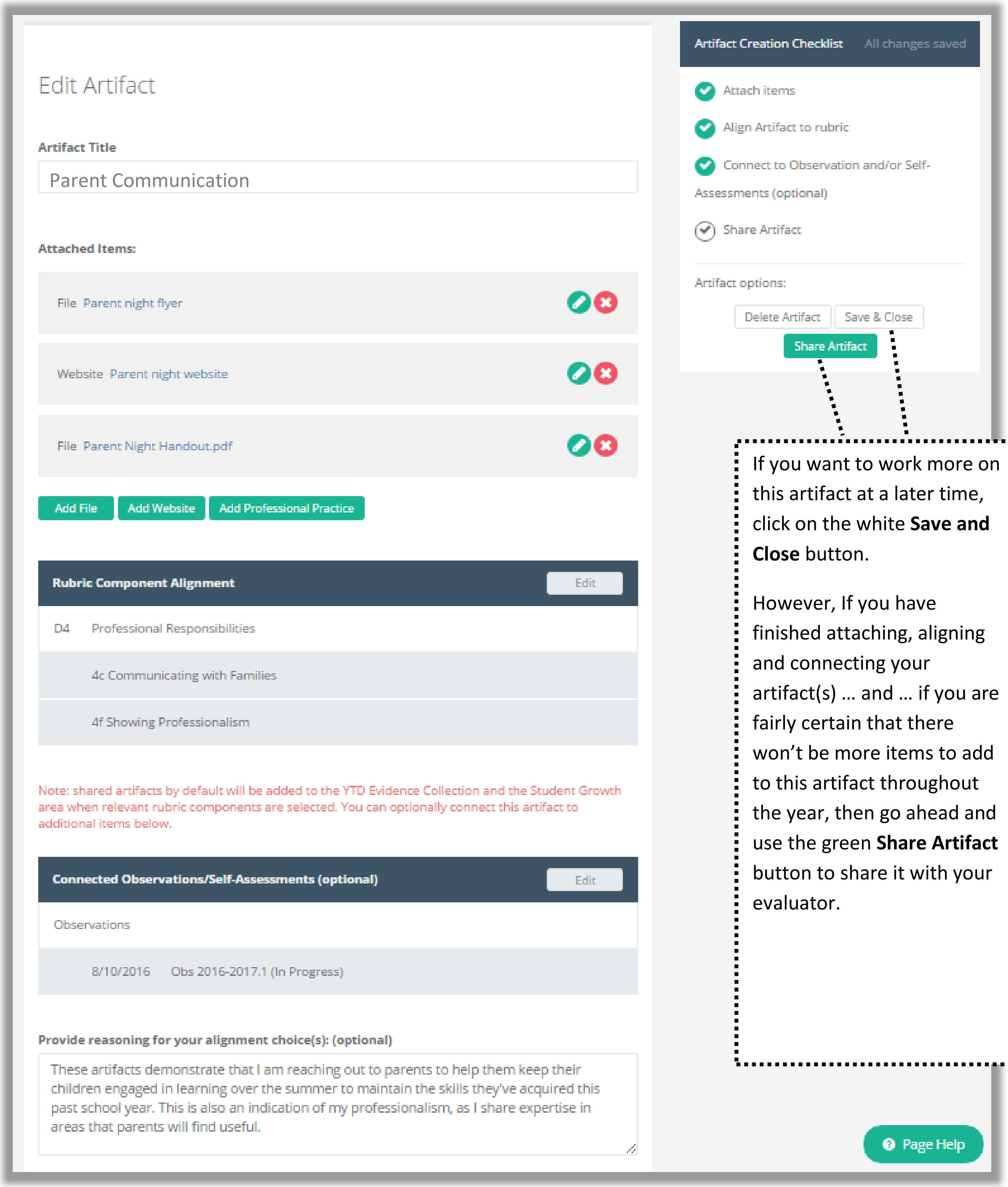


11. Finally, you can write a rationale for your alignment choices at the bottom of the page.



Example of a Completed Artifact Work Space

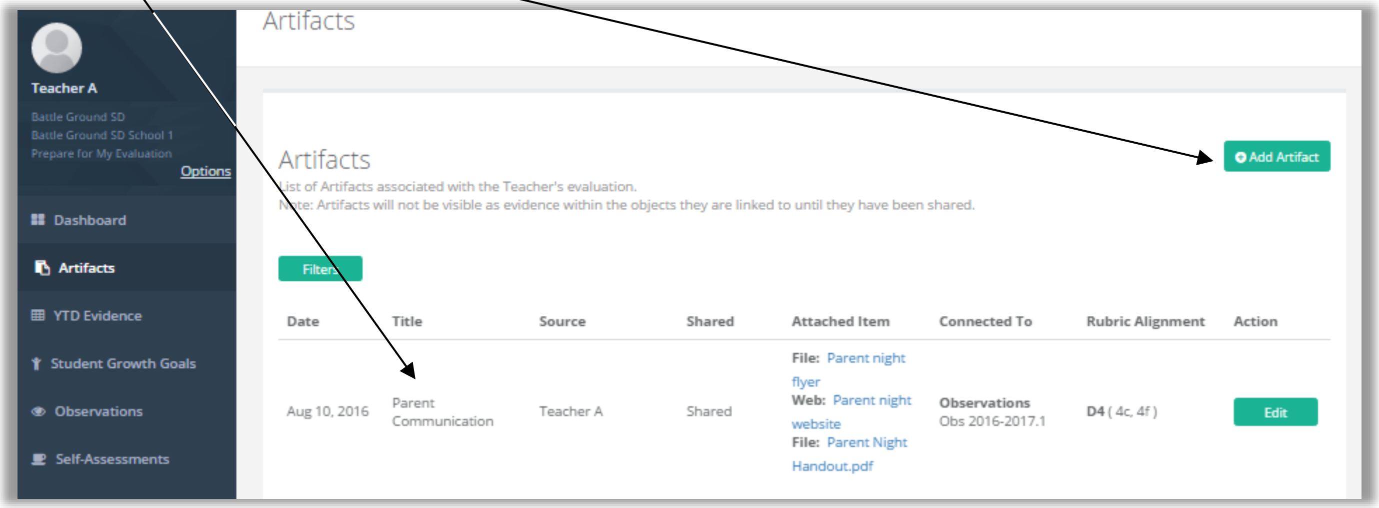
(Includes three attached items for this artifact: 2 files and a web site)



