

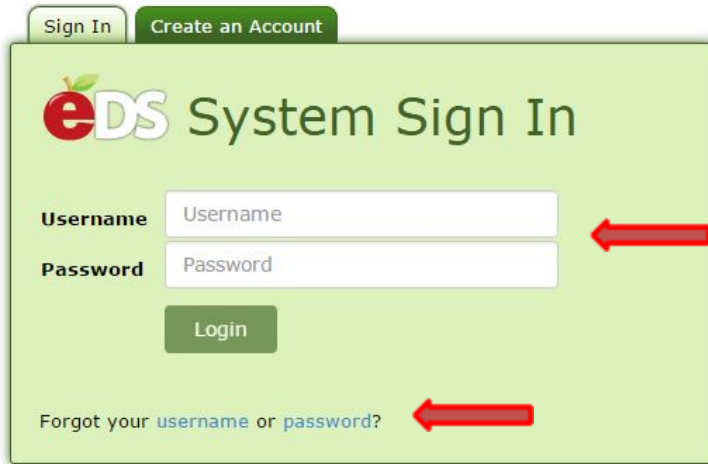
eVAL 2.0 Instructions

(Updated August 2017)

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Accessing eVAL 2.0

1. Log into your EDS account at: <https://eds.ospi.k12.wa.us> and log in using your DISTRICT email address as the username.



Sign In Create an Account

eDS System Sign In

Username

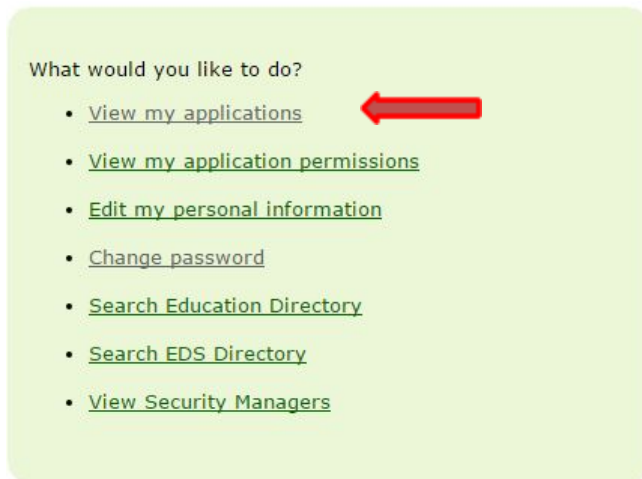
Password

Login

Forgot your [username](#) or [password](#)?

If you don't know your password use the "Forgot Password" button at the bottom to reset your password. Then check your district email address for the instructions to reset your password.

2. Click on "View My Applications"



What would you like to do?

- [View my applications](#)
- [View my application permissions](#)
- [Edit my personal information](#)
- [Change password](#)
- [Search Education Directory](#)
- [Search EDS Directory](#)
- [View Security Managers](#)

3. Choose "eVal" from the list (each user's list may not have all of the choices in this screenshot).

Application
Behavior And Weapons
CAA/CIA Database
Capstone
CEDARS
E-Certification
Education Data System
Education Data System Administration
eVal
eVal 2015/2016
Events Manager
iGrants
K-12 Data and Reports
NBPTS Scholarship
Report Card Preview
Unexcused Student Absences
Washington Assessment Management System (WAMS)



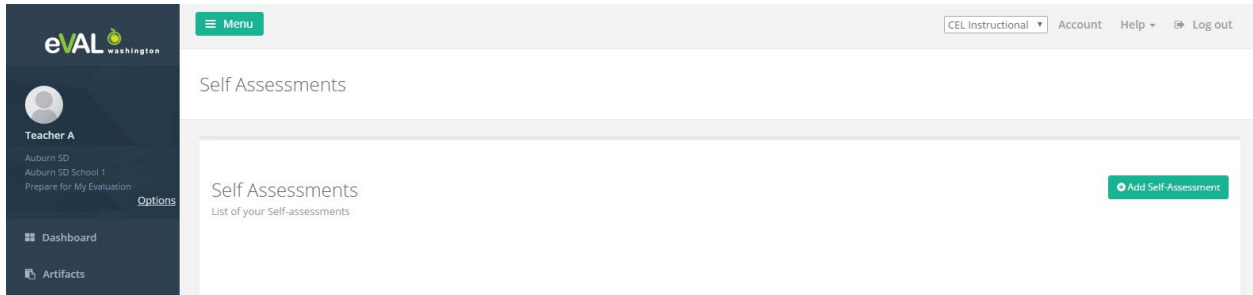
4. The main screen comes up and the “Dashboard” view is shown as a default. The dark menu at the left hand side is how you navigate the different areas that you will access throughout the year. If you don’t see the dark menu on the left click on the green “Menu” button to show it. To hide the menu click on the green “Menu” button again.

