

Educator Evaluation Overview

2023-2024



- Review the purposes of the evaluation process.
- Provide an overview of the process.
- Review the types of conferences you'll have.
- Review the PGG and Standard 4 pieces.
- Review the SLO/SOO/SAO process.
- Provide links to supporting documents and information.

The purpose of educator evaluation is to improve student outcomes by providing educators with the opportunity to accomplish the following:

- Work collaboratively with colleagues and evaluators to build a community of practice
- Engage in ongoing professional feedback cycles so that educators continue to build upon their teaching practice to meet goals for student achievement
- Measurably improve practice
- Develop strategies and standards that lead to effective results
- Engage in self-reflection and self-assessment
- Measurably improve student outcomes

Who is being evaluated?

- Non-tenured teachers, Support Professionals and Teachers on Special Assignment
- Tenured teachers who are “on cycle” for evaluation
- Tenured teachers who are teaching under a new certificate
- Tenured teachers/Support Professionals who were scheduled to be evaluated last year and were rolled forward for some reason
- Tenured teachers/ Support Professionals who scored a final effectiveness rating of Ineffective or Developing on the previous year’s evaluation
- Teachers on a PIP
- Tenured teachers placed on an off – cycle evaluation by administration

- All evidence is captured in your Professional Growth platform in Frontline.
- Check to make sure that you have the correct type of evaluation.
- PGGs and SLO/SOOs will be drafted and evidence/data will be uploaded
- Observations will be conducted using the observation form. A rating and actionable feedback will be submitted for educator review through the platform.
- Evidence for Standard 4, including any lesson plans or evidence of ongoing planning will also be entered and uploaded in Frontline.
- My File Library - Resources

[*Please review the the Professional Growth platform support documents.](#)

[There is an evaluation tab off of the Human Resources webpage.](#)

The website houses important information:

- Support documents broken down by evaluation type.
- Current timelines
- Links to sample SLOs and SOOs provided by RIDE
- Sample SLOs and SAOs developed by the district
- Platform user guides

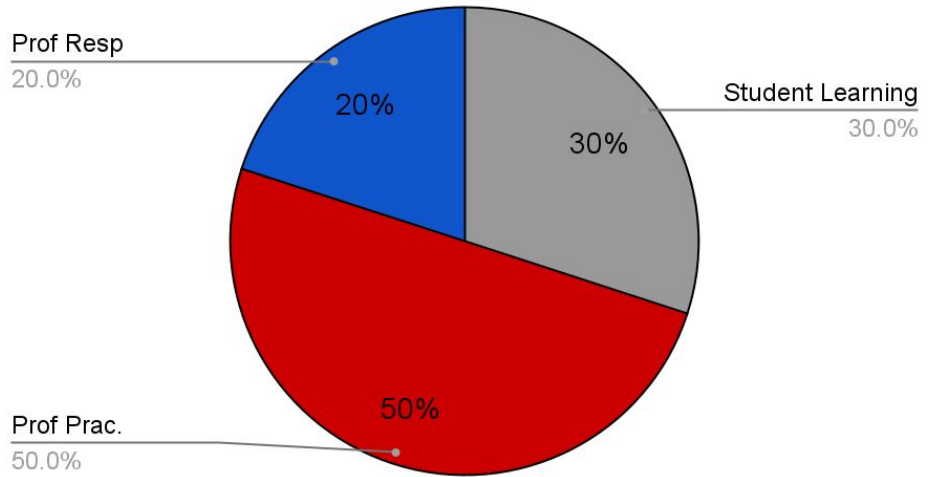
Conferences

Student Learning

Professional Practice (Standard 2: Educational Environment; Standard 3: Instruction; Standard 4.5: Continuous planning (Educators only))

Professional Responsibilities (Standard 4 and Standard 1 for Support Professionals and TOSAs)

EDUCATOR EVALUATION



Overview

Evaluation Elements	Classroom Teachers and Special Educators	Support Professionals	Teachers on Special Assignment
Rubric (linked here)	RIIESS (Teacher Rubric)	Support Professional	TOSA
Professional Practice	Classroom observations	In-person assessment	In-person assessment
Professional Growth and Responsibility	PGG and Standard 4	PGG, Standard 1 and Standard 4	PGG, Standard 1 and Standard 4
Student Learning	2 SLOs* *Interventionists may wish to review the the decision tree	2 SOOs or 1 SLO and 1 SOO - use the decision tree	2 Special Assignment Goals (SAOs)
Nuance	Standard 4.5 - ongoing planning for instruction	Much of information is gathered through conversation	Much of information is gathered through conversation

