Providence Public Schools
2013-14 Educators' Evaluation Handbook (updated May 1, 2014)

How to Use this Document

*PPSD is the largest district in the state of Rhode Island, with a pool of over 1900 teachers, 100 administrators, and 23,000 students. Unless otherwise noted, all approval dates, deadlines, etc., must be adhered to with the utmost fidelity to ensure that Educators are provided sufficient time to demonstrate their best work, demonstrate progress, attain their goals, and impact student achievement at the highest levels. Evaluators must be provided sufficient time to complete evaluations rich in data and evidence that will help to develop and/or improve their Educators. All users must study this handbook copiously and refer to it **daily** to accomplish the following:*

- *Track milestones, deadlines, and progress towards completion of the process*
- *Find answers to frequently asked questions regarding SLO's, SOO's, PGG's, Observations, Evidence Collection, Teacher Evaluation Process, Building Administrator Evaluation Process, Semester Courses, Student Attendance and the SLO, Administrator Evaluation Certification Process, etc.*
- *Use in conjunction with the appropriate guidebooks listed below for additional and pertinent details during the 2013-14 SYR.*

Finally, without exception, all evaluation processes for teachers, support professionals, and building administrators must be completed in Teachscape Reflect unless otherwise noted. All Educators must remember to review the appropriate rubric prior to submitting forms including PGG, SLO/SOO, Lesson Plan and Reflection forms.

Goals and Objectives of the PPSD Educator Evaluation

The goal of a quality Educator Evaluation is to improve student outcomes by providing Educators with the opportunity to do the following:

- measurably improve practice
- work collaboratively with evaluators and peers
- develop strategies and standards that lead to effective results as a result of appropriate discussions in a professional learning community steeped in mutual respect and trust
- become life-long learners committed to continuous improvement, while learning the skills that cultivate self-reflection and self-assessment

Providence Public Schools Educator Models/Rubrics

- Teachers: **Providence Public Schools (PPSD) & Rhode Island Innovation Consortium (RIIC) Teacher Evaluation Model/Rubric: Danielson Option.**
- Support Professionals: **PPSD/RIIC Support Professional's Evaluation Model/Rubric**
- Building Administrators: **Rhode Island Department of Education Model/Rubric for Evaluation of Building Administrators**.
  (All handbooks/rubrics can be located on the PPSD website.)

PPSD Teacher/Administrator Evaluation Process-Major Components

(Please refer to Teacher and Administrator Evaluation Handbooks for additional details.)

ACTIVITY	TEACHER	*New!* SUPPORT PROFESSIONAL *(in production, subject to revision)*	ADMINISTRATOR
MILESTONE/EVALUATION CONFERENCES	1-Beginning of Year (BOY) **AND** 1-Mid Year (MOY) **AND** 1-End of Year (EOY)	1-Beginning of Year (BOY) **AND** 1-Mid Year (MOY) **AND** 1-End of Year (EOY)	1-Beginning of Year (BOY) **AND** 1-Mid Year (MOY) **AND** 1-End of Year (EOY)
OBSERVATIONS/IN-PERSON ASSESSMENTS/ SITE VISITS & FEEDBACK	1 Formal Observation At least 2 Informal Observations Feedback after each Obs At least 1 Post Conference	At least 1 In-person Assessment (Evidence may be collect during day to day interactions as well.) Feedback after one In-Person At least 1 Post Conference	1 Announced Site Visit At least 2 Unannounced Site Visits Feedback after each Visit At least 1 Post Conference
PROFESSIONAL GROWTH GOAL	At least 1	At least 1	At least 1
STUDENT LEARNING (or OUTCOME) OBJECTIVE	At least 2	At least 1	At least 2
STUDENT GROWTH RATING	Determined by RIDE	Determined by RIDE	Determined by RIDE
FINAL EFFECTIVENESS RATING	Professional Practice +Professional Growth and Responsibilities + SLO Rating=Final Effectiveness Rating	Professional Practice +Professional Foundations +SLO Rating=Final Effectiveness Rating	Professional Practice +Professional Foundations +SLO Rating=Final Effectiveness Rating

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District Evaluation Timeline

(All dates apply to full year courses unless otherwise designated. This is the District timeline. Evaluators may need to establish internal timelines to meet the district timeline. These internal timelines will vary from school to school.)

MONTH	SUPPORT PROFESSIONALS ACTIVITY	DEADLINE	TEACHER EVALUATION ACTIVITY	DEADLINE	ADMINISTRATOR EVALUATION ACTIVITY	DEADLINE

AUGUST			• Prepare for BOY-
			  ○ Participate in RIDE Online SLO Modules
			  ○ Participate in District Summer/Fall Eval Workshops
			  ○ Review and analyze 2012/13 SLO/PGG results
			  ○ Participate in PPSD PD and Teachscape Online PD
			  ○ Develop draft SLO (SOO)/PGG
				August 1-28 (suggested)	• Prepare for BOY-
					  ○ Participate in RIDE SLO Eval Training
					  ○ Participate in PPSD Evaluation Training
					  ○ Participate in 5-Day Consortium Training (new admins)
					  ○ Begin 20 Hour FFTPS evaluation certification training (new admins)
					  ○ Develop draft SLO/PGG
						August 1-28 (suggested)

SEPT			• Begin BOY & Schedule Formal Obs • Complete assessments for baseline data needed for SLO	Sept 3 Sept 27	• Begin BOY & Schedule Announced Visits • Ensure teachers complete assessments for baseline data needed for SLO • Calibration #1 Window Closed	Sept 3 Sept 27 Oct 15

