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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 tutorial is limited to the activities associated with *formative professional growth*, and does not include instructions for summative scoring and evaluation...or...reporting.

Evaluatees:

An evaluatee is a teacher or principal that is being evaluated for professional practice and student growth. This includes teachers and all principals. An evaluatee has four primary responsibilities when using eVAL for formative growth:

1. Conducting a quality self-assessment;
2. Engaging in goal-setting;
3. Interacting with the evaluator during the observation process; and
4. Uploading artifacts that provide evidence of professional growth, proficiency, or student achievement.

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

- **Assess** – The evaluatee completes his or her self-assessment.
- **Goals** - The evaluatee writes his/her own goals, as well as writes goals in response to the evaluator’s prompts.
- **Observations** - The evaluatee participates in the three events around the observation cycle.
- **Evidence** - The evaluatee uploads resources that serve as evidence in his/her evaluation.
- **Summary** - The evaluatee views and prints the summative scores of the evaluations and self-assessments.

Evaluators:

An evaluator is a school or district leader who has the responsibility of evaluating teachers and/or principals. An evaluator can be a head principal, vice or associate principal, and district evaluator. An evaluator has for primary responsibilities *when using eVAL for formative growth*:

1. Review self-assessments that are submitted by evaluatees that are assigned to them;
2. Set and communicate goals, and respond to goals that are self-assigned by evaluatees;
3. Schedule and conduct observations and conferences; and
4. Review evidence.

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

- **Setup** – The evaluator adds and assigns prompts for his/her evaluatees.
- **Practice** – The evaluator participates in practice observation sessions.
- **Observe** - The evaluator schedules, conducts, views and tracks the status of his/her evaluatees’ observations.
- **Summary** – The evaluator views and submits completed evaluation data to the District Administrator.
- **Reports** - The evaluator accesses reports regarding evaluation and practice sessions.
How to use this guide:

This guide is intended to assist evaluatees and evaluators with the following formative growth activities:

- Self-Assessing
- Goal-Setting
- Working with evidence through Observations
- Working with evidence through Artifacts

Because eVAL is a tool that promotes interaction between and evaluatee and their evaluator...and...because an evaluatee’s action in eVAL is frequently followed by an action of the evaluator, it made sense to combine the user guides for the evaluatee and the evaluator into one guide.

This guide follows each of the activities listed above through from beginning to end, and demonstrates the use of eVAL by both the evaluatee and the evaluator. To assist with understanding this guide, look for the following symbols:

♦ = EVALUATEE
Look for this symbol for portions of this user guide that are pertinent to the evaluatee.

■ = EVALUATOR
Look for this symbol for portions of this user guide that are pertinent to the evaluator.

PLEASE NOTE:

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

http://www.esd112.org/tpep/eval
Pre-requisites for using eVAL effectively in support of formative growth

eVAL is an online tool that is made available to all 295 school districts at no cost. Districts may choose to use some or all of its components. However, to use it effectively for formative growth, it is recommended that the following activities have 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 teachers and principals;

4. Teachers and principals 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 evaluator and evaluatee.
   - 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 user must sign in on EDS and go to the web page for the eVAL tool itself (aka “the landing page”).
   - The District eVAL Administrator or School eVAL Administrator must have paired each **evaluatee** with their **evaluator**.
   - The District eVAL Administrator must have confirmed the instructional and leadership framework for the current year.
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.

An evaluatee and an evaluator both need to request eVAL accounts, and when they are approved, they both need to sign in to the eVAL tool and arrive at the eVAL Home Page. Unless they do that, their assigned evaluator or evaluatee won’t be able to see them in the eVAL tool. If this should happen, the evaluator should ask the evaluatee if s/he has actually signed in and landed on the eVAL home page.

**SPECIAL INSTRUCTIONS FOR SIGNING IN AS A Teacher**

A teacher will use the eVAL tool for two distinct purposes: (1) to prepare for his/her evaluation, and (2) to use the videos and other resources within eVAL for reflection, discourse and analysis of performance.
**SPECIAL INSTRUCTIONS FOR SIGNING IN AS AN EVALUATOR**

All evaluators will sign into eVAL according to the instructions on page 5 of this handout. However, once an evaluator sees the first eVAL start-up screen, s/he *may have* an additional step to take before arriving at the landing page. For example...

**Principal**

A Principal (PR) will need to use the pull-down menu on the right end of the eVAL banner to identify whether s/he is signing into eVAL to evaluate teachers, to prepare for his/her own evaluation, or to view videos and other resources in the tool.

**Head Principal**

A Head Principal (HP) will need to use the pull-down menu on the right end of the eVAL banner to identify whether s/he is signing into eVAL to evaluate teachers or principals, prepare for his/her own evaluation, or view videos and other resources.

**District Evaluator**

Since a District Evaluator only evaluates Principals, s/he will go directly to the eVAL landing page for an evaluator. However, s/he can use the pull-down menu on the right end of the menu to also select videos and resources to view.

**District-Wide Teacher Evaluator**

Since a District-Wide Teacher Evaluator only evaluates teachers, s/he will go directly to the eVAL landing page for an evaluator. However, s/he can use the pull-down menu on the right end of the menu to also select videos and resources to view.
Naming the Window Parts

- The Evaluatee’s Window...

- 5 colored menus
- Sub-menus
- Active sub-menu
- Page name
- Section panel
- Rubric tab

- Your eVAL username
- Info on recent upgrades
- E-Mail icon
- Sign out of eVAL here
- Reveal button
- Levels

- Reveal buttons reveal the more detailed components of each domain or dimension

- Domain or Dimension

Please Note: Sub-domains or dimensions are displayed when you click the Reveal button on the right end.
The Evaluator’s Window…

Help Icons and Their Associated Contextual Menus

Some sections of eVAL need “context,” and help has been provided through the use of Help icons and contextual menus. When you see a question-mark in a circle located in the top right corner of a window, hover your mouse over it, and a contextual menu will appear with additional information. To make the contextual menu disappear, simply click the X in the small circle.
Managing Your E-Mail

*eVAL* has a built-in email system that evaluators and evaluatees can use to communicate. All *eVAL* users access their email messages and settings by clicking on the email envelope in the top right corner of their screen. (If they have an email message waiting to be read, there will be a red number on the email icon, and the email message will be displayed in the **Messages** section panel.

**Sending the messages to your regular email box:**
*eVAL* users may wish to have any *eVAL* messages sent to their district email inbox (such as Outlook, Groupwise, or Google). To do so, click on the **reveal button** on the **Settings** section panel. Then click on the button called **Change Message Email**.

A small window will appear which will provide a place for you to type in your normal district email address. Then click the **Save** button.

Now, when another *eVAL* user (your evaluator or evaluatee) sends you a message, you’ll receive it in two places: (1) in the *eVAL* Tool, and (2) in your district’s email box.

The top of your **Settings** section panel will look similar to the image below:
Setting up your notifications:
Further down in the Settings panel, you will find a list of message settings that you can customize. There are two types of messages: User-generated (UG) and System-generated (SG). They are defined in the window. One by one, you can change how quickly they are sent to their intended recipient by changing the setting in the right column. Or...you can change the global setting on the top left corner of the list, and then click on the Change All button.
CHAPTER 1

SELF-ASSESSMENT
In the eVAL system, self-assessments are available to anyone being evaluated, including teachers, vice principals and principals. Conducting a self-assessment will likely be the first task carried out by an evaluatee when logging into eVAL.

**A Look at the Self-Assessment Page**

**In this window, you can:**

- a. Create a new self-assessment
- b. Continue to work on a current self-assessment, or modify an existing one
- c. Share your self-assessment with your evaluator
- d. See a report that displays scores across all observations and self-assessments
- e. Delete an existing self-assessment
- f. Notify your evaluator of any changes you’ve made to an existing self-assessment
How an Evaluatee Begins a Self-Assessment

Assess is the first menu (red) which allows an evaluatee to launch or edit a self-assessment. Click on the Assess menu to access this portion of eVAL. Notice that the red menu has a small arrow pointing down. That indicates that this menu tab is active.

