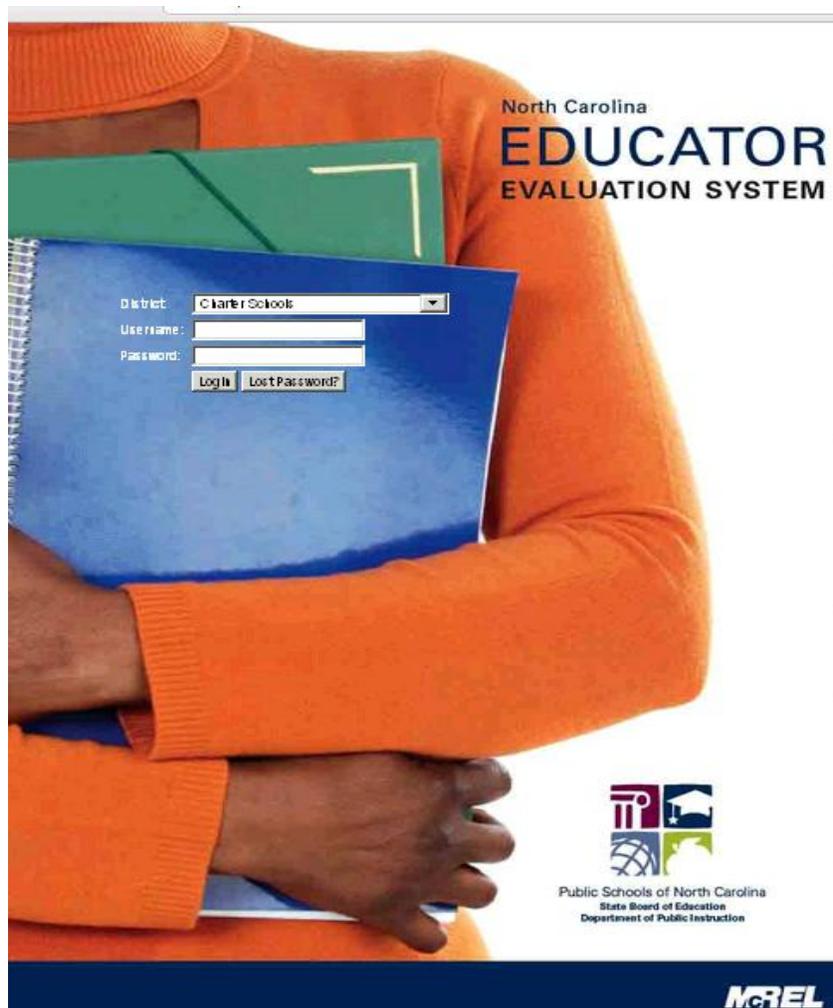


Online Software Manual for the North Carolina Educator  
Evaluation System

# SUPERINTENDENT



<http://mxweb.media-x.com/home/ncval>



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# Initial Login to the System

# Initial Login to the System

This manual provides step-by-step instructions for a superintendent to navigate the North Carolina Educator Evaluation System.

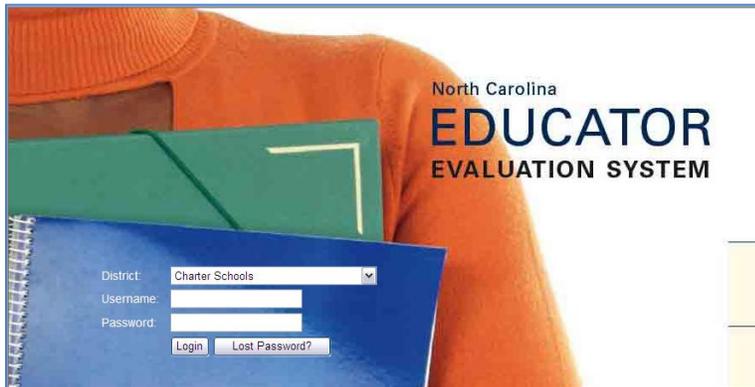
Log into: <https://mxweb.media-x.com/home/ncval/>

Select the correct school district

Type in the username that was provided to you (UID number)

Type in the password that was provided to you: 123456

Click **Login**



North Carolina  
**EDUCATOR**  
EVALUATION SYSTEM

District: Charter Schools  
Username:   
Password:

# Profile

# Profile

The Profile button is used to identify your personal information, providing the ability to edit information and change your password. If any of your personal information is not correct, contact your Human Resources Department.

To change your password follow these steps:

Click on the **Profile** icon.



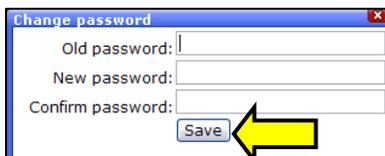
Click on the **Change Password** icon.



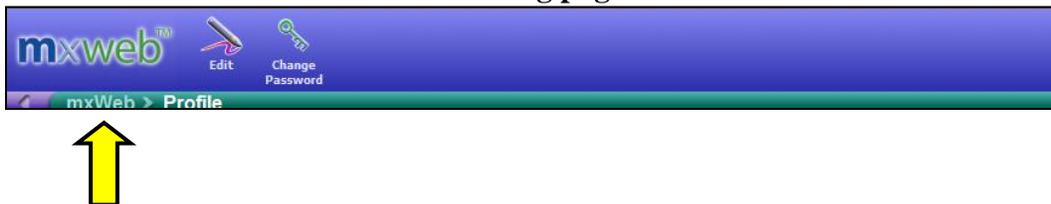
Type in the original password (123456).

Type in a unique password that is six characters long and contains a number and a capital letter.

Click **Save**.



Click on **mxWeb** to return to the landing page.



Click on the **NC Educator Evaluation System** icon



Read and accept the End User License Agreement. Look for the check mark at the bottom:  
*This occurs on your first login only. Be sure to scroll to the bottom to find the point of acceptance.*

Please read the following agreement carefully and indicate your acceptance or declination of the agreement by clicking the appropriate box below. By accepting the agreement, you agree to be bound by its terms and conditions.

**Evaluation Tool  
Demonstration Version  
End User License Agreement**

IMPORTANT: This End User License Agreement ("EULA") is a legal agreement between you and McREL regarding the Evaluation Tool. Read

I agree with the above terms       

**Note:** Any unsigned form may be deleted by the author only. Signed forms may only be deleted by a district administrator.

# Principal Self-Evaluation

# Principal Self-Evaluation

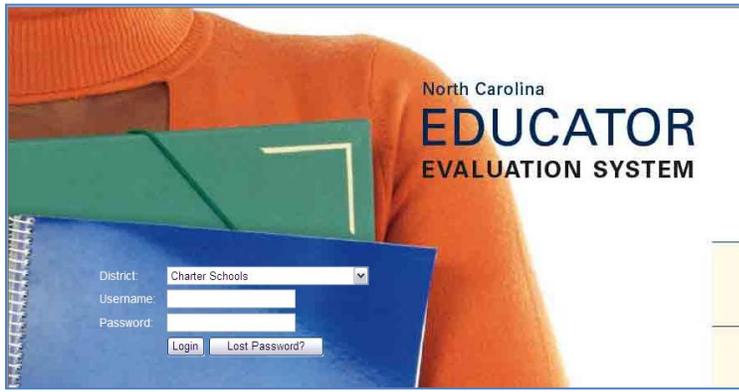
Log into: <https://mxweb.media-x.com/home/ncval/>

Select the correct school district

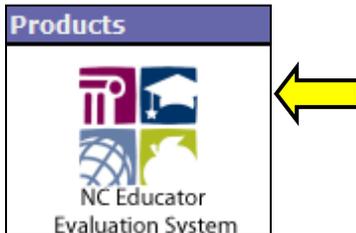
Type in the username that was provided to you (UID number)

Type in your password

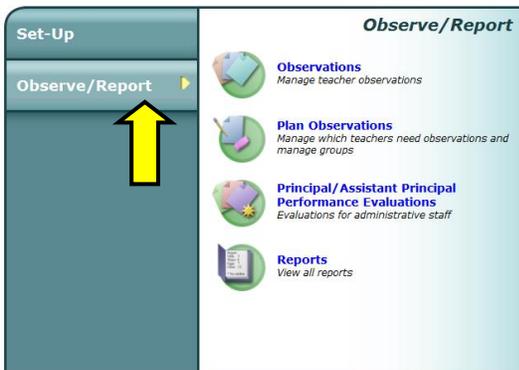
Click **Login**



Click on the **NC Educator Evaluation System** icon.