OCT/ NOV			• Lesson plan submitted	Oct 1	• 1 PGG/2 SLO's Submitted	Oct 9
			• 1 PGG/2 SLO's Submitted	Oct 25	• PGG/SLO Approved BOY Completed SLO's & Announced Visits Scheduled	Oct 18
			• SLO's Approved Formal Obs Scheduled	Nov 1		
			• Begin Formal Observations (New, Non-tenured, struggling)	Nov 4	• Begin Site Visits (New, Non-tenured, struggling)	Oct 19
NOV	• Begin BOY	Nov 4	• Begin Formal Obs **(tenured)** Begin Informal Obs & Collection of Additional Evidence	Nov 11	• Begin Announced Site Visits (tenured) Begin Unannounced Visits	Nov 1
	• SOO/PGG Submitted	Nov 8				
	• SOO/PGG Approved	Nov 15				
	• End BOY	Nov 22	• <mark>Semester 1 Courses Only</mark> Begin MOY	Nov 12		
			• <mark>Semester 1 Courses Only</mark> Complete MOY	Nov 22		
DEC	• Begin In Person Assessment	Dec 2	• Formal/Informal Observations	Continue	• Announced/Unannounced Visits	Continue
JAN			• Begin to Prepare for MOY	Jan 5	• Calibration Window #2 Opens	Jan 15
			• Begin MOY/Schedule EOY	Jan 27	• Begin MOY/Schedule EOY	Jan 27
			• Complete Formal Obs (firm)	Jan 31	• All Administrators (who will serve as Evaluators) are FFTPS Certified Complete Announced Visits (firm)	Jan 31

FEB	• Begin MOY • Complete In Person Assessment	Feb 24 Feb 28	• Complete MOY /EOY Scheduled • ==Semester 2 Courses Only== SLO/SOO approved	Feb 7 Feb 15	• Complete MOY/EOY Scheduled • Calibration #2 Window Closed	Feb 14 Feb 28
MARCH	• Complete MOY	March 7	• Informal Obs & Collection of Additional Evidence	Continue	• Makeup Calibration #2 Opens (pg. 17) • Makeup Calibration #2 Closed	March 1 March 28
APRIL			• ==Semester 2 Courses Only== Begin MOY • ==Semester 2 Courses Only== Complete MOY	April 7 April 17	• Unannounced Visits & Collection of Additional Evidence	Continue
MAY	• In persons Completed Begin to Gather/Review /Analyze PGG/ SLO (SOO) Data • Begin EOY	May 1 May 5	• Informals Completed Begin to Gather/Review /Analyze PGG/ SLO Data • Begin EOY	May 1 May 5	• Visits Completed Begin to Gather/Review /Analyze PGG/ SLO Data • Begin EOY	May 5 May 12
JUNE	• EOY Completed-Final Ratings/ Review/Reflect/ Finalize Professional Growth Plan and PD/Planning for Next SYR	June 2	• EOY Completed-Final Ratings/ Review/Reflect/ Finalize Professional Growth Plan and PD/Planning for Next SYR	June 2	• EOY Completed-Final Rating/s Review/Reflect / Finalize Professional Growth Plan and PD/Planning	June 6

FAQ/Implementation Guidelines

THE TEACHER EVALUATION PROCESS	
THE BEGINNING OF YEAR CONFERENCE (BOY)	
Why is the BOY important?	The BOY provides the Educator and Evaluator time to discuss the Educator's plans for the PGG and SLO/SOO as well as supports and guidance that s/he may require to be successful during the evaluation process. The Evaluator may clarify questions about the evaluation process. **The formal observation must be scheduled during the BOY.**
What must the Educator bring to the BOY?	The Educator must bring a draft/final PGG and SLO to the BOY as well as questions about the evaluation process.
LESSON PLAN	
When and how is the lesson plan submitted?	*New!* The lesson plan must be submitted via Teachscape Reflect no later than October 1. The lesson plan does not have to represent the actual lesson that the Evaluator will see during your formal observation.
May I use a lesson plan that has been submitted and scored previously by myself or others?	No. The lesson plan must be one that has not been previously submitted and scored as part of anyone's evaluation.
When will the Educator receive scores for the lesson plan I have submitted?	As usual, the Educator will receive his/her scores after the formal observation is completed and prior to the post conference.
Will there be an opportunity to discuss the scores for Standard 1 (lesson plan)?	During the post conference, the evaluator and the Educator will discuss all scores for Standards 1-4.
Will there be an opportunity for the Educator to resubmit or improve the lesson plan?	*New!* The Educator will have two weeks after the post conference to resubmit the lesson plan or submit additional evidence of Standard 1.
Does the lesson plan have to be presented to the evaluator before the formal can be scheduled and/or conducted?	*New!* No. The lesson plan must be submitted by October 1, however it does not preclude the Evaluator from scheduling and completing the formal observation as the lesson plan **can, but does not** have to reflect the actual lesson that the Educator will be presenting during the formal observation.
OBSERVATIONS	
Is a pre-observation conference required before the formal observation is conducted?	*New!* A pre-observation conference is no longer required before the formal observation can be conducted. However, the Educator may request a pre-observation conference.
Can informal observations occur before formal observations?	The purpose of the informal observation is to gather additional evidence based on the feedback discussed during the post observation conference. **Thus, no, the informal observation cannot be completed before formal observation has been completed and its results have been discussed in the post conference.**
How long will the observations last?	Formal observations will last from 30-60 minutes. Informal observations will last a minimum of 10 to 20 minutes.
When should the aligned (and scored) evidence be provided to the Educator?	The aligned (and scored) evidence must be submitted to the Educator no more than 72 hours after the formal observation has been completed. However, it cannot be shared until the Evaluator has received and scored the self-reflection.
When should the reflection be submitted to the Evaluator?	The teacher self reflection must be submitted to the Evaluator no more than 24 hours after the formal

