New Version!
Welcome to eVAL 2.0

The District Administrator’s Handbook
2016-2017

Includes tasks for the School Administrator, too! See the Table of Contents for more information.

Updated November 28, 2016
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✫ ✫ = A task that can be carried out by the School Administrator of eVAL if delegated by the School Administrator
✫✫ = A task that can automatically be carried out by the School Administrator; delegation is not required
Chapter 1
The Role of the District Administrator of eVAL

This chapter will provide an overview of the District Administrator’s responsibilities that he or she will need to carry out on an annual basis, and some suggestions for staff members who might fill this role. At the end of this chapter, the viewer should have a foundational knowledge of the responsibilities that come with this role.

It’s important to note that the District Administrator of eVAL does not necessarily refer to the position of a District Administrator … but rather to a role assigned to anyone at the district level who will be managing eVAL on behalf of the district. The management of eVAL includes tasks such as:

- Configuring eVAL for use for the upcoming school year;
- Confirming the district’s selected instructional and leadership frameworks;
- Assigning evaluators and plan types for evaluatees, or assigning this task to a School Administrator of eVAL;
- Adding district-specific resources, questions and prompts;
- Setting up practice sessions and reviewing summary reports;
- Viewing evaluation summaries and reports for principals and teachers, if permission is granted;
- Reviewing evaluation submission status;
- Reviewing district summary reports; and
- Gathering data for submission to OSPI.

The role of the District Administrator should be assigned to someone at the district level who has access to information about principal and teacher assignments. This role can be filled by a:

- District leader;
- Human resources coordinator;
- Learning support specialist;
- Administrative assistant;
- Or another appropriate staff member.

*Keep in mind that the District and School Administrators of eVAL can see evaluation data for Principals and Teachers.*

As you configure the eVAL tool for users in your district, you will be saving settings that will match/influence their work flow, reflect the negotiations that have taken place between the union and administration, and demonstrate your district’s decisions regarding teacher and principal evaluations. **Please talk to other district leaders as you come across settings in the District Administrator account that require input from them. You … and they … will be glad you did!**
Chapter 2
Identifying the Key Parts of the Window

Context:
eVAL 2.0 has a new navigation scheme that is completely different from the first version. Carrying out the tasks assigned to a District Administrator of eVAL will be much easier if you understand the user interface and navigation scheme.

1. **MENU**
   - The menu items that are visible in the lower area depend on the selections you make in the Options.
   - The active menu's lettering is white, and there is a green band to the left of it.

2. **MENU VISIBILITY BUTTON**
   - This is a button that toggles the visibility of the menu panel on the left to be on or off.

3. **FRAMEWORK SELECTOR**
   - This drop down menu allows you to select the framework that will be displayed for the group you are managing (teachers vs. principals).

4. **MISCELLANEOUS LINKS**
   - These links are self-explanatory, and allow you to manage your account, access help documents and videos, and log out.

5. **PAGE TITLE (aka PAGE NAME)**
   - Each page has a name to help identify its general topic.

6. **TABS**
   - The tabs that are displayed depend on the menu item that is selected on the left.
   - The active tab is white, and the inactive tabs are faded out.

7. **WORK SPACE TITLE**
   - The work space title is more specific than the page title regarding the info on the page or the tasks that need to be completed.

8. **WORK SPACE**
   - This is where you carry out the tasks that need to be done.

9. **PAGE HELP BUTTON**
   - This floating button provides access to help documents (online instructions and video tutorials) for the page you are viewing.
Chapter 3
Selecting Your District’s Teacher and Principal Frameworks

Context:
Before principals and teachers can use eVAL, the tool must be set up correctly. This chapter provides instructions on how to do that. You will probably need to talk to other district TPEP leaders as you configure the tool, to make sure you are saving settings that reflect your district’s union negotiations, work flow, and evaluation processes.

When you first sign in:
1. The first time you sign into eVAL, you will be forced to select the teacher and principal frameworks. You won’t be able to carry out any other tasks until this step is completed. Click on the green Choose button for the Teacher Framework.

2. The following dialog box will appear. Select your district’s teacher framework by clicking in the appropriate radio button.