If there are any new notifications or required actions for you to complete there will be an amber notice next to the “Activity Summary” list.

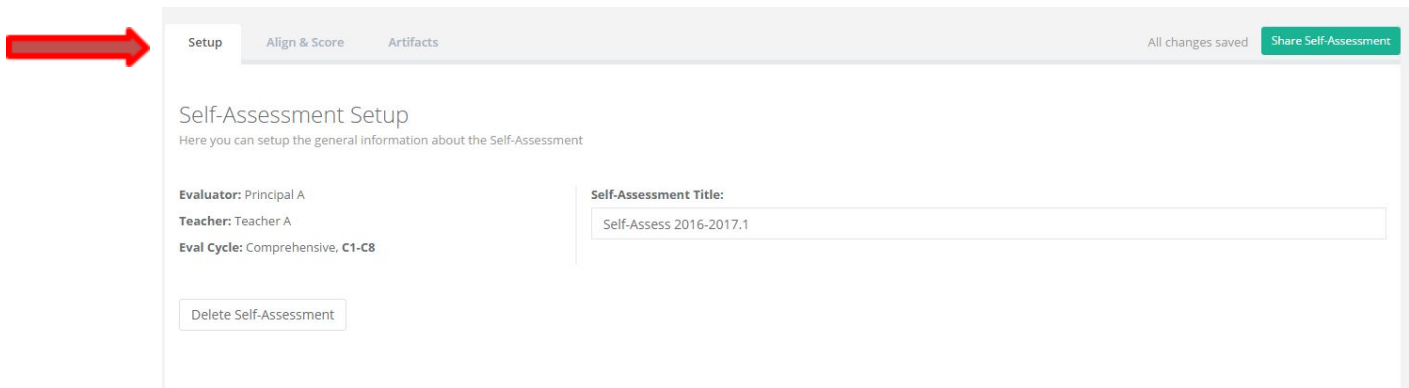
Evaluator	Eval Cycle	Formal Obs. Count	Formal Obs. Minutes	Summative Score
Principal A	Comprehensive C1-C8	0	30	N/A

Self-Assessment

1. At the main screen choose “Self-Assessment” in the dark menu to the left. On the right hand side choose the green “Add Self-Assessment.”



2. Across the screen you will see three tabs – “Setup”, “Align & Score” and “Artifacts” Before leaving the “Setup” tab name your self-assessment and then click the “Align and Score” tab to begin your self-assessment.



3. Once you choose “Align and Score” you come to this screen to start. We don’t rate the overall dimension score so click on “P1” on the “Rubric Navigator” to rate the “P1” indicator.

In the top right part of your screen you will see a drop down menu that defaults to the “CEL Instructional” view or you can toggle to the “CEL State” view. You can choose which view you prefer to work in at any time and in any part of the dashboard.

- Once the indicator comes up you can review the rubric language and then choose the rating by clicking in the top right corner where the buttons “Uns, Bas, Pro, Dis” are displayed.

