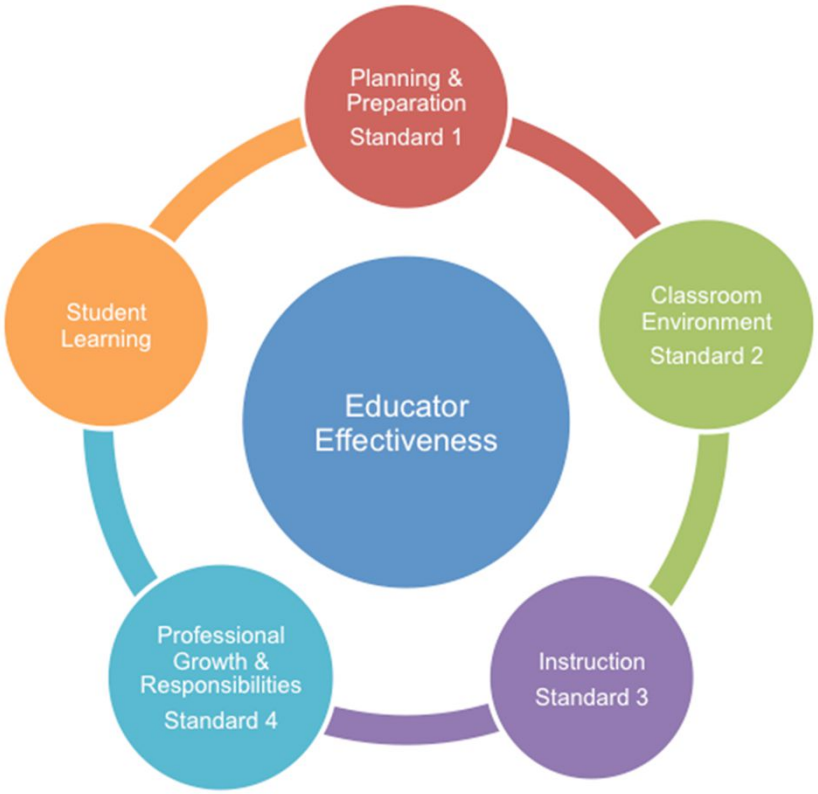
Rhode Island Innovation Evaluation & Support System (RIIESS) Refresher Training

Fall 2017

Outcomes

- Participants will:
- Understand the Key Components of the RIIESS Model
- Understand the RIDE Requirements
- Begin to Study the Standards
- Understand the Priorities of the Framework for Teaching (Charlotte Danielson)
- Learn about Goal Setting

Standards Adapted from Danielson Model
& Aligned to RIPTS



RIIESS
RHODE ISLAND INNOVATION EVALUATION & SUPPORT SYSTEM

Key Components

Self-Reflection

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

PGG's

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

SLO's (RIDE)

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

Observation and Conferencing

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

Summative Ratings

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

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RIIESS Rubric Sample

Standard

Component

Standard 3: Instruction

Component 3.3: Engaging Student in Learning

Teachers engage students in active construction of understanding by creating intellectual challenges that result in new knowledge. The ownership of learning transfers from the teacher to the students. Teachers' effective use of activities and assignments, grouping of students, instructional materials, technologies and resources, and structure and pacing, all contribute to a classroom where students are deeply engaged in learning. (Danielson's FfT, 2007)

Elements / Performance Indicators	Ineffective	Developing	Effective	Highly Effective
3.3.a *Projects, Activities and Assignments* *RIPTS 5,6*	Projects, activities and assignments lack challenge, are inappropriate, or do not cognitively engage students.	Projects, activities and assignments inconsistently challenge all students appropriately and only cognitively engage some students.	Projects, activities and assignments are appropriately challenging for all students, require 21st century skills, and cognitively engage almost all students in complex learning.	Projects, activities, and assignments are appropriately challenging for all students, require 21st century skills, and cognitively engage student in complex learning.
3.3.b *Instructional Materials, and Technologies* *RIPTS 5,6,8*	Instructional materials and technologies are inappropriate for the instructional purposes or do not cognitively engage students.	Instructional materials and technologies are partially appropriate for the instructional purposes and cognitively engage some students.	Instructional materials and technologies are appropriate to the instructional purposes, and are differentiated as appropriate to ensure that they cognitively engage most students.	Instructional materials and technologies represent multiple perspectives that are relevant to the instructional purposes, are differentiated as appropriate and ensure students are cognitively engaged. Students initiate the choice, adaptation, or creation of materials to enhance their learning and build understanding.