3. A blue warning box will appear. If you have selected the correct framework, click on the button that says Yes, load this framework. Otherwise, click on the Cancel button and start over with Step #1 above.
4. You’ll return to the Framework Setup window, which will now show that your district’s teacher framework has been loaded.

5. Repeat Steps 1 through 4 above to select your district’s principal framework. When you have completed this step, your window will show that both frameworks are loaded and ready for use.

6. Your next step will be to assign teachers and principals to the evaluators. To prepare for that step, click on the Assignments button for the group you wish to assign.
Chapter 4: Configuring eVAL for Teachers
Part 4a: Assigning evaluators and evaluation cycles to teachers

Context:
Once the framework has been selected, users that are being evaluated in eVAL must have an assigned evaluator and evaluation type before they can begin working in eVAL. (District Administrators of eVAL can delegate this task to School Administrators of eVAL.)

Data that’s needed in order to complete this task:
The District Administrator (or the School Administrator (if s/he has been assigned this task by the District Administrator of eVAL) will need the following kinds of information in order to complete teacher assignments successfully:

- A list of all teachers, and the principals (or district-wide evaluators) that will be evaluating them;
- The plan type that each individual will be working on (comprehensive vs. focused). If it is a focused plan, the list should identify the state criteria number (C1 through C8) that the individual will be focused on. All teachers on a focused plan must also focus on a Student Growth goal (C3, C6 or C8).

When you sign in:
1. Each time you sign into eVAL, your window should default to the Framework Setup window, and the Framework Setup tab will be active. (If either of these are not visible, click on the Options link in the menu on the left, select the work area called Admin Teachers Evaluations, and then click on the Done button.)

The last column on the right displays the numbers of teachers and principals that still need to be assigned to their evaluators.

PLEASE NOTE: Clicking on the Schools tab will display a list of schools and will provide a general summary of information for each school. Clicking on the green View button will provide additional, more detailed information.
2. Another way you can navigate to the area where you can assign teachers to their evaluating principals is to simply click on the Assignments link in the menu. The workspace area entitled Assignments Summary will appear, and will provide a summary of important information about teacher assignments across the schools in the district:

At this point, the District Administrator of eVAL can do one of three things, as represented in the image above:

A. Delegate the responsibility of teacher assignments to an individual school, in which case the School Administrator or the Principal(s) in that school can assign teachers to their evaluators, or …

B. Delegate the responsibility of teacher assignments to all schools in the district, in which case the School Administrator or the Principal(s) in each school can assign teachers to their evaluators, or …

C. View the status of teacher assignments at a school and complete the task of assigning teachers to their evaluators.

3. If you are going to assign teachers to their evaluating principals, click on the View button (labeled “C” in the image above). The workspace area entitled Assignments for <Name of School> will appear, with lots of information and options on it:
4. To set the type of evaluation for a teacher, find that teacher’s name in the list, and use the pull-down menu in the **Evaluation Type** column to make your selection.

![Evaluation Type Table]

5. If you selected **Comprehensive** in Step #4 above, you’re done with the task of setting that teacher’s type of evaluation for the year. However, if you select **Focused** in Step #4 above, the following screen will appear, and there is more to do:

![Select Focused Evaluation Criteria]

   a. All teachers on a **focused** plan must choose a student growth goal (C3, C6 or C8). If their focused plan is limited one of those three criteria, use the drop down menu to select the pertinent goal, and click on the **Save** button.

   ![Select Focused Evaluation Criteria]

   ![Select Student Growth Criteria]

   b. However, if a teacher has an additional focus for evaluation, select it first, and then select C3, C6 or C8. See the image below:

   ![Select Focused Evaluation Criteria]

   ![Select Student Growth Criteria]

   Then click on the **Save** button.

6. You will return to the **Assignments** workspace. The teacher’s evaluation type will be displayed. Use the **Edit** button if necessary.

![Assignments Table]
7. Now it’s time to assign the teacher’s evaluating principal. Use the dropdown menu in the **Evaluator** column to select the pertinent principal.

8. When you have assigned the **evaluation type** and the **evaluator** to the teacher, a checkmark will appear in the **Ready** column, indicating that the teacher’s eVAL account is now ready for them to use.