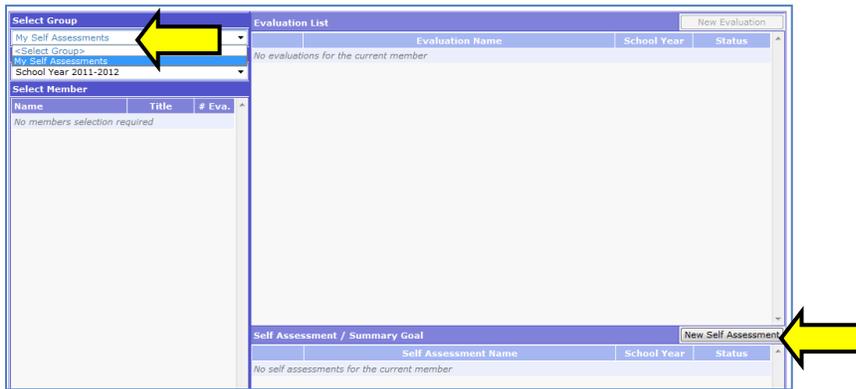
Click on **Observe/Report**.



Click on **Principal/Assistant Principal Performance Evaluations**

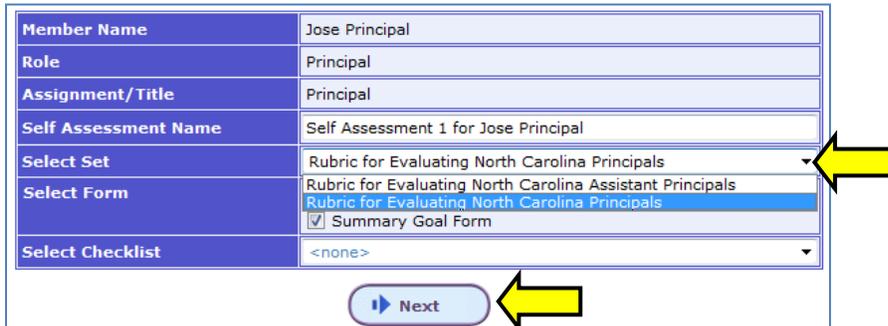


Use the **Select Group** drop down and choose **My Self Assessments**  
Click on **New Self Assessment**



Within the **Select Set** there is a drop down arrow. Select either principal or assistant principal as appropriate.

Click **Next**.



## Click on Evaluation Rubric

Member Name	Jose Principal
Member Role	Principal
Member Assignment/ Title	Principal
Self Assessment Name	Self Assessment 1 for Jose Principal
School Year	2011-2012
Set Name	Rubric for Evaluating North Carolina Principals
Self Assessment Status	<input type="checkbox"/> I have completed my self assessment and the observer can view my self assessment
Form	Form Status
<input type="radio"/> Evaluation Rubric <input type="radio"/> Summary Goal Form	In Progress In Progress

Click on the **Calendar and Clock (1)** icon that is located next to *<No dates set>*. Using the calendar that popped up, choose the date and click **Set**.  
Use the drop downs to choose the **Start Time (2)**.

Self Assessment Name	Self Assessment 2011-2012	Form Status	Editing
Principal Name	Jose Principal	Date	 <No dates set>
School	Henderson Collegiate	District	Charter
Start Time/End Time	<input type="text"/> AM To <input type="text"/> AM	School Year	2011-2012

Read and fill out the evaluation by clicking in the appropriate boxes for each Standard and each Element.

Standard I: Strategic Leadership				
Principals will create conditions that result in strategically re-imagining the school's vision, mission, and goals in the 21st century. Understanding that schools ideally prepare students for an unseen but not altogether unpredictable future, the leader creates a climate of inquiry that challenges the school community to continually re-purpose itself by building on its core values and beliefs about its preferred future and then developing a pathway to reach it.				
<b>a. School Vision, Mission and Strategic Goals:</b> The school's identity, in part, is derived from the vision, mission, values, beliefs and goals of the school, the processes used to establish these attributes and the ways they are embodied in the life of the school community.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<input checked="" type="checkbox"/> Develops his/her own vision of the changing world in the 21st century that schools are preparing children to enter	... and <input checked="" type="checkbox"/> Leads and implements a process for developing a shared vision and strategic goals for student achievement that reflect high expectations for students and staff <input type="checkbox"/> Maintains a focus on the vision and strategic goals throughout the school year	... and <input type="checkbox"/> Creates with stakeholders a vision for the school that captures peoples' attention and imagination <input type="checkbox"/> Designs and implements collaborative processes to collect and analyze data about the school's progress for the periodic review and revision of the school's vision, mission, and strategic goals	... and <input type="checkbox"/> Ensures that the school's identity (vision, mission, values, beliefs and goals) actually drive decisions and inform the culture of the school <input type="checkbox"/> Initiates changes to the vision and goals based on data to improve performance, school culture and school success	

You may type in **Comments**, attach a **File** (.txt, PDF, .doc, .docx, ppt, pptx), include a web **Link**, check the boxes of **Example of Artifacts**, and add additional examples of artifacts in the empty boxes.

**Comments**

**File:**  Browse... Add File

**Link:**  View Link

**Examples of Artifacts:**

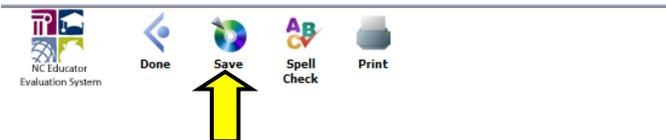
School Improvement Plan  
 NC Teacher Working Conditions Survey  
 Evidence of School Improvement Team  
 Student achievement and testing data  
 Statement of school vision, mission, values, beliefs and goals  
 Evidence of stakeholder involvement in development of vision, mission, value, belief and goal statements

Evidence of shared decision making and distributed leadership

Once you have completed all of the standards of your Self Assessment, use the drop downs to choose your **End Time**.

<b>Self Assessment Name</b>	Self Assessment 2011-2012	<b>Form Status</b>	Editing
<b>Principal Name</b>	Jose Principal	<b>Date</b>	<No dates set>
<b>School</b>	Henderson Collegiate	<b>District</b>	Charter
<b>Start Time/End Time</b>	<input type="text"/> <input type="text"/> <input type="text"/> AM To <input type="text"/> <input type="text"/> AM	<b>School Year</b>	2011-2012

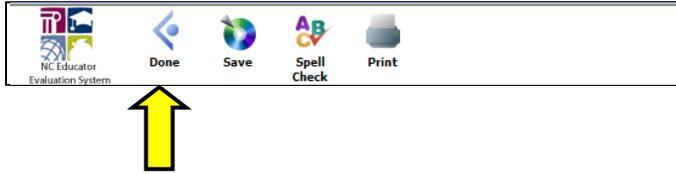
Click on the **Save** icon.



You may click on the **Print** icon to print out the observation (The print icon opens the self assessment in a new window).

Click on the **Done** icon.

You will be prompted if you want to save before leaving.



**Note:** Even before you completely finish the Self Assessment, it is advisable to click on the **Save** icon to save the information that you have entered so far. Incidentally, the system will not indicate any skipped standards/elements. It is your responsibility to ensure that the Self Assessment is complete.

After completing the Evaluation Rubric, click in the **Self Assessment Status** box “I have completed my self assessment” and the observer can view my self assessment. This will lock the form and you cannot make any modifications to the form.

**Note:** If you do not check this box, your supervisor cannot see your self assessment.

Member Name	Jose Principal
Member Role	Principal
Member Assignment/Title	Principal
Self Assessment Name	Self Assessment 2011-2012
School Year	2011-2012
Set Name	Rubric for Evaluating North Carolina Principals
Self Assessment Status	<input type="checkbox"/> I have completed my self assessment and the observer can view my self assessment
Form	Form Status
Evaluation Rubric	In Progress
Summary Goal Form	In Progress

A yellow arrow points upwards to the 'Self Assessment Status' checkbox.

# Principal Summary Goal Form

# Principal Summary Goal Form

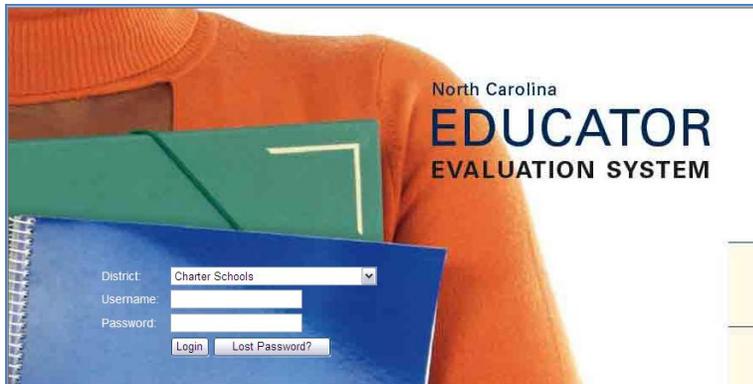
Log into: <https://mxweb.media-x.com/home/ncval/>

Select the correct school district

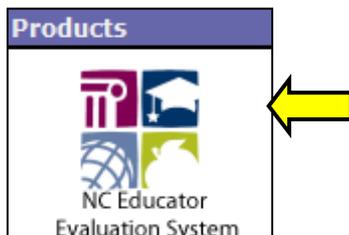
Type in the username that was provided to you (UID number)

Type in your password

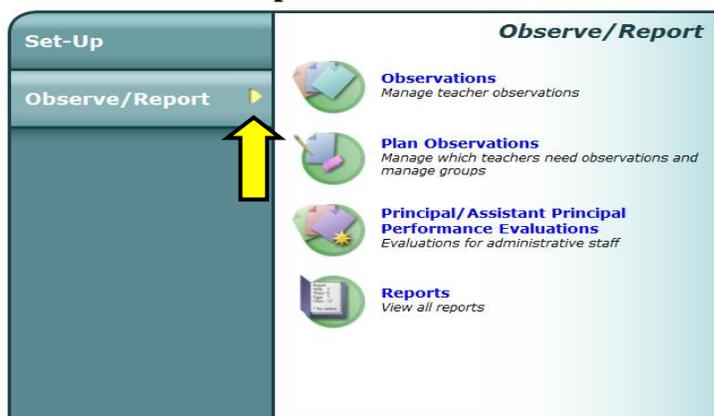
Click **Login**



Click on the **NC Educator Evaluation System** icon.



