

# RHODE ISLAND INNOVATION CONSORTIUM



## Educator Evaluation and Development Handbook

# RIIC

RIDE-Approved for Full Implementation

### The Rhode Island Innovation Consortium:

- ❖ Central Falls School District & Central Falls Teachers' Union
- ❖ Cranston School District & Cranston Teachers' Alliance
- ❖ Pawtucket School Department & Pawtucket Teachers' Alliance
- ❖ Providence School District & Providence Teachers Union
- ❖ West Warwick School District & West Warwick Teachers' Alliance
- ❖ Woonsocket School District & Woonsocket Teachers' Guild
- ❖ Rhode Island Federation of Teachers and Health Professionals





**EBTL** The Educator Evaluation for Excellence in Teaching and Learning Consortium

Dear Innovation District Educator,

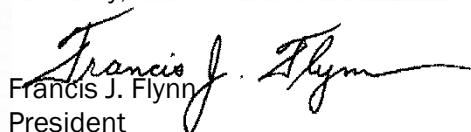
Since September, 2009, the Rhode Island Federation of Teachers and six local school district and union partners - Central Falls, Cranston, Pawtucket, Providence, West Warwick and Woonsocket - have worked together to design and implement a high quality educator evaluation and support system. Our primary goal has been to design a system focused on supporting educators in strengthening their professional practice in order to positively impact student growth and achievement. We have also worked hard to ensure that our Innovation Evaluation and Support System is closely aligned to the RI Professional Teaching Standards and the RI Educator Evaluation System Standards. We learned a lot during "Gradual Implementation" of the system, made significant changes to the model based on feedback from the field and are pleased that our model has been approved by RIDE for Full Implementation.

These are stressful times for educators as expectations are raised for all teachers, administrators and students, and time and resources are limited. However, the collaborative effort of our administrative and union leaders and our joint commitment to this effort position us well for successful implementation of the Innovation model. Our work together has garnered national recognition and grants from the AFT's Innovation Fund and the US Department of Education that have enabled us to provide significant training for our evaluators, district level coordination and professional development for teachers and administrators.

The pace of RIDE's requirements for implementing a new evaluation system is challenging, but our Innovation Consortium provides a network of support that has served us well through "Gradual Implementation" and will continue as we fully implement the system. This handbook is intended as a guide to assist you in your implementation efforts. It contains information about the system as well as sample forms and information on how to access specific district processes related to the system.

Many thanks to our district and union leaders, the AFT Innovation Fund, our consultant partners, i3 Coordinators, RIFTHP and AFT staff, administrator and peer evaluators and every educator involved in implementing this model. We hope that the RIIC Evaluation model provides all educators with valuable feedback and professional support. We look forward to our continued work together.

Sincerely,

  
Francis J. Flynn  
President

  
Colleen A. Callahan, Ed.D.  
Director of Professional Issues

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## Overview of the Rhode Island Innovation Consortium

The RI Innovation Initiative on Educator Evaluation is a collaborative effort led by the RI Federation of Teachers and Health Professionals in partnership with six RI district school administrations and teachers unions (Central Falls, Cranston, Pawtucket, Providence, West Warwick and Woonsocket) to develop a high quality educator evaluation and support system fully aligned with the RI Educator Evaluation System Standards and the RI Professional Teaching Standards. In July, 2011, the Innovation Evaluation model was approved by the RI Department of Education for gradual implementation in the 2011-2012 school year. In May, 2012, the Innovation model was approved by the RI Department for full implementation beginning with the 2012-2013 school year.

The Innovation effort is guided by the belief that educator evaluation must be focused on professional growth, be based on multiple sources of evidence and provide meaningful feedback and support to educators in service of continuous improvement in teaching and learning.

The Innovation Consortium partners, led by their superintendents and union presidents, have been active participants in the design of the evaluation and support system, working side by side with national experts to ensure that the model is research based, aligned with RIDE standards and reflective of local needs. The involvement of labor-management teams also ensured deep understanding of the evaluation model among those charged with implementing it and a shared commitment for successful implementation.

### The Model:

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The Rhode Island Innovation Educator Evaluation and Development System is adapted from Charlotte Danielson's Framework for Teaching and is aligned with the RI Educator Evaluation System Standards and the RI Professional Teaching Standards and RI Code of Professional Responsibility. The model is focused on educator growth and student achievement. It relies on multiple measures of educator effectiveness, including impact on student growth and achievement.