Conferences

CONFERENCES

	DESCRIPTION	FORMS TO BE COMPLETED & ACTIONS TO BE TAKEN
BEGINNING OF YEAR	<ul style="list-style-type: none">• During the BOY the evaluator and educator meet to discuss the year ahead.• Topics can include: areas where the educator may feel they want to improve, questions the educator may have about the process or rubric, planned student learning objectives and professional growth goal.• The formal observation window, post conference date and MOY date will be set during the EOY.	Educator should come to the meeting with draft SLO and PGG as well as any questions about the process or rubric.
MIDDLE OF YEAR	<ul style="list-style-type: none">• The MOY is a quick check-in where the evaluator and educator discuss progress thus far in the classroom, with the PGG and with SLOs.• Areas of struggle and needed support are identified.• The EOY Conference Date will be set during the MOY if it was not already scheduled.	Educators should have reviewed their mid-year assessment data to inform the conversation around their SLOs

	DESCRIPTION	FORMS TO BE COMPLETED & ACTIONS TO BE TAKEN
END OF YEAR	<ul style="list-style-type: none"> The educator and evaluator will meet to discuss the entire evaluation process for the year. SLO ratings will be shared as will the final effectiveness ratings. 	<p>Prior to the EOY, the evaluator will review and score standard 4 and PGG evidence. They will also review the SLO summary and data to determine a rating for the SLOs.</p>
POST OBSERVATION	<ul style="list-style-type: none"> The post observation conference takes place within a week after the formal observation. The purpose of the conference is to discuss the evidence captured during the observation and the ratings provided based on that evidence. The educator should walk away with a clear understanding of what they need to continue doing well and what they need to improve upon. 	<p>Required after the formal but highly encouraged after the informals, especially if the informal precedes the formal. You may request a conference after the informal if you would like.</p>

Observations

One Formal Observation

- **3-day agreed upon window** for observation
- You will likely be asked for the accompanying lesson plan.
- The observation will last for 30 to 60 minutes.
- The evidence gathered will be aligned and rated.
- A post observation conference will be held to debrief the observation and ratings

Two Informal Observations

- Informals can be completed **prior** to the formal. You should expect that at least one will be completed by November.
- Informals are **unannounced** observations.
- The observation will last a minimum of 20 minutes.
- The evidence gathered will be aligned and rated.
- A post observation conference is not required but can be requested.



All three evaluations carry the same weight in the final score. One does not count more than the others. The scores are averaged together as part of the FER calculation.

Standard 4.5: Evidence of Ongoing Planning

- Educators are no longer required to provide a single lesson for planning.
- Evaluators will observe and gather evidence over time related to planning for instruction.
- You are welcome to submit a lesson plan to your evaluator at any time.
- You will likely be asked to submit a lesson plan for your observations.

8-21 Lesson Plans

The parties agree that instruction requires thoughtful planning and preparation. The development of lesson plans by and for the teacher is a professional responsibility. However, a teacher's planning and preparation may be different based on a personal style, professional needs, student needs, and experience in the classroom among other things. A lesson plan is not the lesson itself. A lesson unfolds in the classroom as a teacher works with students. It is also recognized that students learn in different manners and the teacher has the greatest understanding of the unique needs of the Learners and in their classroom. As such, an administrator shall not require that lesson plans be in a particular format. Administrators shall also not require the posting or storage of lesson plans in a particular place or manner. The following rules shall apply:

1. Teachers who have less than three (3) years' experience in Providence Public Schools may be required to submit their lesson plans to the principal on a regular basis with two (2) workday notice. 
2. Current lesson plans shall be available in the classroom for inspection at all times. Teachers shall not be routinely required to submit a copy of their lesson plans or outlines to the building administration. 
3. The format and organization of lesson plans are best determined by the individual teacher. Lesson plans will not require the verbatim duplication of information clearly available by reference elsewhere.

4. A teacher's lesson plans shall reflect the last IEP for the student that was received by the teacher. This requirement may be satisfied by attaching a copy of the latest IEP or the At-a-glance to the lesson plans or identify the specific modifications/accommodations necessary for each student with an IEP.5. All teachers are to leave enough written information for substitute teachers so they can proceed with the subject matter from the point where the teachers left off. When the teacher knows of the absence before leaving the previous school day, the essential information shall be left for the substitute. When the absence is unexpected, the teacher shall call in or email the necessary information before classes begin except for obviating circumstances.