1. **Getting started with the self-assessment:**
To create a new assessment, click on the New Self-Assessment button.

As a best practice, consider including your last name and the time of year you are taking this self-assessment. This information will come in handy later. Then click the Create Session button.

Once you have given your session a title, click on the Create Session button (above), and you will be directed to a page where you can begin your self-assessment. You will notice that three sub-menus appear at this point: Settings, Assess/Score, and Report. Notice that the Assess/Score sub-menu has a small arrow pointing down. That indicates that this is the default sub-menu and it is active.
Recommendations:

- Most districts will use the instructional/leadership framework to conduct self-assessments for formative growth in the area of instructional practice and professional practice. Make sure you are familiar with its structure, as well as the characteristics of each performance level, before you begin your self-assessment. Your self-assessment should reflect your performance in alignment to the framework’s intent.
- Use your analysis of your student data that you conducted at the beginning of the year to inform how you use the instructional framework to rate yourself in professional practice.

The State Rubric (will be the same for all districts)

The Instructional Rubric (yours may look slightly different!)

For each type of rubric, you can choose whether you want to assess yourself at the broad level or the more detailed levels (Sub-domain, sub-dimension, or component levels). For the purpose of formative growth, it is recommended that you assess yourself at the more detailed level in order to identify your areas of strengths and weaknesses. To assess yourself at the more detailed level, you will need to click the reveal button at the right end of the section panel to expand that criterion.
What a principal (as an evaluatee) will see on the screens above:
A principal who is signed in for the purpose of preparing for his or her own evaluation will not see an instructional rubric. The evaluator's screen will display the district’s selected leadership rubric, and the rubric for student growth.

2. **Setting up your screen for your self-assessment for formative growth:**
Before you actually begin your self-assessment for formative growth, you will want to set up the “real estate” on your screen so that you can view some important information on your screen. The **global settings** for doing this will appear directly under the rubric tabs. When you first begin to use eVAL, you will probably want to insert checkmarks in the boxes by **Expand Panels, Show Rubrics, Show Evidence/Notes,** and **Show Artifacts.**

3. **Marking your levels of performance:**
Under each domain or dimension, you’ll see the beginning of the list from that framework author’s more detailed components. Read the descriptors for the performance level for each component. Consider how your framework author interprets each level for that component. Then place a checkmark under the level that most accurately matches your performance to the framework author’s descriptor for that component.

4. **Highlighting text and adding evidence:**
When you are self-assessing at the deeper, **more detailed** level, you can highlight text and add it to your “evidence.” To do this, select the text you wish to highlight. Then position the tip of your mouse **precisely** on the highlighted text and right-click it with your mouse (on a PC), or command-click the text (on a Mac). Select **Highlight and add to evidence** from the drop-down menu. This will highlight the selected text and copy it to the **Evidence/Notes** section under that component.
Please note: If you only chose Add to Evidence in the drop-down menu above, you won’t see that section of the text highlighted in the criteria. However, the text you added to evidence will appear in the section titled Evidence/Notes.

5. Adding your own notes:
Click on the Edit button (above) to add your own reflection. Type in notes that document your thoughts about why you selected the text that you did. Then click on the Save button.

6. Removing text highlighting:
To remove the text highlighting, simply select the text you wish to clear, right/command click with your mouse, and click Clear Highlight. This will only clear the highlighting, but will not remove the evidence from your notes. To delete the notes, click on the Edit button for the notes and manually delete the related notes.
7. **Hovering over a descriptor:**
   If you did not choose the global setting for *Show Rubric* at the top of the rubric, you won’t be able to immediately view the descriptors for each level of performance. However, you can hover your mouse over the question marks by the boxes labeled *Unsatisfactory, Basic, Proficient, and Distinguished* to display a temporary window with the descriptor.

   ![Image of a temporary window with a descriptor](image)

   The window will even show any text that you have highlighted for that descriptor. This window will only stay up for around four seconds, so if you wish to read the full description, simply check the box titled *Show Rubric*.

8. **Assessing student growth:**
   The next task is to view and assess yourself in the *Student Growth* portions of the rubric. These are standardized for all districts, regardless of the instructional framework selected by the district, because they come from the state’s criteria for student growth.

   Click on the tab titled *Student Growth*. Depending on the instructional framework your district has chosen, the self-assessment you completed in the Instructional Rubric may or may not transfer over to the *Student Growth Rubric* for criteria 3, 6 and 8. If it doesn’t, you will need to continue your self-assessment in the *Student Growth Rubric*.

   Again, click on the small arrow on the right end of each section panel in the *Student Growth* tab to assess yourself at the more specific component level. The functionality of this rubric is the same as in *Step #’s 2-7* on the previous pages.

9. **How your self-assessment gets saved in eVAL:**
   Your self-assessment is automatically saved in eVAL. There is no *Save* or *Submit* button to use for this purpose.
10. **Adding supportive artifacts for your self-assessment:**

   During the course of your self-assessment, you can upload and store an artifact that supports your self-assessment. To do so, scroll up the page from the rubric you have been using for self-assessment, and find the section panel called **Artifacts.**

   ![Artifacts section panel]

   Click on the **reveal button** to expand the **Artifacts** section panel. To add a supportive artifact, click on the **Add Artifact** button.

   ![Add Artifact button]

   You will see a page called **Create an Artifact.** Scroll down this page to provide information about this artifact as it relates to your self-assessment. Not all information on this page is required. However, the information you provide will help your evaluator understand the context for that artifact (if you choose to share your self-assessment with your evaluator.) Start by giving the artifact a title, a description, and some context. Then insert a marker in the type of artifact you are submitting…and…either upload a file from your computer, or provide a URL for your artifact.

   ![Create an Artifact page]

   **Title:** Promethean Clickers  
   **Type:** Linked to Self-Assessment  
   **Description:**  
   This web page provides more information about using clickers for ongoing assessment, and shows a video of Promethean clickers being used for formative assessment.  
   **Context:** Describing setting, purpose, and background of the selected artifact  
   Our school has standardized on the Promethean interactive tools, including interactive whiteboards and clickers. I thought it was a nice demonstration of how clickers are being used by students of all grade levels, in many different types of classrooms.  
   **You may enter a FILE to upload or specify an URL**  
   **URL:** http://www1.sfu.ca/asi-sa-artist
Scroll down the page a little more, and provide the remaining information. Use your district’s instructional or leadership framework to align the artifact. (Notice in the example below that the section panel for the State Rubric Alignment is collapsed, and the section for the Instructional Rubric Alignment has been expanded.)

If you need help understanding the type of information that is being requested, click the Help Icon (question mark) that appears at the end of the instructions for each text box. A window will appear that provides examples.

To close the window, simply click on the X in the small circle that appears at the top right corner of the Help window.
11. **Submitting artifacts for your self-assessment:**
   To save the artifact within the eVAL tool, return to the top of the **Create an Artifact** page, and click on the **Submit** button. (You won’t be able to submit your artifact unless you at least provide a title, description and alignment to the instructional rubric.)

   ![Create an Artifact](image)

   You will return to the **Self-Assessment** page, and the artifact will be listed under the section panel called **Artifacts**. (It will also appear in your self-assessment rubric, under the component to which it is aligned.)

   ![Self-Assessment](image)

12. **Sharing artifacts with your evaluator:**
   If you wish to share the artifact with your evaluator, you will need to direct the eVAL tool to do so. To do this, click on the **Evidence** menu and make sure that the **Artifacts** sub-menu is active. Insert a checkmark in the box by **Visible to Evaluator?**

   ![Evidence](image)

   You can also view the artifact or edit the information you provided about it. If you have shared it with your evaluator, you will not be able to delete it.

   ![Manage Artifacts](image)

   You can also click the button called **Notify your evaluator of Changes** to send a message about the artifact. Type a message in the message box that appears, and then click on the **Send** button.
13. **Sharing your self-assessment with you evaluator:**

When you are finished with your self-assessment and the related artifacts, you can return to the Assess menu, and share the self-assessment with your evaluator, if you wish. To do so, click in the box by your self-assessment, under the **Share with Evaluator?** column. (You can stop sharing it at any time by simply removing the checkmark from that box.)

