

# **-Draft- Providence Public Schools 2014-15 Educators' Evaluation Handbook**

(Updated Sept 10, 2014)

## **Goals and Objectives of 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 and remarkably improve practice
- work collaboratively and collegially with colleagues and evaluators
- engage in professional development that provides time to share, learn, plan, and reflect
- develop strategies and standards that lead to effective results
- become life-long learners committed to continuous improvement, while learning the skills that cultivate self-reflection and self-assessment
- grow and develop
- measurably improve student outcomes

## **Providence Public Schools Educator Evaluation Models**

- 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.**

## **Effective Use of this Document**

PPSD is the largest district in Rhode Island, with a pool of over 1900 teachers, 100 administrators, and 24,000+ students. To be effective, Evaluators will require sufficient time to engage in and complete evaluations rich with data and evidence that will help them to develop, guide, and/or improve their Educators' practice.

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, every effort must be made by both Educators and Evaluators to follow the process and timeline with the utmost fidelity. All are urged to study this handbook copiously and refer to it **regularly** to accomplish the following:

- Understand evaluation expectations and criteria
- Understand respective workflows
- Track milestones, deadlines, and progress towards completion of the process
- Find answers to frequently asked questions
- Find resources to help facilitate a successful and productive evaluation
- Use in conjunction with the appropriate guidebooks for additional and pertinent details during the 2014-15 SYR

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# 2014-2015

## Teacher & Support Professionals Evaluation

<b>TEACHER &amp; SUPPORT PROFESSIONALS EVALUATION WORKFLOW CRITERIA</b>		
<b>ACTIVITY</b>	<b>New! SUPPORT PROFESSIONAL WORKFLOW</b> <i>(NOTE: Workflow still in production, subject to revision.)</i>	<b>TEACHER (EDUCATOR) WORKFLOW</b>
<b>MILESTONE/EVALUATION CONFERENCES</b>	1-Beginning of Year (BOY) <b>AND</b> 1-Mid Year (MOY) <b>AND</b> 1-End of Year (EOY)	1-Beginning of Year (BOY) <b>AND</b> 1-Mid Year (MOY) <b>AND</b> 1-End of Year (EOY)
<b>OBSERVATIONS/IN- PERSON ASSESSMENTS/ SITE VISITS</b>  <b>&amp;</b>  <b>FEEDBACK</b>	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 Lesson Plan 1 Formal Observation At least 2 Informal Observations Feedback after each Obs At least 1 Post Conference
<b>PROFESSIONAL GROWTH GOAL</b>	At least 1	At least 1
<b>STUDENT LEARNING (or OUTCOME) OBJECTIVE</b>	At least 2	At least 2
<b>STUDENT GROWTH RATING</b>	Determined by RIDE	Determined by RIDE
<b>FINAL EFFECTIVENESS RATING</b>	Professional Practice +Professional Growth and Responsibilities + SLO Rating=Final Effectiveness Rating	Professional Practice +Professional Foundations +SLO Rating=Final Effectiveness Rating

## TEACHER & SUPPORT PROFESSIONALS EVALUATION TIMELINE

MONTH	SUPPORT PROFESSIONALS ACTIVITY	TARGET	TEACHER EVALUATION ACTIVITY	TARGET
<b>AUG</b>	<ul style="list-style-type: none"> <li>• Prepare for BOY-                             <ul style="list-style-type: none"> <li>○ Participate in RIDE Online SOO Modules</li> <li>○ Participate in District Summer/Fall Eval Workshops</li> <li>○ Review and analyze 2013/14 SOO/PGG results</li> <li>○ Participate in PPSD PD and Teachscape Online PD</li> <li>○ Develop draft SOO/PGG</li> </ul> </li> </ul>	Aug 1-Sep 30 (suggested)	<ul style="list-style-type: none"> <li>• Prepare for BOY-                             <ul style="list-style-type: none"> <li>○ Participate in RIDE Online SLO Modules</li> <li>○ Participate in District Summer/Fall Eval Workshops</li> <li>○ Review and analyze 2013/14 SLO/PGG results</li> <li>○ Participate in PPSD PD and Teachscape Online PD</li> <li>○ Develop draft SLO/PGG</li> </ul> </li> </ul>	Aug 1-Sep 30 (suggested)
<b>SEPT</b>	<ul style="list-style-type: none"> <li>• Begin BOY &amp; Schedule In Person Assessment</li> <li>• SP's begin submit 1 PGG/2 SOO's</li> <li>• Evaluators begin approve PGG/SLO (Semester 1 teachers first)</li> <li>• SP's Complete assessments for baseline data needed for SOO</li> </ul>	Sept 2  Sept 15  Sept 26	<ul style="list-style-type: none"> <li>• Evaluators begin BOY &amp; Schedule Formal Obs</li> <li>• Teachers begin submit Lesson plan</li> <li>• Teachers begin submit 1 PGG/2 SLO's</li> <li>• Teachers complete assessments for baseline data needed for SLO</li> </ul>	Sept 2  Sept 15  Sept 26
<b>OCT</b>	<ul style="list-style-type: none"> <li>• In person Assessment Scheduling Complete</li> <li>• Begin In person Assessment (New, Non-tenured, I/D first)</li> <li>• All SLO/SOO/PGG Approved</li> </ul>	Oct 30  Oct 30	<ul style="list-style-type: none"> <li>• Evaluators begin approve PGG/SLO (Semester 1 teachers first)</li> <li>• Lesson Plans Submitted</li> <li>• BOY/Formal Obs Scheduling Complete</li> <li>• Begin Formal Observations (New, Non-tenured, I/D first)</li> <li>• All SLO/PGG Approved</li> </ul>	Oct 1  Oct 30
<b>NOV</b>	<ul style="list-style-type: none"> <li>• In person Assessment (New, Non-tenured, I/D first) continue</li> <li>• <b>Semester 1 Only</b> Begin MOY (if applicable)</li> </ul>	Nov 12	<ul style="list-style-type: none"> <li>• Begin Informal Obs(New, Non-tenured, I/D first)</li> <li>• <b>Semester 1 Courses Only</b> Begin MOY</li> </ul>	Nov 3  Nov 12