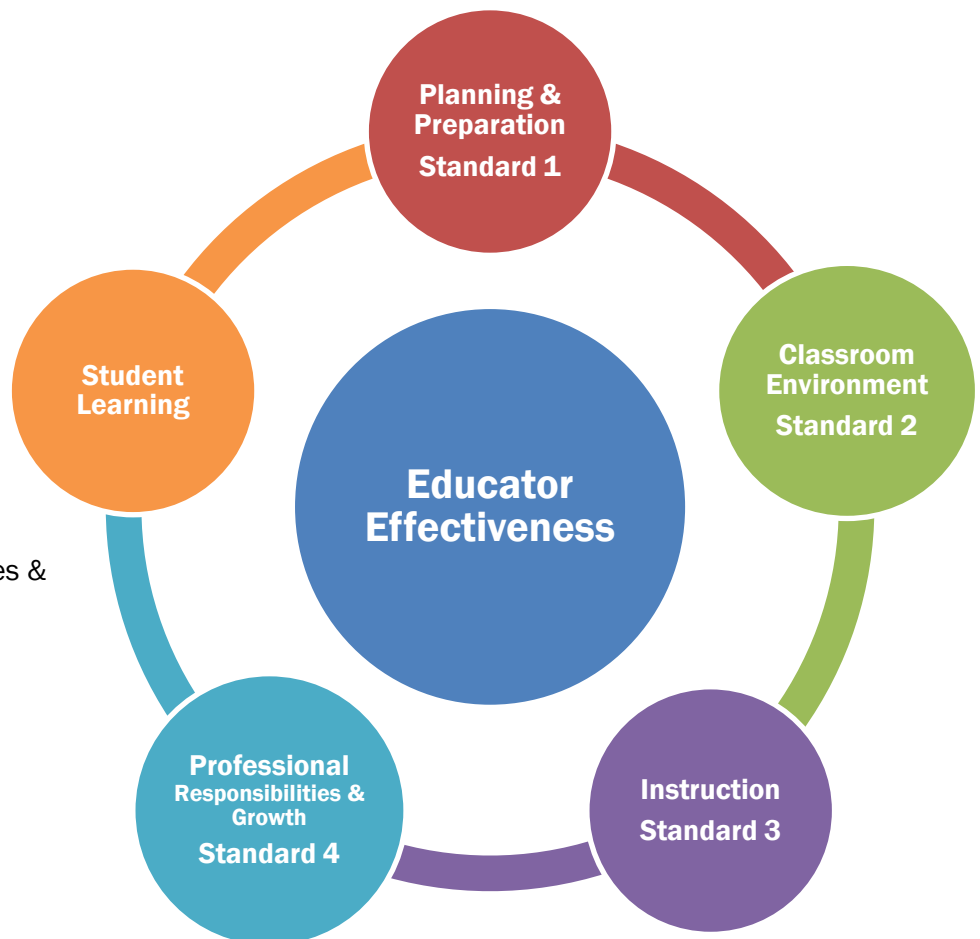
Educator effectiveness will be judged on the following standards:

**Standard 1:** Planning & Preparation

**Standard 2:** Classroom Environment

**Standard 3:** Instruction

**Standard 4:** Professional Responsibilities & Growth



## Processes and Multiple Sources of Evidence

The Innovation Evaluation and Support System is based on multiple dimensions of effectiveness and multiple sources of evidence collected through a variety of means. The Innovation evaluation process begins with a review of data appropriate to the educator's past evaluations and current assignment, student achievement data, self-reflection, and goal setting. Once Professional Practice Goals and Student Learning Objectives have been established, evidence of the educator's effectiveness is collected through a process of observation and feedback on practice and review of additional artifacts including evidence on PPG's and SLO's. Evidence is collected and reviewed by trained evaluators and feedback is provided in writing and through conferencing between the evaluator and evaluatee.

An educator's Final Effectiveness Rating is calculated by using the matrix developed by the Rhode Island Department of Education (see Page 16).