Elements

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Common Themes

- Equity
- Cultural competence
- High expectations
- Developmental appropriateness
- A focus on individuals, including those with special needs
- Appropriate use of technology
- Student assumption of responsibility

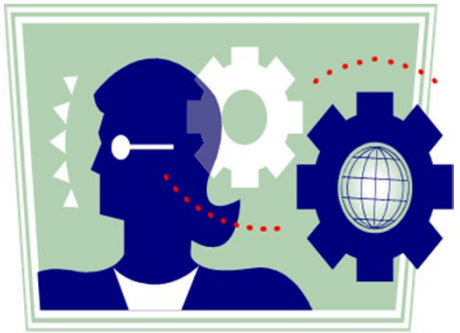
Priorities of the FfT-Based Rubrics

- Cognitive Engagement
- Constructivist Learning
- 21st Century Skills

The LEARNING is done by the LEARNER!

Cognitive Engagement

- Promotes active learning
- Builds on pre-existing knowledge
- Learning takes place in a social context
- Apprenticeship and mentoring
- Workshop/inquiry model



Constructivist Theory

- Students construct their own understanding
- Connect to what they already know
- Create their own schema
- Students experience the learning
- Reflect on those experiences
- Student-centered

21st Century Skills

- Communication
- Collaboration
- Creativity
- Critical Thinking and Problem Solving

www.p21.org

PGG- Professional Growth Goal

- A PGG is a goal that is self-determined
- A PGG reflects how YOU wish to grow Professionally over the course of a school year.
- A PGG cannot and should not be determined for you or by anyone other than you.
- A PGG must be measurable, activities and evidence must be collected over the course of a school year.

SLO- Student Learning Objectives

- Student Learning Objectives are mandated by RIDE as part of a comprehensive educator evaluation system.
- SLO's must be submitted and approved by the evaluator
- SLO's can only be changed at the MOY
- If SLO's are not approved they will be scored a 1 on the matrix.

Content of an SLO

- **Definition:** A Student Learning Objective is a long term, measureable 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.

The RIDE matrix

PP x PR	STUDENT LEARNING 4	3	2	1
4	HE	E	D	D*
3	HE	E	D	D
2	E	E	D	I
1	D*	D	I	I

Key

HE – Highly Effective
E – Effective
D – Developing
I – Ineffective

Where can I get help???

- There is strength in numbers, as grade level or subject level colleagues- you can have the same SLO/SOO- meet and create them together over dinner, drinks- whatever works.
- You can use the same SLO/SOO as you used previously (unless you are teaching something completely different) the baseline, targets will be different.
- RI Department of Ed- **www.ride.ri.gov**
- If you are in PAR or TIP you can ask one of your CT's.
- The guidebook and samples on the RIDE website are helpful.
- You can email me at **mcalabro@proteun.org**
- You can ask someone who received a 4 to use their SLO as a model.
- Remember, Specific, Measurable, ATTAINABLE, Relevant, Time-bound.

Lesson Planning & Pre-Observation Conference

- All teachers must submit a completed lesson plan.
- Lesson plans should be original and not used more than once.
- Lesson plans DO NOT have to align with the lesson being observed.
- If the Lesson Plan does not reflect the lesson being observed you must provide an overview of the lesson to your evaluator prior to the Formal Observation.
- Lesson plans can be given back to teachers to revise prior to assigning a score.

Standard 1

Planning and Preparation

Lesson Planning for teachers/Event or Activity Planning for Support Professionals.