	observation has been completed. Once the Evaluator has received and scored the reflection and all pertinent components from the formal observation, s/he can share his/her scores.
When should the teacher be able to view the Evaluator's scores?	Once the Evaluator has shared his/her scores, the teacher may submit self-scores. **Once the teacher submits his/her self-scores, s/he will be able to view both sets of scores-his/hers as well as the Evaluator's.**
When should the post-observation conference be held?	The post-observation conference must be held no more than 48 hours after the Evaluator has received the teacher self-scores.
Will the aligned/scored evidence be discussed during the post-observation conference this year?	Yes, this year, after the formal observation, the Evaluator and the Educator must score the aligned evidence separately, and then they must meet to discuss the scores as part of the post-observation conference.
How many informal observations can be conducted during the evaluation process?	No fewer than 2 informal observations can be conducted. Evaluators may decide to conduct more, if more evidence is req.
Will evidence collected during the informal observations be aligned and scored and submitted to the educator?	The Evaluator must align and score evidence collected during each informal observation and submit it to the Educator.
How soon after an informal observation is completed should aligned/scored evidence be provided to the Educator? Is there a post observation conference after each informal?	Aligned/scored evidence must be submitted to the Educator no more than 72 hours after each informal observation is completed. There is no post-observation conference required after an informal observation.
Will building administrators visit classrooms outside of the evaluation process?	The Building Administrator serves as the instructional leader/ chief evaluator in a school. Thus, s/he is always expected to visit classrooms regularly, conduct Walkthrus using the Teachscape Walkthru Tool, AND conduct classroom visits as part of the evaluation process.
The PPSD descriptors in the PPSD rubric are called "Standards" and "Domains". Why are two different words used to refer to the descriptors in the teacher evaluation rubric?	This year we are using a hybrid rubric which consists of the RIIC rubric (Standards 1&4) and Charlotte Danielson's updated 2011 rubric (Domains 2 &3). Teachscape has acquired the rights to the Danielson rubric. Since both rubrics are copyrighted PPSD cannot alter the descriptors. So we will continue to use the following when referring to our RIIC/RIDE approved PPSD-specific rubric: **Standards 1 and 4 & Domains 2 and 3**
Why is the MOY important?	The MOY provides the Educator and Evaluator the opportunity to review progress of the Educator's attainment of goals and student learning/outcome objectives, together. It is at this time that adjustments may be made to one or both SLO/SOO's if deemed necessary and appropriate according to RIDE criteria. **The EOY must be scheduled during the MOY.**
What must the Educator bring to the MOY?	Minimally, the Educator must bring his/her PGG and SLO/SOO evidence of progress to the MOY and be prepared to discuss progress, challenges, and/or adjustments that s/he feels should be made to the outcomes or objectives.
<center>*New!* THE SHORT SUMMARY</center>	
What should the Educator present to the Evaluator	The Educator must forward a **short** summary of the lesson

prior to the formal observation now that the pre-observation conference is no longer required?	that s/he will be presenting during the formal observation, at least 24 hours in advance. Remember, it is in the Educator's bet interest to include enough information in the **short** summary to help the Evaluator understand what s/he will be observing that day. The summary should answer these questions at a minimum. • **Objective**-What do you want students to know and be able to do? • **Method**-How will you teach the lesson? (Strategies/Approach, etc.) • **Assessment**-How will you know if your objective has been met? • **Evaluation**-How will you evaluate--not your students--but your own lesson?

New! AN EFFECTIVE LESSON	
What are some of the basic ingredients of an effective lesson?	Below is what an effective lesson might look like: • *Teacher clearly states the lesson objective and why it is important, to students using student language.* • *Teacher sets clear expectations for behavior during the lesson by not only explaining, but also modeling what the expectation will be for the period.* • *Teacher engages students using active strategies so that students are the ones doing the doing. (Remember that the doers are the learners. So less teacher time/talk and more student time/talk.)* • *Teacher moves about the room, assessing, encouraging, monitoring, and coaching and coaxing. Makes sure that vision of lesson is coming to fruition.* • *Teacher compliments positive behaviors.* • *Teacher questions students and uses higher order questioning to develop critical thinking skills. Uses verb examples from Bloom's Taxonomy levels from low to high: Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating.* • *Teacher is reflective, evaluates his/her practice-identifies what worked, what didn't, and why.* *Helpful Resources: Providence Schools Framework for Effective Teaching Bloom's Taxonomy, Teachscape Professional Development Online Workshops*

New! DIFFERENTIATION	
Will any teachers be allowed to select a Differentiated Evaluation Model this year?	For the 2013-2014 school year, only tenured teachers who received a Highly Effective (HE) rating in Professional Practice, Growth and Responsibilities during the 2012-13 school year (the final rating that excludes the SLO rating) will be eligible for differentiation.
How does Differentiated Model differ from the Teacher Evaluation Model?	In the Differentiated Model, teachers are not required to complete a formal observation or post conference. However, these teachers are still required to complete all other portions of the teacher evaluation process including the BOY, MOY, EOY, lesson plan, 1 PGG, 2 SLO's, at least two 30 minute informal observations, etc.

THE END OF YEAR CONFERENCE (EOY)	
Why is the EOY important?	During the EOY, the Educator and the Evaluator review final results of attainment of the PGG and SLO as well as final