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.

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.



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.

1.

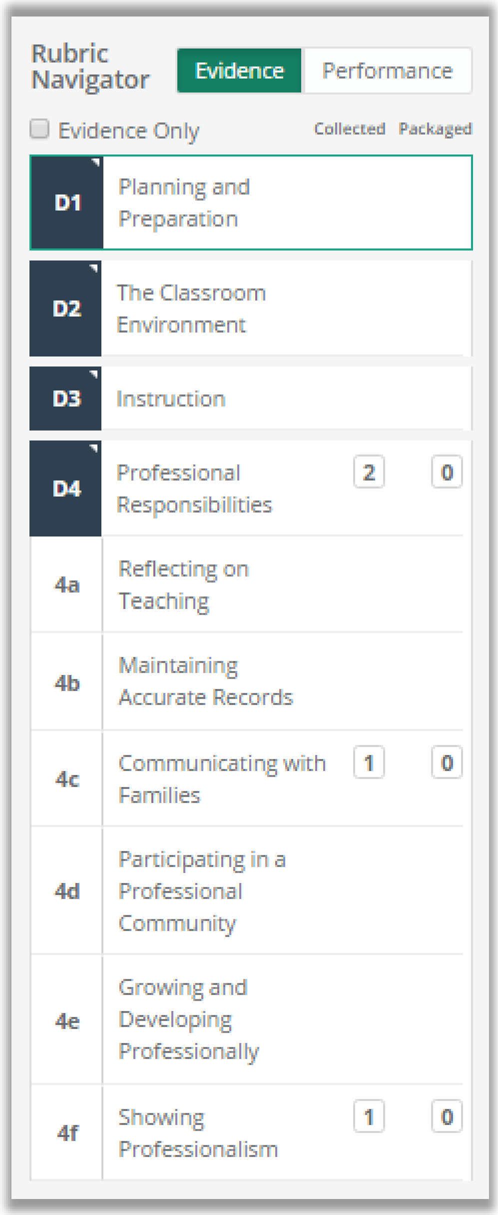
An **artifact** can include **several items**.

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.