![Share with Evaluator](image)

14. **Notifying your evaluator of changes:**

If, at any time, you make changes to your self-assessment...or...if you want your evaluator to know about some aspect of your self-assessment, (such as area of professional growth that you would like to focus on), return to the Assess menu, where you will see the following screen. Click on the button called **Notify your evaluator of changes.**

Type a message in the message window that appears, and then click on the **Send Message** button.

![Notify your evaluator of Changes](image)

Your evaluator will receive an email notification the next time s/he signs into eVAL. If they have configured their eVAL email to also be sent to their enterprise email (such as Outlook, Groupwise, Google Mail), they should receive a copy of your message there, as well. And finally, the evaluator will see a red box in the Self column the next time s/he signs into eVAL, indicating that the teacher has shared their self-assessment with their evaluator.

![Observation Sessions](image)
How an Evaluator Views an Evaluatee’s Self-Assessment and Related Artifacts

1. **Navigating your way to the correct screen:**
   When an evaluatee conducts a self-assessment using the state or instructional rubric and then shares their self-assessment with their evaluator, the evaluator can view it and respond to it. When you sign in to eVAL to evaluate others, click on the Observe menu, and the **Observation Dashboard** will display a list of your evaluatees. Look for the evaluatees that have completed a self-assessment and shared it with you, as indicated with a numeral in the **Self** column for each evaluatee. Click on the numeral to view that evaluatee’s self-assessment.

   ![Observation Dashboard](image1)

   In the next screen, click on the **View** link for the self-assessment you wish to view for that evaluatee.

   ![Self Assessment](image2)

   The **Self-Assessment** page for the evaluatee will provide access to a lot of information about their self-assessment, including their actual self-assessment using their framework, a section for any artifacts that they are sharing about their self-assessment, and a place for you to respond or make recommendations about their self-assessment or artifact(s).
2. **Setting up your screen:**
   Before you view the evaluatee’s actual self-assessment, you’ll want to configure your window so that you can see everything they intended you to see. To do so, take a moment to insert the checkmarks in the boxes under the rubric tabs: Expand Panels, Show Rubrics, Show Evidence/Notes, and Show Artifacts.

   ![Image of screen configuration settings]

   Click on the Instructional Rubrics tab to see how your evaluatee assessed themselves. Then click on the Student Growth tab to see how they assessed themselves in the area of student growth. You can view any highlighted descriptors, and read the additional notes they wrote. You can also view any artifacts they uploaded in support of their self-assessment.

   ![Image of instructional rubric and student growth]

   As an evaluator, you do not have the ability to change or modify an evaluatee’s self-assessment. However, you can make notes about it and respond to it. See step #4 below.

3. **Learning more about your evaluatee’s supportive artifacts for their self-assessment, and responding to them:**
   You can access additional information about your evaluatee’s artifacts on their Self-Assessment page. Click on the reveal button on the Artifacts section panel, and on the next screen, you’ll be able to view the artifact(s) and get additional details about them, as well as write some notes about the artifact(s).

   ![Image of artifact reveal and note-taking interface]
4. **Responding to the evaluatee’s self-assessment, and making recommendations:**

   To make notes about the evaluatee’s self-assessment, or to respond to the evaluatee’s self-assessment with recommendations, scroll to the top of the **Self-Assessment** page and locate the section panel that says **Assessment Notes and Recommendations.** Click on the **reveal button** on the right end of the section panel to expand that section.

   ![](image)

   Click on the button **Add New Response** for a new note or new recommendation that you would like to provide in response to the evaluatee’s self-assessment. Type in your note or recommendation and click on the **Insert** button. Your evaluatee will now be able to read your note or recommendation the next time s/he signs in to eVAL.

   ![](image)

   The evaluatee can respond to your notes and recommendations, and the responses can continue going back and forth as long as necessary.
**How an Evaluatee Views an Evaluator’s Response to Their Self-Assessment and Artifacts**

1. **Viewing the evaluator’s notes regarding the shared artifact(s):**
   An evaluatee can view any notes that their evaluator has typed about their shared artifacts. To do so, follow these steps:
   
   - Click on the **Assess** menu, and then click on the **Edit** link for the pertinent self-assessment that includes a supportive artifact.
   - On the next **Self-Assessment** page, click on the **reveal** button at the right end of the **Artifacts** section panel, and on the next page, click on the **Edit** link for the artifact.
   - Scroll to the bottom of the next page, and you will find any notes left by your evaluator.

2. **Viewing the evaluator’s notes and recommendations regarding your self-assessment:**
   An evaluatee can also view their evaluator’s responses to their self-assessment(s). To do so, return to the **Assess** menu and click on the **Edit** link for the pertinent self-assessment. Then click on the **reveal** button at the right end of the section panel for **Assessment Notes and Recommendations**. You will be able to view any notes or recommendations from your evaluator.

   ![Assessment notes and recommendations](image)

   You can add a response to your evaluator’s notes or recommendations by clicking on the pertinent **Add New Response** button, typing your response in the white text box that appears, and then clicking on the **Insert** button. Your evaluator and you can type responses back and forth as many times as necessary.

**How an Evaluatee Changes the Settings for Their Self-Assessment**

Click on the **Settings** sub-menu to change your mind about the self-assessment’s title or sharing it with your evaluator.

![Assessment settings](image)
How Evaluatees and Evaluators Can View and Print Reports from a Self-Assessment

Both an evaluatee and their evaluator can create a report of an evaluatee’s self-assessment.

Evaluatee:
Click on the Assess menu at the top of your page, and then click on the Report sub-menu. Notice that the Report sub-menu now has a small arrow pointing down. That indicates that this sub-menu is active.

Evaluator:
Click on the Observe menu at the top of your page, and then click on the numeral under the Self column for the evaluatee whose report you wish to create and print.

In the next screen, click on the View link for the self-assessment you wish to view and print.

In the following screen, click on the Report sub-menu to create and print the evaluatee’s self-assessment. Notice that the Report sub-menu now has a small arrow pointing down. That indicates that this sub-menu is active.
Configuring the settings for the report:
To configure the self-assessment report, click on the reveal button at the right end of the Print Settings section panel. Choose the settings to select the elements to include in the self-assessment report. See the example below.

For output, the evaluatee has two options:

- The report can be saved and/or printed in PDF format (recommended) ... or...
- The report can be previewed on your screen and printed as a web page.

In either case, the related artifacts do not appear in the report.
CHAPTER 2
GOAL-SETTING
SECTION 2: GOAL-SETTING

The second menu from the left is for **Goals**, the section of eVAL that helps to monitor all aspects of the goal-setting process for an evaluatee. The goal-setting process can be initiated by the evaluatee, the evaluator, or the district, and begins with a goal prompt (question). In this section of the handout, an evaluatee will learn the steps required to set and respond to several types of goals in the eVAL system. A teacher’s login is used as an example in this handout, but the process is the same for principals and vice principals who are using the eVAL tool as an evaluatee.

The student data analysis that you perform on your incoming students... and the self-assessment of your instructional or professional practice... should lay the foundational groundwork for your goal-setting. Your district evaluation process and policy will determine how and when this process is accomplished. To begin the goal process, click on the **Goals** tab. Five sub-menus will appear, which include **Dashboard, Evaluator-Assigned, Self-Assigned, Forms, and Resources**. The sub-menu with a small arrow is the **active** sub-menu.

**First Things First...Understanding the Evaluatee’s Dashboard**

Your **Goals** dashboard will open with a variety of settings from which to choose. These settings will determine the options displayed on your **Goals Dashboard**. It is recommended that you insert checkmarks for all five options as you learn eVAL.

As you can see above, there are five different resources to use to help you write your goals:

- eVAL Student Growth Forms
- eVAL Professional Development Forms
- Evaluator-Assigned Goal Prompts
- Self-Assigned Goal Prompts
- Goal Forms Uploaded by a District or School Leader

Insert checkmarks by the options that you wish to display on your screen.