The following processes will frame the system:

- Goal Setting and Reflection
- Formal and Informal Observations of Practice by Highly Trained Evaluators
- Review of Additional Evidence of Effectiveness
- RIDE's Student Learning Formula
- High Quality, Timely Feedback
- Professional Development Plans for All
- Intensive Support and Timelines for Improvement for Educators identified as ineffective

# The Standards: Adapted from Charlotte Danielson's Framework for Teaching

(Aligned to RIPTS)

## Standard 1: Planning and Preparation

### ***Components:***

- 1.1: Demonstrating Knowledge of Content & Students
- 1.2: Establishing Instructional Outcomes
- 1.3: Designing Coherent Instruction
- 1.4: Designing Student Assessment
  - *Evidence collected from Lesson Plan/Pre-Observation Conference*

## Standard 2: The Classroom Environment

### ***Components:***

- 2.1: Creating an Environment of Respect and Rapport
- 2.2: Establishing a Culture for Learning
- 2.3: Managing Classroom Procedures
- 2.4: Managing Student Behavior
  - *Evidence collected from Observations*

## Standard 3: Instruction

### ***Components:***

- 3.1: Communicating with Students
- 3.2: Using Questioning and Discussion Techniques
- 3.3: Engaging Students in Learning
- 3.4: Using Assessment in Learning
  - *Evidence collected from Observations*

## Standard 4: Professional Growth & Responsibilities

### ***Components:***

- 4.1: Reflecting on Teaching
- 4.2: Communicating with Families
- 4.3: Showing Professionalism
- 4.4: Growing and Developing Professionally
  - *Evidence will be guided by the rubric, Professional Growth Goals and district-determined requirements*

## Innovation Model Implementation Overview

The Innovation Evaluation and Support Model was approved by RIDE for full implementation in 2012. While the model will continue to be strengthened over time and while the RIIC will continue to incorporate changes in RIDE guidance into the model, the following represents the basic requirements of the model. Please note that many of these requirements are “minimums”. The Innovation Model was designed to allow partner District Evaluation Committees flexibility in a number of areas as long as minimum requirements are met.

### Implementation Expectations Based on RIIC Model & RIDE Requirements

	Teachers	Administrators <i>Note: Administrators will be evaluated using the RI Evaluation Model for Administrators</i>
<b>Evaluation Conferences</b>	Minimum 3 Conferences Between Evaluator & Teacher	Minimum 3 Conferences Between Administrator & Evaluator
<b>Observations</b>	Minimum 1 Formal (Announced) and 2-3 Informal (Unannounced)	Minimum 2 school visits 1 Formal & 1 Informal
<b>Professional Growth Goal *</b>	Minimum 1 PGG set at beginning of the year	Minimum 1 PGG set at beginning of the year
<b>Student Learning Objective*</b>	Minimum 2 SLOs set by October	Minimum 2 SLOs set by October
<b>Student Growth Rating***</b>	Determined by RIDE	Determined by RIDE
<b>Final Effectiveness Rating***</b>	Combination of Professional Practice / Responsibility (PPR) rating and Student Learning Rating	Combination of Professional Practice / Responsibility (PPR) rating and Student Learning Rating

\*1 PGG is required during the 2012-13 school year. Additional PGGs may be required by RIDE in 2013-14.

\*\*2 SLO's are required during the 2012-13 school year. Additional SLOs may be required by RIDE in 2013-14.

\*\*\*The Student Growth Rating will not be factored into the overall Effectiveness Rating for 2012-13. However, 2012-13 is a baseline year and will be factored into the growth score for 2013-14. In order to meet RIDE guidelines for full implementation, Innovation district evaluators will be fully trained to assist teachers and principals with goal setting, observations of practice, the collection and review of evidence, provide high quality feedback and determine effectiveness ratings. Professional development will be provided for all educators in order to ensure understanding of the model and expectations for Full Implementation.

See Figure A for an example of how a district may choose to schedule targeted activities and implement possible strategies over the course of a year.