<b>DEC</b>	<ul style="list-style-type: none"> <li>• Semester 1 Only Complete MOY (if applicable)</li> <li>• In person assessments continue</li> </ul>	Dec 2	<ul style="list-style-type: none"> <li>• Semester 1 Courses Only Complete MOY</li> <li>• Formal/Informal Observations continue</li> </ul>	Dec 2
<b>JAN</b>	<ul style="list-style-type: none"> <li>• In person assessments cont.</li> <li>• Begin MOY</li> <li>• All MOY completed (All EOY scheduled)</li> </ul>	Jan 5  Jan 12  Jan 30	<ul style="list-style-type: none"> <li>• All formal observations completed</li> <li>• Begin MOY</li> <li>• MOY completed (All EOY scheduled)</li> </ul>	Jan 5  Jan 12  Jan 30
<b>FEB</b>	<ul style="list-style-type: none"> <li>• Begin MOY</li> <li>• All In Person Assessments completed</li> </ul>	Feb 24  Feb 28	<ul style="list-style-type: none"> <li>• Semester 2 Courses Only SLO/SOO approved</li> </ul>	Feb 13
<b>MAR</b>	<ul style="list-style-type: none"> <li>• Complete MOY</li> </ul>	March 7	<ul style="list-style-type: none"> <li>• Informal Obs &amp; Collection of Additional Evidence</li> </ul>	N/A
<b>APRIL</b>	<ul style="list-style-type: none"> <li>• Semester 2 Only Begin MOY (if applicable)</li> <li>• Teachers begin to Gather/Review /Analyze PGG/ SLO Data in prep for EOY</li> <li>• Semester 2 Only Complete MOY (if applicable)</li> </ul>	April 6  April 13  April 17	<ul style="list-style-type: none"> <li>• Semester 2 Courses Only Begin MOY</li> <li>• Informals Completed</li> <li>• Teachers begin to Gather/Review /Analyze PGG/ SLO Data in prep for EOY</li> <li>• Semester 2 Courses Only Complete MOY</li> </ul>	April 6  April 13  April 17
<b>MAY</b>	<ul style="list-style-type: none"> <li>• Evaluators Begin EOY</li> </ul>	May 1	<ul style="list-style-type: none"> <li>• Evaluators Begin EOY</li> </ul>	May 1
<b>JUNE</b>	<ul style="list-style-type: none"> <li>• EOY Completed-Final Ratings/ Review/Finalize Professional Growth Plan and PD/Planning for Next SYR</li> </ul>	<b>June 5 firm</b>	<ul style="list-style-type: none"> <li>• EOY Completed-Final Ratings/ Review/ Finalize Professional Growth Plan and PD/Planning for Next SYR</li> </ul>	<b>June 5 firm</b>

# TEACHER & SUPPORT PROFESSIONALS EVALUATION IMPLEMENTATION GUIDELINES

## New! CYCLICAL

What is a cyclical model?	Any teacher who obtains or earns a rating of "highly effective," or a number "4," or any equivalent thereof shall, subsequent to such evaluation, be evaluated not more than once every three years thereafter. Any teacher who obtains or earns a rating of "effective," or a number "3," or any equivalent thereof shall, subsequent to such evaluation, be evaluated not more than once every two years thereafter."
Who is approved to participate in a cyclical model?	Only tenured Highly Effective (HE) and Effective (E) teachers can participate in the cyclical model.
When will Highly Effective Teachers be evaluated?	Tenured HE teachers will be evaluated every three years.
When will Effective Teachers be evaluated?	Tenured E teachers will be evaluated every two years.
What will be required of teachers who are HE and E in between cycles?	The development of SLO's and PGG's is not required during non-evaluation years. However, this does not preclude nor exclude those teachers from participating in looking at student work, assessing student data, using data to drive instruction, etc., while supporting the goals identified by the Principal in the SIP.