Prior to the beginning of the school day, the principal shall provide the substitute hired with said information. At the end of the school day, the substitute teacher shall return said information to the principal annotated to show what has been covered and the extent said coverage together with any other comments relative to class performance during the school day. The substitute shall sign and date his/her statement and comments and return to the principal before leaving school for the day. The principal shall return said information signed by said substitute to the regular teacher when said teacher returns to work.

6. Regardless of years of experience, any teacher who is identified for or engaged in a written performance improvement plan may be required to present his/her lesson plan to the principal on a regular basis.
7. All teachers are to prepare a seating plan each semester or more often if need be.



Standard 2: Educational Environment

Professional Practice: Standards 2, 3 and 4.5

- 2.1 Creating an environment of respect and rapport
 - 2.1a Teacher Interactions with Students
 - 2.1b Student Interactions with one another
- 2.2 Establishing a Culture for Learning
 - 2.2a Importance of Content
 - 2.2b Expectations for learning and achievement
- 2.3 Managing Classroom Procedures
 - 2.3a Management of Instructional Groups
 - 2.3b Management of Transitions
 - 2.3c Management of materials and supplies
- 2.4 Managing Student Behavior
 - 2.4a Behavioral Expectations
 - 2.4b Responding to Student Misbehavior

Standard 3: Instruction

Professional Practice: Standards 2, 3 and 4.5

- 3.1 Communicating with Students
 - 3.1a Expectations for Learning
 - 3.1b Directions and Procedures
 - 3.1c Explanation of Content
- 3.2 Using Questioning and Discussion Techniques
 - 3.2a Quality of Questions
 - 3.2b Delivery Techniques
 - 3.2c Discussion Techniques
- 3.3 Engaging Students in Learning
 - 3.3a Projects, Activities and Assignments
 - 3.3b Instructional Materials and Technologies
- 3.4 Using Assessment in Learning
 - 3.4a Assessment Criteria
 - 3.4b Monitoring Student Learning
 - 3.4c Providing Feedback to Students

Standard 4.5: Planning and Preparation

Professional Practice:
Standards 2, 3 and 4.5

4.5 Planning and Preparation

- 4.5a Knowledge of Content
- 4.5b Knowledge of Students
- 4.5c Establishing Instructional Outcomes
- 4.5d Learning Activities, Lesson Structure & Content-Related Pedagogy
- 4.5e Designing Student Assessment

SLO/SOO/SAO

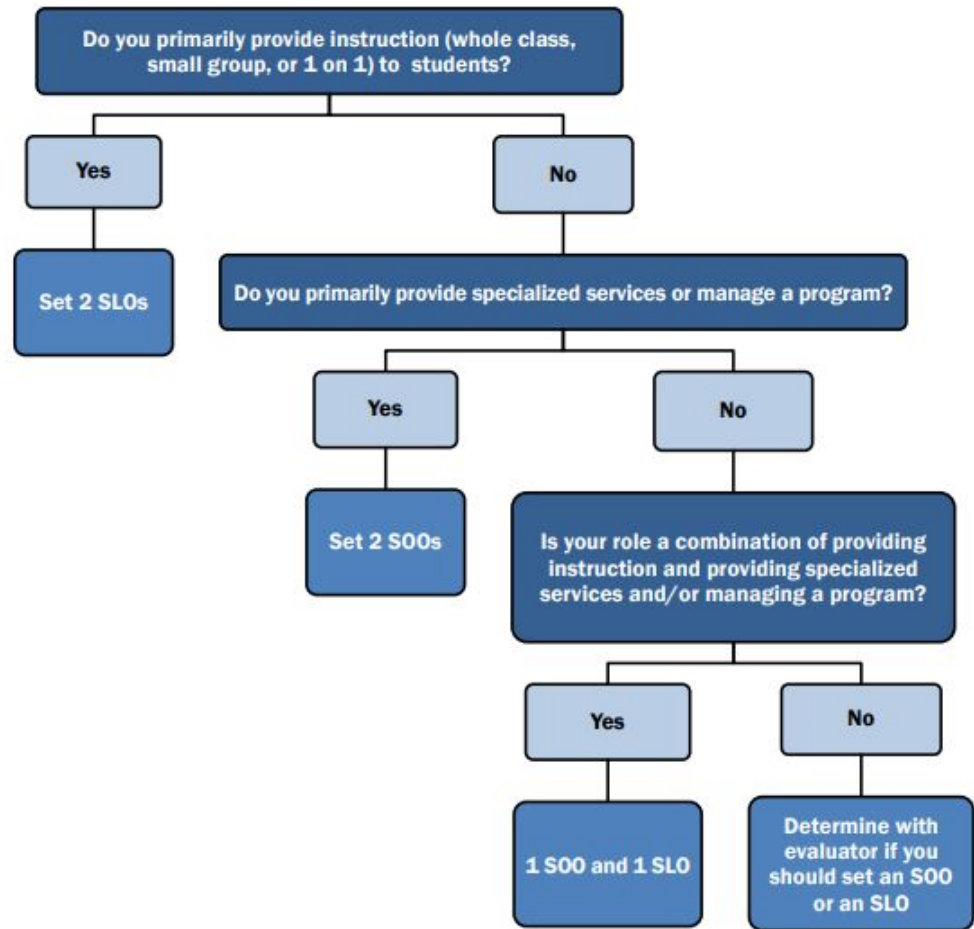
- **Educators** will develop 2 Student Learning Objectives
- **Support Professionals** will develop 2 Student Outcome Objectives
- **Teachers on Special Assignment (TOSAs)** will develop 2 Special Assignment Objectives