This user guide will move from left to right on the sub-menu and start with the **Evaluator-Assigned Goal Prompts**. We’ll skip the **Dashboard** for now, but will come back and explore it later.
How an Evaluator Uses the Questions Bank to Create and Store Goal Prompts

Your school or district may have identified some large, strategic goals for your organization, and may want all employees to work on achieving those goals. If they are District goals, it is recommended that the District Administrator of eVAL writes the goal prompts into the eVAL system for the entire district and assigns them to the pertinent evaluatees. If they are School goals, the School Administrator of eVAL or the School Principal should enter the goal prompts and assign them to the pertinent evaluatees. If there is more than one principal in a school, and all principals and assistant/associate principals will be evaluating different teachers, then the School Administrator of eVAL should enter the goal prompts and assign them. (Keep in mind that a school or district leader can also upload one or more goal forms that can be used by some or all evaluatees.)

In the Setup menu, the evaluator or eVAL administrator can create and assign prompts to his or her evaluatees for goals, reflections, and pre- and post-observations conferences.

The first sub-menu under the Setup menu is the Question Bank, where prompts are written and stored by someone other than the evaluatee. Notice that the Question Bank sub-menu has a small arrow pointing down, which indicates that this sub-menu is active.

1. Writing goal prompts:
   Evaluator-Assigned goals begin with creating and assigning prompts to the evaluatees. The way in which prompts are entered into eVAL for goals is the same as self-assigned goals; pre-conference, observation and post-conference questions; and reflections. Each of those prompt categories is listed in eVAL. You can see the section titles in the section panels below. To expand a section panel, click on reveal button at the right end of it.

To add a prompt, simply click on the button Add New <Teacher/Principal> Prompt button in the appropriate section panel.
Give the prompt a descriptive title that will identify the question's purpose, and type the prompt into the text box.

2. Aligning goal prompts:
A prompt can be aligned to the state or instructional framework to clarify its intention. Because the instructional and leadership frameworks are used to support the state criteria, it is recommended that prompts are aligned to the instructional or leadership rubrics. To align a prompt, click on the reveal button on the section panel for the instructional/leadership rubric you wish to align the prompt to, and select the criteria you wish to use for alignment.

You can align the prompt at the domain or sub-domain level. The example above shows alignment of the prompt with the instructional framework at the sub-domain level. To align the prompt at the sub-domain level, click the plus sign to the left of the domain to see the more detailed elements in its sub-domain. More information is provided on the following page.

Please Note:
Aligning the prompt to the instructional/leadership framework automatically aligns it to the state’s criteria, and visa versa.
3. **Saving goal prompts:**
   A prompt can be saved for further work later by clicking the **Save w/o Finalizing** button. **HOWEVER...** before an evaluator can assign a prompt to an evaluatee, the evaluator must click **Save and Finalize**.

4. **Viewing a list of goal prompts:**
   When you return to the **Question Bank** page, your goal prompt will be displayed in the list with other goal prompts. Information about the prompt is provided. In addition, you can edit the prompt if it has not yet been assigned to a teacher.

5. **Changing the order of goal prompts in the list:**
   As the bank of questions and prompts grows, it may become necessary to change their order. To re-position prompts, simply click, drag, and drop the prompt into the desired position.
How an Evaluator Assigns Goal Prompts to Evaluatees

Using the Assign Questions sub-menu:
A question bank is used by an evaluator for storing prompts (of all kinds). The Assign Questions sub-menu is used for assigning prompts to evaluatees. If there is an arrow under this submenu, then this sub-menu is active.

Evaluatees and prompts can be “mixed and matched.” For example:

- a single evaluatee may be assigned more than one prompt; and
- a single prompt can be assigned to more than one evaluatee.

To assign prompts to evaluatees, follow these sequential steps:

1. Click the dropdown menu labeled Prompt Type to select the type of prompt you are assigning.
2. Place an X in the checkbox by the evaluatees to whom you are assigning the prompts or questions.
3. Click the Assign Prompts button.
4. In the window that opens, mark the checkbox to the left of the prompt(s) you wish to assign to the evaluatee(s) that you selected in callout box #2 above. Then click the Assign Selected Prompt(s) button.
5. Two things will happen as a result of assigning prompts to evaluatees in Step #4 above. First, if the Assign Questions sub-menu is active, the prompt will be listed by the evaluatee to whom it was assigned.

Secondly, if the Questions Bank sub-menu is active, you will be able to see that the assigned prompt is now In Use, and because it is in use, it cannot be marked to Delete. However, you can still Edit the prompt.

6. The evaluator can see the specific number of goals for each evaluatee in their Observation Dashboard...

...and the evaluatee can now see that s/he has been assigned a goal prompt in their Evaluator-Assigned sub-menu:
How an Evaluatee Views and Responds to Evaluator-Assigned Goal Prompts

1. **Viewing and Responding to Evaluator-Assigned Goal Prompts:**
   To view and respond to an Evaluator-Assigned goal prompt, the evaluatee should click on their Goals menu and the Evaluator-Assigned sub-menu. The Evaluator Assigned Goals will appear. All goal prompts assigned to an evaluatee by their evaluator will appear under the Goals panel. To respond with a goal statement, click on the Details link.

2. **Writing a goal statement in response to the prompt:**
   On the User Prompt Details page, you will notice that the goal prompt was moved to the top of the page. *Everything on this page is about that goal prompt.* Click on the Reveal button for the User Prompt Responses section panel. Then click the Add New Response button.

   A text box will appear. Type a goal in response to the prompt, and click on the Insert button.

   You will return to the User Prompt Details page, where you’ll see the date/time stamp in the Date column, and the goal statement in the Response column. You can add another response to the same prompt at any time. The next time your evaluator logs into eVAL, s/he will be able to access the goal you wrote and respond to it, somewhat like an “online chat.”
**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 students will improve in writing by one performance level as indicated by the quarterly district writing prompt and the district-provided rubric.

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**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.
3. **Aligning the goal:**
Click on the reveal button for the Alignment section. And then click on the Manage Alignment button.

The Manage User Prompt Alignment page will appear. It is recommended that you use the Instructional Rubric Alignment to align the goal statement at the more specific component level. (However, this is a district choice.) Notice that aligning it in one rubric cross-aligns it in the other rubric. To align the goal statement at the sub-domain level, expand a domain by clicking on the + button. Then insert a check mark in the appropriate criterion at the sub-domain level.

When you are finished, click on the Save button at the top of the page. You will return to the User Prompt Details page.

4. **Adding supportive artifacts for the goal:**
Click on the reveal button for the Artifacts section. And then click on the Add Artifact button.
Type a title for the artifact and a short description of what it is. Then follow the instructions in the next box to provide the context for that artifact. Use the Help icon (green question mark) to see an example of what to write. (When finished with the example, simply click on the X in the small circle to make the sample text disappear.)

Upload a file or enter a URL that displays a web site where your artifact is located.

In the next section on the Create an Artifact page, type in an alignment response that describes how the artifact aligns to your district’s adopted instructional framework. Hover over the Help icon (question mark) in the top right corner to display a drop-down menu. It has examples of alignment responses. Click the X in the small circle to make the drop-down menu disappear. (Please note: the actual alignment of the artifact to the instructional framework was done previously.)

At the bottom of the page, consider writing a reflection about the artifact that you are using for your goal prompt and goal. Since, in this case, you are using this artifact as an example of “your target,” respond to the reflection in a manner that explains your thinking about how it demonstrates “something to shoot for” or “what proficiency looks like.” (See the example below.) Otherwise, you have the option of leaving this section blank.

When you’ve completed all sections of this page, click on the Submit button at the top or bottom of the page.

5. **Sharing the artifact with your evaluator:**
   Scroll to the bottom of the User Prompt Details page. Insert a checkmark in the box if you want to share it with your evaluator.