## New! PROFESSIONAL DEVELOPMENT

What role does professional development play in evaluation?	Professional development is vital for growth and development for every professional. The best opportunities are those in which there is opportunity for collaboration. Teachers are encouraged to seek opportunities to work with colleagues to share, learn, plan, and reflect.
What types of professional development are available to me?	In addition to school-based and district professional development, the Teachscape LEARN platform offers a suite of online courses geared towards increasing the teacher and evaluator's knowledge of the Standards and Domains: <ul style="list-style-type: none"> <li>● <b>Teachscape Professional Learning Suite</b></li> <li>● <b>Teachscape Framework for Effective Teaching Series</b></li> </ul>
Does Teachscape offer any other online courses that I can benefit from?	Yes, Teachscape Learning Resources located in LEARN, has consists of ten Content Libraries organized into 40 topics representing more than 160 online courses. The Content Libraries are as follows: <ul style="list-style-type: none"> <li>● <b>The Common Core Series,</b></li> <li>● <b>The Competency-Based Learning Series</b></li> <li>● <b>The Data-Driven Instruction Series</b></li> <li>● <b>The Effective Instructional Strategies Series</b></li> <li>● <b>The Elementary Science Series</b></li> <li>● <b>The English Language Learner Series</b></li> <li>● <b>The Literacy Series</b></li> <li>● <b>The Mathematics Series</b></li> <li>● <b>The New Teacher Support Series</b></li> <li>● <b>The Early Childhood Series</b></li> </ul>

## 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. <b>The formal observation must be scheduled during the BOY.</b>
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?	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 the 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?	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?	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 <b>can, but does not</b> 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?	A pre-observation conference is required before the formal observation can be conducted.
What should the Educator present to the Evaluator prior to the pre-observation conference?	The Educator must forward a short summary of the lesson that s/he will be presenting during the formal observation, at least 24 hours in advance of the conference. It is in the Educator's best 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 include the answer the questions below at a minimum. <ol style="list-style-type: none"> <li>1. Objective-What do you want students to know and be able to do?</li> <li>2. Method-How will you teach the lesson? (Strategies/Approach, etc.)</li> <li>3. Assessment-How will you know if your objective has been met?</li> <li>4. Evaluation-How will you evaluate--not your students--but your own lesson?</li> </ol>
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. Thus, s/he is always expected to visit classrooms regularly and conduct Walkthrus.
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: <b>Standards 1 and 4 &amp; Domains 2 and 3</b>
<b>THE MIDDLE OF YEAR CONFERENCE (MOY)</b>	
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. <b>The EOY must be scheduled during the MOY.</b>
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.
Is the MOY 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.
<b>THE END OF YEAR CONFERENCE (EOY)</b>	
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 <b>against the rubric</b> . 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 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 <a href="http://www.providenceschools.org">www.providenceschools.org</a> .
<b>EVIDENCE COLLECTION</b>	
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.).
<b>THE PROFESSIONAL GROWTH GOAL (PGG)</b>	
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
What happens if the Educator fails to submit the PGG?	The Educator will receive the lowest rating. This will affect the Educator's overall final rating.
<b><span style="background-color: yellow;">New!</span> THE STUDENT OUTCOME OBJECTIVE (SOO)</b>	
Where can I find the information that will provide me a deeper understanding of the SOO and help me to successfully navigate the SOO process?	The best source of information is in the Measures of Student Learning Guidebook for Support Professionals located on the RIDE website. <b>The link is located on the last page of this document and on our Educator Evaluation website.</b>
What is the Student Outcome Objective (SOO)?	A SOO is a long-term goal that is focused on an outcome that increases access to learning or creates conditions that

	facilitate learning.
How will Support professionals select the appropriate combination of SOO's and SLO's?	Support professionals who are being evaluated this year will use the <i>Decision Tree</i> found in the RIDE Guidebook to select the appropriate combination of SOO's and SLO's.
<b>THE STUDENT LEARNING OBJECTIVE (SLO)</b>	
<i>NOTE: All SLO guidance in this section applies to the SOO as well.</i>	
<b>SLO/SOO</b>	
What is a Student Learning Objective (SLO)?	A SLO is a long-term academic goal set for groups of students.
Where can I find the information that will provide me a deeper understanding of the SLO and help me to successfully navigate the SLO process?	The best source of information is in the Measures of Student Learning Guidebook for Teachers located on the RIDE website. <b>The link is located on the last page of this document and on our Educator Evaluator Website.</b>
What are the major components of the SLO?	The <b>major</b> components of the SLO are as follows: <ul style="list-style-type: none"> <li>• The student learning objective statement</li> <li>• The rationale</li> <li>• The baseline data</li> <li>• The targets</li> <li>• The evidence to support the level of attainment of the objective</li> </ul>
Should teachers work together to develop SLO's?	Yes, teachers of the same content and/or grade level are 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) is different. <b>Teachers must review and analyze student data first, to set targets.</b> Remember that one must account for all students in a class, group, course, etc.
Why is it necessary for SLO targets to be tiered?	Within each class, the needs of students may differ. To ensure that the needs of all students are addressed within a SLO, targets must be tiered.
How many <b>student learning objectives</b> am I required to complete each year?	Teachers and support professionals are required to complete at least 2 student learning objectives/student outcome objectives each year. This stands true for teachers who are teaching semesterized courses and yearlong courses. For example: <ul style="list-style-type: none"> <li>• Geometry yearlong= 2 objectives/outcomes/year</li> <li>• Geometry semester=2 objectives-1 each semester</li> </ul>
If I teach a semesterized course, can I use the same <b>student learning objective</b> for both semesters for the same course?	Yes, <b>but it will still count as just 1 SLO</b> because the <b>objective</b> hasn't changed and it is the same course. NOTE: If you choose to do this, you MUST write a different <b>objective</b> for your second SLO for the second semester.
<b>SLO/SOO ASSESSMENTS</b>	