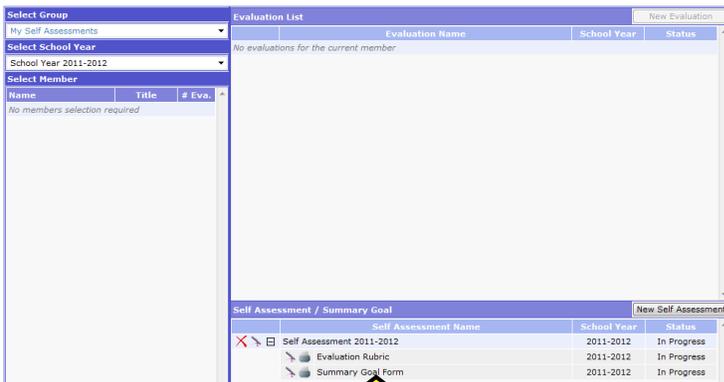
Click on **Observe/Report**.



Click on **Principal/Assistant Principal Performance Evaluations**



Use the **Select Group** drop down and choose My Self Assessments. Click on **Summary Goal Form** (automatically created when the new self assessment was created).



Complete the **Summary Goal Form** and add any additional comments at the end. Your supervisor has permission to modify the Summary Goal Form.

Observation Name	Self Assessment 2011-2012	Form Status	Editing	
Principal Name	Jose Principal	District	Charter	
School	Henderson Collegiate	School Year	2011-2012	
Standard		Standard(s) to be addressed:		
1. Strategic Leadership	Element(s) to be addressed: 1.A. School Vision, Mission and Strategic Goals 1.B. Leading Change 1.C. School Improvement Plan 1.D. Distributive Leadership 2.A. Focus on Learning and Teaching, Curriculum, Instruction and Assessment 2.B. Focus on Instructional Time 2.C. Focus on Collaborative Work Environment 3.B. School Culture and Identity 3.C. Acknowledges Failure; Celebrates Accomplishments and Rewards 3.D. Efficacy and Empowerment 4.A. Professional Development/Learning Communities 4.B. Recruiting, Hiring, Retention and Mentoring of staff 4.C. Teacher and Staff Evaluation 5.A. School Resources and Budget 5.B. Conflict Management and Resolution 5.C. Systematic Communication 5.D. School Expectations for Students and Staff 6.A. Parent and Community Involvement and Outreach 6.B. Federal, State and District Mandates 7.A. School Executive Micro-political Leadership			
2. Instructional Leadership				
3. Cultural Leadership				
4. Human Resource Leadership				
5. Managerial Leadership				
6. External Development Leadership				
7. Micro-political Leadership				
Standard	Goal(s)	Key Activities/Strategies (What you need to do to accomplish the goal)	Outcomes (Measurement)	Time Line For Measuring Goal Outcome
1. Strategic Leadership	<ul style="list-style-type: none"> <li>• A. School Vision, Mission and Strategic Goals</li> <li>• B. Leading Change</li> <li>• C. School Improvement Plan</li> <li>• D. Distributive Leadership</li> </ul>			

Comments:

A screenshot of a text input field with a light blue border and a white background. The word "Comments:" is written in small blue text at the top left of the field. A yellow arrow with a black outline points upwards from the bottom-left corner of the page towards the top-left corner of the text box.

*Note:* Standard and Elements to be addressed are pre-populated if the evaluation rubric was marked as **Developing** and/or **Not Demonstrated**

# Create a Group for Principals

# Create a Group for Principals

You must create a group for all principal roles to be evaluated.

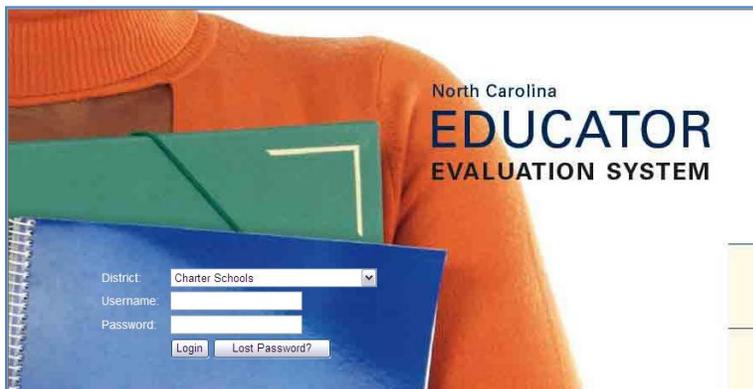
Log into: <https://mxweb.media-x.com/home/ncval/>

Select the correct school district

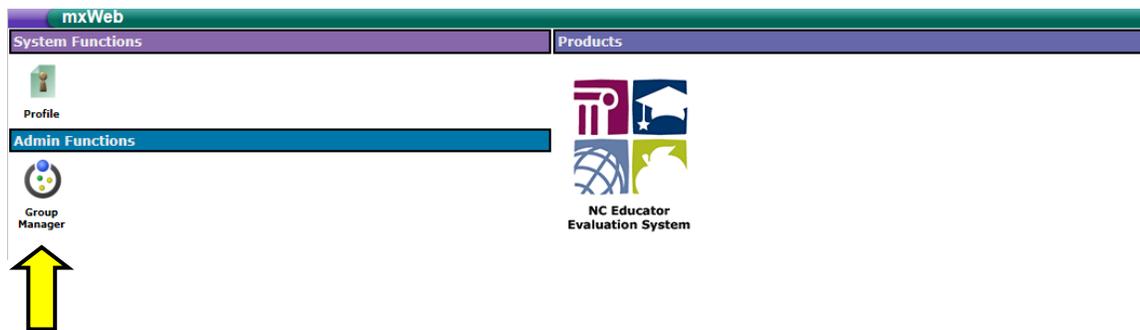
Type in the username that was provided to you (UID number)

Type in your password

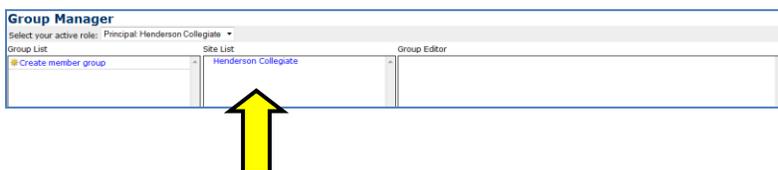
Click **Login**



Click on the **Group Manager** icon.

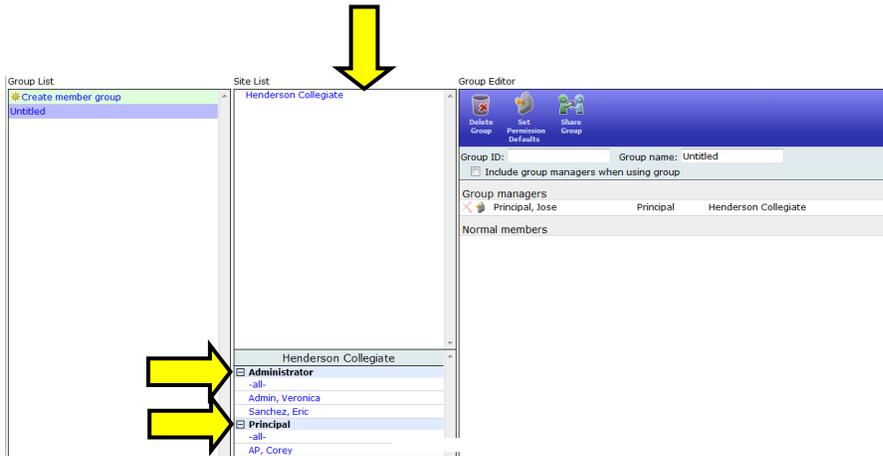


Click **Create Member group**.