**Figure A: An Example of a District’s Implementation Timeline**

MONTH	TARGETED ACTIVITIES	POSSIBLE STRATEGIES
August/September	<ul style="list-style-type: none"> <li>- All educators set 1 Professional Growth Goal</li> </ul>	<ul style="list-style-type: none"> <li>- Groups of educators (Grade level, departments, teams etc.) may work together / with principal to set goals</li> </ul>
October	<ul style="list-style-type: none"> <li>- All educators set 2 Student Learning Objectives (SLOs)</li> <li>- Beginning of the Year Conferences conducted</li> <li>- Some formal observations may occur</li> </ul>	<ul style="list-style-type: none"> <li>- Groups of educators (Grade level, departments, teams etc.) may work together / with principal to set goals</li> <li>- Beginning of the Year conferences may be used to set stage for formal observations and approve goals if not already approved by some other means</li> <li>- Formal observation, especially of new/non-tenured educators may begin</li> </ul>
November/December	<ul style="list-style-type: none"> <li>- Pre-conferences continue</li> <li>- Formal Observations continue</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluators should plan observations based on number of new/non-tenured and tenured faculty in building</li> <li>- While first focusing on new/non-tenured and any educator on a Professional Growth / Improvement Plan, formal observation of tenured educators may begin during this period</li> <li>- Informal observation of new/non-tenured educators should begin, especially for any educators appearing to be ineffective</li> </ul>
January/February	<ul style="list-style-type: none"> <li>- Formal Observations of tenured teachers continue</li> <li>- Informal Observations continue</li> <li>- Additional evidence/artifact review for all new/non-tenured educators conducted</li> </ul>	<ul style="list-style-type: none"> <li>- Post conferences should be focused on evidence and identifying areas of strength and improvement needed based on Standards 2 &amp; 3 of the Rubric</li> </ul>
March/April	<ul style="list-style-type: none"> <li>- Informal Observations of all educators continues</li> </ul>	<ul style="list-style-type: none"> <li>- Written Feedback Provided after Informal Observations</li> <li>- Evidence Added to Educator’s Cumulative Record</li> </ul>
May	<ul style="list-style-type: none"> <li>- Review of Professional Growth Goals and SLOs</li> <li>- Summative Conferences begin</li> <li>- Effectiveness Ratings determined</li> </ul>	<ul style="list-style-type: none"> <li>- Consider Professional Practice Ratings based on observations &amp; additional evidence for Standards 1-4</li> <li>- Student Learning Rating based on SLO achievement (2012-13)</li> <li>- Final Effectiveness Rating = PPR + SLR</li> </ul>
June	<ul style="list-style-type: none"> <li>- Final review / Reflection, Planning for Professional Growth &amp; Development Based on Summative Rating</li> </ul>	<ul style="list-style-type: none"> <li>- Use feedback from Summative Review to inform Professional Growth / Improvement Plans and future PGGs</li> </ul>

*Note: The above is intended as a guide. District Evaluation Committees will determine implementation timelines and strategies based the model, RIDE requirements and district needs.*



## Key Components of the RIIC Educator Evaluation & Development System

### Self-Reflection

- At the beginning of each school year, educators are encouraged to self-reflect on their past practice, curriculum goals and objectives and student needs in preparation for setting PGG'S and SLO's.

Page  
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### PGG's

- At the beginning of the school year, educators will set 1 Professional Growth Goal (PGG) which must be approved by their evaluator.

Pages  
11&12

### SLO's (RIDE)

- At the beginning of the school year, educators must set 2 SLO's which must be approved by their evaluator.

Pages  
11&12

### Observation and Conferencing

- All RI educators are expected to be observed at least once formally and twice informally. Evidence will be collected and feedback given to educators based on the RIIC Evaluation Standards.

Pages  
13-15

### Summative Ratings

- Summative effectiveness ratings will be determined by using the RIDE matrix and finding the intersection of the Professional Practice/Professional Responsibilities and Student Learning ratings.

Pages  
16-18

## Sample Self-Reflection Worksheet

At the beginning of each school year, teachers self-reflect by reviewing the RI Professional Teaching Standards and the RIIC rubrics in consideration of the needs of their incoming student population, changes in curriculum, and developments in content area, assessments and school and community contexts. **Self-reflection is designed to bridge the goal setting from the previous year's evaluation to a new school year context.**

\*Districts may require other forms or processes for self-reflection.

1. What have I learned from past evaluations and reflection on my professional practice?

2. How do my plans for this year reflect the specific needs of my incoming students? (e.g. What does the data say about my incoming students achievement? Does my class include English language learners and/or students with disabilities? Does any student need special supports?)

3. How will changes in curriculum or developments in my content area affect my planning, teaching or assessments?

4. How has any recent professional learning informed my understanding of teaching and learning for this year? Are there any professional development strategies or opportunities that might be especially appropriate for my professional needs in this academic year?

5. What factors in the school climate or community context (e.g. leadership, prep time, safety, etc.) are likely to influence or play a role in my teaching and professional performance this year?

## Professional Growth Goals & Student Learning Objectives Using the SMART Goal-Setting Process

RIDE is requiring all educators to set one Professional Growth Goal (PGG) and two Student Learning Objectives (SLO's) during the 2012-2013 school year. RIDE has developed guidelines for these requirements and provided training for district evaluators. Individual districts are following these guidelines to determine the methods and means for setting and assessing these goals. More information on PGG's and SLO's, including the attainment of SLO's can be found on RIDE's web site at: [www.ride.ri.gov](http://www.ride.ri.gov) on the Educator Evaluation page.