---

Please take note of the other tasks that can be completed with this artifact.
How an Evaluatee Writes Self-Assigned Goals

Please take note of the **Self-Assigned** sub-menu. In this section, an evaluatee can write their own goal prompts, respond to them by writing a goal statement, align them to the state or instructional rubric, and add artifacts that support the goal. An evaluatee can write a goal to address their analysis of their student data, or in response to their own self-assessment of their instructional or professional practice. Evaluatee-assigned goals are automatically shared with their evaluators.

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

   ![Add New Goal Prompt](image)

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

   ![Type goal prompt here](image)

   The prompt will be added to your list of self-assigned goals. The various links next to the goal allow you to add more information. Click on the **Details** link to add more data about this prompt.

   ![Details](image)

   The **User Prompt Details** page will appear, and the goal prompt will be moved to the top of the page. *Everything on this page is about that goal prompt.* Writing a goal statement, aligning the goal with the state/instructional rubric, and supporting the goal with artifacts...are all accomplished in the same way as the **Evaluator-Assigned Goals.** (See p 39-42.)
How an Evaluator Views and Responds to an Evaluatee’s Goal Statements

An evaluator can automatically view an evaluatee’s goals, alignment and related artifacts. To do so, they need to go to their Observation Dashboard page. The total number of an evaluatee’s goals (of any type) will appear under the Goals column.

1. **Viewing an evaluatee’s goals:**
   To view an evaluatee’s goal statements, click on the number under the Goals column for that evaluatee. In the next window, insert a checkmark by the types of goals and forms that you wish to bring into view for that evaluatee.
Use the **reveal button** at the right send of a section panel to display that evaluatee’s goal statement. Once the section panel is expanded, click on the **Details** link for that goal to view additional data.

2. **Viewing the evaluatee’s details for their goal statement, and responding to it:**
   In the next screen, an evaluator can view the details for a goal that an evaluatee has written. They can read their goal statement, view the goal’s alignment to the state or instructional rubric, and they can view the details about an artifact that the evaluatee included with that goal. To respond to the goal statement, the evaluator should locate the button called **Add New Response** (in the **User Prompt Responses**) section, and click on it.

Type the response to the evaluatee, and then click on the **Insert** button:
How an Evaluatee Views the Evaluator’s Response(s) to their Goals, and Responds Back

Once the evaluator responds to an evaluatee’s goal statement, the evaluatee can see that response at the top of the thread.

1. Responding to an evaluator’s response:
   To respond to the evaluator’s question about the action plan, click on the Add New Response button. The text editor will appear, where the evaluatee can respond. Type your response, and then click the Insert button.

Again, the most recent response between the evaluator and the evaluatee will appear at the top of the response thread, and will continue in this manner until one of the two stops responding.
How an Evaluatee Uses Online Form Templates for Writing Student Growth and Professional Development Goals

eVAL now provides online templates for writing goals for student growth and professional development. These templates can be found by clicking on the **Forms** sub-menu under the **Goals** menu. They can be used in lieu of the self-assigned goals.

1. **Using the online goal forms (templates):**
   Click on the button for building a new goal for the type of goal form you wish to use. For this user guide, the student growth goal template will be used, but the process is the same for the professional development goal template. To get started, click on the **Build New Student Growth Goals** button.

Select the portions of this page that you wish to display as you write your goal:
2. **Using the Process Questions to guide your thinking:**
eVAL provides process questions that help set the stage for writing your goal. To answer each Process Question, click on the pencil icon next to the question.

Address the prompt, and then click the **Save** button at the bottom of the editor’s window.

Your response to the prompt will appear on the **Templates** page. Repeat **Step 2** for each prompt, until the form template for the **Process Questions** is completed.
3. **Writing your goal statement:**
   Use the process questions to write your goal statement. To write your goal statement, click on the pencil icon in the Goal Statement area. In the same way as you addressed your goal prompts (in Step 2 on the previous page), write your goal statement. Use the format displayed on page 40 of this user guide to write your goal statement. Once you click on the **Save** button, the goal will appear in the **Goal Statement** section of your **Student Growth Goal Template** page.

   ![Goal Statement Example](image)

   **By January 30, 2015, 100% of the students in the target group will improve in reading fluency by 50% of their current wpm rate, as indicated by the DIBELS tool.**

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**How an Evaluatee Uses School or District Resources (Forms) to Write and Submit Goals**

The school district leaders...or the school building leader(s)...may have provided some customized forms in MS Word or another computer program that they want all evaluatees to use. In this case, the forms will be located in the **Resources** sub-menu located under the **Goals** menu. In the sample below, the district has provided a goal form.

1. **Accessing the Goal Form:**
   To access the form, click on the **View** link.

   ![Goal Resources Example](image)

   What happens next will depend on the browser you are using. You will either be prompted to open or save the document... or...the document will automatically be downloaded to your computer. Save the document, locate it on your computer, and open it up. Complete the form and save it. (Consider adding your last name to the filename.)
2. **Uploading the completed goal form into eVAL:**
   Once you have completed and save the school or district goal form, it’s time to upload it to eVAL. Click on the **Goals** menu and then on the **Resources** sub menu. The **Goal Resources** page will be displayed, and this is where you originally found the goal form that you completed. Now it’s time to upload the completed form. Click on the **Upload Completed Form** button.

3. **Give the goal form a title and write a description.** Click on the **Select** button to locate the file on your hard drive.
4. Scroll down the page, and find the *Alignment* section panels. Most districts will want to use their *Instructional Rubric* to align with. Expand the domain so that you can see the sub-domains, and select the one that your goal addresses. Notice that it cross-populates the *State Rubrics Alignment* section.

Click on the **Submit** button. Your browser will return to the **Goal Resources** page, where you’ll see the information about the form you uploaded. You can either view the form, edit the information you wrote about it, or delete the uploaded form.
How an Evaluator and Evaluatee Use their Dashboards to Track Goals

The Evaluator can use his/her Observation Dashboard in an “at-a-glance” manner to get general information on how his/her Evaluatees are progressing in writing their goals. In the screen snap below, the Evaluator can see that the Evaluatee is on a Focused evaluation plan, has written four goals and conducted one self-assessment, and has uploaded four pieces of evidence. To get more detailed information, the Evaluator will need to click on the data itself. For the purpose of this user guide, we’re going to imaging that the Evaluator has clicked on the numeral “4” under the Goals column to get more detailed information about the goals written by this teacher.

The Evaluator will see the Goal Setting Dashboard, where s/he can edit the Settings for the page to determine what kind of information is displayed. S/He can also expand or collapse any of the section panels to customize his/her screen space and use it more efficiently.

Please Note: The Evaluatee clicks on the Dashboard sub-menu under the Goals menu to view the same information as above.
The Evaluator and Evaluatee can expand each section panel to see the more detailed information that the Evaluatee wrote about each goal. In this sample, the Evaluatee has written and submitted wrote four goals so far. At the right end of each goal, they can view, edit and delete (in some cases) the goal that the Evaluatee has written.
CHAPTER 3A

COLLECTING EVIDENCE THROUGH OBSERVATIONS
The name of the third menu tab is **Observe** (or **Observations**), the section of eVAL that allows evaluators and evaluatees to track all aspects of the observation process, including the pre-observation conference, the observation itself, and the post-observation conference. Using the features of the **Observe** menu, evaluators enter notes during observations (or paste notes from other software used during an observation), align the evidence from their notes to state or local rubrics, and provide feedback to evaluatees. Evaluators score observations and artifacts, annotate notes, and manage all aspects of evidence gathered during observations. The arrow under this menu will be displayed if this menu is active.

**A Look at the Observations Dashboard**

When you click on the **Observe** or **Observations** menu, you will see the **Observation Dashboard**. Here you can see evaluation type, number of goals, self-assessments, artifacts, minutes spent in observations, and the status of the observations.

The **Observation Dashboard** will look similar to the one below, with the exception that the real dashboard on your screen will likely have a longer list of evaluatees than is shown below.

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**Formal Observations** include a pre-observation conference, an observation, and a post-observation conference. **Informal Observations** do not include the pre-conference and post-conference components, though an evaluator can later add a post-observation conference component if desired.
How an Evaluator Launches an Informal Observation

1. To begin an informal observation, click on the Informal Observation icon (lightning bolt) on the Observation Dashboard for the pertinent evaluatee.