9. If you prefer, you can hide all of the teachers whose eVAL accounts are marked **Ready** such as in Step #8 above. To do so, click in the check box above the table, and only the teachers whose assignments still need to be completed will be displayed.

You can remove the check at any time to update a teacher’s **evaluation type** or their **assigned evaluator**.
Chapter 4: Configuring eVAL for Teachers

Part 4b: Assigning a teacher to a District Teacher Evaluator

<You might want to print pages 11-12 for all District Teacher Evaluators in your district.>

Context:
There may be times when a teacher in a building is not evaluated by a Principal or Head Principal. Rather, they may be evaluated by an administrator at the district office. For example, Special Education teachers may be evaluated by the Director of Special Services at the District Office. In that case, the evaluator’s role is called District Teacher Evaluator, and the assignment process actually begins with a request from the District Teacher Evaluator.

Data that’s needed in order to complete this task:
The decision will need to be made early on as to whether a teacher will be evaluated by a school’s Principal or Head Principal, or by a District Teacher Evaluator. Once that decision is made, the District Administrator will need the following information.

- A list of teachers that will be evaluated by District Teacher Evaluators, and whether they will be evaluated or observed by them.
- The plan type that each individual will be working on (comprehensive vs. focused). If it is a focused plan, the list should identify the state criteria number (C1 through C8) that the individual will be focused on. All teachers on a focused plan must also focus on a Student Growth goal (C3, C6 or C8).

It all begins with the District Teacher Evaluator:
1. Sign in to your eVAL account. Click on the Setup menu item on the left, and then click on Assignment Requests under that menu.

2. The Request Assignments workspace will appear. Use the drop down menu to select the school in which the teacher works, and then click the green Create Request button by the name of a teacher to send in a request to the District Administrator of eVAL to evaluate that teacher.

3. The request is sent to the District Administrator of eVAL, and will now be marked as PENDING at the top of the workspace.
For the District Administrator of eVAL to Do:
1. Sign in to your eVAL account. Click on the Assignments menu item on the left. The column entitled Pending DTE Requests will display the number of pending requests for a District Teacher Evaluator for a school. Click on the green View button.

![Pending DTE Requests Table]

2. The work space for Assignments for <Your District’s School> will appear, and you will see a table of pending requests toward the top of the work space. For each request, use the pull down menu in the Type column, and choose Accepted or Rejected.

![Pending DTE Requests Table]

3. In the Status column, the District Teacher Evaluator will be listed as the assigned evaluator by default. If they are only to conduct the observations of that teacher, use the pull down menu and select Observations Only.

For the District Teacher Evaluator to Do:
The next time the District Teacher Evaluator signs into eVAL, s/he will see that teacher listed on their Dashboard, under the Yearly Status tab.
Chapter 4: Configuring eVAL for Teachers

Part 4c: Developing prompt banks for pre-conferences, post-conferences, and student growth goals

Context:
Setting up prompt banks provides an easy, convenient and uniform way for principals to prepare for discussions on pre- and post-conference topics, as well as student growth goals. Prompts set up by District Administrators can be used district-wide. Prompts set up by School Administrators are school-specific.

Please Note: Only District Administrators can set up Student Growth Goal prompts.

Data that’s needed in order to complete this task:
You will need to get a list of pre- and post-conference prompts, and student growth goal prompts from the school or district leadership team, administrator, etc. The list of prompts will need to indicate whether they are required or not.

1. Check and make sure that the drop down menu in the Setup area says Admin Teacher Evaluations.
2. Click on the Prompt Bank menu. Its text will turn white, and a green band will appear to the left of it.
3. The remaining menu items will remain gray to indicate they are inactive.
4. The page entitled District Prompt Bank for Teacher Evaluations will appear, with three tabs across the top. Steps 5 through 7 will include instructions for the workspace for the Pre-Conference tab, but the instructions apply to the Post-Conference tab, as well.

5. To add a pre-conference prompt, click on the green Add New Prompt button. Type your prompt into the text field that appears, and click in the check box if this prompt will be used for each teacher observation. Click on the Done button.
6. The prompt will now appear in the list of prompts, and you will be able to see if it is a required prompt for the pre-conference. At this point, you can remove the prompt or edit it.