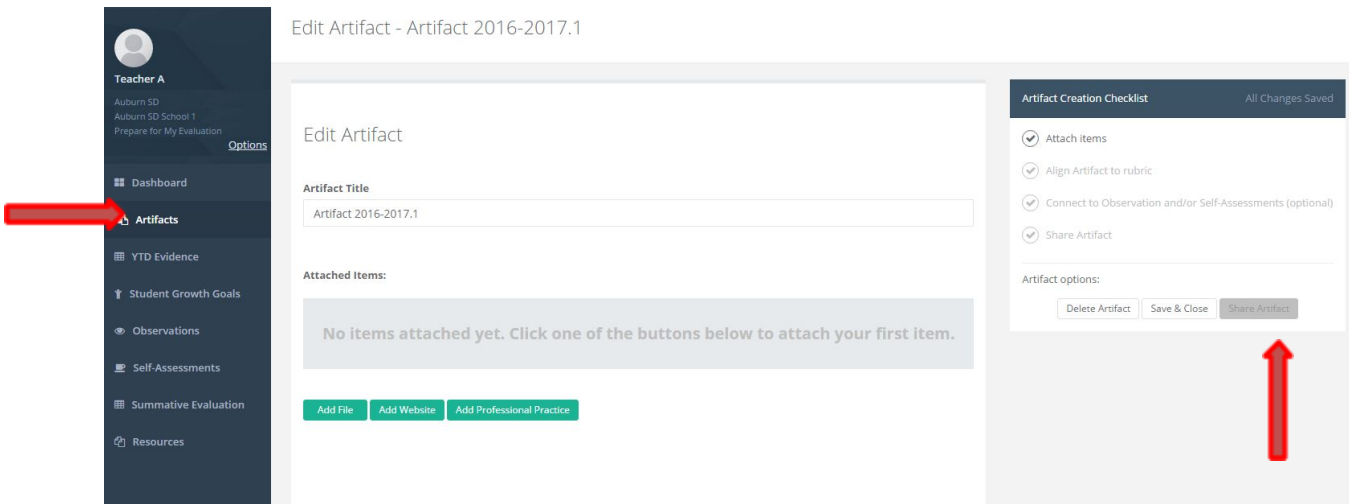
Once you have rated “P1” then click on the next indicator, review the rubric language and rate that indicator. Once you finish with a dimension then click the black box of the next dimension and it will expand into the individual indicators.

- By switching the “Rubric Navigator” button to “Performance” you will be able to see a summary in each dimension of what you have rated each indicator in that dimension.

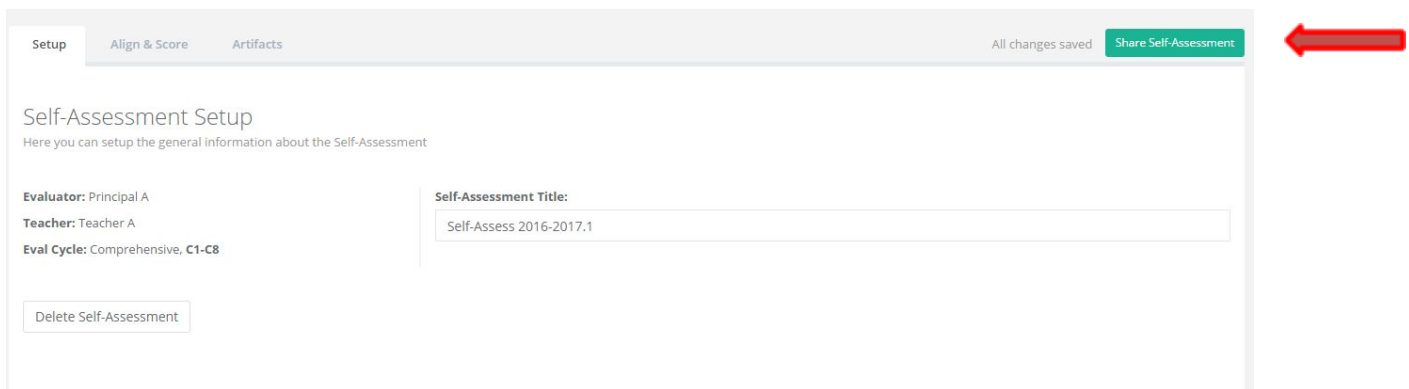
The screenshot displays the 'Align & Score' tab for 'Artifacts'. The main content area shows 'P5 - Learning Target: Success criteria and performance task(s)' with a 'Collected Evidence' section that is currently empty. Below this is a 'Rubric Alignment' section with buttons for 'UNS', 'BAS', 'PRO', and 'DIS'. The 'PRO' button is highlighted with a green checkmark. To the right is the 'Rubric Navigator' panel, which is set to 'Performance' and lists several indicators (P, P1, P2, P3, P4, P5, SE) with their respective ratings (U, B, P, D). A red arrow points to the 'Performance' button in the Rubric Navigator, and another red arrow points to the 'PRO' button in the Rubric Alignment section.

Notice when you click on the “Uns, Bas, Pro, Dis” button to rate that indicator the rubric heading gets checked. Make sure you have rated each indicator in all six dimensions to complete the self-assessment.

