



Educator Evaluation Overview

Updated: October 3, 2022



Purpose of Educator Evaluation

The purpose of the 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 the 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 this year?

- 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 I (1) or D (2) on the previous year’s Evaluation
- Teachers on a PIP
- Tenured teachers placed on an off – cycle evaluation by administration

Process Overview

- Evaluation Conferences
- Professional Practice Observations
- Professional Growth Goal
- Student Learning Objectives
- Final Effectiveness Rating



Evaluation Comparison

Evaluation Elements	Classroom Teachers and Special Educators	Support Professionals	Teachers on Special Assignment
Rubric	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	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

Evaluation Conferences

The Evaluation process includes three required conferences to take place between the educator and the evaluator:

BOY: Beginning of Year Conference

MOY: Middle of Year Conference

EOY: End of Year Conference

Formal Conferences

Beginning of Year (BOY)

Provides the educator and evaluator time to discuss the educator's goals and objectives.

Opportunity for educator to discuss any support or guidance they wish to receive

Time to address questions or concerns about the evaluation process

Time to set the window for formal observation

Discussion topics: PGG, SLO/SOO, rubric, expectations, timelines, areas of concern regarding process, confirmation of the evaluation type

Mid-Year (MOY)

Educator and evaluator review progress of student learning and the educator's practice and development

EOY is scheduled

Bring evidence of progress with PGG and SLO/SOO.

Be prepared to discuss progress, challenges and next steps between MOY and EOY.

End of Year (EOY)

In preparation for the meeting the educator uploads all evidence of completion of the PGG and of meeting the goals for SLO/SOOs

During the meeting the Educator and Evaluator review the final results of the PGG, SLO/SOO and professional practice.

Educator should leave with clear understanding of Final Effectiveness Rating and steps they can take to continue and/or improve their practice moving forward.

Informal Conferences

Post observation conferences will take place following each observation. They are intended to give you timely and actionable feedback on what was observed.

Professional Practice Observations

The evaluation process requires a minimum of at least three classroom observations.

One Formal Observation

Two Informal Observations

Written feedback will be provided to the educator after each observation.

Component-level scores aligned to the Professional Practice Rubric and rationales will be provided after each observation.

The informal observation may be conducted **prior to** the formal observation.

Professional Growth Goal

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

Professional Growth Goal Examples

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.

Student Learning Objectives

2 Student Learning Objectives

OR

1 Student Learning Objective and 1 Student Outcome Objective

OR

2 Student Outcome Objectives

OR

2 Special Assignment Objectives

*Refer to the SLO Decision tree in the Educator Evaluation Guidebook to determine what is appropriate for your position.

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)

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

Evaluation Notification

1. District notification which will include the type of evaluation you will have.
2. Notification from your administrators of who your evaluator will be.

Evaluation Platform

- 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.

Evaluation Webpage

There is an evaluation tab off of the Human Resources webpage.

This [link](#) will bring you directly to the page.

Timeline - Revised 9/28/22

REVISED	DATES	EDUCATORS
Yes - added 1 week	September 19 - October 11	BOYs
Yes - added 1 week	October 21	SLO/SOO and PGG due
Yes - added 2 weeks	November 11	Revised SLO/SOO and PGG due (if applicable)
Added	January 20	Formal Observations Completed
	January 30 - February 17	MOYs
	April 6	All Observations Completed
	May 5	All PGG and Standard 4 evidence uploaded SLO 96 hours prior to EOY
	At least 96 hours prior to EOY	SLO data and summaries entered into Frontline
	May 8 - May 26	EOYs

Formal Observations

- ❑ Educator and evaluator agree upon a **window of three consecutive school days** when the evaluator will come in to conduct the formal observation.
- ❑ The observation will last for 30 to 60 minutes
- ❑ The evaluator will gather evidence of the educator's professional practice and planning for instruction according to standards 2, 3 and 4.5 of the evaluation rubric
- ❑ Within 96 hours of the formal observation the evaluator will align the evidence gathered and will provide a score for individual elements of Standards 2, 3 and 4.5. Feedback for actionable improvement will be provided.
- ❑ A post-observation conference will be scheduled to discuss the formal observation, evidence and scoring.

Informal Observations

At least 2 informal, unannounced observations will be conducted.

Informal observations can be conducted either before or after the scheduled formal observation.

Informal observations will last a minimum of 20 minutes

Evaluator will gather evidence of educator's professional practice and planning or instruction according to elements of Standards 2, 3 and 4.5

Within 96 hours of the formal observation the evaluator will align the evidence gathered and will provide a score for individual elements of Standards 2, 3 and 4.5. Feedback for actionable improvement will be provided.

A post-observation conference will be scheduled to discuss the formal observation, evidence and scoring.

NEW: Standard 4.5 - Planning

Educators will no longer provide a single lesson plan for scoring

The evaluator will observe and gather evidence of planning for instruction over time.



Educators are welcome to submit a lesson plan to the evaluator before or after the formal observations, after the informal observation or at any other time as evidence of ongoing lesson planning

*Note: It is highly likely that the evaluator will request a lesson plan be provided as a response to an observation or as a support measure for the educator.

Article 8-21: Lesson Plans

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.