7. Repeat Steps #5 and #6 if you need to add new prompts. They will all be included in the list of prompts.

8. To enter a prompt for Student Growth Goal Setting, click on its tab. Type the prompt into the text field, and click on the relevant criterion. Finally, click on the Done button. (If the green Done button is grayed out, check to make sure you have both entered the prompt into the text field and selected the relevant criterion.)

9. All prompts that you enter for Student Growth Goal Setting will be listed when you return to the prompt bank for this section.
Chapter 4: Configuring eVAL for Teachers
Part 4d: Providing resources to the teachers

**Context:**
Sometimes there are documents or websites that district leaders want to share with teachers and principals across the district because they are relevant to student success and teacher evaluation. Resources shared by the District Administrator can be viewed district-wide, whereas resources shared by the School Administrator are school specific.

**Data that’s needed in order to complete this task:**
You will need to get a list of resources (files and web links) that district leaders wish to share with the teachers.

1. Check and make sure that the drop down menu in the Setup area says Admin Teacher Evaluations.
2. Click on the Resources menu. Its text will turn white, and a green band will appear to the left of it.
3. The remaining menu items will remain gray to indicate they are inactive.
4. The page entitled Resources for Teacher Evaluations will appear, and the name of the workspace is Resources. If there are no resources that have been uploaded and shared, you will see the following image in the workspace. To add a new resource, click on the green button that says Add Resource.
5. The Edit Resource workspace will appear.
   a. To upload a file as a resource, follow Steps 6 through 11.
   b. To link to a web site URL that you wish to use as a resource, follow Steps 12 through 13.
6. To upload a file, enter the name of your resource in the Title field, and then click on the green button entitled **Upload File**.

7. There are lots of sources of files, as shown on the left side of the screen image below. This handbook will provide the steps to upload a file from your local hard drive. To do so, click on the big blue button called **Choose a local file**.
8. Navigate out to your hard drive or server, and locate the document you wish to provide as a resource for the teachers. When you have found it and uploaded it, it will appear in the Edit Resource workspace. Give the resource a friendly name, and then click on the green Done button.

9. Next, align the resource to your district’s instructional rubric. Click on one of the categories or domains, and it will expand to show the more detailed components. Click on the relevant component to align the resource. A green band will appear to the left of the selected component and the text for the selected component will turn white. You may select more than one component, if needed. Then click on the Done button.
10. Further down the page, write an <optional> description of the resource. Then click the green **Update and Close** button.

11. You will return to the Resources workspace, and the resource will be listed and described on that page. If you wish to edit any of the information you entered for that resource, simply click on the green **Edit** button. Add more resources, if needed.

12. To use a web site URL as a resource, follow Step #4 in the earlier part of this chapter. In the next screen (the Edit Resource workspace), give your resource a title, and then click on the green button next to **Link to Website URL**.
13. In the next workspace that appears, provide the URL and a friendly name (limited to 30 characters) for the resource. Click Done. Then follow the instructions in Steps 9 through 11 to finish adding this resource.

14. All of the resources you added will be listed on the Resources workspace for the Resources for Teacher Evaluations page. You can edit them or delete them at any time.
Chapter 4: Configuring eVAL for Teachers

Part 4e: Providing the District Viewer access to principal data in selected schools

Context:
A District Viewer at the district level has access to a principal’s information in the eVAL tool. This kind of access is provided by the District Administrator of eVAL.

Data that’s needed in order to complete this task:
You will need to get a list of employees at the district level that are assigned a District Viewer role in EDS, and authorized to view a principal’s information that has been entered into the eVAL tool.

1. Check and make sure that the drop down menu in the Setup area says Admin Teacher Evaluations.

2. Click on the District Viewer Setup menu. Its text will turn white, and a green band will appear to the left of it.

3. The remaining menu items will remain gray to indicate they are inactive.

4. The page entitled District Viewer Setup will appear, and the name of the workspace is District Viewer Setup, as well.

5. Use the drop down menu to select the name of a District Viewer. Then place a check mark in the box by the name of the school whose principal data s/he can view.
Chapter 4: Configuring eVAL for Teachers

Part 4f: Configuring other general settings for teachers in the eVAL tool

Context:
There are some miscellaneous settings that must be configured in order for the eVAL tool to display (or not display) various features. The configurations you choose may depend on several factors: the instructional framework your district has chosen, your union negotiations, your district’s work flow and calendar, etc.