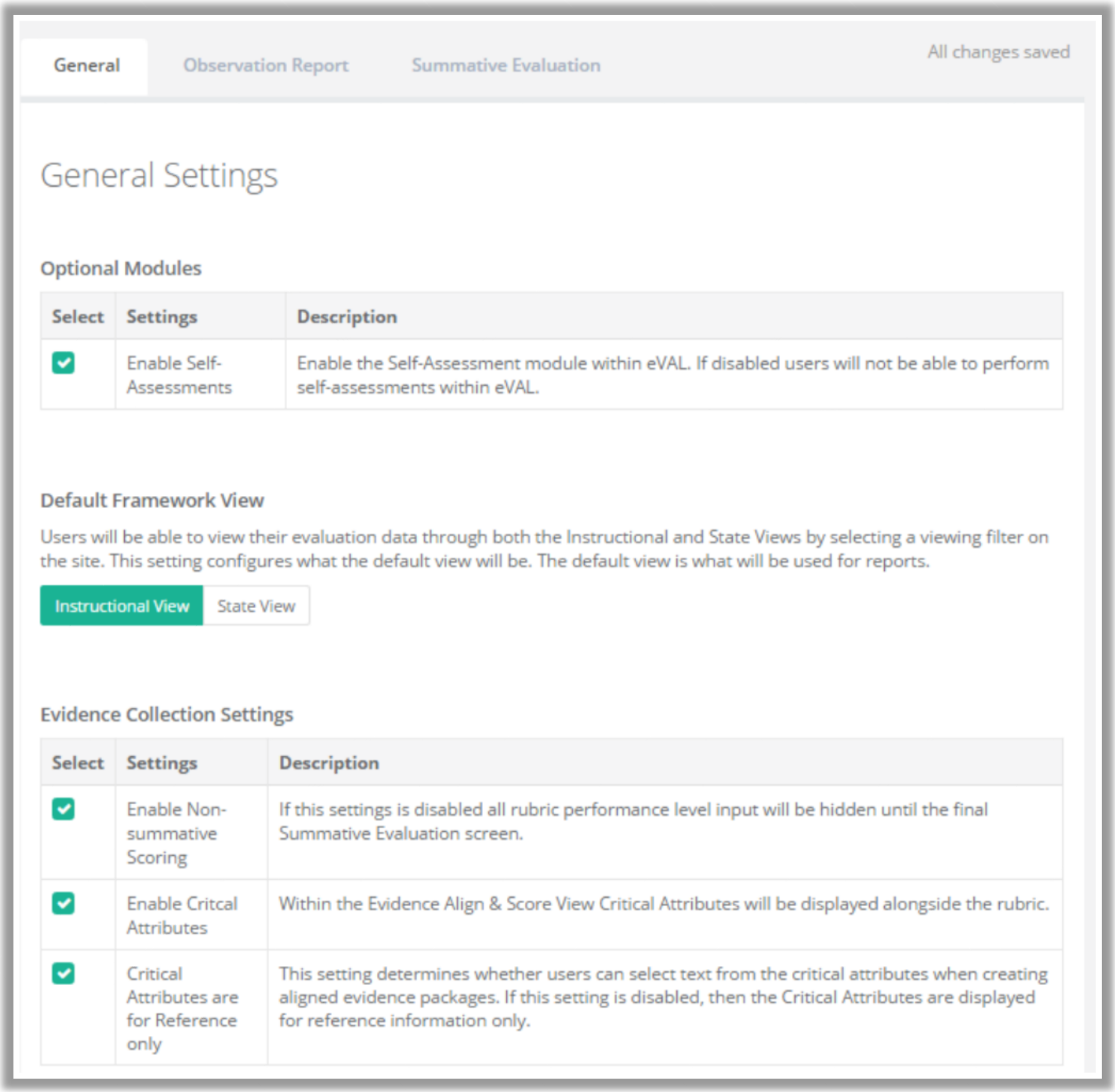


Chapter 6: District Administrator Settings That Affect Your eVAL Work

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
☑	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