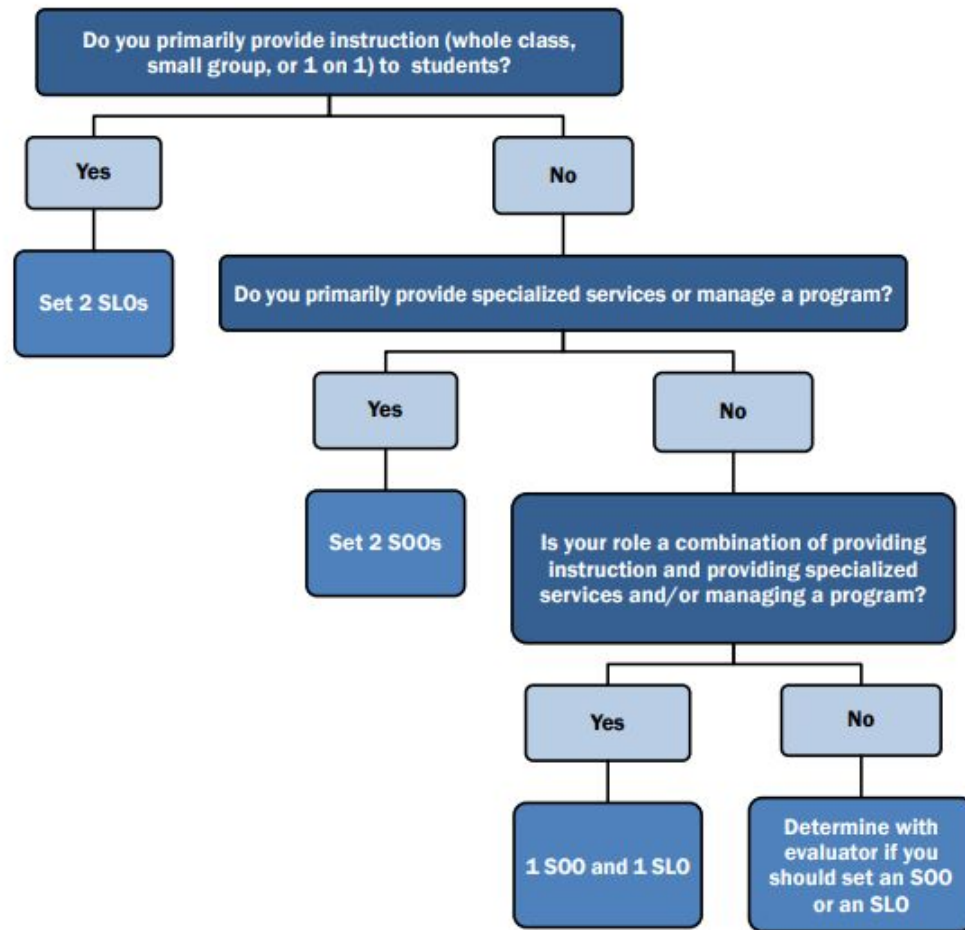


S00/SLO/SAO

SLO/SOO/SAO/XYZ?

SLO	<ul style="list-style-type: none">● Student Learning Objective● Completed by all teachers who are teacher of record or who have a caseload of students● 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
SOO	<ul style="list-style-type: none">● Student Outcome Objective● Completed by educators who primarily provide specialized services to students● Refer to the SLO/SOO tree to determine if appropriate● Should be aligned to the school's goals
SAO	<ul style="list-style-type: none">● Special Assignment Objective● Part of the TOSA evaluation - educators with no students● Relates back to the role the person holds● Should be aligned to the school or district goals

SLO/SOO Decision Tree



What is a Student Learning Objective?

Definition: 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.**

Student Outcome Objective- SOO

What is an SOO?

It is a long term goal that is focused on an outcome that increases access to learning or creates conditions that facilitate learning.

Who would complete an SOO?

That is determined by your answers to the SLO/SOO Decision Tree.

What is the structure of an SOO?

Ask yourself; 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?

Sample Student Learning Objective: Progress

- **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*

Approving SLOs/SOOs

Evaluators will use the following to determine approval of SLOs/SOOs.

Priority of Content

- Is it aligned to standards, important curriculum targets, and/or school and district priorities?
- Is it broad enough that it captures the major content of the instructional period?
- Is it narrow enough that it can be measured?

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?

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.

Key Messages about Student Learning

- A set of SLOs/SOOs is based on **multiple measures**—no educator will ever be evaluated on the basis of one test or piece of data.
- Student Learning Objectives **empower teachers** to make decisions about how student learning is measured.
- SLOs require clarity about what the **essential learning** is.
- The SLO/SOO process encourages **collaboration** among teacher teams.
- SLOs/SOOs focus attention on **data and outcomes**.
- SLOs/SOOs are an opportunity to **document the impact** educators make.

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, coffee- whatever works.
- You can email pdfedback@ppsd.org for support
- You can ask someone who received a 4 to refer to their SLO/SOO as a model.
- Remember... Specific, Measurable, ATTAINABLE, Relevant, Time-bound.

Available Resources and Supports

Professional Development Slide Decks

- Evaluation Overview
- Professional Growth Platform
- Preparing for MOY
- Preparing for EOY

Educator Evaluation Guidebook

FAQ Document

Dedicated evaluation support team -

PDfeedback@ppsd.org

Technical support for evaluation platform

Educator Evaluation electronic resources -

Page linked off of Human Resources webpage

What should you do next?

- Print or Download the Evaluator Handbook and read thoroughly.
- Print or Download your rubric and read thoroughly.
- Review the Evaluation Webpage and My File Library Resources.
- Review the FAQ document
- Book your BOY when you receive the email from your evaluator
- Start drafting your PGG
- Start drafting your SLOs

Request additional information/clarification regarding the evaluation process if needed.