When possible, it makes sense for the educators' SLOs/SOOs/SAOs to match the administrators' goals so that the entire school is working toward the same outcome.

For some positions, it makes more sense to use a combination of SLO/SOO/SAO. These fields can be added to your observation profile. Please review the decision tree and discuss with your evaluator.

<p>SLO Student Learning Objective Completed by teachers of record or those with a caseload of students</p>	<ul style="list-style-type: none">● Educator sets a learning goal for their students based on a set of baseline data● The objectives must include all of the students or be representative of all students● Semester teachers can set the SLO for a semester rather than full year● Should be aligned to the school's SLOs if possible
<p>SOO Student Outcome Objective Completed by educators who primarily provide specialized services</p>	<ul style="list-style-type: none">● Refer to the SLO/SOO tree to determine if appropriate● Should be aligned to the school's goals
<p>SAO Special Assignment Objective Completed by TOSAs- educators with no students</p>	<ul style="list-style-type: none">● Relates back to the role the person holds● Should be aligned to the school or district goals

SLO/SOO Decision Tree



A combination of these fields can be added to your evaluation profile. Please email pdfeedback@ppsd.org.

A Student Learning Objective is a long term, measurable academic goal and consists of the following components:

- Content Standards- (Common Core State Standards, GSEs/GLEs, or other national standards)
- Evidence- the assessment(s) used to measure student progress/mastery
- Target- the numerical goal for student progress/mastery, based on available prior data.

STAR can be used as a data source for your SLO.

[Sample SLOs](#) (scroll to the bottom and click “teachers”)

A Student Outcome Objective is a long term goal that is focused on an outcome that increases access to learning or creates conditions that facilitate learning.

- Completed by Support Professionals
- Key questions to consider when developing an SOO:
 - What is the most important outcome that will enable students to have better access to education?
 - Where are my students with respect to this objective?
 - Based on what I know about my students where do I expect them to be by the end of the interval of service and how will I measure this?
- SOOs should reflect building/district initiatives (attendance, engagement, etc.)

[Sample SOO](#) (scroll down to Support Professional)

A Special Assignment Objective is a long-term, measurable goal related to the position of the TOSA

- The SAO should align to building/district objectives (attendance, literacy goals, math goals, etc.).
- Data sources should relate to the work of the TOSA.
- The Office of Evaluation, Induction, and Licensure is happy to help brainstorm ideas.

[Sample SAO](#)

Statement of Objective: All students who score below the standard on the school-wide writing rubric will improve by one category on the rubric before the end of 6th grade.

Evidence: I will measure student learning by assessing students' writing using the school-wide writing rubric on a quarterly basis.

Target: The ten students who scored “does not meet the standard” will move to a minimum of “partially meets the standard” and the fifteen students who scored “partially meets the standard” will move to a minimum of “meets the standard” **by** the last quarter writing assignment.

*As you write your SLO/SOO/SAO, keep in mind the wording that is used in the target. “On the last assessment” is different from “by the last assessment”.

Educators are highly encouraged to use the same SLOs the school leaders have set.

Achieving an SLO/SOO/SAO goal is considered to have “met” the goal. To “exceed” the goal, the educator must exceed the goal by at least 10%. A goal set at “100% of students will...” is not able to be exceeded.