### Example of a PGG:

*"Create and implement a formative assessment checklist that measures students' proficiency of Math standards for each of my 9<sup>th</sup> grade units"*

### Example of an ELA SLO:

*"All grade one students will increase at least three reading levels by the end of the school year as demonstrated by growth between the Fall and Spring PALS and/or pre- and post-running records."*

### Example of a Mathematics SLO:

*"All students will increase at least one proficiency level on one district-wide mathematics assessment per trimester, based on data collected from standards-based, pre- and post-tests."*

RIDE requires that attainment of Student Learning Objectives be factored into educators' Final Effectiveness Rating. RIDE has determined that first each SLO will be rated individually and then an overall rubric will be used to determine a holistic rating for the educator (see Summative Rating section of handbook).

The Rhode Island Innovation Consortium districts use the SMART process to set Professional Growth Goals (PGG'S) and Student Learning Objectives (SLO's). SMART is defined in the sample template on the next page and is fully aligned with the expectations of RIDE for the development of these goals and objectives.

PGG's

SLO's

## Professional Growth Goals & Student Learning Objectives Using the SMART Goal-Setting Process

*\*Note: District Evaluation Committees may design their own forms for PGG and SLO setting.*

<input type="checkbox"/> <b>SMART Professional Growth Goal</b> <b>Self-Assessment of Practice</b> ☞ Review & Summarize data from current/past evaluations, curriculum goals and objectives, district and school goals and RIIC Rubrics	OR	<input type="checkbox"/> <b>SMART Student Learning Objective</b> <b>Analysis of Student Achievement Data</b> ☞ Review & Summarize data on student achievement from statewide assessment and other sources, along with district and school goals for student achievement
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PGG's

SLO's

<b>My Final Goal/Objective:</b>	
<b>S</b> pecific: What, exactly, do I want to achieve/improve? or What, exactly, do I want my students to achieve/improve?	
<b>M</b> easurable: How will I know progress is being made? How will I know I've achieved my goal? or How will I know my students have achieved my goal?	(Include sources of evidence)
<b>A</b> ttainable: How can this PGG/SLO be realistically attained?	
<b>R</b> elevant: What data supports the selection of this PGG/SLO?	
<b>T</b> ime Bound: What is a measurable and realistic time line? Consider possible benchmarks.	
<b>Action Plan Steps:</b>	<b>Timeline</b>
☞	
☞	



## Observation & Conferencing

Observation and conferencing are critical elements in determining an educator's Professional Practice Rating (PPR). All RI educators must be observed at least once formally and two times informally. Formal observations are announced, should be at least 30 minutes in duration, and include a pre- and post-conference. Informal observations provide educators with an opportunity to collect additional evidence of an educator's practice. Informal observations are typically unannounced, 10-20 minutes in duration, and are followed by written feedback to the educator.



Observations and conferences are an important part of the evidence collection process. Innovation district evaluators are trained to objectively collect evidence during conferences and classroom observations and align it to the Innovation rubrics. Educators are encouraged to bring additional evidence related to the observation to the post-conference where the evaluator and the evaluatee will engage in a professional conversation to assess effectiveness against the rubric. Evidence

**Note:** The following guides are offered as suggestions. Districts may develop individual forms and/or processes.

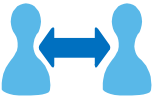

### Pre-Observation Conference Guide:

	<p style="text-align: center;">Educator Role</p> <ul style="list-style-type: none"> <li>• Lesson Plan Preparer</li> <li>• Primary Presenter</li> </ul>	<p style="text-align: center;">Evaluator Role</p> <ul style="list-style-type: none"> <li>• Listener</li> <li>• Evidence collector</li> </ul>	<p>Estimated Time: <b>20-30 minutes</b> in conference</p>	
<b>Activity Purpose:</b>	<i>For the Educator to share with the Evaluator his or her planning for an upcoming lesson through an elaborated lesson plan and pre-observation conference so that the Evaluator may gather evidence related to instructional planning.</i>			
<b>Activity Overview:</b>	<p><u>Prior to the conference:</u></p> <ol style="list-style-type: none"> <li>1) Educator prepares presentation and submits a lesson plan for Evaluator. Between the two activities the Educator should address the questions and evidence below.</li> </ol> <p><u>During the conference:</u></p> <ol style="list-style-type: none"> <li>2) Evaluator hosts the conference</li> <li>3) Educator presents and shares data with Evaluator who collects evidence</li> </ol>			
<b>Standards Addressed:</b>	<b>Standard 1: Planning and Preparation</b>			
<b>Forms to Use:</b>	<p><b>Lesson Plan Template (Educator use)</b>  <b>Evidence Collection/Alignment Template for Pre-Observation Conference (Evaluator use)</b></p> <p>➔ Templates and/or Samples available at <a href="http://www.rifthpinnovation.net">www.rifthpinnovation.net</a></p>			