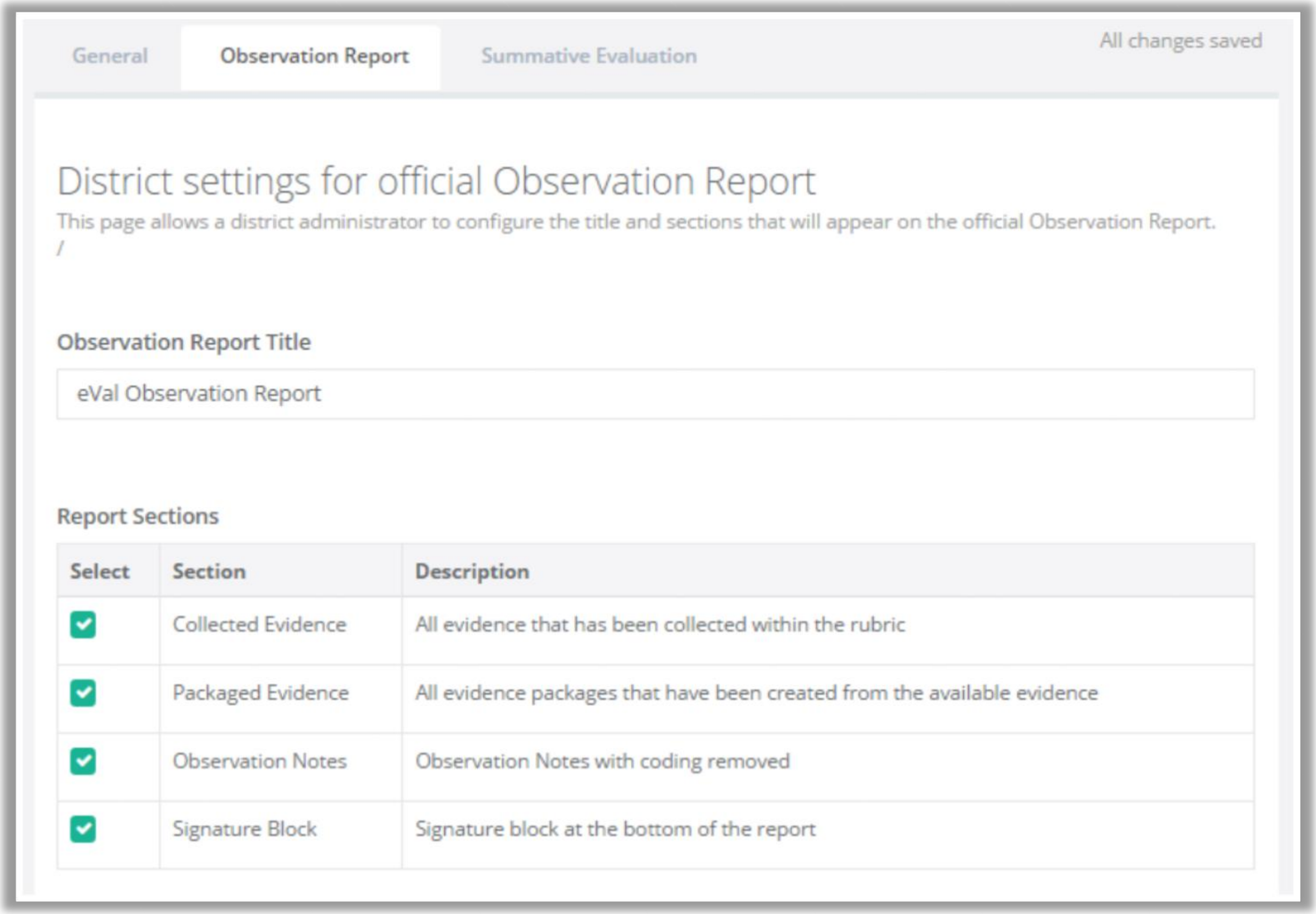
Users will be able to view their evaluation data through both the Instructional and State Views by selecting a viewing filter on the site. This setting configures what the default view will be. The default view is what will be used for reports.

Instructional View | State View

Evidence Collection Settings

Select	Settings	Description
☑	Enable Non-summative Scoring	If this settings is disabled all rubric performance level input will be hidden until the final Summative Evaluation screen.
☑	Enable Critcal Attributes	Within the Evidence Align & Score View Critical Attributes will be displayed alongside the rubric.
☑	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.
/