<p>How will PPSD Teachers determine baseline, progress monitoring, and final assessment for the Student Learning/Outcome Objectives (SLO/SOO)?</p>	<p>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 <b>STAR</b>, for determination of baseline, progress monitoring, final assessment for the Student Learning/Outcome Objective (SLO/SOO) in grades listed above.</p>
<p>What will be the focus of the SLO for teachers who teach students in grades or courses in which <b>STAR</b> is not administered?</p> <ul style="list-style-type: none"> <li>• Math in grade K and/or ELA in grades K-3</li> <li>• Non- ELA and Math content teachers (foreign language, physical education, electives, etc.)</li> </ul>	<p>Educators who teach students math in grade K and/or reading in grades K-3 will select one math and one ELA/Reading SLO and are encouraged, to use <b>STAR</b> to serve as part of their multiple measures for their baseline, progress monitoring, and final assessment.</p> <p>Educators who teach students Science and Social Studies are required to write one math or ELA SLO and are encouraged, to use <b>STAR</b> to serve as part of their multiple measures for their baseline, progress monitoring, and final assessment. The second SLO may be content related.</p> <p>Educators who teach students physical education must write one health-related SLO and may choose to write one SLO in physical education or one Math or ELA related SLO if it is appropriate and are encouraged, to use <b>STAR</b> to serve as part of their multiple measures for their baseline, progress monitoring, and final assessment.</p> <p>Educators who teach students foreign language 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.</p>
<p>Which additional assessments are available and acceptable for use with the SLO process for teachers, especially those who teach students the following courses where <b>STAR</b> is not administered?</p>	<p>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.</p>
<p>May teachers score their own assessments?</p>	<p>Teachers shall not score their own assessments that are used for SLO's without approval from the Evaluator.</p>
<p>Why are schools not allowed to use data from DIBELS and GRADE for their SLO's?</p>	<p>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.</p>

How should the Educator report the final results of the SLO/SOO?	Final results for Educators using <b>STAR</b> may be reported as indicated in the 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 %- proficient, on watch, on urgent intervention, etc. For example: <ul style="list-style-type: none"> <li>• 100/125 students (80%)</li> <li>• 20/125 students (16%)</li> <li>• 5/125 students (4%)</li> </ul>
<b>SLO TARGETS. APPROVAL, SCORING, RATING</b>	
What SLO Scoring Guide will PPSD use to determine final results at the EOY?	The PPSD SLO scoring Guide is as follows: <ul style="list-style-type: none"> <li>• <b>EXCEEDED</b>-Final results are 10% or more above the target.</li> <li>• <b>MET</b>-Final results are less than or equal to 5% away from the target.</li> <li>• <b>NEARLY MET</b>-Final results are greater than 5% but less than or equal to 10% away from the target.</li> <li>• <b>NOT MET</b>-Final results are more than 10% away from the target.</li> </ul>
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?	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 RIDE website. See the last page of this handbook for the hyperlinked address.
Who developed the formula that is used to determine the final SLO rating and the matrix that is used to determine the final effectiveness rating (FER) for Educators that is reported to RIDE?	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) that is reported to RIDE. Once the SLR is determined, it is plotted into the RIDE Matrix to determine the Final Effectiveness Rating that is reported to RIDE.
Is the SLO timeline adjusted for those Educators who teach students in semester courses?	Yes. Please refer to the timeline to review info 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.
What happens if an Educator fails to submit SLO?	The Educator will receive the lowest rating. This will affect the Educator's overall final rating.
Where can I find more information about SLO's and SOO's?	The best source of information is on the RIDE website. The link is located on the last page of this document.
<b>STUDENT ATTENDANCE &amp; THE SLO/SOO (FULL YEAR/SEMESTER COURSES)</b>	

<p>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?</p>	<p>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.</p>
<p>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?</p>	<p>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.</p>
<p><b>THE SUPPORT PROFESSIONALS EVALUATION PROCESS</b></p>	
<p>Which Evaluation Model will be used to evaluate PPSD Support Professionals?</p>	<p>Support Professionals are evaluated using the RIIC Support Professionals Evaluation Handbook. This year is the first full year of implementation also known as the baseline year. The Support Professionals' Rubric is will soon be available at <a href="http://www.providenceschools.org">www.providenceschools.org</a>. 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.</p>
<p><b>New! SPECIAL EDUCATORS-INCLUSION/RESOURCE/ALTERNATE ASSESSMENT</b></p>	
<p>Will there be a specially designed rubric for Special Educators?</p>	<p>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.</p>
<p>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:</p>	<p>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</p>