6. If you want to add any artifacts click that tab and follow the on-screen directions (this is an optional thing you can do). Name the artifact, choose one of the three green buttons at the bottom to upload a file, a website link or a “Professional Practice” which is a narrative comment you want to add. Align it to an indicator by clicking on the dimension and then selecting one or more indicators. Click on connecting it to your Self-Assessment (or you can choose to upload an artifact and link to an observation). Click “Done” once you are finished with it then choose “Share Artifact” to give your artifact to your evaluator to use as a piece of evidence that year. If you start one and can’t complete it then choose “Save and Close” in the lower right corner and come back to it and then share when finished.



7. Once you are finished with the self-assessment you can share the self-assessment with your evaluator by clicking on the green “Share Self-Assessment” button at the far right. Sharing the self-assessment is optional, however when you meet with your evaluator following the self-assessment you will need to share the results of your self-assessment (areas of strength, areas for growth).



Observations:

1. When you login the dashboard view shows that you have something “New” to view next to the “Observations” link in the “Activity Summary.” You can also see the “Last Activity” in the lower right hand corner of the screen noting what the activity is that you can view.

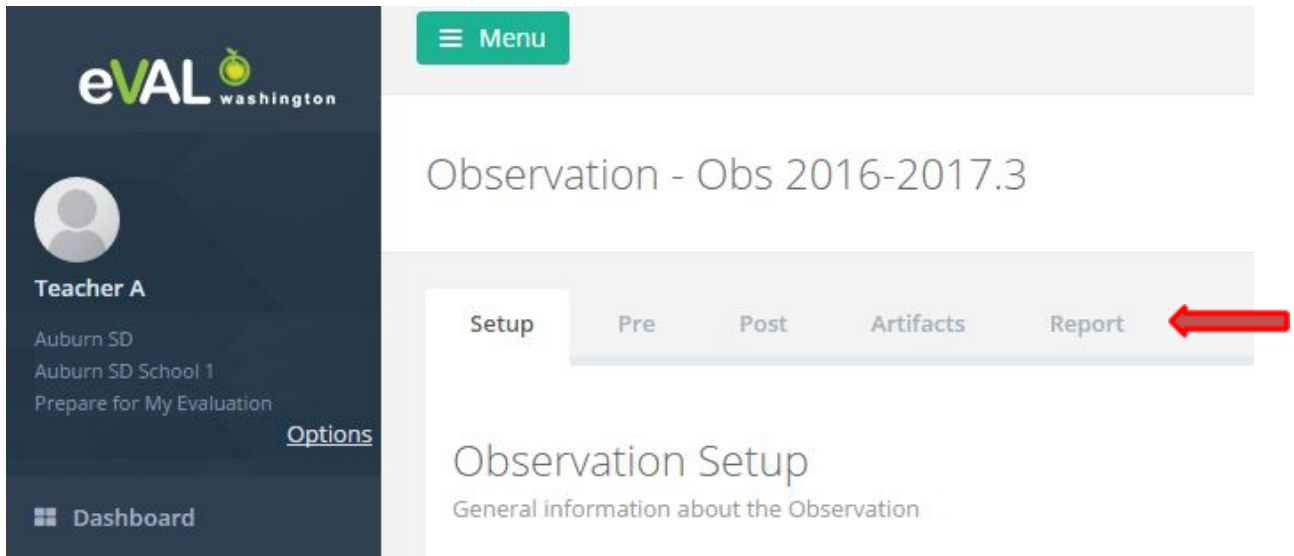
The screenshot shows the 'Teacher A' dashboard. On the left is a dark sidebar with navigation options: Dashboard, Artifacts, YTD Evidence, Student Growth Goals, Observations, Self-Assessments, Summative Evaluation, and Resources. The main content area is titled 'Teacher A' and includes an 'Options' button. Below this is an 'Activity Summary' section with links for Observations (marked 'New'), Self-Assessments, Other Evidence, and Student Growth. A 'Status' table follows, showing one formal observation by Principal A. The 'Observations' section below contains a table with columns for Info, Rubric, Collected, Packaged, Score, Status, and Actions. The 'Info' column for the first row contains details like 'Obs 2016-2017.3' and 'Created: Aug 25, 2016'. The 'Status' column shows 'In-progress' and 'Last Activity: Pre-Conference Prompts Sent to Teacher' (with 'Teacher' highlighted in yellow). A green 'View' button is in the 'Actions' column.