The best approach for this task:
Rather than collecting data so that you can sit down alone to make these selections, it might be best to sit down with a district TPEP leader and have him/her walk through these decisions with you. Another approach may be to print out the three menu tabs, hand them to your district’s TPEP leader or committee, and have him/her/them mark the correct settings and return the pages to you so you can configure eVAL according to their recommendations.

1. Check and make sure that the drop down menu in the Setup area says Admin Teacher Evaluations.

2. Click on the Settings menu. Its text will turn white, and a green band will appear to the left of it.

3. The remaining menu items will remain gray to indicate they are inactive.

4. When you click on the Settings menu, the page entitled Select Settings for Teacher Evaluations will appear. That page has five tabs that will provide different pages where settings need to be configured.

5. The work space for each tab has settings that are self-explanatory. The next five pages will simply display the settings that need to be configured.
Context:
The configurations that are made by your district’s District Administrator of eVAL may depend on several factors: the instructional framework your district has chosen, your union negotiations, your district’s work flow and calendar, etc. This document simply displays the settings that the District Administrator of eVAL must work through the Settings menu as s/he configures eVAL for use.

Please note:
As of November 19, 2016, the District Administrator of eVAL can give the School Administrator and the Principals the right to override the district configurations.

Settings in the “General Settings” Tab
### District settings for official Observation Report

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

#### Observation Report Title

- **eVal Observation Report**

#### Observation Report Custom Text (displayed at the bottom of the report)

- **Enter Custom Text**

#### Report Sections/Framework View

Select the sections and framework view that you want to appear on the report.

- **Allow schools to override district report settings?**

<table>
<thead>
<tr>
<th>Select</th>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>✅</td>
<td>Collected Evidence</td>
<td>All evidence that has been collected within the rubric</td>
</tr>
<tr>
<td>✅</td>
<td>Packaged Evidence</td>
<td>All evidence packages that have been created from the available evidence</td>
</tr>
<tr>
<td>✅</td>
<td>Observation Notes</td>
<td>Observation Notes with coding removed</td>
</tr>
<tr>
<td>✅</td>
<td>Signature Block</td>
<td>Signature block at bottom of the report</td>
</tr>
<tr>
<td>✅</td>
<td>Pre-Conference</td>
<td>Prompt Responses, Conference Summary Notes</td>
</tr>
<tr>
<td>✅</td>
<td>Post-Conference</td>
<td>Prompt Responses, Conference Summary Notes</td>
</tr>
<tr>
<td>✅</td>
<td>Instructional View</td>
<td>Show Data through Instructional View (otherwise the State View will be used)</td>
</tr>
</tbody>
</table>
Settings in the “Student Growth Report” Tab

District settings for Student Growth Goal-setting Report
This page allows a district administrator to configure the title and sections that will appear on the Student Growth Goal-setting Report.

Report Title

Enter Report Custom Text

Student Growth Goal-setting Report Custom Text (displayed at the bottom of the report)

Report Sections
Select the sections that you want to appear on the report.

- Allow schools to override district report settings?

<table>
<thead>
<tr>
<th>Select</th>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Collected Evidence</td>
<td>All evidence that has been collected within the rubric</td>
</tr>
<tr>
<td></td>
<td>Packaged Evidence</td>
<td>All evidence packages that have been created from the available evidence</td>
</tr>
<tr>
<td></td>
<td>Signature Block</td>
<td>Signature block at bottom of the report</td>
</tr>
</tbody>
</table>
**Settings in the “Self-Assessment Report” Tab**

### District settings for Self-Assessment Report

This page allows a district administrator to configure the title and sections that will appear in the Self-Assessment Report.

**Self-Assessment Report Title**

- eVal Self Assessment Report

**Self-Assessment Report Custom Text (displayed at the bottom of the report)**

- Enter Self-Assessment Report Custom Text

### Report Sections

Select the sections and framework view that you want to appear on the report.