	overall effectiveness rating **against the rubric.** Together, the Educator and Evaluator discuss plans for improvement. The Educator must leave the EOY with a clear understanding of his/her final rating, how it was determined, and steps that s/he can take to improve in lieu of the upcoming school year.
What must the Educator bring to the EOY?	Please see EOY memo located at the Providence Schools Educator Evaluation website at *www.providenceschools.org*.
EVIDENCE COLLECTION	
How is evidence collected for Standard 1?	The Evaluator collects evidence from the Educator's lesson plan.
How is evidence collected for Dom 2 and 3?	The Evaluator collects evidence from the formal and informal observations.
How is evidence collected for Standard 4 (all)?	The Evaluator collects evidence from the Educator's self-reflection, PGG, and other sources of evidence which the Educator feels will address Standard 4 (student communication logs, parent communication logs, professional learning community activities, etc.).
==*New!*== **RETIREMENTS & EXTENDED ABSENCES**	
Will teachers who are retiring receive a final effectiveness rating (FER) at the end of that school year?	The evaluation process for any PPSD teacher who has formally notified Human Resources in writing, of a pending retirement, will end once the evaluator has been notified by HR. Thus, no FER will be available for that teacher at the end of that school year.
Will teachers who are on extended leave and who will not be in school for 135 days, receive a final effectiveness rating (FER) at the end of that school year?	Evaluations for PPSD teachers, who are on extended leave at some point during the school year, and who will not work at least 135 days (RIDE), will not be completed. Thus, no FER will be available for that teacher at the end of that school year.
Will teachers who are on extended leave and who will not return in time to complete the evaluation process, receive a final effectiveness rating (FER) at the end of that school year?	Evaluations for teachers who are on extended leave and who will not return in time to complete the evaluation process will not be completed. Thus no FER will be available for that teacher at the end of that school year.
How will RIDE receive information regarding those who will not receive an FER and the reason?	At the end of the school year, RIDE will require each Principal to report this information to the Office of Performance Management on a RIDE-generated spreadsheet. Once complete, this spreadsheet will be forwarded to RIDE.
==*New!*== **LONG TERM SUBSTITUTE IN POOL (LTSP) /LONG TERM SUBSTITUTE (LTS)**	
Will LTS/LTSP's be evaluated using the teacher evaluation process?	Only full time regular teachers "R" will be evaluated using the teacher evaluation process.
THE BUILDING ADMINISTRATOR PROCESS	
Which Evaluation Model is used to evaluate PPSD building administrators? cadinality	Building administrators are being evaluated using the Rhode Island Model. The handbook is available at www.ride.ri.gov. The rubric/process used for the evaluation of administrators differs, slightly, from the rubric/process used to evaluate teachers and support professionals; however, **all guidelines regarding PGG's and SLO's/SOO's as well as deadlines**

related to relevant activities are the same.

THE SUPPORT PROFESSIONALS EVALUATION PROCESS	
Which Evaluation Model will be used to evaluate PPSD Support Professionals?	==New!== Support Professionals are evaluated using the RIIC Support Professionals Evaluation Handbook. **This year is the "implementation year" which means that RIDE will not use scores for certification.** The Support Professionals' Rubric is available at www.providenceschools.org. The rubric/process used for the evaluation of support professionals differs, slightly, from the rubric/process used to evaluate teachers and administrators; however, **all guidelines regarding PGG's and SLO's/SOO's activities are the same.**

THE PROFESSIONAL GROWTH GOAL (PGG)	
How many PGG's are required of each Educator?	Each Educator is required to develop at least 1 PGG.
What is the difference between PGG's and SLO's?	PGG's specifically address Educators' growth and achievement. SLO's address Students' growth and achievement.
Which Standard in the teacher evaluation rubric is used to assess the PGG?	Standard 4.4.b-Evidence for approval of the PGG Standard 4.4.c –Evidence for attainment of the PGG

==New!== **THE STUDENT OUTCOME OBJECTIVE (SOO)**	
What is the Student Outcome Objective (SOO)?	Support professionals who are being evaluated this year will use the *Decision Tree* to select the appropriate combination of SOO's and SLO's. Please refer to the Support Professionals Guidebook and/or Anatomy of an SOO at www.providenceschool.org or the RIDE website for more information.

THE STUDENT LEARNING OBJECTIVE (SLO) *NOTE: All SLO guidance in this section applies to the SOO as well.*	
==New!== **SLO/SOO ASSESSMENTS-STAR ENTERPRISE**	
How will PPSD Teachers determine baseline, progress monitoring, and final assessment for the Student Learning/Outcome Objectives (SLO/SOO)?	Effective 2013-14 SYR, all PPSD Teachers will use multiple measures for determination of baseline, progress monitoring and final assessment for the Student Learning/Outcome Objective (SLO/SOO). All Math (1-12) Teachers and ELA/Reading Teachers (4-12) will use multiple measures, including **STAR,** for determination of baseline, progress monitoring, final assessment for the Student Learning/Outcome Objective (SLO/SOO) in grades listed above.
Which schools will administer **STAR** Math and **STAR** Reading?	All schools will administer **STAR** Math (grades 1-12) and **STAR** Reading (Grades 4-12).
When will **STAR** assessments be administered and when will the Educator and Evaluator receive the results?	Schools will administer **STAR** Reading and **STAR** Math at the BOY from September 3-27. • **STAR** Reading and **STAR** Math will be administered at the MOY from **January 2-24.** • **STAR** Math will be administered at the EOY from **April 7-May 2.** • **STAR** Reading will be administered at the EOY from **April 14-May 9.** The **STAR** assessment results will be available at the classroom and school level instantaneously.