Evaluator	Eval Cycle	Formal Obs. Count	Formal Obs. Minutes	Summative Score
Principal A	Comprehensive C1-C8	1	30	N/A

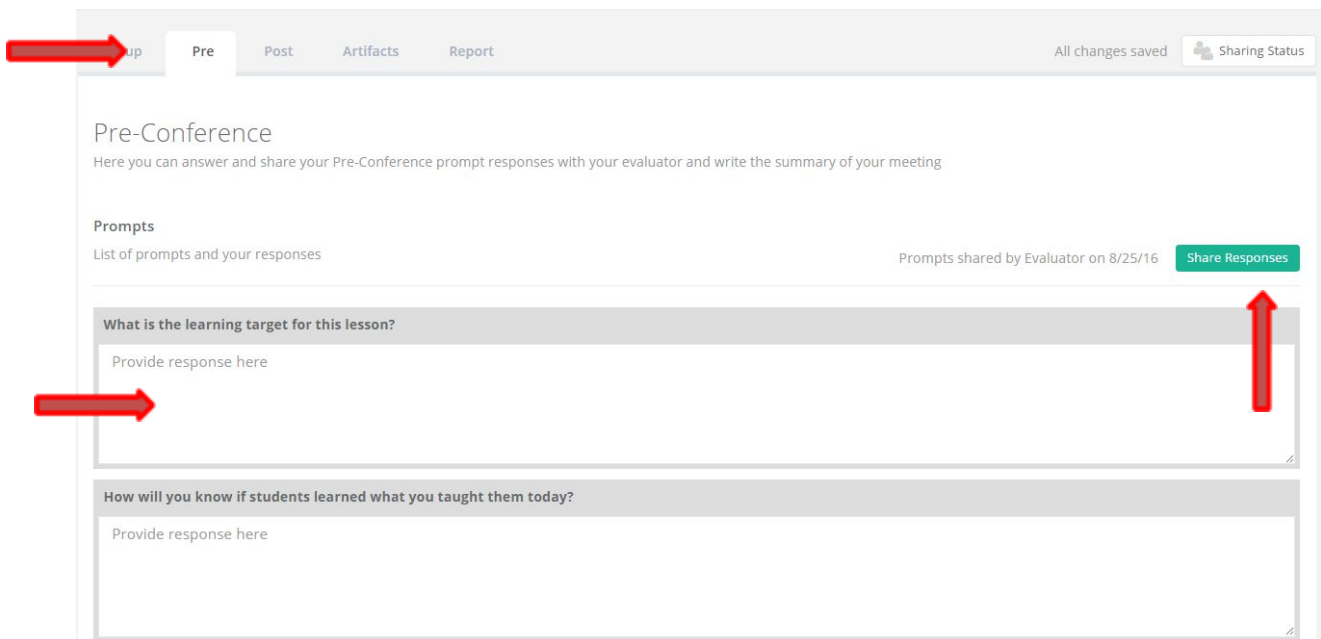
Info	Rubric	Collected	Packaged	Score	Status	Actions
Obs 2016-2017.3 Created: Aug 25, 2016 Evaluator: Principal A Type: Formal Duration: Not specified					Status: In-progress Last Activity: Pre-Conference Prompts Sent to Teacher Teacher	View

Choose the green “View” button at the far right of the Observations part of the dashboard or choose “Observations” from the grey menu on the left to view your next step.\

2. Across the top of the screen just below the name of the observation you will either see the tabs across the top called “Setup, Pre, Post, Artifacts, Report” or you will see “Setup” with a down arrow next to it and when you click on it the pulldown menu will reveal the tabs.