Click on your school name in the **Site List** column.

Your school will appear below. Click on the **plus symbol** next to **Administrator** and **Principal** to expand the lists.



**Note:** Teacher groups should not be created in this function.

Rename your group in the **Group name:** box.

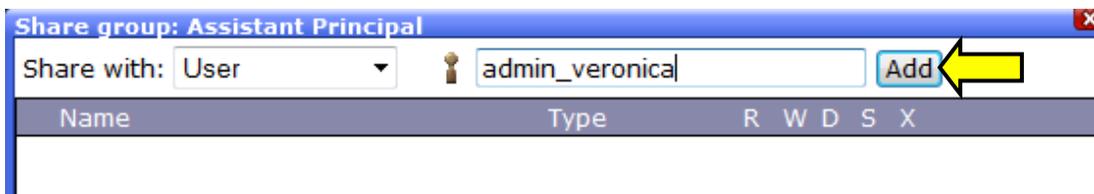
Click on the names of the administrators and/or principals who should be in the group. The name of the person will be listed under **Normal members**.



**Note:** If you need to share your group with a colleague, click on the **Share Group** icon.



This box will pop up. Type in the colleague's username and click **Add**.



Click on the symbol under the “S” column to change the symbol to the “share” symbol.



**Note:** By sharing groups, you may perform the following functions:

- Read – R
- Write – W
- Delete – D
- Share –S

To temporarily block access to an individual assigned to the group, click block – X.

# Principal Evaluation

# Principal Evaluation

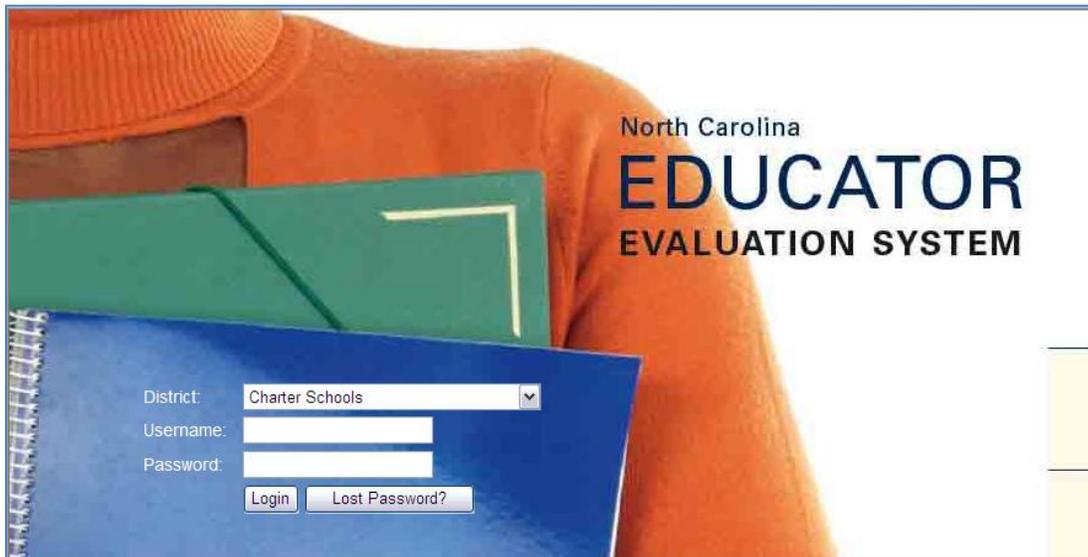
Log into: <https://mxweb.media-x.com/home/ncval/>

Select the correct school district

Type in the username that was provided to you (UID number)

Type in your password

Click **Login**



North Carolina  
**EDUCATOR**  
EVALUATION SYSTEM

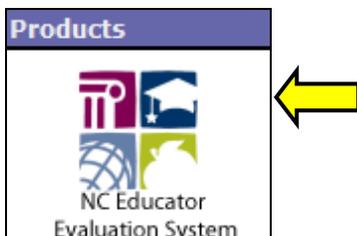
District: Charter Schools

Username: \_\_\_\_\_

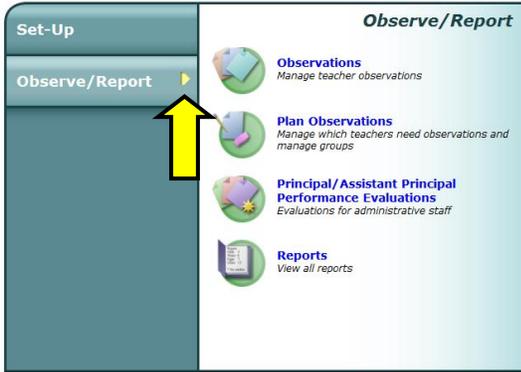
Password: \_\_\_\_\_

Login Lost Password?

Click on the **NC Educator Evaluation System** icon.



Click on **Observe/Report**.



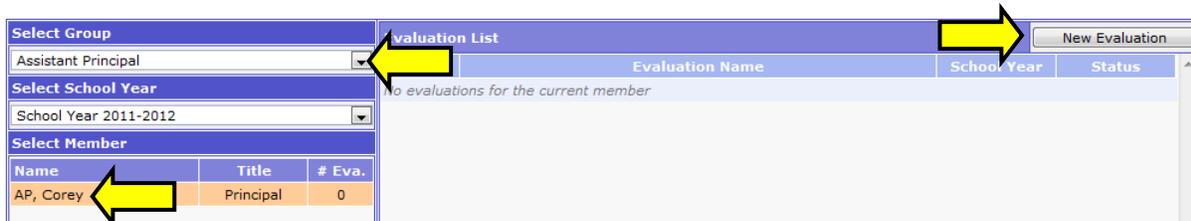
Click on **Principal/Assistant Principal Performance Evaluations**



Use the **Select Group** drop down and choose the group that you created.

*Note:* If you have not created a group in Group Manager or if a group has not been shared with you, please see those instructions.

Click on the **principal's name**.  
Click **New Evaluation**.



Choose the correct rubric for the position of the person you are evaluating in the **Select Set** drop down (Principal).

Click **Next**. (The fields are pre-populated.)

*Note:* The system will automatically create four forms, unless you uncheck the boxes.

Forms: Evaluation Rubric, Summary Evaluation Rating Form, Progress Toward Achieving Goals, and Summary Goal Form.

Member Name	Corey AP
Role	Principal
Assignment/Title	Assistant Principal
Evaluation Name	Evaluation 1 for Corey AP
Select Set	Rubric for Evaluating North Carolina Assistant Principals
Select Form	<input type="checkbox"/> Rubric for Evaluating North Carolina Principals <input checked="" type="checkbox"/> Summary Evaluation Rating Form <input checked="" type="checkbox"/> Progress Toward Achieving Goals <input checked="" type="checkbox"/> Summary Goal Form
Select Checklist	<none>

▶ Next

Click on Evaluation Rubric

Member Name	Corey AP	
Member Role	Principal	
Member Assignment/Title	Assistant Principal	
Evaluation Name	Evaluation 1 for Corey AP	
School Year	2011-2012	
Evaluation created by	Jose Principal	
Set Name	Rubric for Evaluating North Carolina Assistant Principals	
	<b>Form</b>	<b>Form Status</b>
	Evaluation Rubric	In Progress
	Summary Evaluation Rating Form	In Progress
	Progress Toward Achieving Goals	In Progress
	Summary Goal Form	In Progress

Click on the **Calendar and Clock** icon that is located next to *<No dates set>*. Using the calendar that popped up, choose the date and click **Set**. Use the drop downs to choose the **Start Time**.

Observation Name	Evaluation 1 for Eric Sanchez	Form Status	Editing
Assistant Principal Name	Eric Sanchez	Date Completed	<Not completed>
School	Henderson Collegiate	District	Charter
Evaluator	Jose Principal	Title	Principal
Date of Observation	<No dates set>	Start Time/End Time	<input type="text"/> AM To <input type="text"/> AM
School Year	2011-2012		

Read and fill out the evaluation by clicking in the appropriate boxes for each Standard and each Element.