Why are we using **STAR** Enterprise?	**STAR** Enterprise can provide accurate data in a short amount of time because it combines cutting-edge computer-adaptive technology with a specialized psychometric assessment design. Because **STAR** individualizes each assessment through computer-adaptive technology, they show high levels of reliability with far fewer items. After the practice session, the software delivers a test item based on the student's estimated ability level. If the student answers the item correctly, the software bumps up the difficulty level of the next item. If the student answers incorrectly, the software lowers the difficulty level of the next item. The same thing happens with the next item and the next. By continually adjusting the difficulty of an item to what the student has shown s/he can or cannot do, the software zeroes in on an accurate assessment of ability. We use a similar procedure in our everyday lives. As an example, let's suppose you are new to weight lifting. Perhaps you read in a fitness book that the average person of your age and gender can comfortably lift 10-pound dumbbells overhead. When you try it, those 10 pounds are easy! So you attempt 30 pounds. But, uh-oh, that's too hard. Next you lift 20 pounds—still too hard. After a little more trial and error, you conclude that 15 pounds is just right. Thus, your current ability for lifting dumbbells overhead is 15 pounds. STAR assessments use the same kind of procedure. The software stores a huge number of items and "adapts" the test to each individual. The STAR assessment provides precise, accurate, real time information about each student. Teachers can feel confident that they have an accurate baseline assessment of the student's skills.
	(Office of Research Planning and Assessment)
What happens if a student is unable to complete the **STAR** practice test prior to the SLO deadline?	If a student is currently incapable of completing the practice session then this student cannot participate in the **STAR** assessments. The system will not allow the student to take the test until the student is able to pass the practice assessment
	• The student may repeat the assessment as often as the teacher allows and retake the practice test until s/he is able to proceed to the actual test. All attempts must be documented.
	• Thus the baseline for this student may not be available until after September.
	The data for this student may not appear in the teacher's SLO's although given the current 'target template' which lists the various performance levels of **STAR**, users may add another for the practice test. The teacher may do the following:
	• Copy the target language and identify that s/he has X number of students who could not complete the practice test and then set the goal for them - by th

	end of the year do you reasonably believe they can complete the practice test? Would they be in urgent intervention? On watch? • Alternatively the teacher can document the number of students unable to complete the practice test and then set regular targets with an assumption that by the end of the year the students will have mastered enough language to complete the practice test and participate in the **STAR** assessment. *(Office of Research Planning and Assessment)*
What happens if students are unable to pass the **STAR** practice assessment?	Some students may not be able to pass the **STAR** practice assessment. In these cases, the teacher will need to document all attempts on the appropriate form and provide an alternative, approved assessment.
How will teachers document students' attempts to take the **STAR** practice assessment?	The form required for documentation of students' attempts to take the **STAR** practice assessments can be found on the PPSD Educator Evaluation website.
What will be the focus of the SLO for teachers who teach students in grades or courses in which **STAR** is not administered? • Math in grade K and/or ELA in grades K-3 • Non- ELA and Math content teachers (foreign language, physical education, electives, etc.)	Educators who teach students math in grade K and/or reading in grades K-3 will select one math and one ELA/Reading SLO. Educators who teach students Science and Social Studies are required to write one math or ELA SLO. The second SLO may be content related. Teachers who teach students foreign language, physical education and elective courses may choose to write at least one Math or ELA related SLO if it is appropriate. Otherwise, Educators may write both SLO's related to their content area. <u>Grade K Math, grade K-3 reading, and non-ELA and Math content teachers (foreign language, physical education, electives, etc.) are not required, but are encouraged, to use **STAR** to serve as part of their multiple measures for their baseline, progress monitoring, and final assessment.</u>
Which additional assessments are available and acceptable for use with the SLO process for teachers, especially those who teach students the following courses where **STAR** is not administered: • Math in grade K and/or ELA in grades K-3 • Non- ELA and Math content teachers (foreign language, physical education, electives, etc.)	Currently, PPSD is working diligently to develop district common assessments which provide baseline data and include benchmarks. Until these common assessments become available, teachers, especially those teaching in the same grade level and/or content area (and no assessment is available), must work together to develop common assessments. Furthermore, teachers must use strategies and protocols for scoring that include more than one teacher. <mark>Teachers shall not score their own assessments that are used for SLO's without approval from the Evaluator.</mark>
Why are schools not allowed to use data from DIBELS and GRADE for their SLO's?	DIBELS, GRADE, and other progress monitoring tools which explicitly state in their technical manuals that they should not be used for evaluation purposes and/or other high stakes accountability measures can NOT be used.
How should the Educator report the final results of the SLO?	Final results for Educators using **STAR** may be reported as indicated in the SLO/SOO template and/or the additional STAR Guidance located on the PPSD Educator Evaluation website.

	Final results for those using multiple measures which may or may not include **STAR,** must include the number of students AND the %. For example:
	• *100/125 students (80%) were proficient* • *20/125 students (16%) were nearly proficient* • *5/125 students (4%) were not proficient*

SLO TARGETS. APPROVAL, SCORING, RATING	
What happens if an Educator either fails to submit SLO's by the deadline, or scores his/her own SLO's without the evaluator's approval?	The Educator's SLO's may be deemed invalid. This will affect the Educator's overall final rating.
Why is it necessary for SLO targets to be tiered?	Although teachers of the same grade level or content area are strongly encouraged to work together to develop a common objective for each SLO, the targets for each teacher must be different because the makeup of the students in each teacher's class (es) are different. **Teachers must review and analyze student data first, to set targets.** Remember that one must account for all students in a class, group, etc.
How will individual SLO scores (ratings) be determined for all Educators?	**EXCEEDED**-Final results are 10% or more above the target. **MET**-Final results are less than or equal to 5% away from the target. **NEARLY MET**-Final results are greater than 5% but less than or equal to 10% away from the target. **NOT MET**-Final results are more than10% away from the target.
What should be the focus of the SLO?	With few exceptions, the teacher's SLO's must be related to the administrator's SLO's (which must be related to the District's goals). Overall, the SLO foci must be ELA and/or Math. Exceptions may be Educators who do not teach students Math and ELA and/or Educators who teach students elective courses.
Which tool will be used to approve the SLO/SOO?	==*New!*== PPSD will use RIDE's Student Learning/Outcome Objective Quality Review Tool to approve SLO's and SOO's. It can be located on the PPSD educator evaluation website.
Who developed the formula that is used to determine the final SLO rating and the matrix used to determine the final effectiveness rating for Educators?	The Formula and Matrix were designed by RIDE. All RI districts (Innovation Districts included) must use RIDE's formula for determining the final SLO rating (SLR). Once the SLR is determined, it is plotted into the RIDE Matrix to determine the Final Effectiveness Rating.
Where can I find more information about SLO's and SOO's.	Please review the PPSD educator evaluator website for additional resources as well as the SLO FAQ located on the RIDE educator evaluation website.