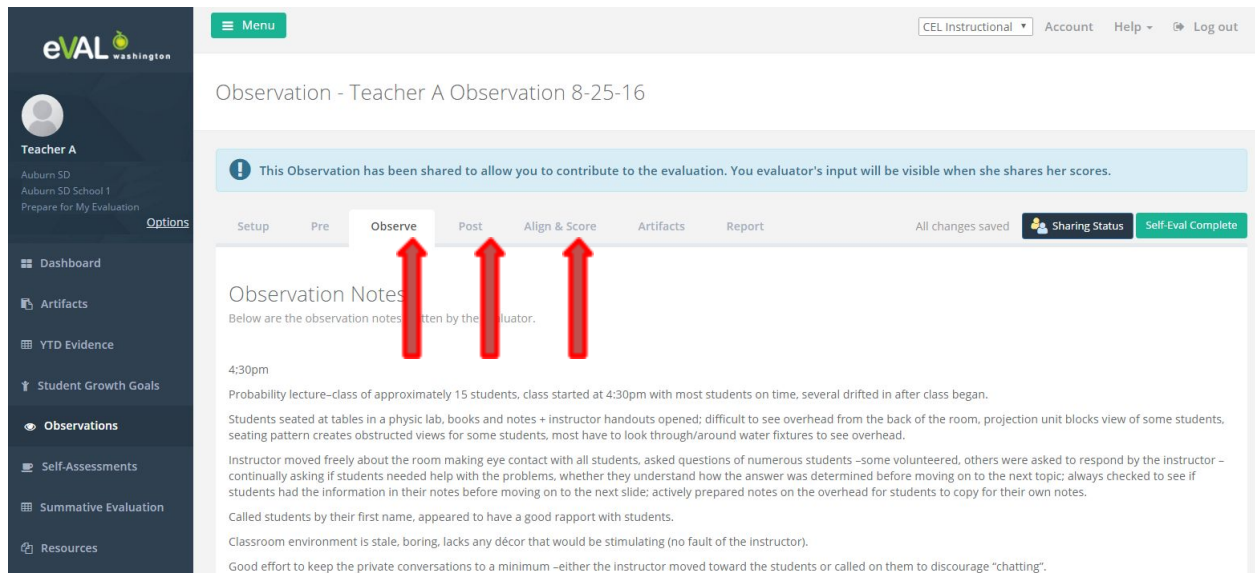
3. Choose “Pre” to see if there are any pre-observation prompts to complete for your upcoming observation.



Type your responses to the pre-observation prompts and, when completed, click “Share Responses”

4. When your evaluator has shared the lesson observation notes you can access them by logging into eVAL, choosing “Observations” from the dashboard menu on the left and then selecting the observation that has been shared with you. Choose the “Observe” tab to view the script from the observation. Choose the “Post” tab to see if there are any post-observation prompts waiting for you to respond to. If so complete your responses and share with your evaluator much like you did when completing the “Pre”

tab prior to your observation. You can also choose to “Align and Score” and then share that information with your evaluator if you choose. (Aligning the lesson script to the CEL indicators and scoring the script with the CEL rubric is optional). Your evaluator will align the observation to the CEL indicators a the minimum. They may or may not score the observation indicators.



5. If you want to add any artifacts click that tab and follow the on-screen directions (this is an optional thing you can do). Name the artifact, choose one of the three green buttons at the bottom to upload a file, a website link or a “Professional Practice” which is a narrative comment you want to add. Align it to an indicator by clicking on the dimension and then selecting one or more indicators. Click on connecting it to your observation. Click “Done” once you are finished with it then choose “Share Artifact” to give your artifact to your evaluator to use as a piece of evidence for that lesson. If you start one and can’t complete it then choose “Save and Close” in the lower right corner and come back to it and then share when finished.
6. Once your evaluator completes the observation report and finalizes it then it will appear in the “Report” tab of the observation.

Teacher A
Auburn SD
Auburn SD School 1
Prepare for My Evaluation

Options

Dashboard

Artifacts

YTD Evidence

Student Growth Goals

Observations

Self-Assessments

Summative Evaluation

Resources

Observation - Teacher A Observation 8-25-16

This Observation was sent to you for Final Acknowledgement on a few seconds ago. View and acknowledge the report in the Report section.

Setup Pre Observe Post Align & Score Artifacts Report All changes saved

You are currently viewing the Final Observation Report. Please click the Acknowledge Receipt button to confirm you have received this.

Acknowledge Receipt

Create PDF

eVal Observation Report

Auburn SD 2016-2017
Teacher A , Auburn SD School 1

Observation System ID: Obs 2016-2017.3
Title: Teacher A Observation 8-25-16
Evaluator: Principal A
Observation Date: Aug 25, 2016

You can “Acknowledge Receipt” or print a PDF of the report. Your evaluator will print a copy of the report for you to sign as a default.

Student Growth Tab:

1. Click on the “Student Growth Goals” tab on the left side menu. The “Summary” screen will appear to share information about student growth. Click on the “SG 3.1” tab to complete the C3 prompts.