<p>a) Inclusion classrooms  b) Students with severe disabilities on alternate assessment (i.e. non-verbal, medically fragile, visually or hearing impaired)  c) Resource classrooms</p>	<p>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.</p>
<p>What are some important questions that could be discussed during a pre-conference or addressed in the summary?</p>	<ul style="list-style-type: none"> <li>• What does the Special Educator bring to the classroom that would not be present otherwise?</li> <li>• In what ways does the Special Educator plan with the regular Educator? How does the Special Educator plan using data?</li> <li>• What strategies or modifications does the Special Educator bring to the classroom?</li> <li>• Which indicators and components are addressed and what they will look like in the specific setting?</li> <li>• How are lessons planned in a way that fulfills the goals and objectives of multiple IEPs?</li> </ul>
<p>What are some of the responsibilities of the Evaluator in preparing for the evaluation of Special Educators?</p>	<p>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.</p>
<p>Will Special Educators be required to create artificial settings or perform in an atypical manner to meet the criteria of the evaluation model?</p>	<p>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.</p>
<p>During the observation of an inclusion setting (co-teaching), is the expectation that only one teacher will be allowed to speak?</p>	<p>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.</p>
<p>How will the inclusion Special Educator be evaluated if he/she is not the lead teacher during his/her own observations?</p>	<p>The Special Educator will be evaluated based on his/her role during that period and indicators may be adapted as necessary by the evaluator.</p>
<p>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</p>	<p>The indicators in Domains 2 &amp; 3 are based on instructional techniques that could apply and be adapted to any teacher and in any instructional content. Therefore, as it concerns</p>

<p>content during the observation?</p>	<p>Classroom Environment and Managing Classroom Behaviors, the Special Educator should be evaluated on his/ role in relation to Domain 2 &amp; 3.</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• When not teaching the entire class, the Special Educator may sit beside students and provide one-on-one help or additional instruction.</li> </ul> <p>The Special Educator may not be in the inclusion classroom every day, unless a student's needs require it.</p>
<p>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?</p>	<p>The descriptors should be discussed and adapted to fit student modes of communication prior to the observation.</p>
<p>What might instructional planning look like for a secondary inclusion teacher?</p>	<p>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.</p> <ul style="list-style-type: none"> <li>• Lesson plans may include grouping instruction for remediation, maintenance and enrichment of skills.</li> <li>• Lesson objectives are clearly scaffolded to build on prior knowledge and provide different levels of learning to specific student need.</li> </ul>
<p>What should an Evaluator expect to see in an inclusion classroom with regards to questioning of students?</p>	<ul style="list-style-type: none"> <li>• Special Educator follows up with individual students or small groups of students to ask additional clarifying questions and scaffold student thinking.</li> <li>• Special Educator structures questions for individuals or groups to engage in appropriate levels of rigorous problem solving.</li> <li>• 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.</li> <li>• Questioning may be within the parameters of the curriculum and all questions will depend on the</li> </ul>

	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?	<p>Teacher questions are varied and high quality, providing a mix of question types such as:</p> <ul style="list-style-type: none"> <li>• What is another way you might?</li> <li>• What would it look like if?</li> <li>• What was different from?</li> </ul> <p>Students ask questions such as:</p> <ul style="list-style-type: none"> <li>• Is this problem correct?</li> <li>• Could you show me the correct way?</li> <li>• How else could I do this?</li> <li>• What does this mean?</li> </ul>
<b>New! RETIREMENTS &amp; EXTENDED ABSENCES</b>	
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), may not be completed. Thus, no FER may 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, each Principal will report this information to the Office of Performance Management on a RIDE-generated spreadsheet. Once all schools have reported, this spreadsheet will be forwarded to RIDE.
Will teachers who do not receive an FER at the end of the school year be evaluated in the year of their return?	Yes, they will be evaluated fully the year they return.
Will teachers who change their roles and/or certs be evaluated in the subsequent year?	Yes, they will be evaluated fully in the subsequent year.
<b>LONG TERM SUBSTITUTE IN POOL (LTSP) /LONG TERM SUBSTITUTE (LTS)</b>	
Will LTS/LTSP's be evaluated using the teacher evaluation process?	No, only full time regular teachers "R" will be evaluated using the teacher evaluation process.
What are the performance level descriptors?	The descriptors are Highly effective, Effective, Developing and Ineffective.