2. Give the observation session a title, and then click the Create Session button.

   **Please Note:** If the teacher is on a focused plan, it will be noted in the lower left corner of the screen.

3. The eVAL tool will automatically record the date and time at which you clicked the icon, and will take you directly to a page where the Notes Editor is open. Here you can begin entering observation data. Highlight text that is pertinent to the instructional framework, and click on the domain or sub-domain that it is aligned to.

   Text that is linked to a domain is considered an **excerpt**. Text that is linked to a sub-domain is considered as **evidence**.

How an Evaluator Launches a Formal Observation

The evaluator initiates a formal observation, and to do so, s/he begins by scheduling the observation.

Click on the Formal Observation icon (calendar) on the Observation Dashboard for the pertinent evaluatee. You will be directed to the Settings sub-menu.
**How an Evaluator Uses the Settings Sub-Menu to Schedule Observation Activity**

In the **Settings** sub-menu for the **Observe** menu, an evaluator can schedule each phase of the observation (pre-observation conference, the observation itself, and the post-observation conference). They can also determine whether would like to make each phase of the observation visible to the evaluatee. If the **Settings** sub-menu is active, it will have a small arrow under it.

To schedule an observation event (or all three events at the same time), follow these steps as you refer to the diagram below:

a. **Give the entire observation process a title.** *(Best Practice = Teacher’s Full Name, Grade or Subject, and Fall/Winter/Spring.)*

b. **Click the calendar and clock icons** to select the appropriate dates and times for the pertinent event(s). Also type in the location for the event. *(Please note: This calendar does not integrate with your Outlook/Google/other enterprise calendar.)*

c. **Decide whether you would like to make the information for each event visible to the evaluatee.**

d. **Optional:** You may need to notify the evaluatee of these changes. To do so, click on the button titled **Notify <Principal/Teacher> of Changes,** type a message in the text box that appears, and then click on the **Send Message** button.

If the evaluator has placed a checkmark in the box called **Visible to Evaluatee?** for any event of the observation cycle, then the evaluatee will be able to see all data that is pertinent to that part of the observation event.
After completing this form and optionally notifying the evaluatee of changes (Step D above), return to the Observe tab. The data in the scheduling form will be saved.

When you return to the Observe tab, click on the reveal button to the left of a teacher’s name, and you’ll see that there is another way to manage the visibility and the status of each observation event.

![Teacher scheduling form](image1)

If you scroll down the page (or collapse the section panel for the Observation Sessions), and you will see a section panel called Calendar. Expand the calendar by clicking on the reveal button on the right end of the Calendar section panel, and a calendar with your scheduled observation events will be displayed. If you “mouse over” a calendar item, you will see a little more information about that event.

![Calendar](image2)

By right-clicking your mouse on a calendar event, you will have the option of (1) viewing all of the information about that event, or (2) un-scheduling that event from eVAL.

![Calendar](image3)

**Please Note:**
At this time, these calendar items cannot be exported to your district’s Outlook / Google / Other enterprise calendar.
What the Evaluatee Sees When Observation Events Have Been Scheduled

Evaluatees who are signed into eVAL can click on the Observation menu immediately and view their Observation Dashboard. They will notice it contains three sections...the Observation Sessions, Practice Sessions and Calendar.

1. Understanding the Observation Dashboard:

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

- The pre-observation conference (displayed as the pre-conference)
- The observation itself
- The post-observation conference (displayed as the post-conference)

If an event has been initiated but not scheduled, the dashboard will display the non-started icon (an empty circle). If an event has been scheduled, it will display the in progress icon (a half-filled circle). And if the event has been marked as “completed” by your evaluator, it will display the completed icon (a filled circle). If your evaluator has made a portion of the observation invisible to you, you will not see an icon.
To view information about a pre-observation conference, an upcoming observation, or a post-observation conference, you can click on its icon on the **Observations** section of the table.

Once you click on any part of the **Observations** table in above, a sub-menu will appear that will give you continual access to all data that is pertinent to the settings, pre-observation conference, the observation and scoring event, the post-observation conference, and the reporting. The active sub-menu will be the one with the small pointer under it.

2. **Viewing the settings for observation activity:**
Clicking on the **Settings** sub-menu reveals the page where you can see the schedule that your evaluator has set up for the pre-observation conference, the conference, and the post-observation conference. You cannot edit this page.
**How an Evaluator Sets up a Pre-Observation Conference (aka “Pre-Conference”)**

The next sub-menu for the **Observe** menu is **Pre-Conference**. The screens available in this sub-menu assist you in tracking all aspects of the activities conducted in the pre-observation conference. This sub-menu is active if it has a small arrow under it.

1. **Setting up a pre-conference:**
   The evaluator initiates all observation activity, including the pre-observation conference, the observation, and the post-observation conference. The first activity is the **Pre-Observation Conference** (aka the “pre-conference”). For a teacher on a comprehensive plan, the **Pre-Conference** page displays four section panels that represent various aspects of this phase, and for a teacher on a focused plan, only the **Pre-Conference Questions** and **Pre-Conference Notes** are displayed. To display more information in each section, click on the **reveal button** at the right end of the pertinent section panel.

2. **Aligning the focus of the observation to the rubrics:**
   The first two sections in the **Pre-Conference** section are **State Rubrics Focus** and **Instructional Rubrics Focus**. Use the **Instructional Rubric** panel to select the domain/dimension that you wish to focus on during the observation. To get to the more specific elements of each domain/dimension, click the + sign by its name to expand that category.

As soon as the evaluator identifies the focus of the observation, a magnifying glass will be displayed in the instructional rubric, at the domain level. Open the rubric to display the descriptors; a magnifying glass may appear there, as well.
3. **Writing pre-conference questions:**

The third section panel in this window is the **Pre-Conference Questions**. Click the arrow at the right end of the section panel to reveal more. If you have already added pre-conference prompts via the red **Setup** tab, they will be listed here, as will prompts written by your School or District Administrator.

![Pre-Conference Questions panel](image1)

To add a new question, click the **Add New Pre-Conference Prompt** button.

Type your pre-observation conference question, and determine whether you want to add the question to your question bank so you can assign it to other evaluatees later. To do so, mark the checkbox that says **Add to Your Question Bank**. Then click on the **Insert** button.

![Add New Pre-Conference Prompt](image2)

You will return to the **Pre-Conference Questions** dashboard, where you will see prompts that you have written, as well as prompts written by your District Administrator or School Administrator. To assign any of these prompts to the evaluatee, check the box in the **Assign** column. To edit a prompt, and to align it to the framework criteria, click the **Setup** link.

![Pre-Conference Questions dashboard](image3)
**How an Evaluatee Responds to Their Evaluator’s Pre-Conference Alignment and Prompts**

Once the evaluator has set up some pre-conference activity and has shared that event with the evaluatee, the evaluatee can begin participating in this phase of the Observation cycle.

1. **Navigating your way to the correct screen:**
   Click on the **Observations** menu. Half-filled circles mean that an event in the **Observation** cycle has been scheduled by the evaluator. To respond to your evaluator’s pre-conference activity, click on the half-circle under **Pre**.

The **Pre-Conference** page will appear, which includes the alignment and the pre-conference questions posed by the evaluator. Remember...a teacher on a **Focused** evaluation plan will only see two section panels (Pre-Conference Questions and Pre-Conference Notes), and a teacher on a **Comprehensive** evaluation plan will see all four of the following section panels. Click on the **reveal button** at the right end of any of the section panels to expand that section.
2. **Aligning the observation focus to the instructional rubric:**

   You will see how your evaluator aligned the focus of the observation with the rubric on the right side of the dotted line below. (Expand the domain or dimension by clicking on its + sign.) As the evaluatee, you can identify what you would like to focus on during the observation on the left side of the line below. If you and your evaluator do not choose the same criteria, you’ll need to work that out and come to consensus so that you both approach the observation “on the same page.”