- **Allow schools/evaluators to override district report settings?**

<table>
<thead>
<tr>
<th>Select</th>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔️</td>
<td>Collected Evidence</td>
<td>All evidence that has been collected within the rubric</td>
</tr>
<tr>
<td>✔️</td>
<td>Packaged Evidence</td>
<td>All evidence packages that have been created from the available evidence</td>
</tr>
<tr>
<td>✔️</td>
<td>Signature Block</td>
<td>Signature block at bottom of the report</td>
</tr>
<tr>
<td>✔️</td>
<td>Instructional View</td>
<td>Show Data through Instructional View (otherwise the State View will be used)</td>
</tr>
</tbody>
</table>
Settings in the “Summative Evaluation” Tab

### General Settings

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

### Final Report Title

eVal Final Report

### Final Report Custom Text (displayed at the bottom of the report)

Enter Report Custom Text

### Report Sections

Select the sections that you want to appear on the report.

- Allow schools to override district report settings?

<table>
<thead>
<tr>
<th>Select</th>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>☑</td>
<td>Collected Evidence</td>
<td>All evidence that has been aligned to the rubric</td>
</tr>
<tr>
<td>☑</td>
<td>Packaged Evidence</td>
<td>All aligned evidence packages that have been created from the aligned evidence</td>
</tr>
<tr>
<td>☑</td>
<td>Signature Block</td>
<td>Signature block at bottom of the report</td>
</tr>
</tbody>
</table>
Chapter 5: Configuring eVAL for Principals

In eVAL, principal accounts are configured similarly to the way in which the teacher accounts are configured. Therefore, this user guide will refer you to the pertinent sections in Chapter 4 for the following topics:

- Part 5a: Assigning evaluators and evaluation cycles to principals. See Chapter 4a on page 7
- Part 5b: Developing prompts for pre and post conferences. See Chapter 4c on page 13
- Part 5c: Providing resources to the principals. See Chapter 4d on page 15

Part 5d: Configuring other general settings for principals in the eVAL tool

Context:
There are some miscellaneous settings that must be configured in order for the eVAL tool to display (or not display) various features. The configurations you choose may depend on several factors: the instructional framework your district has chosen, principal roles and expectations, your district’s work flow and calendar, etc.

The best approach for this task:
Rather than collecting data so that you can sit down alone to make these selections, it might be best to sit down with a district TPEP leader and have him/her walk through these decisions with you. Another approach may be to print out the four menu tabs, hand them to your district’s TPEP leader or committee, and have him/her/them mark the correct settings and return the pages to you so you can configure eVAL according to their recommendations.

1. Check and make sure that the drop down menu in the Setup area says Admin Principal Evaluations.
2. Click on the Settings menu. Its text will turn white, and a green band will appear to the left of it.
3. The remaining menu items will remain gray to indicate they are inactive.
4. When you click on the Settings menu, the page entitled Select Settings for Principal Evaluations will appear. That page has four tabs that will provide different work spaces:
   - General
   - Observation Report
   - Self-Assessment Report
   - Summative Evaluation
5. The work space for each tab has settings that are self-explanatory. The next two pages will simply display the settings that need to be configured.
### General Settings

<table>
<thead>
<tr>
<th>Select</th>
<th>Settings</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Enable Self-Assessments</td>
<td>Enable the Self-Assessment module within eVAL. If disabled users will not be able to perform self-assessments within eVAL.</td>
</tr>
</tbody>
</table>

### Evidence Collection Settings

<table>
<thead>
<tr>
<th>Select</th>
<th>Settings</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Enable Non-summative Scoring</td>
<td>Enable this setting to display all rubric performance level input throughout the evaluation cycle. If this setting is disabled, all rubric performance level input will only appear on the final Summative Evaluation screen.</td>
</tr>
</tbody>
</table>
Settings in the “Observation Report” Tab

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

Observation Report Title
eVal Observation Report

Observation Report Custom Text (displayed at the bottom of the report)
Enter Custom Text

Report Sections/Framework View
Select the sections and framework view that you want to appear on the report.

- Allow schools to override district report settings?