## Observation Guide:

	<p>Educator Role</p> <ul style="list-style-type: none"> <li>• Teach lesson</li> <li>• Collect student work</li> </ul>	<p>Evaluator Role</p> <ul style="list-style-type: none"> <li>• Evaluator</li> <li>• Evidence collector</li> </ul>	<p>Estimated Time: 30-60 minutes</p>	
<p>Activity Purpose:</p>	<p><i>For the Evaluator to view an Educator's lesson to understand how the Educator creates and maintains the classroom environment and delivers instruction by noting both student and Educator experiences related to delivery of instruction.</i></p>			
<p>Activity Overview</p>	<ol style="list-style-type: none"> <li>1) Educator teaches students</li> <li>2) Evaluator collects evidence by observing Educator and students</li> <li>3) Evaluator may speak with students to gather additional evidence</li> <li>4) Educator collects student work samples for analysis</li> </ol>			
<p>Standards Addressed:</p>	<p><b>Standard 2:</b> Environment for Learning <b>Standard 3:</b> Instruction</p>			
<p>Forms to Use:</p>	<p><b>Evidence Collection/Alignment Template for Observations</b></p> <p>➔ Templates and/or Samples available at <a href="http://www.rifthpinnovation.net">www.rifthpinnovation.net</a></p>			



## Post-Observation Conference Guide:

	<p>Educator Role</p> <ul style="list-style-type: none"> <li>• Student Work and Reflection presenter</li> </ul>	<p>Evaluator Role</p> <ul style="list-style-type: none"> <li>• Listener</li> <li>• Evidence collector</li> <li>• Presenter</li> </ul>	<p>Estimated Time: 30-45 minutes in conference</p>	
<p>Activity Purpose:</p>	<p><i>The Educator will share with the Evaluator his or her assessment of student work and reflection on the success of the lesson to develop additional evidence related to the lesson and reflection on practice.</i></p>			
<p>Activity Overview:</p>	<p><u>Prior to the Conference (Done individually)</u></p> <ol style="list-style-type: none"> <li>1. Evaluator and Educator each review aligned evidence and the rubrics.</li> <li>2. Evaluator and Educator each determine the initial levels of effectiveness rating based on the evidence to date.</li> <li>3. Educator submits reflection to Evaluator.</li> <li>4. Evaluator reviews reflection and aligns additional evidence.</li> </ol> <p><u>During the Conference</u></p> <ol style="list-style-type: none"> <li>1. Educator submits student work (if applicable).</li> <li>2. Evaluator any additional evidence, which may include student work.</li> <li>3. Evaluator and Educator discuss preliminary ratings of the initial levels of effectiveness rating based on the evidence to date.</li> </ol>			
<p>Standards Addressed:</p>	<p><b>Standard 4.1a:</b> Reflection on Teaching <b>Standards 2 &amp; 3:</b> (All as related to gathering additional evidence to address questions from the observation)</p>			
<p>Forms to Use:</p>	<p><b>Reflection Form (completed by Educator)</b> <b>Evidence Collection/Alignment Template for Observations (completed by Evaluator)</b></p> <p>➔ Templates and/or Samples available at <a href="http://www.rifthpinnovation.net">www.rifthpinnovation.net</a></p>			

## Informal Observation Guide:

	<b>Educator Role</b> <ul style="list-style-type: none"> <li>• <b>Teach lesson</b></li> </ul>	<b>Evaluator Role</b> <ul style="list-style-type: none"> <li>• <b>Evaluator</b></li> <li>• <b>Evidence collector</b></li> </ul>	<b>Estimated Time:</b> <b>10-20 minutes</b>	
<b>Activity Purpose:</b>	<i>For the Evaluator to view an Educator's lesson to provide evidence related to identified areas of growth, to determine the degree to which an Educator has internalized desired instructional practices.</i>			
<b>Activity Overview:</b>	<ol style="list-style-type: none"> <li>1. Educator teaches students</li> <li>2. Evaluator collects evidence by observing Educator and students</li> <li>3. Evaluator may speak with students to gather additional evidence</li> </ol>			
<b>Standards Addressed:</b>	<b>Standard 2:</b> Environment for Learning <b>Standard 3:</b> Instruction			
<b>Forms to Use:</b>	<b>Evidence Collection/Alignment Template for Observations</b> ➔ Templates and/or Samples available at <a href="http://www.rifthpinnovation.net">www.rifthpinnovation.net</a>			