<b>Standard I: Strategic Leadership</b> Principals will create conditions that result in strategically re-imagining the school's vision, mission, and goals in the 21st century. Understanding that schools ideally prepare students for an unseen but not altogether unpredictable future, the leader creates a climate of inquiry that challenges the school community to continually re-purpose itself by building on its core values and beliefs about its preferred future and then developing a pathway to reach it.				
<b>a. School Vision, Mission and Strategic Goals:</b> The school's identity, in part, is derived from the vision, mission, values, beliefs and goals of the school, the processes used to establish these attributes and the ways they are embodied in the life of the school community.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<input checked="" type="checkbox"/> Develops his/her own vision of the changing world in the 21st century that schools are preparing children to enter	... and <input checked="" type="checkbox"/> Leads and implements a process for developing a shared vision and strategic goals for student achievement that reflect high expectations for students and staff  <input type="checkbox"/> Maintains a focus on the vision and strategic goals throughout the school year	... and <input type="checkbox"/> Creates with stakeholders a vision for the school that captures peoples' attention and imagination  <input type="checkbox"/> Designs and implements collaborative processes to collect and analyze data about the school's progress for the periodic review and revision of the school's vision, mission, and strategic goals	... and <input type="checkbox"/> Ensures that the school's identity (vision, mission, values, beliefs and goals) actually drive decisions and inform the culture of the school  <input type="checkbox"/> Initiates changes to the vision and goals based on data to improve performance, school culture and school success	

You may type in **Comments**, attach a **File** (.txt, PDF, .doc, .docx, ppt, pptx), include a web **Link**, check the boxes of **Example of Artifacts**, and add additional examples of artifacts in the empty boxes.

**Comments**

**File:**

**Link:**

**Examples of Artifacts:**

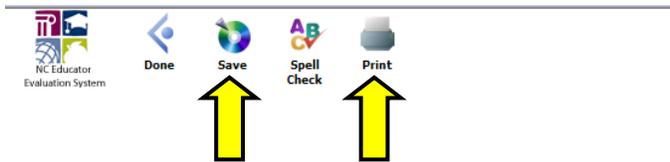
<input type="checkbox"/> School Improvement Plan <input type="checkbox"/> NC Teacher Working Conditions Survey <input type="checkbox"/> Evidence of School Improvement Team <input type="checkbox"/> Student achievement and testing data <input type="checkbox"/> Statement of school vision, mission, values, beliefs and goals <input type="checkbox"/> Evidence of stakeholder involvement in development of vision, mission, value, belief and goal statements	<input type="checkbox"/> Evidence of shared decision making and distributed leadership <div style="border: 1px solid gray; height: 20px; margin-bottom: 5px;"></div> <div style="border: 1px solid gray; height: 20px; margin-bottom: 5px;"></div> <div style="border: 1px solid gray; height: 20px; margin-bottom: 5px;"></div>
--	---

**SUGGESTION:** In the event that you will conduct more than one evaluation, type a date next to any comments that you have included.

Once you have completed all of the standards of your evaluation, use the drop downs to choose your **End Time**.

<b>Self Assessment Name</b>	Self Assessment 2011-2012	<b>Form Status</b>	Editing
<b>Principal Name</b>	Jose Principal	<b>Date</b>	<No dates set>
<b>School</b>	Henderson Collegiate	<b>District</b>	Charter
<b>Start Time/End Time</b>	[ ] [ ] AM To [ ] [ ] AM	<b>School Year</b>	2011-2012

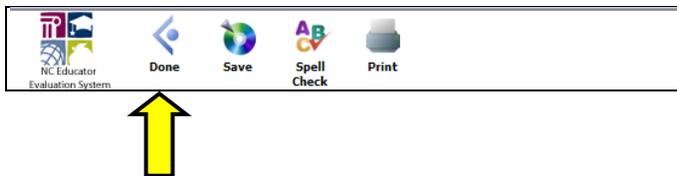
Click on the **Save** icon.



You may click on the **Print** icon to print out the evaluation. (The print icon opens the evaluation in a new window.)

Click on the **Done** icon.

You will be prompted if you want to save before leaving.



**Note:** Even before you completely finish the evaluation, it is advisable to click on the **Save** icon to save the information that you have entered so far. Incidentally, the system will not indicate any skipped standards/elements. It is your responsibility to ensure that the evaluation is complete.

Example of the forms that are created.

Member Name	Corey AP
Member Role	Principal
Member Assignment/Title	Assistant Principal
Evaluation Name	Evaluation 1 for Corey AP
School Year	2011-2012
Evaluation created by	Jose Principal
Set Name	Rubric for Evaluating North Carolina Assistant Principals
Item	Form Status
Evaluation Rubric	In Progress
Summary Evaluation Rating Form	In Progress
Progress Toward Achieving Goals	In Progress
Summary Goal Form	In Progress

# Summary Evaluation Rating Form

# Summary Evaluation Rating Form

Click on the **Summary Evaluation Rating Form**.

Member Name	Corey AP	
Member Role	Principal	
Member Assignment/Title	Assistant Principal	
Evaluation Name	Evaluation 1 for Corey AP	
School Year	2011-2012	
Evaluation created by	Jose Principal	
Set Name	Rubric for Evaluating North Carolina Assistant Principals	
Form	Form Status	
+	Evaluation Rubric	In Progress
+	Summary Evaluation Rating Form	In Progress
+	Progress Toward Achieving Goals	In Progress
+	Summary Goal Form	In Progress



**Note:** You may see the ratings from the evaluation by clicking on the plus symbol beside the element. The plus symbol is replaced by a minus.

Click the minus symbol to collapse the section.

Standard : Strategic Leadership														
Elements	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated									
<input type="checkbox"/> <b>a. School Vision, Mission and Strategic Goals:</b> The school's identity, in part, is derived from the vision, mission, values, beliefs and goals of the school, the processes used to establish these attributes and the ways they are embodied in the life of the school community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>									
<table border="1"> <thead> <tr> <th>Developing</th> <th>Proficient</th> <th>Accomplished</th> <th>Distinguished</th> <th>Not Demonstrated</th> </tr> </thead> <tbody> <tr> <td> <input checked="" type="checkbox"/> Develops his/her own vision of the changing world in the 21st century that schools are preparing children to enter                             </td> <td> <input type="checkbox"/> Leads and implements a process for developing a shared vision and strategic goals for student achievement that reflect high expectations for students and staff  <input type="checkbox"/> Maintains a focus on the vision and strategic goals throughout the school year                             </td> <td> <input type="checkbox"/> Creates with stakeholders a vision for the school that captures peoples' attention and imagination  <input type="checkbox"/> Designs and implements collaborative processes to collect and analyze data about the school's progress for the periodic review and revision of the school's vision, mission, and strategic goals                             </td> <td> <input type="checkbox"/> Ensures that the school's identity (vision, mission, values, beliefs and goals) actually drive decisions and inform the culture of the school  <input type="checkbox"/> Initiates changes to the vision and goals based on data to improve performance, school culture and school success                             </td> <td></td> </tr> </tbody> </table>	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated	<input checked="" type="checkbox"/> Develops his/her own vision of the changing world in the 21st century that schools are preparing children to enter	<input type="checkbox"/> Leads and implements a process for developing a shared vision and strategic goals for student achievement that reflect high expectations for students and staff <input type="checkbox"/> Maintains a focus on the vision and strategic goals throughout the school year	<input type="checkbox"/> Creates with stakeholders a vision for the school that captures peoples' attention and imagination <input type="checkbox"/> Designs and implements collaborative processes to collect and analyze data about the school's progress for the periodic review and revision of the school's vision, mission, and strategic goals	<input type="checkbox"/> Ensures that the school's identity (vision, mission, values, beliefs and goals) actually drive decisions and inform the culture of the school <input type="checkbox"/> Initiates changes to the vision and goals based on data to improve performance, school culture and school success					
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated										
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<input type="checkbox"/> <b>b. Leading Change:</b> The principal/assistant principal articulates a vision, and implementation strategies, for improvements and changes which result in improved achievement for all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>									
<input type="checkbox"/> <b>c. School Improvement Plan:</b> The school improvement plan provides the structure for the vision, values, goals and changes necessary for improved achievement for all students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>									
<input type="checkbox"/> <b>d. Distributive Leadership:</b> The principal/assistant principal creates and utilizes processes to distribute leadership and decision making throughout the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>									
<b>Overall Rating for Standard 1</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>									

Click the appropriate radio button for each of the standards, click on the **Save** icon.

Standard : Strategic Leadership					
Elements	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
<input checked="" type="checkbox"/> <b>a. School Vision, Mission and Strategic Goals:</b> The school's identity, in part, is derived from the vision, mission, values, beliefs and goals of the school, the processes used to establish these attributes and the ways they are embodied in the life of the school community.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input checked="" type="checkbox"/> <b>b. Leading Change:</b> The principal/assistant principal articulates a vision, and implementation strategies, for improvements and changes which result in improved achievement for all students.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input checked="" type="checkbox"/> <b>c. School Improvement Plan:</b> The school improvement plan provides the structure for the vision, values, goals and changes necessary for improved achievement for all students.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input checked="" type="checkbox"/> <b>d. Distributive Leadership:</b> The principal/assistant principal creates and utilizes processes to distribute leadership and decision making throughout the school.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Overall Rating for Standard 1</b>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

After the superintendent or designee has completed the Summary Rating Form, the **Allow the principal/assistant principal to view this summary rating form** box in **Summary Status** may be checked so the principal can view the form.