The screenshot shows the eVAL Washington interface. On the left is a dark sidebar with a user profile for 'Teacher A' and a menu of options including 'Student Growth Goals'. The main area is titled 'Student Growth Goals' and has tabs for 'Summary', 'SG 3.1', 'SG 6.1', and 'SG 8.1'. The 'Summary' tab is active, displaying a 'Student Growth Summary' section with a 'Process' heading and a 'Share Goals' button. To the right is a 'Student Growth Checklist' with three items: 'Establish and Share Goals', 'Get Sign-off', and 'Collect Evidence to Demonstrate Growth', each with a checkmark icon.

2. When in SG 3.1, SG 6.1 or SG 8.1 tab you will have prompts to complete just like the paper student growth goals form that used to be completed on paper.

SG 3.1 - Establish Student Growth Goal(s)

SG 3.1 Rubric Reference

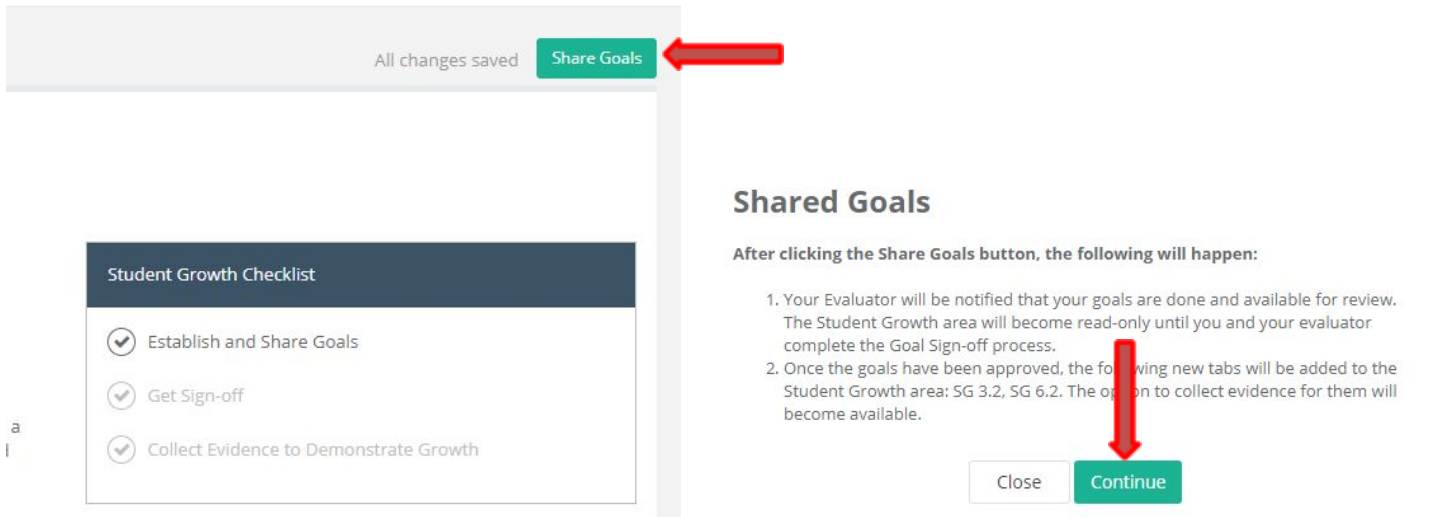
UNS	BAS	PRO	DIS
Does not establish student growth goal(s) or establishes inappropriate goal(s) for subgroups of students not reaching full learning potential. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate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

Prompts

Below you will find some prompts to help you in building your Goal(s)