   ![Instructional Rubrics Focus](image)

3. **Responding to your evaluator’s pre-conference prompt:**

   You will see a section panel called Pre-Conference Questions. Click on the reveal button at the right end to view any prompts posed by your evaluator about the upcoming observation. Click on the small arrow link on the left to get more information.

   ![Pre-Conference Questions](image)

   A window called User Prompt Details will appear. The prompt has been moved to the top, and now everything on this page is pertinent to that prompt. To respond to your evaluator’s pre-conference prompt, click on the Add New Response button.

   ![User Prompt Details](image)

   Respond to the evaluator’s prompt by typing in the text box, and then click the Insert button to save it.
Now, back at the **User Prompt Details** page, the response to the prompt (at the top of the page) will be visible.

**USER PROMPT RESPONSES**

<table>
<thead>
<tr>
<th>User</th>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>T2</td>
<td>12/1/2014</td>
<td>I will use the clickers to check for understanding of the critical vocabulary that is part of this lesson. Understanding the vocabulary will be essential in understanding the key learnings in this volcano unit.</td>
</tr>
</tbody>
</table>

4. **Adding supportive artifacts for the pre-conference:**
   Further down the page, you’ll see the **Artifacts** section panel. Click the **reveal button** at the right end of the panel to display more information. This is where the evaluatee can add any documents, links or other material in support of the pre-conference question. To begin the process of submitting an artifact, click on the **Add Artifact** button.

5. **Helping the evaluator understand the significance of the artifact(s):**
   To help your evaluator understand why you selected your supportive artifact, complete the **Create an Artifact** page.

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

   **MAIN**
   **Title:** Volcano Vocab L Plan
   **Type:** Pre-Conference
   **Description:**
   This is my lesson plan that shows how I will teach the academic vocabulary that is pertinent to the students' understanding of the volcano activity. It also includes the section on using the clickers to assess the students' understanding of the vocabulary.
   **Context:** Describe the setting, purpose, and background of the selected artifact.
   We are embarking upon a geography unit on landscapes. Our first lesson is on volcanoes, and I want to make sure to lay the groundwork for upcoming lessons and activities by making sure that when a feature of a volcano is named or discussed, the students know what we are talking about.

   The screen shot above shows a partial completion. After completing the entire page, click on the **Submit** button at the top.
6. After completing the contextual information about all artifacts that are used in support of the pre-observation conference prompt, the evaluatee’s **Artifacts** section panel will look something like the following:

![Artifacts Panel Example](image)

7. **Making the artifact(s) visible to the evaluator:**
   The decision to make your artifact(s) visible to your evaluator may be a matter of (1) personal choice, or (2) policy. Please check with your evaluator to learn more about this option. Place a checkmark by each of the artifacts you wish to share.

---

**How an Evaluator Views an Evaluatee’s Responses to Prompts, and Their Artifacts**

After the evaluatee has responded to the evaluator’s pre-conference prompt, the evaluator can return to the **Pre-Conference Dashboard** page and view the evaluatee’s response. To view the response, click on the **Details** link. Any artifacts provided by the evaluatee will also be viewable, if the evaluatee has chosen to make them visible to you.

![Pre-Conference Dashboard](image)

**Taking notes during the pre-conference meeting:**
Further down on the **Pre-Conference Dashboard** page, you will find the section panel called **Pre-Conference Notes**. This is where either the evaluator or the evaluatee can take and edit notes during the pre-conference meeting, if one takes place. Creating and responding to notes follows the same process as creating and responding to prompts, with the exception that either party (the evaluator or the evaluatee) can take notes during the pre-observation conference, and both can respond.

![Pre-Conference Notes Panel](image)
**How an Evaluator Records an Observation**

The next event in the Observation cycle is the observation itself. The activity for this phase can be found in the sub-menu called **Observe/Score**. The **Observe/Score** sub-menu has several section panels.

- The section panel for the **Pre-Conference** will include all interactions between the evaluatee and the evaluator, as well as any artifacts that have been shared.
- At this point, the section panels for **Post-Conference, Session Notes and Recommendations**, and **Artifacts** don’t have any data, because those section panels all pertain to the observation, and the observation has not yet taken place.

1. **Recording notes for an observation:**
   The section panel for the **Observe** phase includes a tab for **Notes Editor, State Rubrics, Instructional Rubrics, and Student Growth**. Use the **Notes Editor** to record your observation notes. (They can be pasted in from the word processor on your laptop or tablet.) You can highlight text in your notes and link the highlighted text to the state’s criteria or your district’s adopted instructional framework, depending on the one selected in the pull-down menu in the top right corner of the **Notes Editor**. To do so, simply highlight the text and click on the appropriate domain or sub-domain. (You can highlight and align several sections of text separately and differently.)

2. **Results of recording and highlighting notes in the Notes Editor:**
   - If the evaluator has made the observation activity visible to the evaluatee in the observation settings, the evaluatee will be able to view the notes.
   - The highlighted text will match the color of the domain/sub-domain you aligned it to in the framework.
   - The highlighted text will be visible in its pertinent part of the rubric that was selected in the **Notes Editor**.
**CEL’s Instructional Framework**

This highlighted text has been linked to CEL’s sixth sub-domain for Assessment.

**Danielson’s Instructional Framework**

If you’re highlighting notes as you type them, you may notice that the highlighting continues, even though you are typing text about different criteria. To remove unwanted highlighting, simply select the text you wish to un-highlight, and click the icon to **Remove highlight from selected text**.

**Marzano’s Instructional Framework**

**Please Note:**
You can also link notes to the top-level domain or dimension. Notes that are linked to the broad domain or dimension levels are considered **excerpts**. Notes that are linked at the more specific component levels are considered **evidence**.

3. **Viewing the selected text in the rubric:**
If you selected text in step #1 above and aligned it to the rubric, the text will be displayed as an excerpt in the rubric. To view it in that context, click on the rubric tab that was active in the top right corner of the **Notes Editor** (in Step #1 above).

To manage the manner in which the data is displayed on the screen, insert the global checkmarks as shown in the diagram below.
If you have inserted the checkmarks as in Step #3 above, you will be able to see the text in the rubric, under the component that it was linked to. In the follow example, a portion of the excerpt in Step #1 was linked to Component 3d in the instructional rubric. You will notice below that the principal’s excerpts appear under that component in that rubric.

4. **Working more with evidence in the rubric:**
You can further highlight text and add it to your evidence. To do so, place a checkmark in the pertinent level of performance. Then select the text and then position the tip of your pointer tool on the highlighted text. Right click your mouse (on a PC) or command-click your mouse (on a Mac), and choose **Highlight and add to evidence**. (If you only choose **Add to Evidence**, the text won’t be highlighted in the rubric, but it will still show up in the section titled **Evidence/Notes**.)

The text that was selected in step #4 above will now be highlighted in the rubric, and will also be added to the section of the rubric entitled **Principal’s Evidence/Notes** below the component’s descriptors.
5. **The tab for the Student Growth rubric:**

Just like the Instructional Rubrics tab, the Student Growth tab is a separate, but related list of evaluation criteria which were developed by the state to reflect expectations for evaluatees relating to student growth goal-setting and outcomes. Any score changes you make here will be reflected in the State Rubrics tab.

To score the criteria for Student Growth, click on the little arrows at the right end of their section panels, and score the detailed criterion. There are three categories in the state’s student growth criteria: C3, C6 and C8.
How an Evaluator Submits Artifacts as Evidence, and Makes Notes and Recommendations

1. Adding a supportive artifact for an observation:

   Return to the Observe/Score sub-menu for an evaluatee, and find the Artifacts section panel. Click on its reveal button.

   The Artifacts section panel will expand, allowing you to add an artifact. To add an artifact, follow the instructions for artifacts in the Pre-Conference section of this manual.