Observation Name	Evaluation 1 for Corey AP	Form Status	Editing
Assistant Principal Name	Corey AP	Assistant Principal Title	Assistant Principal
School	Henderson Collegiate	District	Charter
Evaluator	Jose Principal	Evaluator's Title	Principal
School Year	2011-2012	Date Completed	<Not completed>
Summary Status	<input type="checkbox"/> Allow the assistant principal to view this summary rating form.		



The superintendent or designee must develop a Professional Growth Plan with the principal. If you attempt to check the box next to **The Superintendent/designee and the Principal have developed a Professional Growth Plan** you will get a pop up warning.

<b>Electronic Signature</b>	
<input type="checkbox"/> The Superintendent/designee and the Assistant Principal have developed a Professional Growth Plan.	
<b>Assistant Principal Signature</b>	<b>Superintendent or Designee Signature</b>
<input type="checkbox"/> The assistant principal's signature on this form represents neither acceptance nor approval of the report. It does, however, indicate that the principal has reviewed the report with the evaluator and may reply in writing.	<input type="checkbox"/> The signature of the supervisor verifies that the report has been reviewed and that the proper process has been followed according to North Carolina State Board of Education policy for Assistant Principal Evaluation process.
<b>Assistant Principal's Comments:</b>	
<div style="border: 1px solid gray; height: 40px;"></div>	
<input type="button" value="Add Comments"/>	





# Progress Toward Achieving Goals

# Progress Toward Achieving Goals

Click on **Progress Toward Achieving Goals** under Form Status.

Member Name	Corey AP
Member Role	Principal
Member Assignment/Title	Assistant Principal
Evaluation Name	Evaluation 1 for Corey AP
School Year	2011-2012
Evaluation created by	Jose Principal
Set Name	Rubric for Evaluating North Carolina Assistant Principals

Form	Form Status
Evaluation Rubric	In Progress
Summary Evaluation Rating Form	In Progress
Progress Toward Achieving Goals	In Progress
Summary Goal Form	In Progress



Complete this form with the principal.

The superintendent or designee can type in the **Goal** and **Revised Plan/Comment for Goal** boxes, except Goal 1 (see below).

Observation Name	Evaluation 1 for Corey AP	Form Status	Editing
Assistant Principal Name	Corey AP	District	Charter
School	Henderson Collegiate	School Year	2011-2012
Evaluator	Jose Principal	Evaluator's Title	Principal

The evaluator determines whether the assistant principal is making progress toward goal(s) attainment within each standard. Mark this category as (P) - **progressing** or (NP) - **not progressing**

Goal	P	NP	NA
Standard 1: Strategic Leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 2: Instructional Leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 3: Cultural Leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 4: Human Resource Leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 5: Managerial Leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 6: External Development Leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standard 7: Micro-political Leadership	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Goal 1:

Revised Plan/Comment for Goal 1:




**Note:** By design you cannot type in Goal 1. Text will self populate from the Summary Evaluation Rating Form, Standard 4: Human Resource Leadership: “Teacher Turnover Rate goal for next school year” box (below).

<b>Overall Rating for Standard 4</b>	<input type="radio"/>				
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**Note:** If the school's teacher turnover rate, according to the school report card, is above the state average and/or identified as a problem in the school improvement plan, it must be addressed here along with recommendations for improvement. If the turnover is equal to or lower than the state average, the assistant principal must set a goal to at least maintain that rate.

School's Teacher Turnover Rate during previous school year:

School's Teacher Turnover Rate for current school year:

State's Teacher Turnover Rate for current school year:

Teacher Turnover Rate goal for next school year:

**Recommendations to achieve teacher turnover goal for next school year:**

# Summary Goal Form

# Summary Goal Form

Click on **Summary Goal Form**

Member Name	Corey AP
Member Role	Principal
Member Assignment/Title	Assistant Principal
Evaluation Name	Evaluation 1 for Corey AP
School Year	2011-2012
Evaluation created by	Jose Principal
Set Name	Rubric for Evaluating North Carolina Assistant Principals

Form	Form Status
Evaluation Rubric	In Progress
Summary Evaluation Rating Form	In Progress
Progress Toward Achieving Goals	In Progress
Summary Goal Form	In Progress



Complete this form with the principal.  
The superintendent or designee can type in the boxes.

Observation Name	Evaluation 1 for Corey AP	Form Status	Editing
Assistant Principal Name	Corey AP	District	Charter
School	Henderson Collegiate	School Year	2011-2012
Evaluator	Jose Principal	Evaluator's Title	Principal

Standard	Standard(s) to be addressed:		
1. Strategic Leadership 2. Instructional Leadership 3. Cultural Leadership 4. Human Resource Leadership 5. Managerial Leadership 6. External Development Leadership 7. Micro-political Leadership	1		
	Element(s) to be addressed:		
	1.A. School Vision, Mission and Strategic Goals 1.B. Leading Change 1.C. School Improvement Plan 1.D. Distributive Leadership		

Standard	Goal(s)	Key Activities/Strategies (What you need to do to accomplish the goal)	Outcomes (Measurement)	Time Line For Measuring Goal Outcome
1. Strategic Leadership • A. School Vision, Mission and Strategic Goals • B. Leading Change • C. School Improvement Plan • D. Distributive Leadership	Comment[			
2. Instructional Leadership				

**Comments:**

---

**Electronic Signature**

<b>Assistant Principal Signature</b> <input type="checkbox"/> The assistant principal's signature on this form represents neither acceptance nor approval of the report. It does, however, indicate that the assistant principal has reviewed the report with the evaluator and may reply in writing.	<b>Superintendent or Designee Signature</b> <input type="checkbox"/> The signature of the supervisor verifies that the report has been reviewed and that the proper process has been followed according to North Carolina State Board of Education policy for assistant principal Evaluation process.
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# Reports



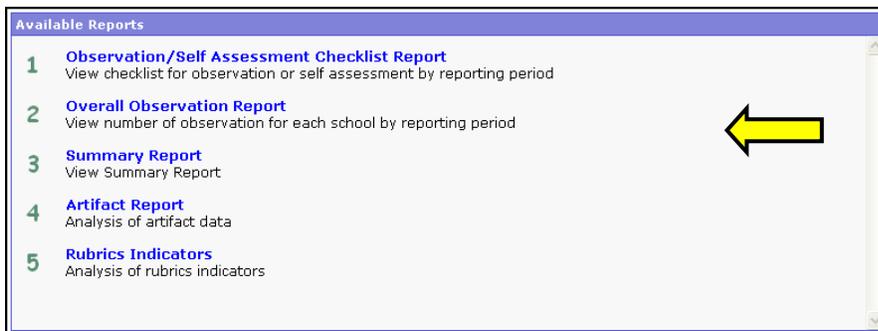
# Reports

Click on **Reports**.



## Overall Observation Report

Click on **Overall Observation Report**.



**Note:** Report 1 Observation/Self Assessment Checklist Report is reserved for future use.

The following form allows you to select the status of the observations, the school, and the reporting period on which the report will be based.

You may use the **Select Observation Status** drop down to select the status of the Observations that you want displayed (**in-progress**, **completed**, **archived** or **All Observations**). The default is **All Observations**.

Select the school by clicking in the appropriate checkbox.

You may use the two calendars to set the **Report Start Date** and **Report End Date** for the reporting period.

- Click << to go to the previous year and >> to go the next year.
- Click < to go to the previous month and > to go to the next month.
- Click any day to select it.
- Click **Today** to choose today's date.

**Note:** The default start date is August 1<sup>st</sup> of the current school year.  
The default end date is today's date.

Click the **Submit Report** button to view the report. The report is displayed in a different window (or, based on your browser) in a different tab.

The **Overall Observation Report** displays the names of the appraisers and of the appraised persons, along with the observation name, date, and status (completed or in-progress). The listed observations include teacher observations by principals, teachers' peer-observations, and evaluations of principals.



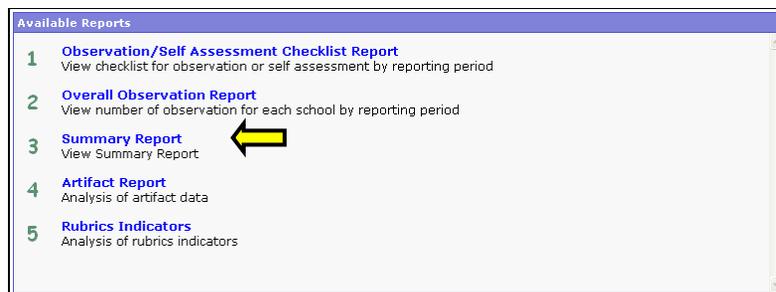
The **Select Observation Status** drop down can be used to display just the **in-progress** (or **completed**, or **archived**) observations. The default is **All Observations**.

In the window (or tab) you used to start the report, click on **Reports** in the navigation bar.



## Summary Report

Click **Summary Report**.



A form is displayed which allows the user to specify which staff category and period the report is to be compiled.