THE MOY & SLO/SOO TIMELINE (SEMESTER COURSES)	
Are the MOY and SLO timeline adjusted for those Educators who teach students in semester courses?	Yes. Please refer to the MOY timeline (pg. 3) for Educators who teach students in semester courses, as well as the SLO deadline as it differs from that of those teachers who teach full year courses.

STUDENT ATTENDANCE & THE SLO/SOO (FULL YEAR/SEMESTER COURSES)

I teach full year courses and I have a few students who have been out of school more than 20 days. I am doing everything I can by myself and collaboratively to get my chronically absent students either back to school and/or back on track for regular attendance. I fear, however, that their lack of attendance may jeopardize my SLO results. What can I do?	This should be discussed at the MOY. Prior to the EOY, when the Educator submits his/her final SLO/SOO data, s/he should include two data sets: one that includes the results of this group of students and one that does not. The Evaluator will be required to analyze and confirm results and select the data set that is most favorable, as long as the Educator has produced satisfactory evidence that that s/he is working individually (send letters, make phone calls, etc.) and collaboratively with others (family, guidance, TST, targeted team, assistant principal, community liaison, child advocate, mentor, truant officer, etc.), to encourage these students to attend school and class regularly.
I teach semester courses and I have a few students who have been out of school more than 10 days. I am doing everything I can by myself and collaboratively to help these students return to school or back on track for regular attendance. But I fear that their lack of attendance may jeopardize my SLO results. What can I do?	This should be discussed at the MOY. Prior to the EOY, when the Educator submits his/her final SLO/SOO data, s/he should include two data sets: one that includes the results of this group of students and one that does not. The Evaluator will be required to analyze and confirm these results and select the data set that is most favorable, as long as the Educator has produced satisfactory evidence that s/he is working individually (send letters, make phone calls, etc.) and collaboratively with others (family, guidance, TST, targeted team, assistant principal, community liaison, child advocate, mentor, truant officer, etc.), to encourage these students to attend school and class regularly.
<td colspan="2" align="center">*New!* SPECIAL EDUCATORS-INCLUSION/RESOURCE/ALTERNATE ASSESSMENT</td>	
Will there be a specially designed rubric for Special Educators?	In most cases, the Educator Evaluation Rubric, Danielson Option 2011 will be utilized in its entirety for Special Educators. In some cases where a Special Educator is not teaching in a public school and is working as a transition teacher or a special education specialist other considerations may apply.

Special education teachers provide instruction in a variety of settings. How can the current rubric be applied appropriately when evaluating teachers who work in/with:
    a) Inclusion classrooms
    b) Students with severe disabilities on alternate assessment (i.e. non-verbal, medically fragile, visually or hearing impaired
    c) Resource classrooms
	It is recommended that the Special Educator clearly describe to the Evaluator the unique circumstances in the classroom setting where they will be observed. This can be done in the short summary or, although it is not mandated, during a pre-conference meeting (recommended) to explain to the Evaluator how the components and indicators are addressed in the specific instructional setting in which they s/he being observed. During a pre-conference, the Special Educator and Evaluator may have a thorough discussion regarding how the components of the rubric apply to a Special Educator's unique instructional settings.

What are some important questions that could be discussed during a pre-conference or addressed in the summary?	• What does the Special Educator bring to the classroom what would not be present otherwise?

	• In what ways does the Special Educator plan with the regular Educator? How does the Special Educator plan using data? • What strategies or modifications does the Special Educator bring to the classroom? • Which indicators and components are addressed and what they will look like in the specific setting? • How are lessons planned in a way that fulfills the goals and objectives of multiple IEPs?
What are some of the responsibilities of the Evaluator in preparing for the evaluation of Special Educators?	It is important for Evaluators to be familiar with the unique needs of the students and the structure of the classroom settings when observing special educators. Evaluators should also be familiar with Federal and State Special Education requirements. Evaluators who are not should contact the Special Education Administrator for further assistance with these requirements. Additionally, an informal classroom visit might be helpful in advance of the required observation.
Will Special Educators be required to create artificial settings or perform in an atypical manner to meet the criteria of the evaluation model?	No. Each Special Educator will be evaluated based on their practice and the manner in which he/she instructs their students and rated against the criteria in the evaluation Rubric.
During the observation of an inclusion setting (co-teaching), is the expectation that only one teacher will be allowed to speak?	No. In a co-teaching model, two or more Educators are expected to share the responsibility for teaching some or all of the students assigned to a classroom. This means that the responsibility for planning, instruction, and evaluation for a classroom of students is distributed amongst all Educators involved. Therefore asking one teacher not to share or be part of the lesson would create an artificial setting or an atypical experience.
How will the inclusion Special Educator be evaluated if he/she is not the lead teacher during his/her own observations?	The Special Educator will be evaluated based on his/her role during that period and indicators may be adapted as necessary by the evaluator.
Must the inclusion Special Educator who is not content certified at the secondary level in a content area have to present, lead or teach instructional content during the observation?	The indicators in Domains 2 & 3 are based on instructional techniques that could apply and be adapted to any teacher and in any instructional content. Therefore, as it concerns Classroom Environment and Managing Classroom Behaviors, the Special Educator should be evaluated on his/ role in relation to Domain 2 & 3. • To help meet students' needs, a Special Educator may work alongside a general education teacher in an