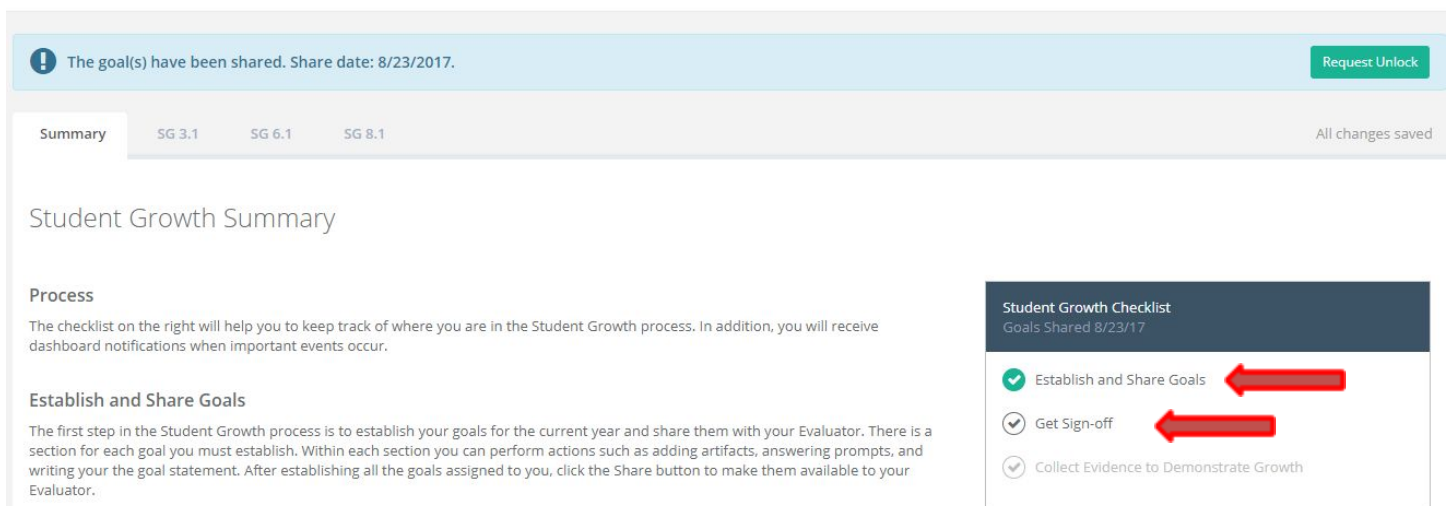
1. State law requires that certificated teachers set goals for student growth and measure progress toward these goals across two points in time. The law also requires the use of multiple measures and that progress toward goals become a part of final teacher evaluations. Specific assessments and student learning goals will be identified by the teacher here and shared with the evaluator. The final assessment dates for each measure must occur prior to April 1. What date will your final assessment data be completed?
Provide response here
2. What assessment/measure will you use for your Pre (initial) and Post (final)? What are the dates for your Pre and Post assessments?

- When you are all completed with your student growth goals (all three criteria if you are on comprehensive evaluation this year and only one criteria if on focused that was formerly agreed to at the beginning of the year) you will click the “Share Goals” green button at the top right of your screen.
- Once you share them then the “Shared Goals” screen (on the right below) pops up and you can review the text that tells you next steps in the process for Student Growth goals approval and then select the green “Continue” button.



- The system will then take you back to the Student Growth Goals summary screen and you will notice the circle is now green on the right hand side showing you that you have successfully shared your Student Growth Goals with your evaluator and the next box will turn green once your evaluator has reviewed and scored your goals against the rubric for 3.1, 6.1 and 8.1 (if on a comprehensive evaluation cycle this year or just one of those three student growth criteria if on focused).

Student Growth Goals



Year to Date Evidence Tab:

1. As soon as one item has been aligned to one or more CEL5D indicators it will show up on the “Year to Date Evidence” tab in the menu on the left hand side.

The screenshot shows the eVAL Washington interface. On the left, a sidebar menu lists various options, with 'YTD Evidence' highlighted by a red arrow. The main content area is titled 'Year to Date Evidence View' and displays a list of evidence items under the 'Purpose' dimension. A 'Rubric Navigator' panel on the right shows a table of indicators with 'Evidence' and 'Performance' tabs. A red arrow points to the 'Evidence' tab in the Rubric Navigator.

Dimension	Indicator	Evidence	Performance
P	Purpose	2	0
P1	Standards: Connection to standards, broader purpose and transferable skill		
P2	Standards: Connection to previous and future lessons	2	0
P3	Teaching Point: Teaching point(s) are based on students' learning needs		
P4	Learning Target: Communication of learning target(s)		
P5	Learning Target: Success criteria and performance task(s)		
SE	Student Engagement	2	0
CP	Curriculum & Pedagogy		
A	Assessment for Student Learning	3	0

In the “Rubric Navigator” on the right hand side of the screen you can choose any of the black “Dimension Tabs” to expand it to see the individual indicators and which indicators have been coded in an observation, pre or post observation conference or an artifact. (The self-assessment alignment doesn’t show up here because it is a survey of your current performance and not an artifact or piece of evidence of your performance.)

If your evaluator also scores/rates your evidence/artifacts using the CEL5D rubric you can choose the “Performance” view in the “Rubric Navigator” to show how you have been rated on the rubric.