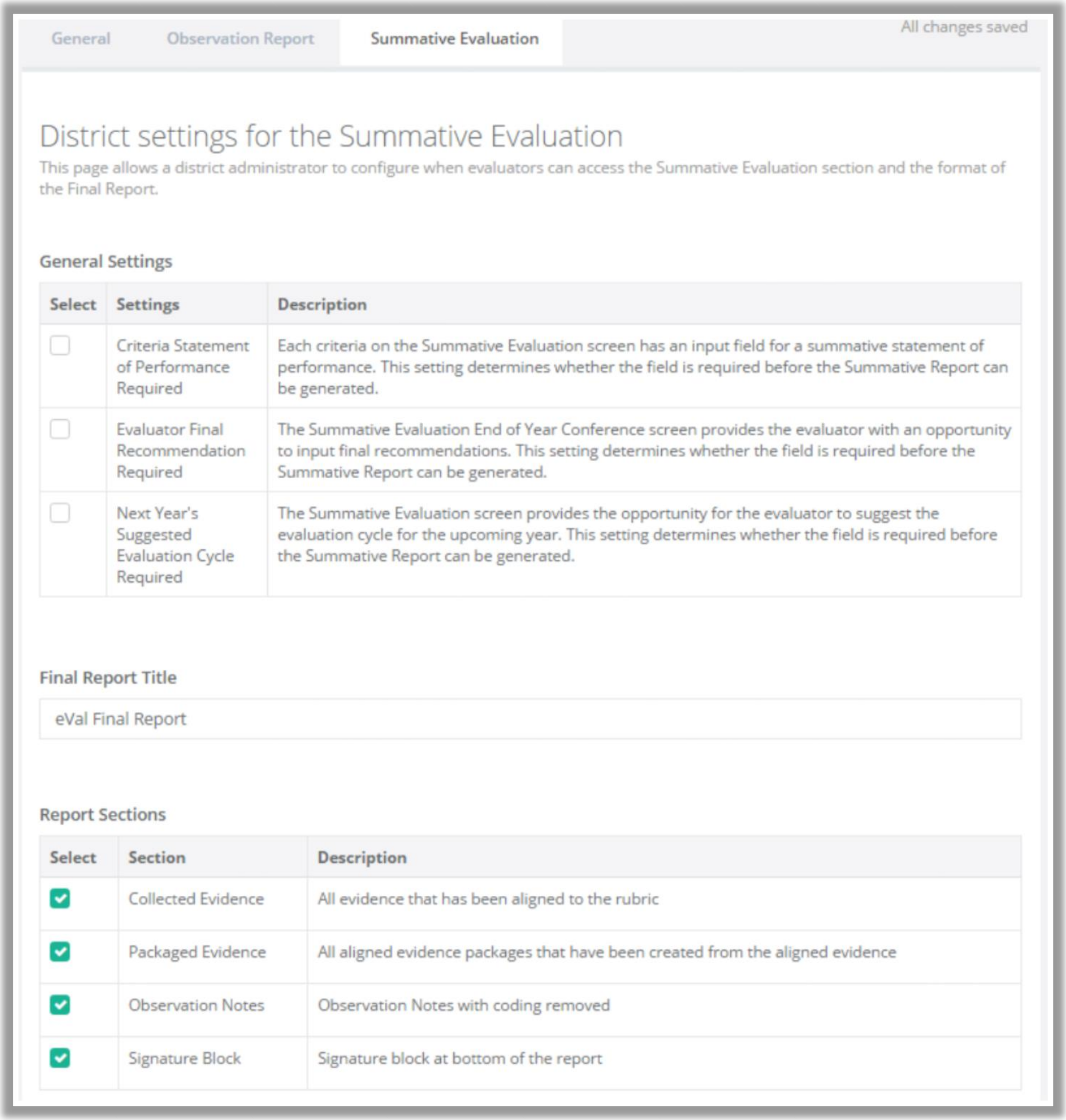
Observation Report Title

eVal Observation Report

Report Sections

Select	Section	Description
☑	Collected Evidence	All evidence that has been collected within the rubric
☑	Packaged Evidence	All evidence packages that have been created from the available evidence
☑	Observation Notes	Observation Notes with coding removed
☑	Signature Block	Signature block at 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
☐	Criteria Statement of Performance Required	Each criteria on the Summative Evaluation screen has an input field for a summative statement of performance. This setting determines whether the field is required before the Summative Report can be generated.
☐	Evaluator Final Recommendation Required	The Summative Evaluation End of Year Conference screen provides the evaluator with an opportunity to input final recommendations. This setting determines whether the field is required before the Summative Report can be generated.
☐	Next Year's Suggested Evaluation Cycle Required	The Summative Evaluation screen provides the opportunity for the evaluator to suggest the evaluation cycle for the upcoming year. This setting determines whether the field is required before the Summative Report can be generated.

Final Report Title

eVal Final Report

Report Sections

Select	Section	Description
☑	Collected Evidence	All evidence that has been aligned to the rubric
☑	Packaged Evidence	All aligned evidence packages that have been created from the aligned evidence
☑	Observation Notes	Observation Notes with coding removed
☑	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