## Summative Conference Guide:

	<b>Educator Role</b> <ul style="list-style-type: none"> <li>• <b>Student Work and Reflection presenter</b></li> </ul>	<b>Evaluator Role</b> <ul style="list-style-type: none"> <li>• <b>Listener</b></li> <li>• <b>Evidence collector</b></li> <li>• <b>Presenter</b></li> </ul>	<b>Estimated Time:</b> <b>30-45 minutes in conference</b>	
<b>Activity Purpose:</b>	<p><i>The Evaluator will share the Educator's PPGR (Professional Practice + Growth &amp; Responsibilities Rating) based on Standards 1 - 4.</i></p> <p><i>The Evaluator will also discuss the Educator's PGG and SLO attainment ratings, as directed by RIDE.</i></p> <p><i>The local RIIC PPGR rating and the SLO attainment rating (Student Learning Measure) will be combined using the RIDE matrix (see page 16) to determine the final effectiveness rating.</i></p>			
<b>Activity Overview:</b>	<ul style="list-style-type: none"> <li>• Educator and Evaluator discuss ratings and finalize ratings.</li> <li>• Educator and Evaluator discuss next steps for the Educator's professional growth.</li> </ul>			
<b>Standards Addressed</b>	Standards: All			

## Effectiveness Rating

At the end-of-the-year conference, the evaluator will provide the teacher with their summative Professional Practice/Growth & Responsibilities rating (PPGR). The samples on page 17 & 18 show how the PPGR rating is calculated, and the following ranges will be used to determine level of effectiveness.

### Scoring Key for RIIC Effectiveness Ratings:

HE= Highly Effective	(3.5 - 4.0)
E= Effective	(2.5 - 3.49)
D= Developing	(1.5 - 2.49)
I= Ineffective	(1.49 or less)

The PPGR rating will be combined with the Student Learning Rating (SLR) to determine the overall Effectiveness rating. The SLR is a combination of the Student Learning Objectives (SLO) Attainment Score and, where appropriate) the Student Growth Score. All RI districts, including Innovation districts, must use RIDE's formula for determining the SLR. Once the SLR has been determined and shared with the teacher, the SLR and the PPGR will be plotted into the RIDE Matrix below to determine the Final Effectiveness Rating:

## Final Effectiveness Rating Matrix

(Based on RIDE's Matrix)

		Student Learning Rating: SLO's + Growth Score (where applicable)			
		4	3	2	1
(PPGR) Professional Practice + Growth & Responsibilities: Standards 1-4	4 Highly Effective	HE	E	D	D
	3 Effective	HE	E	D	D
	2 Developing	E	E	D	I
	1 Ineffective	D	D	I	I

Final Effectiveness Rating



# Sample of Rating Calculation SheetsFinal

## FORM A: Sample RIIC Educator Scoring Calculation 2012-2013

		Component		Rating		Element		Rating (1-4)		
<b>Professional Practice + Growth &amp; Responsibilities Rating</b>	<b>Standard 1: Planning and Preparation</b>	Comp. 1.1	3.0	1.1a.	3	1.1b.	3			
				1.2a.	4	1.3a.	2			
		Comp. 1.2	4.0	1.3b.	3	1.3c.	4			
				1.4a.	4					
	Comp. 1.3	3.0								
	Comp. 1.4	4.0								
	<b>Standard 1 Rating:</b>		<b>3.50</b>	<b>Highly Effective</b>						
	<b>Standard 2: Classroom Environment</b>	Comp. 2.1	2.0	2.1a.	2	2.1b.	2			
				2.2a.	2	2.2b.	2			
		Comp. 2.2	2.0	2.3a.	3	2.3b.	3			
				2.3c.	2	2.4a.	2			
		Comp. 2.3	2.7	2.4b.	3					
		Comp. 2.4	2.5							
<b>Standard 2 Rating:</b>		<b>2.29</b>	<b>Developing</b>							
<b>Standard 3: Instruction</b>	Comp. 3.1	2.3	3.1a.	3	3.1b.	2	3.1c.	2		
			3.2a.	2	3.2b.	3	3.2c.	4		
			3.3a.	4	3.3b.	3				
	Comp. 3.2	3.0	3.4a.	2	3.4b.	1	3.4c.	3		
	Comp. 3.3	3.5								
	Comp. 3.4	2.0								
<b>Standard 3 Rating:</b>		<b>2.71</b>	<b>Effective</b>							
<b>Standard 4: Professional Responsibility &amp; Growth</b>	Comp. 4.1	1.0	4.1a.	1	4.2a.	1	4.3a.	1		
	Comp. 4.2	1.0	4.3b.	1	4.4a.	2	4.4b.	3		
	Comp. 4.3	1.3	4.4c.	2						
	Comp. 4.4	2.3								
<b>Standard 4 Rating:</b>		<b>1.42</b>	<b>Ineffective</b>							