The screenshot shows a web form with three main sections:

- 1. Select Set:** A dropdown menu currently showing "Rubric for Evaluating North Carolina Teachers".
- 2. Select School/District:** A list box with "All Schools" and "Your school" (selected).
- 3. Report Period:** Two calendar pickers for "Report Start Date" (August 2010) and "Report End Date" (May 2011).

Buttons at the bottom include "Select All", "Deselect All", and "Submit Report".

**Rubric for Evaluating North Carolina Teachers** is the default **Select Set** drop down selection. In the description below, we assume the default selection applies.

**Note:** There are two additional selections: **Rubric for Evaluating North Carolina Principals** and **Rubric for Evaluating North Carolina Principals/Assistant Principals**.

Modify the **Report Period** if necessary.

Click the **Submit Report** button.

The report is displayed in a different window (or, depending on your browser) in a different tab.

The **Summary Report** displays in tabular format and as a pie chart the breakdown of the teachers according to their level (**Developing, Proficient, etc.**). The header of the **Summary Report** allows you to print the current report.

The screenshot shows the header of the Summary Report with the following elements:

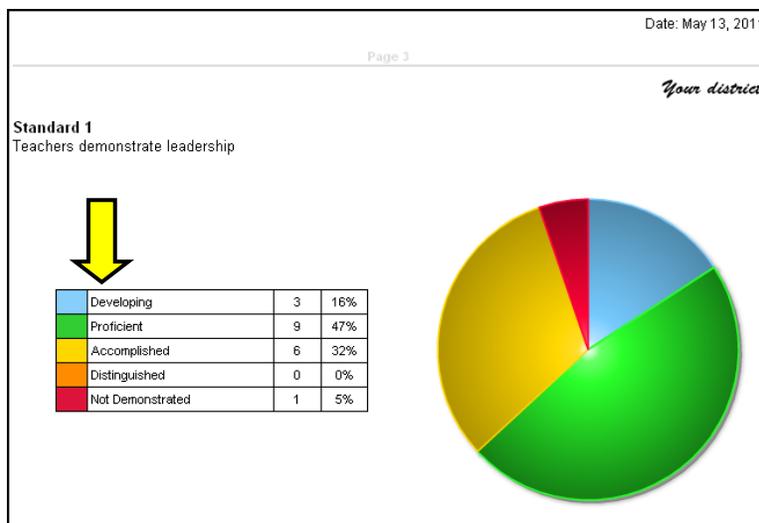
- A "Select District" dropdown menu showing "Your district".
- A "Display" dropdown menu showing "Peer only".
- "Print Report" and "Cancel" buttons.

At the top of the **Summary Report**, there is a table that summarizes the breakdown of the numbers of teachers according to their levels in relation to all the standards.

*Your district*

Standards	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
1: Teachers demonstrate leadership	3	9	6	0	1
2: Teachers establish a respectful environment for a diverse population of students	2	5	10	1	1
3: Teachers know the content they teach	3	8	8	0	0
4: Teachers facilitate learning for their students	3	8	8	0	0
5: Teachers reflect on their practice	3	9	7	0	0

The report also provides separate information about each of the standards. **Absolute values** and **percentages** are shown in two adjacent columns. Percentages are also displayed as a pie chart.

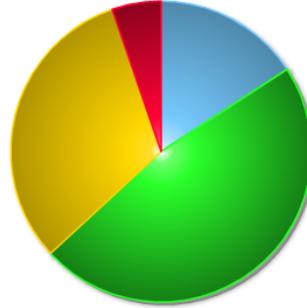


The standard targeting segment of the report is displayed below in its entirety.

*Your district*

**Standard 1**  
Teachers demonstrate leadership

Developing	3	16%
Proficient	9	47%
Accomplished	6	32%
Distinguished	0	0%
Not Demonstrated	1	5%



Activities	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
Teachers lead in their classrooms.	2	5	10	2	0
Teachers demonstrate leadership in the school.	2	10	5	1	1
Teachers lead the teaching profession.	3	7	8	0	1
Teachers advocate for schools and students.	2	9	6	0	2
Teachers demonstrate high ethical standards.	1	8	8	2	0
<b>Total</b>	10	39	37	5	4

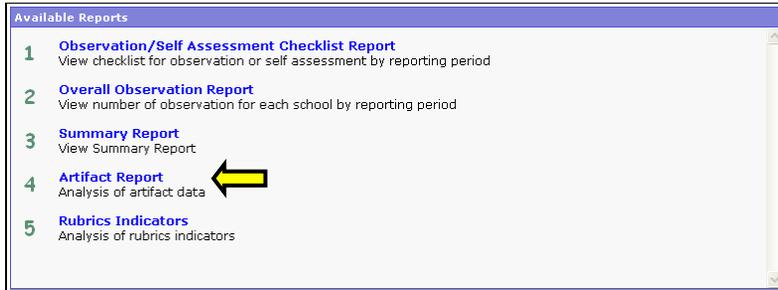
In addition to the breakdown of teachers according to their level, the number of **activities** checked for each standard **element** is displayed in tabular format on a per-level (**Developing**, **Proficient**, etc.) basis.

In the window (or tab) you used to start the report, click on **Reports** in the navigation bar.



## Artifact Report

Click **Artifact Report**.



A form is displayed which allows the user to specify which staff category and period the report is to be compiled.

1. Select Set  
Rubric for Evaluating North Carolina Teachers

2. Select School/District  
 All Schools  
 Your school

3. Report Period  
Report Start Date: Aug. 2010  
Report End Date: May 2011

S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7	1	2	3	4	5	6	7
8	9	10	11	12	13	14	8	9	10	11	12	13	14
15	16	17	18	19	20	21	15	16	17	18	19	20	21
22	23	24	25	26	27	28	22	23	24	25	26	27	28
29	30	31					29	30	31				

Select All Deselect All Submit Report

The default **Select Set** drop down selection is **Rubric for Evaluating North Carolina Teachers**. This document describes **Artifact Report** in connection to the default selection.

**Note:** There are two additional selections: **Rubric for Evaluating North Carolina Artifact Report** in entirely similar in relation to these alternative selections.

Modify the **Report Period** if necessary.

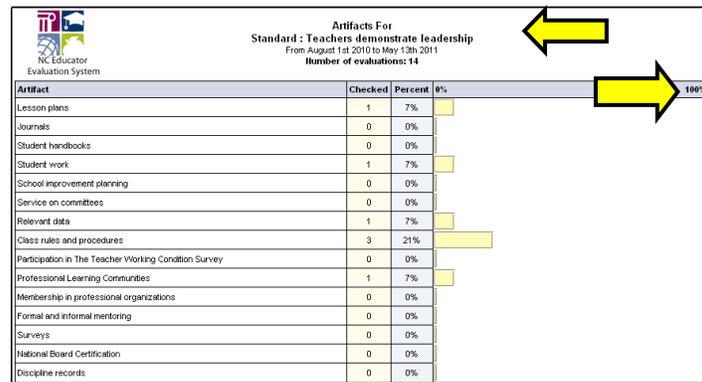
Click the **Submit Report** button.

The report is displayed in a different window (or, depending on your browser) in a different tab.

The header of the **Artifact Report** allows you to modify the report by making a different selection, or to print the current report.



Use the **Select Form** drop down to select the form **Rubric for Evaluating Teachers, Teacher Summary Rating Form, Rubric for Evaluating Teachers (Self Assessment)** in relation to which artifact related statistics are to be displayed. In the description below, we assume the default selection, **Rubric for Evaluating Teachers**, applies.



The artifacts are broken down according to the artifact type. The results are grouped according to **standards**. The image above presents a typical table/bar chart displayed for one of the standards by the **Artifact Report**.

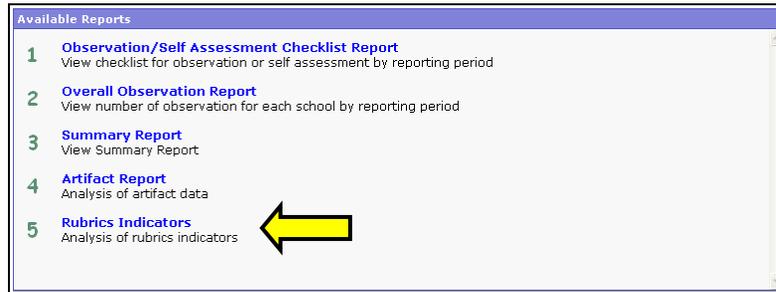
The percentages of the teachers who demonstrated each type of artifact and the absolute numbers of artifacts are displayed in two columns (named **Percent** and **Checked**, respectively) and a **horizontal bar chart** that represents the percentages. Percentages reflect the ratio of the number of **checked** artifacts to the **number of evaluations**. The latter is displayed in the header of each standard-targeting the report segment.

In the window (or tab) you used to start the report, click on **Reports** in the navigation bar.