# 2014-2015 Building Administrators

## **New!** THE BUILDING ADMINISTRATOR WORKFLOW

ACTIVITY	MINIMAL REQUIREMENTS
MILESTONE/EVALUATION CONFERENCES	1-Beginning of Year (BOY) AND 1-Mid Year (MOY) AND 1-End of Year (EOY)
OBSERVATIONS/IN-PERSON ASSESSMENTS/ SITE VISITS  &  FEEDBACK	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
STUDENT LEARNING (or OUTCOME) OBJECTIVE	At least 2
STUDENT GROWTH RATING	Determined by RIDE
FINAL EFFECTIVENESS RATING (FER)	Professional Practice +Professional Responsibilities +SLO Rating =Final Effectiveness Rating (FER)

## BUILDING ADMINISTRATOR TIMELINE

ADMINISTRATOR EVALUATION ACTIVITY	DEADLINE
<ul style="list-style-type: none"> <li>• Prepare for BOY-               <ul style="list-style-type: none"> <li>○ Participate in RIDE SLO Eval Training</li> <li>○ Participate in PPSD Evaluation Training</li> <li>○ Participate in 5-Day Consortium Training (new admins)</li> <li>○ Begin 20 Hour FFTPS evaluation certification training (new admins)</li> <li>○ Develop draft SLO/PGG</li> <li>○ Close Calibration #1 Window</li> </ul> </li> </ul>	Aug 1-Sep 30 (suggested)  August 31
<ul style="list-style-type: none"> <li>• Evaluators begin to Schedule Announced Visits</li> <li>• BAs submit 2 SLO's to Evaluators</li> <li>• Evaluators begin BOY's</li> <li>• Evaluators ensure teachers complete assessments for baseline data needed for SLO</li> </ul>	Sept 2  Sept 19 Sept 25  Sept 26-Oct 1
<ul style="list-style-type: none"> <li>• Evaluators begin approval of PGG/SLO</li> <li>• Announced Visits Scheduled</li> <li>• Evaluators begin Site Visits (New, Non-tenured, I/D first)</li> <li>• All SLO/PGG Approved</li> </ul>	Oct 1   Oct 30
<ul style="list-style-type: none"> <li>• Evaluators begin Announced Site Visits (tenured)</li> <li>• Evaluators begin Unannounced Visits</li> </ul>	Nov 3

<ul style="list-style-type: none"> <li>Announced/Unannounced Visits continue</li> </ul>	Nov-Jan
<ul style="list-style-type: none"> <li>Announced Visits complete</li> </ul>	Jan 12
<ul style="list-style-type: none"> <li>Evaluators begin MOY &amp; Schedule EOY</li> </ul>	Jan 30
<ul style="list-style-type: none"> <li>MOY completed (All EOY scheduled)</li> </ul>	Jan 31
<ul style="list-style-type: none"> <li>All Administrators (who will serve as Evaluators) are FFTPS Certified</li> </ul>	Jan 31
<ul style="list-style-type: none"> <li>Calibration Window #2 opens</li> </ul>	Feb 2
<ul style="list-style-type: none"> <li>Complete MOY &amp; EOY Scheduled</li> </ul>	Feb 14
<ul style="list-style-type: none"> <li>Calibration #2 Closed</li> </ul>	March 31
<ul style="list-style-type: none"> <li>Continue announced Visits &amp; Collection of Additional Evidence</li> </ul>	April 13
<ul style="list-style-type: none"> <li>Evaluators begin to Gather/Review /Analyze PGG/ SLO Data in prep for EOY</li> </ul>	
<ul style="list-style-type: none"> <li>Evaluators begin EOY</li> </ul>	May 1
<ul style="list-style-type: none"> <li>EOY Completed-Final Ratings</li> </ul>	<b>June 8</b>
<ul style="list-style-type: none"> <li>Evaluators Review/ Finalize Professional Growth Plan and PD/Planning</li> </ul>	<b>firm</b>

## BUILDING ADMINISTRATOR IMPLEMENTATION GUIDELINES

Which Evaluation Model is used to evaluate PPSD building administrators?	Building administrators are being evaluated using the Rhode Island Model. The handbook, Edition III, is available at <a href="http://www.ride.ri.gov">www.ride.ri.gov</a> . The rubric/process used for the evaluation of administrators differs from the rubric/process used to evaluate teachers and support professionals.
Does the BA Model include student learning (SLO's/SOO's)?	Yes, all guidelines regarding PGG's and SLO's/SOO's as well as deadlines related to relevant activities are the same as those for teachers and support professionals. The guidebooks and online.
What are the evaluation criteria?	The criteria are: (1) Professional Practice, (2) <b>New!</b> Professional Responsibilities and (3) Student Learning.
What are the performance level descriptors?	The descriptors are Highly effective, Effective, Developing, and Ineffective.
What is the overall process for BA's?	The process includes three conferences: Beginning of Year Conference, Middle of Year Conference, and End of Year Conference. <ul style="list-style-type: none"> <li>Multiple site visits (at least three) and professional development must occur in-between the BOY and MOY. Of the site-visits, the first one must be announced and the Evaluator must provide written feedback after each visit.</li> <li>Each BA must complete one Professional Growth Plan (PGP) and two Student Learning Objectives (SLO).</li> </ul>
How long will the conference last?	Conferences should last no less than 15 minutes.
Who will serve as BA Evaluators?	In most cases, the Zone Executive Director will serve as the Evaluator of the Principal and the Principal will serve as the