   In addition to the artifact being displayed under the Artifacts section panel on the Observe/Score page, the artifact will also appear in the Principal’s Evidence/Notes section for the domain or sub-domain to which it was linked in the rubric.
2. **Making notes or recommendations:**

An evaluator who wants to make notes or recommendations to their evaluatee in regard to the observation should follow step #1 above, but rather than clicking on the reveal button for the *Artifacts* section panel, they should click on the reveal button for the *Session Notes and Recommendations* section panel. That section panel will expand, allowing the evaluator to type notes or make recommendations about the observation. To do so, click on the **Add New Response** button for the pertinent note or recommendation area, type your thoughts, and then click the **Insert** button.

![SESSION NOTES AND RECOMMENDATIONS](image)

The evaluatee will be able to see all of their evaluator’s artifacts, notes and recommendations under the pertinent section panels on their own *Observe/Score* page.

◆ **How an Evaluatee Views an Evaluator’s Recorded Notes, Alignment and Scoring**

If an evaluator has made observation activity visible to the evaluatee in the *Setup* sub-menu for observations and then uses the eVAL tool to record observation notes, those notes, as well as other activity, can automatically be viewed by the evaluatee. The notes from the observation can be found by clicking on the *Observation* menu and then on the sub-menu called *Observe/Score*. You will know this sub-menu is active if it has a small arrow under it. The *Observe/Score* sub-menu has section panels for the Pre-Observation Conference, Observation, and Post-Observation Conference phases.

Below, you can see the notes that your evaluator took during your observed lesson or activity. Highlighted text that is linked to the domain level of the state or instructional rubric is considered an **excerpt**; highlighted text that has been linked to the more specific component level of a rubric is considered **evidence**. To view the way the principal has aligned the excerpt or evidence to the rubric or scored it, click on the *State Rubrics* tab, the *Instructional Rubrics* tab, or the *Student Growth* tab.
**How an Evaluatee Participates Collaboratively in an Observation**

While an evaluatee cannot change the notes, alignment, artifacts or scoring that is performed by the principal, the evaluatee can have input to the observation process.

- The evaluatee can add artifacts that are pertinent to the observation.
- The evaluatee can go to the state/instructional/student growth rubric, and in the **Teacher Input** section of the domain or dimension, they can highlight pertinent portions of the descriptors in the rubrics for various performance levels, and can add notes.
How the Post-Conference Works

The third event of the observation cycle is the post-observation conference...a time when the evaluator and the evaluatee review the activity that took place during the observation, and possibly score the activity together. While both the evaluator and the evaluatee participate in this event, it is initiated by the evaluator.

To record activity in this phase, click on the Observe menu (if you are an evaluator) or the Observation menu (if you are an evaluatee). Then click on the half-filled circle under the Post column for the observation you wish to follow up on.

Please note:
In the screen snapshot above, you will notice the filled circles under the Pre and Obs column. In addition, you will notice that the number of minutes got recorded in the Time Obs column. This all happened as soon as the observation activity was marked as “complete” in the settings for this observation cycle for this evaluatee.

On the Post-Conference page that appears, post-observation prompts for reflective questions about the observation, and the evaluatee can read them. In addition, notes from the post-conference can be entered by both the evaluator and the evaluatee. Adding post-conference reflective questions and notes follow the same processes as adding pre-conference questions and notes.
How an Evaluatee or an Evaluator Can Print a Report for an Observation Cycle

Evaluators and evaluatees can both print out reports of the activities, notes, and responses to the questions that took place during the observation cycle. To print a report, click on the Observe menu (if you are an evaluator) or the Observation menu (if you are an evaluatee). Then click on the half-filled circle under the Post column for the observation you wish to print a report for. Click on the Report sub-menu. You will know that this sub-menu is active if it has a small arrow under it.

The Observation Report page will display a Print Settings panel and a pre-loaded report for that observation. To customize your report further for viewing on the screen or for printing in a PDF format, click on the reveal button at the right end of the Print Settings section panel. Choose the Global Settings (on the left) and the Observation Sections (on the right) that you wish to include in the Observation report. See the example below.

For your report, you have two output options:
1. The report can be saved and/or printed in PDF format (recommended) ... or...
2. The report can be previewed on your screen and printed as a web page.
How an Evaluator Marks an Observation Cycle as Complete

When an evaluator has completed all three events in an evaluatee’s observation cycle, they should mark that observation as “complete” and lock it from further changes. (Or an evaluator can mark each event as complete when that event is finished.)

1. Bringing the observation cycle to a close by marking it complete:
   Click on the Observe menu, and on the Observation Dashboard page, click on any of the half-moons in that observation cycle to display its submenus. Then go to the Settings sub-menu, and mark each event as complete. You can also delete the session, or lock the session from further changes. Lock From Changes will make the observation “read-only” and further work on that observation cycle cannot be done. Unlocking requires agreement from the evaluator and the evaluatee.

   ![Observation Settings Image]

When you check the Complete box for the observation portion, this will update the time on the Observation Dashboard. (Click on the Observe menu to display this screen.) It will also fill in the status icons for the evaluatee, showing that each portion of the evaluation is complete.
How an Evaluator Locks a Completed Observation Cycle to Prevent Further Changes

When an evaluator has marked all three events in an evaluatee’s observation cycle as complete, they can (and probably should!) lock that specific observation cycle from further changes.

1. **Locking the observation cycle:**
   Click on the **Observe** menu, and then go to the **Settings** sub-menu for the evaluatee’s observation cycle that you wish to lock.

2. **Click on the icon for Lock from Changes.** A warning message will appear. Click the **OK** button.

3. A red padlock will replace the opened padlock, and no further changes to this specific observation cycle can take place without the permission of the evaluatee.

Either party may click the red padlock to request that the observation cycle is unlocked. Agreement from the other party is required.
CHAPTER 3B

COLLECTING EVIDENCE THROUGH ARTIFACTS
SECTION 3B: COLLECTING EVIDENCE THROUGH ARTIFACTS

The use of artifacts is one means for evaluatees and evaluators to furnish proof of professional growth, instructional or professional practice, or student growth. In eVAL, artifacts can be submitted during self-assessment, goal-setting, or during the observation cycle. But there are other times when an evaluatee may wish to submit an artifact as evidence of growth or proficiency. That’s what the Evidence menu is for.

♦ How an Evaluatee Adds Artifacts through the Evidence Menu

1. Navigating your way to the correct screen:
   Clicking on the Evidence menu and the Artifacts sub-menu will display the status of artifacts that have already been submitted. Evaluatees can submit additional artifacts, but the evaluatee must provide supplemental information about them to help their evaluator understand their context. To add artifacts, click on the Add New Artifact button.
Complete this form in its entirety, and then return to the top of the page and click on the **Submit** button.

The newly submitted artifact will be listed with the others. Make the new artifact visible to your evaluator if you wish.
How an Evaluator Reviews an Evaluatee’s Additional Artifacts

1. Navigating your way to the correct screen:
   An evaluator may want to follow up on artifacts submitted by an evaluatee. On the Observation Dashboard page, click on the number in the Evidence column for an evaluatee.

   The Observation Dashboard for Artifacts page will appear, and will list all artifacts submitted for that evaluatee.

2. Viewing the artifacts and details:
   Click on the View button to view the artifact you would like to see, or the Details link to learn more about that artifact. At the bottom of the View Artifact page, you can make notes about that artifact. To add a note, click on the Add New Response button. Type your note into the window, and then click on the Insert button. The note will be saved.
3. **Providing feedback about evidence submitted by the evaluatee:**
   To provide feedback to the evaluatee about any evidence provided by the evaluatee, click on the **Feedback** sub-menu. You can write a note or recommendation regarding the artifact by clicking on the pertinent **Add New Response** button. After typing the note or recommendation into the window, click on the **Insert** button, and it will be saved.

![Evidence Feedback](image)

4. **Printing an evidence report:**
   Evaluatees and evaluators can print evidence reports that are pertinent to an evaluatee. Click on the **Report** sub-menu, and click on the **reveal** button at the right end of the **Print Settings** section panel to display the report’s settings. Configure the report the way you want to, and then click on the **Print Report** or **Preview Report**. Printing a report will give you the option to download and save the report as a PDF file.

![Dashboard - Evidence Report](image)
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