<table>
<thead>
<tr>
<th>Select</th>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓</td>
<td>Collected Evidence</td>
<td>All evidence that has been collected within the rubric</td>
</tr>
<tr>
<td>✓</td>
<td>Packaged Evidence</td>
<td>All evidence packages that have been created from the available evidence</td>
</tr>
<tr>
<td>✓</td>
<td>Observation Notes</td>
<td>Observation Notes with coding removed</td>
</tr>
<tr>
<td>✓</td>
<td>Signature Block</td>
<td>Signature block at bottom of the report</td>
</tr>
<tr>
<td>✓</td>
<td>Pre-Conference</td>
<td>Prompt Responses, Conference Summary Notes</td>
</tr>
<tr>
<td>✓</td>
<td>Post-Conference</td>
<td>Prompt Responses, Conference Summary Notes</td>
</tr>
</tbody>
</table>
Settings in the “Self-Assessment” Tab

District settings for Self-Assessment Report
This page allows a district administrator to configure the title and sections that will appear on the Self-Assessment Report.

Self-Assessment Report Title

eVal Self Assessment Report

Self-Assessment Report Custom Text (displayed at the bottom of the report)
Enter Self-Assessment Report Custom Text

Report Sections
Select the sections and framework view that you want to appear on the report.

Allow schools/evaluators to override district report settings?

<table>
<thead>
<tr>
<th>Select</th>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔</td>
<td>Collected Evidence</td>
<td>All evidence that has been collected within the rubric</td>
</tr>
<tr>
<td>✔</td>
<td>Packaged Evidence</td>
<td>All evidence packages that have been created from the available evidence</td>
</tr>
<tr>
<td>✔</td>
<td>Signature Block</td>
<td>Signature block at bottom of the report</td>
</tr>
</tbody>
</table>
Settings in the “Summative Evaluation” Tab

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

General Settings

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

Final Report Title
eVal Final Report

Final Report Custom Text (displayed at the bottom of the report)
Enter Report Custom Text

Report Sections
Select the sections that you want to appear on the report.

<table>
<thead>
<tr>
<th>Select</th>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>✔</td>
<td>Collected Evidence</td>
<td>All evidence that has been aligned to the rubric</td>
</tr>
<tr>
<td>✔</td>
<td>Packaged Evidence</td>
<td>All aligned evidence packages that have been created from the aligned evidence</td>
</tr>
<tr>
<td>✔</td>
<td>Signature Block</td>
<td>Signature block at bottom of the report</td>
</tr>
</tbody>
</table>
Chapter 6: Using the Dashboard
Part 6a: Using the Framework Setup tab to view the settings for frameworks and evaluator assignments

Context:
Like most dashboards, the eVAL Dashboard is a reference tool to check the status of data entered into the eVAL tool. Here, the District Administrator of eVAL can view the evaluator assignments for teachers and principals, check the progress of evaluations, and monitor the reporting process. Part 6a of this handbook will focus on viewing the framework setup and the evaluator assignments for teachers and principals.

1. In the Setup area of the menu, the drop down menu will display either Admin Teacher Evaluations or Admin Principal Evaluations. Either is fine.

2. Click on the Dashboard menu. Its text will turn white, and a green band will appear to the left of it.

3. The remaining menu items will remain gray to indicate they are inactive.

4. When you click on the Dashboard menu, the page entitled Framework Setup for 2016-2017 Evaluations will appear. This page has two tabs that will provide different work spaces: Framework Setup and Schools.

The Framework Tab
1. The workspaces for the Framework Setup tab are the same for both the teachers and the principals. The frameworks are displayed in the Frameworks column. Click on the Assignments button on the top to view the evaluator assignments for teachers, or click on the Assignments button on the bottom to view the evaluator assignments for principals.
2. The Assignments Summary work space will appear, and will summarize the assignments for each school in the district for the role that is selected in the Setup menu. To view the detailed list of evaluator assignments for a specific school, click on the green View button.

![Assignments Summary](image)

3. The Assignments work space for that school will appear and you will be able to view the plan type and evaluator assignment for each teacher. (Other information will be available for each teacher in subsequent years.)

![Assignments](image)

4. Click on the Dashboard menu to return to the dashboard’s main page, or click on the green button called Back to Summary to return to the Assignments Summary work space.
Chapter 6: Using the Dashboard

Part 6b: Using the Schools tab to view the evaluation activity for teachers or principals

The Schools Tab

1. Choose the Setup in the menu that depicts the group whose data you wish to view: teachers or principals.

   PLEASE NOTE:
   For the purposes of this handbook, we will use the setup for Admin Teacher Evaluations, but the use of the Schools tab is the same when the setup is for Admin Principal Evaluations.