- ***Use rubric language to guide you.***
- ***Include as much evidence as possible regarding students***
- ***Read the "by-line" at the top of each standard***

"Educators must know their students; strengths and weaknesses, interests, their readiness levels and skills sets and outside influences that affect their learning…Furthermore, educators must demonstrate this knowledge and understanding and incorporate 21st Century Skills in the planning and preparation of their lessons"

- ***Look at "Effective" and "Highly Effective" language to guide your planning***

Standards 2&3

- ***<u>The Classroom Environment-</u> focused on the relationships, respect, rapport, interactions within a classroom***

- ***<u>Instruction</u>-focused on purpose, importance, delivery, questioning and assessment of lessons, student independence and choice***

HINTS:

*** ***Look at the Indicators and Critical Attributes in each Domain (i.e. Clarity, absent of content errors, The teacher states clearly…)***

*** ***Focus on "Effective" and "Highly Effective" cells in each component (i.e. Effective-instructional purpose is clear/ Highly Effective-teacher links the purpose of the lesso student interests***

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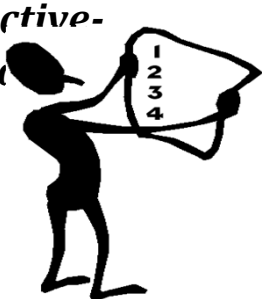

Standard 2

Classroom Environment

Innovation Evaluation Model Rubric Danielson Option (OLD)

- 2a Creating an Environment of Respect and Rapport
- 2b Establishing a Culture for Learning
- 2c Managing Classroom Procedures
- 2d Managing Student Behaviors
- 2e Organizing Physical Space

Innovation Evaluation Model Rubric – 2017 Version (original)

- **2.1 Creating an Environment of Respect and Rapport**
  - 2.1a Educators Interaction with Students
  - 2.1b Students 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 Behaviors**
  - 2.4a Behavioral Expectations
  - 2.4b Responding to Student Misbehavior

Standard 3

Professional Growth & Responsibilities

Innovation Evaluation Model Rubric Danielson Option (OLD)

- 3a Communicating with Students
- 3b Using Questioning, Prompts and Discussion
- 3c Engaging Students in Learning
- 3d Using Assessment in Instruction
- 3e Demonstrating Flexibility and Responsiveness

Innovation Evaluation Model Rubric – 2017 Version (original)

- 3.1 Communicating with Students
  - 3.1a Expectations for Learning
  - 3.1b Directions and Procedures
  - 3.1c Explanation of Content
- 3.2 Using Questioning, Prompts and Discussion
  - 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 Instruction
  - 3.4a Assessment Criteria
  - 3.4b Monitoring Student Learning
  - 3.4c Providing Feedback to Students

Standard 4

Professional Growth & Responsibilities

- Reflecting on Practice
- Communication with Families
- Showing Professionalism
- Growing and Developing Professionally

*** A collection of evidence gathered over the course of a school year which showcases the work you do!!!

*** May be displayed in the manner in which the teacher sees fit- a binder, a folder, a basket, an online file.

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Post-Observation Conferences: Preparation

- **The "Evaluatee" Should:**
- Self assess against the Rubric regularly
- Have a deep knowledge of the RIIC Rubric
- Have received evidence to review in order to write a well-informed reflection
- Use their reflection to drive the conversation
- Make connections between the evidence provided and areas of strength and areas for growth
- Regularly review their evidence and look for patterns over time

Middle of the Year Conference

- In order to make changes to SLO/SOO's in the middle of the year one of the following criteria must be met:

  1. Objectives fail to address the most important learning challenges
  2. New, more reliable sources of evidence are available
  3. Class compositions have changed significantly
  4. Teaching schedule/ assignment has changed significantly
  5. Extenuating Circumstances

- Optional, to be used if you would like to make changes to your SLOs this ONE time and based on the criteria listed above.

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Appeals Process

- **Review of Evaluation Protocol Report**

Any teacher who feels that there has been a error in the process or procedures of the Evaluation Process can file an appeal AT ANY TIME during the process.

- **Request for Appeal of PPGR/SLO Rating**

Any teacher that would like to appeal their PPGR or SLO score may do so AT ANY TIME during the evaluation process

- Teachers wanting to appeal must follow the protocols outlined on the forms and email them to Evaluation@ppsd.org

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Helpful hints…

- KNOW the RUBRIC!!!! (In depth knowledge of the rubric is the key to success)
- ORGANIZE IT !!!
- SHOW IT !!!
- DO IT !!!