	inclusion classroom. The role of a Special Education in such an arrangement may vary according to the needs of individual students.
	• The amount of actual instruction a Special Educator gives in an inclusion classroom varies. In some inclusion classrooms, the two teachers take turns presenting lessons. This may be done on a daily basis, with each teacher taking a portion of the lesson, or the Special Educator may teach the class one or two days a week.
	• When not teaching the entire class, the Special Educator may sit beside students and provide one-on-one help or additional instruction.
	The Special Educator may not be in the inclusion classroom every day, unless a student's needs require it.
If feedback from students is an indicator that the Evaluator is looking for as part of the observation, how will the Special Educator be evaluated if the students are unable to respond orally or in writing?	The descriptors should be discussed and adapted to fit student modes of communication prior to the observation.
What might instructional planning look like for a secondary inclusion teacher?	Special Educator develops lesson plans that denote specific groups based on subject, specific skill develop and/or the ability to maximize the learning for all students. • Lesson plans may include grouping instruction for remediation, maintenance and enrichment of skills. • Lesson objectives are clearly scaffolded to build on prior knowledge and provide different levels of learning to specific student need.
What should an Evaluator expect to see in an inclusion classroom with regards to questioning of students?	• Special Educator follows up with individual students or small groups of students to ask additional clarifying questions and scaffold student thinking. • Special Educator structures questions for individuals or groups to engage in appropriate levels of rigorous problem solving. • The Special Educator knows his/her students so well that there is an exchange that gets at what the student knows to a greater degree. Students are able to generate questions that lead to further inquiry and self-directed learning. • Questioning may be within the parameters of the curriculum and all questions will depend on the objective of the lessons.
What might an Evaluator expect of the Special Educator as s/he actively works to develop higher order thinking skills in students?	Teacher questions are varied and high quality, providing mix of question types such as: • What is another way you might?

	• What would it look like if?
	• What was different from?
	Students ask questions such as:
	• Is this problem correct?
	• Could you show me the correct way?
	• How else could I do this?
	• What does this mean?

TEACHSCAPE OBSERVER TRAINING/CERTIFICATION/CALIBRATION PROCESS	
Which trainings are required of Evaluators so that they are eligible to evaluate Educators during this SYR?	All administrators who will evaluate teachers and/or building administrators this year must complete the following: • Attend the RIIC/RIDE Five Day Evaluation Training (New Administrators) • Attend the RIIC SLO Module • Complete the Teachscape 20 hour Training and pass both Stage I and Stage II Certification Exams (New Administrators) • Attend RIDE Training -Personnel Responsible for Evaluating Building Administrators • Complete Calibration in Summer and Winter (Certified Administrators)
I am an administrator and I was certified during the 5-day RIICES training. Why do I have to be re-certified via Teachscape (FFTPS)? Why do I have to calibrate?	The rubrics have been revised. We have to ensure that all evaluators are prepared to evaluate with accuracy and precision each year.
When will the FFTPS be given?	Administrators will take the exam on line. All administrators, who are not currently FFTPS certified, must be certified no later than January 31, 2014. See Teachscape FAQ for more information.
May I bring materials (rubric, etc.) with me when I take the exam?	Yes, you may bring whichever materials you feel will be helpful when you take the exam.
Who do I contact for help with the Teachscape Focus, Reflect and/or Learn technical issues?	Contact Teachscape Support at support@teachscape.com. In the subject line write the following: Attn: Genaro for technical issues.
When will Calibration occur?	Calibration will occur twice a year in Winter and Summer. Those who do not receive a proficient score will be required to complete further practice and will be required to recalibrate shortly after the original calibration window closes.

Evaluation Supports

DISTRICT LEVEL EDUCATOR EVALUATION SUPPORT
- Comprehensive electronic evaluation tool-Teachscape Reflect
- Staff dedicated to Evaluation Implementation and Support-Executive Director of Performance Management & I3 Coordinator
- Voluntary afterschool, district-wide professional learning opportunities
- Dedicated evaluation email address-Dl_Evaluation or Evaluation@ppsd.org
- Teachscape Technical Support dedicated to PPSD-Send an email to- Support@teachscpae.com; In the subject line write- ATTN: Genaro
- Educator Evaluation Website- http://www.providenceschools.org/employees/educator-evaluation
- Educator Evaluation Handbook
- Peer Assistance and Review

BUILDING LEVEL SUPPORTS
Suggestions for Building Principals:
- Create a professional learning community
- Encourage teachers to work by department or content area, but never alone
- Forward all Evaluation Bulletins to faculty, or inform them when a new bulletin is available on the website
- Create an in-house evaluation support team. Encourage the union delegate and other teacher leaders to join the team. Communicate often to the team regarding evaluation updates, etc.
- Schedule a voluntary workshop designed to review the Educator Evaluation website offerings (forms, resources, templates, etc.) as well as the Evaluation Handbook (timeline, FAQ, resources, etc.)
- Conduct a voluntary Teachscape "tech clinic" for teachers who simply need assistance navigating REFLECT, LEARN, and/or FOCUS
- Conduct a voluntary workshop for teachers to help them understand the criteria by which the SLO or SOO will be approved
- Attend all required and/or voluntary Evaluation PD offerings and encourage teachers to do the same

Evaluation Process at a Glance

Attention All Educators and Evaluators: Although similarities exist between the evaluation processes in the RIIC Teacher Evaluation Model, RI BA Model, and the RIIC Support Professionals Model, there are subtle differences. The 'Evaluation Process at a Glance' largely reflects the teacher evaluation process. Portions that apply to administrators and support professionals as well, are marked as (ALL) below. However, these Educators must continue to refer to the appropriate evaluation guidebook for specifics regarding the evaluation process.