2. Select the Schools tab. The page entitled School Status Summary will appear, and the workspace that is displayed will depend on the Evaluator Type that is selected in the drop-down menu. The default workspace provides a status summary for the Evaluator Type called Principals Evaluating Teachers.

3. You can view more detailed information for the Evaluator Type described in Step #2 above by clicking on the green View button. (For the purposes of this user guide, the default Evaluator Type called Principals Evaluating Teachers will be used for the screen snapshots below.)

4. Click the green View button for the principal at a school whose dashboard data you’d like to view.
5. The work space for the **Yearly Status** tab will be displayed, and again, there are some unique features to this work space.

   A. You can view the dashboard data through the eyes of a **Head Principal** or **Principal**;
   B. You can **edit your options** or **exit this work space** view at any time;
   C. You can use the drop down menu to view the teachers that are **assigned to this principal**, or **view all teachers**;
   D. The work space defaults to display all observations conducted so far, but you can opt to **show only the open (incomplete) observations**;
   E. You can choose to temporarily **show observation notes in the table**;
   F. You can drill down further and get more specific information about the status of a teacher’s evaluation by clicking on the green **View** button. Clicking on the green **View** button for a teacher achieves the same outcome as using the drop down menu called **Select a Teacher** in the dark gray menu bar. (See marker “A” below.)

6. To view all of the information collected for an individual teacher at a specific school, click on the green **View** button for that teacher, or choose that teacher’s name from the **drop-down menu** in the menu area on the left.
7. The dashboard will appear for the teacher selected. The features of this work space include:

A. The **new tab** with the teacher’s name on it.
B. The teacher’s name, optional photo and **plan type** in the upper right corner of the window.
C. The **Yearly Status** tab that you can activate at any time by clicking on it.
D. The **Coverage** tab that you can activate at any time by clicking on it.
E. Links to **Activity Summaries** that you’ll find further down on the page.
F. The **Status** summary of the overall activity for this teacher.

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**Please remember:**

You are viewing the status of a teacher’s evaluation activity through the eyes of the evaluating principal.
8. When you entered into the **Dashboard** for the purpose of viewing an individual teacher at a specific school through the lens of a principal, the menu items on the left side of the page changed. Here is a little more information about the menu features when you are using the **Dashboard** for that purpose.

- **This section reminds you that you are viewing the evaluation activity for this specific teacher through the lens of this specific principal.**

- **These data for these four evaluation activities is also accessible on the teacher’s dashboard. See Step #6 above.**

- **Edit the Teacher Dashboard options by clicking the Edit Options link.**

- **Exit out of the Teacher Dashboard view at any time by clicking the Exit View link.**

- **Get additional information on the pertinent teacher’s artifacts and their summative evaluation by clicking on these links.**
Chapter 6: Using the Dashboard

Part 6c: Using the Coverage tab to view the evidence submitted by teachers or principals

The Coverage Tab

1. Choose the Setup in the menu that depicts the group whose data you wish to view: the Teachers or the Principals.

   **PLEASE NOTE:**
   For the purposes of this handbook, we will use the setup for Admin Teacher Evaluations, but the use of the Schools tab is the same when the setup is for Admin Principal Evaluations.

   Follow the instructions for Steps 2 through 4 in Chapter 6b. Then continue on with Step #5 directly below.

5. Click on the Coverage tab. The work space called Overall Coverage will be displayed, and a summary of coverage from all evidence submitted by all teachers will appear.

6. The data that appears in this work space will depend on what is selected in the two drop down menus:

   **Evidence View:**
   - Collected Evidence: Evidence that is captured and submitted.
   - Packaged Evidence: Evidence that is captured, coded, connected and scored.

   **Focus on:**
   - What’s covered: Provides information about the evidence selected above is distributed across the domains in the district’s instructional/leadership framework.
   - What’s not covered: Provides information about the domains that are missing evidence.
To schedule additional professional development on the eVAL tool, contact the eVAL trainer at your regional Educational Service District.

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  Washington Education Association, The Office of the Superintendent of Public Instruction, and Educational Service Districts