If the evaluator does not understand the goal as written, it does not meet their expected level of rigor, is not an appropriate goal, etc., the evaluator can return it to the educator with feedback for revision. If the revisions are not acceptable, the process will be repeated. The educator **MUST** have an approvable goal.

You may wish to keep your BOY assessment in hand, especially if using a source outside of STAR or similar platforms, for your evaluator to review if needed.

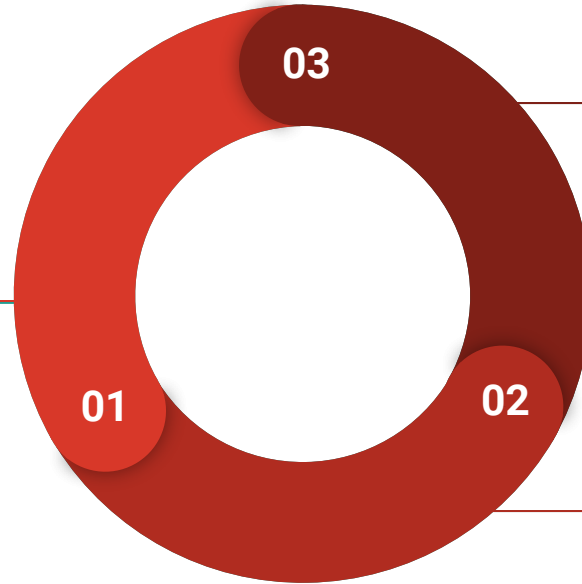
Evaluators will use the following to determine approval of SLO/SOO/SAOs:

Priority of Content

Is it aligned to standards, important curriculum targets, and/or school/district objectives?

Is it broad enough that it captures the major content of the instructional period?

Is it narrow enough that it can be measured?



Quality of Evidence

Will the source(s) of evidence provide the data you need to determine if the objective has been met?

Is it aligned? Evidence must be aligned to the standards addressed by the SLO.

Is it common? Common, externally-validated evidence is preferred (ex. A department-wide rubric)

Rigor of Target

Does the numerical target represent an appropriate amount of student learning for the interval of instruction?

Is it rigorous, yet attainable?

Is it based on data?

Professional Responsibilities

At the end of the evaluation cycle, the educator will submit a summary and evidence of each of the following:

- Professional Growth Goal
- Standard 4
 - 4.1: Reflecting on Practice
 - The reflection is **no longer focused solely on the formal observation**, it is intended to be a reflection on their practice and growth throughout the school year.
 - 4.2: Communicating with Families
 - 4.3: Showing Professionalism
 - 4.4: Growing and Developing Professionally
 - This is where the PGG gets scored (4.4b and 4.4c)
 - 4.5: Planning and Preparation (Educators Only)
 - Evaluators can request lesson plans as evidence of ongoing planning.
 - Educators will upload evidence of ongoing planning as part of their standard 4 upload.

Educators will complete a PGG form and a Standard 4 Reflection form.

Standard 1- Support Professionals and TOSAs

- Standard 1.1: Knowledge of Profession/Specialty Area
- Standard 1.2: Establishing Outcomes
- Standard 1.3: Designing Activities, Interactions & Protocols
 - 1.3a Session Activities, Interactions & Protocols
 - 1.3b Materials and Resources
 - 1.3c Planning for Groups (if applicable)
- Standard 1.4: Use of Data for Planning

Support Professionals will complete a PGG, Standard 1 Reflection, and Standard 4 Reflection.

TOSAs will complete a self-reflection and rating that encompass all rubric standards.

A Professional Growth Goal (PGG) supports the educator's development in relation to their roles and aligns with the school's and district's goals for learning and achievement. It is based on the specific needs of an individual educator but should be reflective of the mission, vision and strategic plan goals of the school or district.

A PGG must be a SMART Goal - Specific, Measurable, Actionable, Realistic, and Timebound.

The PGG will be approved by the evaluator at the beginning of the year and scored at the end of the year. It is the responsibility of the educator to provide evidence of their progress toward and completion of their set PGG.

Progress on the PGG will be discussed at the MOY conference.