EDUCATOR	EVALUATOR
1. Attend BOY with draft PGG & SLO/SOO. (ALL)	2. Schedule and conduct BOY. Schedule formal observation. (ALL)
3. Submit PGG & SLO/SOO. (ALL)	4. Approve PGG & SLO/SOO. (ALL)
5. Complete and submit lesson plan.	6. Review lesson plan only. Do not submit.
7. Prepare short summary of lesson that will be presented during formal (if the lesson is other than the one which has been submitted for scoring.)	8. Review short summary and conduct formal observation.
9. After formal observation, complete self-reflection and submit.	10. Score Standard 1, 2, 3, 4.1 and submit/share with Educator.
11. Using the rubric gather, align and self-score and submit.	12. Review the Educator's self-scores.
13. Compare Evaluator's scores and evidence against Educator's. Prepare for the post conference.	14. Conduct post conference. Determine what the focus will be for the informal observations at this time. (ALL)
15. Work towards continuous improvement based on feedback from Evaluator. Continue to review/monitor progress towards attainment of PGG and SLO/SOO. (ALL)	16. Conduct informal 1. Align and score and share with Educator.
17. Prepare to discuss SLO/PGG progress at MOY. Gather data. (ALL)	18. Conduct MOY and schedule EOY at this time. (ALL)
19. Continue to move towards continuous improvement based on feedback from informal 1 and MOY. Continue to upload relevant evidence. (ALL)	20. Conduct informal 2. Conduct additional informal observations if required to gather sufficient evidence. (ALL)
21. Prepare for EOY. Gather results of PGG, SLO, and evidence for Standard 4 (Teachers only) and be prepared to submit 48 hours before the EOY. (ALL)	22. Gather SLO, PGG, Standard 4 data and provide final ratings for each element/component and SLO/SOO. • Submit and share final ratings with Educator. • Prepare for EOY-feedback, etc. (ALL)

23. Review final ratings and prepare questions for EOY. (ALL)	24. Conduct EOY-discuss final ratings, make adjustments (if required), discuss strengths and challenges, and provide PD recommendations. (ALL)

Glossary of Terms

TERM	EXPLANATION
RIIC	Rhode Island Innovation Consortium • Consortium consists of the following districts: *Central Falls, Cranston, Pawtucket, Providence, West Warwick, Woonsocket, Rode Island Federation of Teachers and Health Professionals*
SLO	Student Learning Objective
SOO	Student Outcomes Objective
PGG	Professional Growth Goal
PGP	Professional Growth Plan
BOY	Beginning of Year Conference
MOY	Middle of Year Conference
EOY	End of Year Conference
Teachscape REFLECT	**REFLECT** is an online educator evaluation management tool
Teachscape FOCUS	**FOCUS** is an online platform which houses the evaluator training and certification tool
Teachscape LEARN	**LEARN** is an online educator professional development management tool
FFTPS	**Framework for Teaching Proficiency System** is the online evaluator training and certification tool
Rubric	A **rubric** is a scoring tool used to evaluate and assess performance against a set list of criteria and objectives. Rubrics can also be used to teach.
SP	**Support Professionals**-guidance counselors, school psychologists, speech pathologists, school social workers, librarians.
TRAIN	**Teacher Retention and Induction Network-**Includes PAR and TIP. These programs are designed to retain highly effective teachers in PPSD by providing supports to new & beginning teachers as well as teachers in need of evaluation support.
PAR	**Peer Assistance and Review** is designed to support teachers who are in need of support tailored to improve their performance as measured by the evaluation process.
TIP	**Teacher Induction Program** is designed to help new and beginning teachers become highly skilled and effective professionals in the classroom.
CT	**Consulting Teachers** serve as coaches and mentors to veteran teachers in PAR and to new and beginning teachers in TIP.

Resources

RESOURCE	LOCATION
PPSD Educator Evaluation Website	http://www.providenceschools.org/employees/educator-evaluation
Peer Assistance and Review (PAR)	www.providencepar.com
RI Model Building Administrator Support System and Evaluation Guidebook	http://www.ride.ri.gov/Portals/0/Uploads/Documents/Teachers-and-Administrators-Excellent-Educators/Educator-Evaluation/Education-Eval-Main-Page/Admin-Model-GB-Edition-II-FINAL.pdf
New! Revised Bloom's Taxonomy	http://www.utar.edu.my/fegt/file/Revised_Blooms_Info.pdf
New! Providence Schools Framework for Effective Teaching	http://issuu.com/providenceschools/docs/providence_framework_final?e=4382911/2597020
New! Addendum to RI Model Building Administrator Support System and Evaluation Guidebook	http://www.ride.ri.gov/Portals/0/Uploads/Documents/Teachers-and-Administrators-Excellent-Educators/Educator-Evaluation/Guidebooks-Forms/RI_Model_BA_Addendum.pdf • Appendix 1 Approving SLO Checklist • Appendix 2 SLO Lookup Tables • Appendix 3 Online Resources • Matrices: Calculating the Final Effectiveness Rating p. 24
New! Measures of Student Learning /Student Outcomes Guidebook	http://www.ride.ri.gov/Portals/0/Uploads/Documents/Teachers-and-Administrators-Excellent-Educators/Educator-Evaluation/Guidebooks-Forms/Measures_of_Student_Learning.pdf • Appendix 1 Approving SLO Checklist • Appendix 2 Approving SOO Checklist (Support Professionals) • Appendix 3 SLO/SOO Look up Tables • Appendix 4 Online Resources • Matrices: Calculating the Final Effectiveness Rating p.24
New! Anatomy of a Student Learning Objective (SLO)	http://www.ride.ri.gov/Portals/0/Uploads/Documents/Teachers-and-Administrators-Excellent-Educators/Educator-Evaluation/Guidebooks-Forms/Anatomy_of_a_Student_Learning_Objective.pdf
New! Anatomy of a Student Outcome	http://www.ride.ri.gov/Portals/0/Uploads/Documents/Teachers-and-Administrators-Excellent-Educators/Educator-Evaluation/Guidebooks-

Objective for Support Professionals (SOO)	Forms/Anatomy_of_a_Student_Outcome_Objective.pdf
New! Online Modules-SLO/ SOO/Assessments	http://www.ride.ri.gov/TeachersAdministrators/EducatorEvaluation/OnlineModules.aspx