<b>Student Growth</b>	Student Growth: (if applicable)	NA
	Student Learning Objectives:	3

<b>Overall Professional Practice + Growth &amp; Responsibilities Rating:</b>	
2.48	Developing
<i>combined with</i>	
<b>Overall Student Growth Rating:</b>	
3	
<i>RIDE Matrix Output =</i>	
<b>EFFECTIVE</b>	


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Educator Name (Printed)

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Educator Signature

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Date


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Evaluator Name (Printed)

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Evaluator Signature

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Date

**NOTE: Yellow boxes completed by evaluator, all others automatically calculate.**

# Sample of Rating Calculation Sheets

## FORM B: Sample RIIC Educator Scoring Calculation 2012-2013

		Component	Rating	Element	Rating (1-4)	
<b>Professional Practice + Growth &amp; Responsibilities Rating</b>	<b>Standard 1: Planning and Preparation</b>	Comp. 1.1	3.0	1.1a.	3	
				1.1b.	3	
		Comp. 1.2	4.00	1.2a.	4	
		Comp. 1.3	3.00	1.3a.	2	
				1.3b.	3	
	Comp. 1.4	4.00	1.4a.	4		
	<b>Standard 1 Rating:</b>		<b>3.50</b>	<b>Highly Effective</b>		
	<b>Standard 2: Classroom Environment</b>	Comp. 2.1	2			
		Comp. 2.2	2			
		Comp. 2.3	3			
		Comp. 2.4	2			
	<b>Standard 2 Rating:</b>		<b>2.25</b>	<b>Developing</b>		
	<b>Standard 3: Instruction</b>	Comp. 3.1	2			
Comp. 3.2		3				
Comp. 3.3		4				
Comp. 3.4		2				
<b>Standard 3 Rating:</b>		<b>2.75</b>	<b>Effective</b>			
<b>Standard 4: Professional Responsibility &amp; Growth</b>	Comp. 4.1	1.0	4.1a.	1		
	Comp. 4.2	1.0	4.2a.	1		
	Comp. 4.3	1.3	4.3a.	1		
			4.3b.	1		
	Comp. 4.4	2.3	4.4a.	2		
			4.4b.	3		
			4.4c.	2		
<b>Standard 4 Rating:</b>		<b>1.42</b>	<b>Ineffective</b>			

<b>Student Growth</b>	Student Growth: (if applicable)	NA
	Student Learning Objectives:	3

<b>Overall Professional Practice + Growth &amp; Responsibilities Rating:</b>	
2.48	Developing - 2
<i>combined with</i>	
<b>Overall Student Growth Rating:</b>	
3	
<i>RIDE Matrix Output =</i>	
<b>FINAL EFFECTIVENESS RATING:</b>	
<b>EFFECTIVE</b>	


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Educator Name (Printed)

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Educator Signature

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Date

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Evaluator Name (Printed)

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Evaluator Signature

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Date

**NOTE: Yellow boxes completed by evaluator, all others automatically calculate.**

# TOP 10 WAYS TO TAKE CHARGE OF YOUR

# E V A L U A T I O N

Effective teaching is reflective teaching!

Value the time spent on preparing for your evaluation.

Always focus on your goals!

Lesson planning should be done with the rubrics in mind.

Use your conference time to both listen and present your case.

Act on your evaluators' recommendations for growth.

Take evidence with you to your evaluation conferences.

Depth knowledge of your rubrics and their priorities is key.

Organize your evidence throughout the entire evaluation process.

Never forget - YOU can take charge of your evaluation!





**For Resources &  
Updates Visit:  
[www.rifthpinnovation.net](http://www.rifthpinnovation.net)**