	Evaluator of the Assistant Principal.
What is the difference between the Professional Growth Plan and the Performance Improvement Plan?	At least one PG Plan is required of each BA as part of the evaluation process. The PI Plan is designed to help administrators improve and can begin at any time during the school year but it must be established for any BA who has received an "I" or "D" on the previous year's evaluation.
How does the Evaluator assess Professional Practice and Responsibilities?	The Evaluator will review evidence s/he has collected throughout the school year to assess PPPR. Evidence may be gathered from site visits, staff meetings, student/faculty professional development sessions, etc.
How is the Final Effectiveness Rating derived?	To gain a full understanding of how ratings are determined, please read and review pages 27-35 of the BA Evaluation Model Guidebook-Edition III.
<b>TEACHSCAPE OBSERVER TRAINING/CERTIFICATION/CALIBRATION PROCESS</b>	
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: <ul style="list-style-type: none"> <li>• Attend the RIIC/RIDE Five Day Evaluation Training (New Administrators)</li> <li>• Attend the RIIC SLO Module</li> <li>• Complete the Teachscape 20 hour Training and pass both Stage I and Stage II Certification Exams (New Administrators)</li> <li>• Attend RIDE Training -Personnel Responsible for Evaluating Building Administrators</li> <li>• Complete Calibration in summer and winter (Certified Administrators) one year after passing the FFTPS.</li> </ul>
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, 2015. See Teachscape FAQ for more information.
How should I study/prepare for the FFTPS?	A suggested study guide is available on the PPSD Educator Evaluation website at <a href="http://www.providenceschools.org">www.providenceschools.org</a> .
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 <a href="mailto:support@teachscape.com">support@teachscape.com</a> . 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.
<b>New! PROFESSIONAL DEVELOPMENT</b>	
What role does professional development play in	Professional development is vital for growth and

evaluation?	development for every professional. The best opportunities are those in which there is opportunity for collaboration. Administrators are encouraged to seek opportunities to work with colleagues to share, learn, plan, and reflect and to provide these same opportunities for their faculty.
What types of professional development are available to me?	<p>In addition to district professional development, the Teachscape LEARN platform offers a suite of online courses geared towards increasing the teacher and evaluator’s knowledge of the Standards and Domains:</p> <ul style="list-style-type: none"> <li>• <b>Teachscape Professional Learning Suite</b></li> <li>• <b>Teachscape Framework for Effective Teaching Series</b></li> </ul>
Does Teachscape offer any other online courses that I can benefit from as a learner and as an instructional leader?	<p>Yes, Teachscape Learning Resources located in LEARN, has consists of ten Content Libraries organized into 40 topics representing more than 160 online courses. The Content Libraries are as follows:</p> <ul style="list-style-type: none"> <li>• <b>The Common Core Series,</b></li> <li>• <b>The Competency-Based Learning Series</b></li> <li>• <b>The Data-Driven Instruction Series</b></li> <li>• <b>The Effective Instructional Strategies Series</b></li> <li>• <b>The Elementary Science Series</b></li> <li>• <b>The English Language Learner Series</b></li> <li>• <b>The Literacy Series</b></li> <li>• <b>The Mathematics Series</b></li> <li>• <b>The New Teacher Support Series</b></li> <li>• <b>The Early Childhood Series</b></li> </ul>

# Evaluation Supports

## DISTRICT LEVEL EDUCATOR EVALUATION SUPPORT

- Comprehensive electronic evaluation tool-Teachscape Reflect
- Comprehensive online Professional Development-Teachscape Learn
- District wide validated assessments
- Online Professional Development Courses
- Voluntary afterschool, district-wide and school-based professional learning opportunities
- Dedicated evaluation mailbox-DI\_Evaluation or [Evaluation@ppsd.org](mailto:Evaluation@ppsd.org)
- Teachscape Technical Support dedicated to PPSD-Send an email to- [Support@teachscpaee.com](mailto:Support@teachscpaee.com); In the subject line write- ATTN: Genaro
- PPSD Educator Evaluation Website- <http://www.providenceschools.org/employees/educator-evaluation>
- Educator Evaluation Handbook -<http://www.providenceschools.org/employees/educator-evaluation>
- Teacher Induction
- Principal Induction
- Peer Assistance and Review

## BUILDING LEVEL SUPPORTS

Suggestions for Building Principals:

- Create a professional learning community that provides teachers opportunities to share, learn, plan, and reflect
- 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.
- Create a 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 Teachscape “tech clinic” for teachers who simply need assistance navigating REFLECT, LEARN, and/or FOCUS
- Conduct workshops for teachers to help them understand the criteria by which the SLO or SOO will be approved
- Attend all 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. 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 (in person assessment/site visit).
3. Submit PGG & SLO/SOO.	4. Approve PGG & SLO/SOO.
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 (in person assessment/site visit).
9. After formal observation, complete self-reflection and submit within 24 hours.	10. Score Standard 1, 2, 3, 4.1 and submit/share with Educator.
11. Using the rubric as the reference, 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. Together, determine what the focus will be for the informal observations (in person assessments/site visits) at this time.
15. Work towards continuous improvement based on feedback from Evaluator. Continue to review/monitor progress towards attainment of PGG and SLO/SOO. (ALL except HE/E in off cycle)	16. Conduct informal 1 (in person assessment/site visit). Align and score and share with Educator.
17. Prepare to discuss SLO/PGG progress at MOY. Gather data.	18. Conduct MOY and schedule EOY at this time.
19. Continue to move towards continuous improvement based on feedback from informal 1 (in person assessment/site visit) and MOY. Continue to upload relevant evidence.	20. Conduct informal 2 (in person assessment/site visit). Conduct additional informal observation in person assessment/site visit(s) if required to gather sufficient evidence.
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.	22. Gather SLO, PGG, Standard 4 data and provide final ratings for each element/component and SLO/SOO. <ul style="list-style-type: none"> <li>• Submit and share final ratings with Educator.</li> <li>• Prepare for EOY-feedback, etc.</li> </ul>
23. Review final ratings and prepare questions for EOY.	24. Conduct EOY-discuss final ratings, make adjustments (if required), discuss strengths and challenges, and provide PD recommendations.

## Glossary of Terms

TERM	EXPLANATION
<b>RIIC</b>	<b>Rhode Island Innovation Consortium</b> -consists of the following districts: <i>Central Falls, Cranston, Pawtucket, Providence, West Warwick, Woonsocket, Rhode Island Federation of Teachers and Health Professionals</i>
<b>SLO</b>	Student Learning Objective
<b>SOO</b>	Student Outcomes Objective
<b>PGG</b>	Professional Growth Goal
<b>PGP</b>	Professional Growth Plan
<b>BOY</b>	Beginning of Year Conference
<b>MOY</b>	Middle of Year Conference
<b>EOY</b>	End of Year Conference
<b>Teachscape REFLECT</b>	<b>REFLECT</b> is an online educator evaluation management tool
<b>Teachscape FOCUS</b>	<b>FOCUS</b> is an online platform which houses the evaluator training and certification tool
<b>Teachscape LEARN</b>	<b>LEARN</b> is an online educator professional development management tool
<b>FFTPS</b>	<b>Framework for Teaching Proficiency System</b> is the online evaluator training and certification tool
<b>Rubric</b>	A <b>rubric</b> 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.
<b>SP</b>	<b>Support Professionals</b> -guidance counselors, school psychologists, speech pathologists, school social workers, librarians.
<b>TRAIN</b>	<b>Teacher Retention and Induction Network</b> -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.
<b>PAR</b>	<b>Peer Assistance and Review</b> is designed to support teachers who are in need of support tailored to improve their performance as measured by the evaluation process.
<b>TIP</b>	<b>Teacher Induction Program</b> is designed to help new and beginning teachers become highly skilled and effective professionals in the classroom.
<b>CT</b>	<b>Consulting Teachers</b> serve as coaches and mentors to veteran teachers in PAR and to new and beginning teachers in TIP.
<b>BA</b>	<b>Building Administrator</b>

# Resources

RESOURCE	LOCATION
PPSD Educator Evaluation Website	<a href="http://www.providenceschools.org/employees/educator-evaluation">http://www.providenceschools.org/employees/educator-evaluation</a>
Peer Assistance and Review (PAR)	<a href="http://www.providencepar.com">www.providencepar.com</a>
RI Department of Education Evaluation Guidebooks for Administrators	<a href="http://www.ride.ri.gov/TeachersAdministrators/EducatorEvaluation/GuidebooksForms.aspx">http://www.ride.ri.gov/TeachersAdministrators/EducatorEvaluation/GuidebooksForms.aspx</a>
RI Department of Education Measures of Student Learning (SLO/SOO) Guidebooks	<p><i>Live hyperlinks. Right click to open.</i></p> <p><a href="#">Measures of Student Learning – TEACHER [PDF, 1MB]</a></p> <p><a href="#">Measures of Student Learning – SUPPORT PROFESSIONAL [PDF, 1MB]</a></p> <p><a href="#">Measures of Student Learning – BUILDING ADMINISTRATOR [PDF, 1MB]</a></p>
Online Modules/Resources Can be used by individuals, by small/large groups, and for whole faculty professional development.	<a href="http://www.ride.ri.gov/TeachersAdministrators/EducatorEvaluation/OnlineModules.aspx">http://www.ride.ri.gov/TeachersAdministrators/EducatorEvaluation/OnlineModules.aspx</a>
Revised Bloom’s Taxonomy	<a href="http://www.utar.edu.my/fegt/file/Revised_Blooms_Info.pdf">http://www.utar.edu.my/fegt/file/Revised Blooms Info.pdf</a>
Providence Schools Framework for Effective Teaching	<a href="http://issuu.com/providenceschools/docs/providence_framework_final?e=4382911/2597020">http://issuu.com/providenceschools/docs/providence_framework_final?e=4382911/2597020</a>