ACCEPTABLE PGGs

- Completion of Emergency Certification requirements
- Completion of coursework towards a certification
- Year-long active participation in a curriculum development committee
- Year-long active participation in a PLC or academic book club
- Development of a class website as a way to increase parent involvement
- Getting certified in Google Suite

UNACCEPTABLE PGGs

- Implementing a new curriculum
- Communicating with parents
- Entering grades in a timely manner
- Completion of coursework that has nothing to do with the educational field
- Using google classroom or other platforms associated with curriculum

These lists are just a few examples and are not intended to be all inclusive.

Professional Responsibilities is 100% in your control!!

Make every effort to gather your Standard 4 evidence as you go through the school year.

Do NOT wait until the last minute to try to gather, organize and upload your evidence.

You can “save” the Standard 4 form to record your work and only submit at the end of the year.

Be aware of due dates and plan ensure your materials are uploaded in advance of that.

Final Effectiveness Rating

The Final Effectiveness Rating (FER) will be the weighted score for each element and will count according to the following percentages:

Student Learning - **30%**

Professional Practice - **50%** (Standards 2 and 3)

Professional Growth and Responsibility - **20%** (Standard 4 and Standard 1 for SPs and TOSAs)

*More information about the weighted scoring and overall calculations can be found in your Employee Evaluation Guidebook.

EVALUATION TIMELINE	
October 20	SLO/SOO/SAO and PGG submitted in Frontline
October 23 - November 10	Beginning of Year Conferences
November 15	Revised SLO/SOO/SAO and PGG (if applicable)
December 15	Last Day to conduct Formal Observations
February 12 - March 15	Middle of year Conferences
May 24	All PGG and Standard 4 summaries and evidence uploaded into Frontline
May 24	All Informal Observations Completed
At least 96 hours prior to scheduled EOY conference	SLO data and summaries entered into Frontline
May 28 - June 14	End of Year Conferences (Non-SLO/IRLA educators to be scheduled first)

MARK YOUR CALENDAR SO YOU DON'T MISS DEADLINES!!!

|2021

Rhode Island Innovation Evaluation & Support System
 Providence Innovation Rubric:
 Version 2021 (Teachers)

TEACHER RUBRIC

Teacher on Special Assignment

Teacher On Special Assignment (TOSA) Evaluation Rubric

This document was created in collaboration with Teachers on Special Assignment and evaluators from the six Rhode Island Innovation districts (Central Falls, Cranston, Pawtucket, Providence, West Warwick, Woonsocket) in order to provide a tool to be used in evaluating teachers on special assignment.

- Positions being evaluated with this rubric are teachers who are in a certified teaching position and part of the bargaining unit, who do not directly instruct/service students and SLO or SOOs do not apply.
 - Examples: Non-teaching department chairs, screeners, coaches, diagnostic assessors, in-take center, district coordinators/program supervisors/specialists, etc.
- Each LEA's DEC will identify which educators will be evaluated using the TOSA rubric.
- TOSAs using this rubric may develop SAOs (Special Assignment Objectives) in place of SLO/SOOs.

TOSA (Teacher on Special Assignment)
RUBRIC

|2019

Rhode Island Innovation Evaluation &
 Support System
 Embedded Rubric Model (Support Professionals)

Innovation Evaluation Model
 Descriptors of Practice/Rubrics

SUPPORT PROFESSIONAL RUBRIC

- Psychologist
- Social Worker
- Speech Language Teacher
- Library Media Specialist
- School Nurse Teacher
- School Counselor

READ THROUGH YOUR RUBRIC THOROUGHLY. MARKE IT UP! BRING IT TO YOUR CONFERENCES WITH YOU!!

Your evaluation is comprised of in-person observations, student learning, professional responsibilities and conferences

You will be evaluated 3 times - 1 formal and 2 informal

You will need to develop 2 student learning objectives (student outcome objectives, special assignment objectives)

You are highly encouraged to mirror or align your objectives with your school leader

You are required to gather and upload evidence aligned to Standard 4 of your rubric.

1. **Attend one of the Educator Evaluation Support Sessions.**
2. Add the dates from the timeline to your calendar so you don't miss any deadlines.
3. [Print your rubric, timeline, etc. and put them in your calendar.](#)
4. **Read the evaluation rubric** associated with your teaching assignment. *Look at the language differences between Highly Effective and Effective.
5. Think about what you want to do for your Professional Growth Goal (PGG).
6. **Develop a plan to gather and organize your standard 4 evidence in an ongoing basis.**
7. Talk to your school leader about SLO/SOO/SAOs so that you can start thinking about how you will gather data, etc.

1. Your evaluator is a good resource and knows your situation and their expectations.
2. pdfedback@ppsd.org