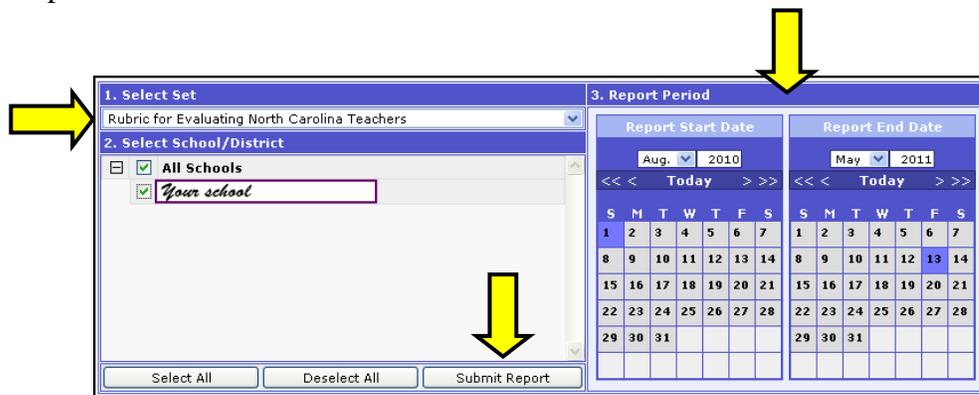


## Rubrics Indicators

Click **Rubrics Indicators**.



A form is displayed which allows the user to specify which staff category and period the report is to be compiled.



The default **Select Set** drop down selection is **Rubric for Evaluating North Carolina Teachers**.

This document describes the **Rubrics Indicators** report in connection to the default selection.

**Note:** There are two additional selections: **Rubric for Evaluating North Carolina Principals** and **Rubric for Evaluating North Carolina Assistant Principals**. The **Rubrics Indicators** report is entirely similar in relation to these alternative selections.

Modify the **Report Period** if necessary.

Click the **Submit Report** button.

The report is displayed in a different window (or, depending on your browser) in a different tab.

The header of the **Rubric Indicators report** allows you to modify the report by making a different selection, or to print the current report.

Note: Be sure the page orientation is "landscape".

Print Report Cancel

Select District Select Report Type

Alamance County Schools Evaluation

You can use the **Select Report Type** drop down to select either **Evaluation** (the default selection) or **Self Assessment**. In the description below, we assume the default selection applies.

For each **standard**, for each **element indicator**, the **Rubric Indicators report** displays the number and percentage of the selections. The percentage reflects the ratio of the number of selections to the **number of evaluations**. The **indicators** are grouped vertically according to the level they correspond to (**Developing, Proficient, etc.**) The **elements** are grouped together according to the standard they are a part of.

Rubrics For  
Standard 1: Teachers demonstrate leadership  
From August 1st 2010 to May 15th 2011  
Number of evaluations: 69

A. Teachers lead in their classrooms.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
Understands how they contribute to students graduating from high school. Checked: 58 (84%)	Assumes responsibility for the progress of students to ensure that they graduate from high school. Checked: 45 (65%)	Communicates to students the vision of being prepared for life in the 21st century. Checked: 14 (20%)	Encourages students to take responsibility for their own learning. Checked: 5 (7%)	
Uses data to understand the skills and abilities of students. Checked: 58 (84%)	Provides evidence of data driven instruction throughout all classroom activities. Checked: 51 (74%)	Evaluates student progress using a variety of assessment data. Checked: 33 (48%)	Uses classroom assessment data to inform program planning. Checked: 6 (9%)	
	Establishes a safe and orderly classroom. Checked: 60 (87%)	Creates a classroom culture that empowers students to collaborate. Checked: 30 (43%)	Empowers and encourages students to create and maintain a safe and supportive school and community environment. Checked: 9 (13%)	Checked: 1 (1%)

# Set-Up

# Set-Up

## Export Data

Export Data allows you to get all of the raw data into a .txt file. You may choose the items that you want to export.



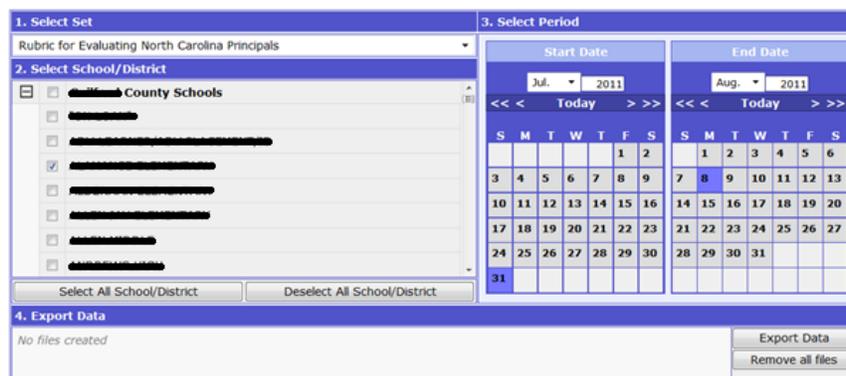
Exports are available to principal or district administrators only. This report provides users with .csv (excel file) data specific to teachers, principals and assistant principals for: Summary Evaluation Rating Forms and Evaluation Rubric.

Use the **Select Set** to identify which group you'd like to view: Teachers, Principals or Assistant Principals.

**Select School/District** – available to district administrators only. Principals have the ability to select their school data only.

**Select Period** of the timeframe you'd like the report to compile date.

Click **Export Data**.



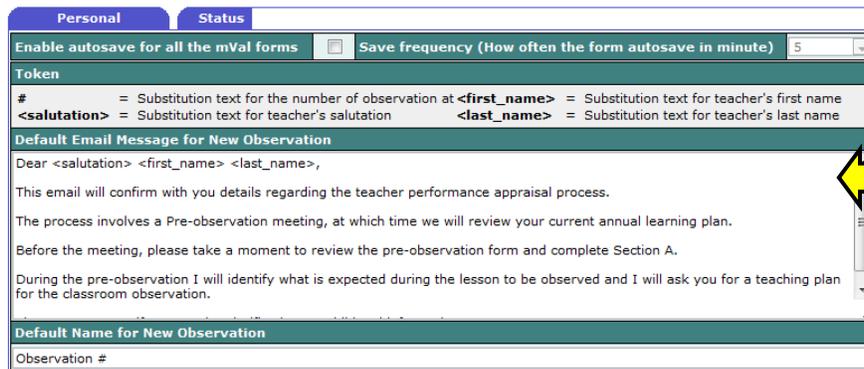
The Summary Evaluation Rating will display the following columns of data:

Person Unique ID:  
First Name:  
Last Name:  
Name:  
Date Completed: Principal Signature Date  
Teacher Signature Date:  
School Year:  
School Unique ID:  
School:  
District:  
Evaluator:  
Ratings displayed from Developing to Distinguished for all Standards, all Elements and  
Teacher Comments  
The Evaluation Rubric displays the following columns of data:  
Observation Name:  
Teacher Name:  
Teacher Unique ID:  
School Year:  
School:  
School Unique ID:  
District:  
Evaluator:  
Title:  
Date:  
Start Time:  
End Time:  
Teacher Signature Date:  
Evaluator Signature Date:  
Teacher Status:  
Date Principal Conclude: The date the principal conclude the evaluation.  
Ratings displayed are either True or False for each Standard and Element. For example:  
Understands how they contribute to students graduating from high school: TRUE or  
FALSE.

## Settings



A generic e-mail was set up for your convenience. The e-mail text may be changed by simply typing the e-mail message in the “Email Message Content” box. The text will be sent as an e-mail to the teacher.



A screenshot of a settings window with two tabs: 'Personal' and 'Status'. The 'Status' tab is active. At the top, there is a checkbox for 'Enable autosave for all the mVal forms' and a dropdown for 'Save frequency (How often the form autosave in minute)' set to 5. Below this is a 'Token' section with definitions for '<#>', '<salutation>', '<first\_name>', and '<last\_name>'. The main section is 'Default Email Message for New Observation', which contains a text area with a yellow arrow pointing to it. The text in the area reads: 'Dear <salutation> <first\_name> <last\_name>, This email will confirm with you details regarding the teacher performance appraisal process. The process involves a Pre-observation meeting, at which time we will review your current annual learning plan. Before the meeting, please take a moment to review the pre-observation form and complete Section A. During the pre-observation I will identify what is expected during the lesson to be observed and I will ask you for a teaching plan for the classroom observation.' Below this is the 'Default Name for New Observation' section with a text input field containing 'Observation #'.



**Mid-continent Research for Education and Learning**

4601 DTC BLVD., STE. 500, DENVER, CO 80237-2596

PHONE 800.781.0156 • FAX 303.337.3005

E-MAIL [customer care@mrel.org](mailto:customer care@mrel.org) • WEBSITE [www.mrel.org](http://www.mrel.org)