

**2011-
2012**

Providence Public Schools

Educator Evaluation Gradual Implementation Handbook for Teachers



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Introduction

Providence, like all urban school districts, faces challenges in educating all our students to lead successful lives. Many of these challenges are beyond our control and require changes in public policy. But we will not use what is beyond our control as an excuse for not doing everything within our control.

Urban schools have a unique opportunity and obligation to help every student—regardless of race, income, family support, first language, or prior educational advantage—to realize the American Dream. We embrace that opportunity and obligation. Education is a right. We take seriously our moral obligation to see that every student receives the education that is their right.

The Providence Public School Board (PPSB) believes the Providence Public School District (PPSD) can be a high-performing organization. Because the quality of student learning is a driving force behind the district’s work, teachers are at the front line of educational service delivery. Therefore, evaluation, coupled with high quality professional development, is critical to the development, support, and retention of the highest quality teachers.

The Educator Evaluation Gradual Implementation Handbook is designed to provide clarity regarding how teachers will be evaluated during the 2011-12 school year as well as support all teachers as they navigate their way through the evaluation process. It is our belief that with an outstanding teacher in every classroom and excellent staff members throughout our schools, our students will graduate prepared for success in college, the workforce and life.

SECTION 1: GRADUAL IMPLEMENTATION OVERVIEW

The following table outlines the activities that will occur from January-June of 2012:

January, 2012	February, 2012	March, 2012	May, 2012	June, 2012
PD is Scheduled for Teachers (Module 2: Setting Professional Growth Goals & Observation and Conferencing) PD is Scheduled for Teachers (Module 3: RIIC Teacher Evaluation Model Rubric Review) Teacher SLOs are Due Building Administrators Schedule Observations	PD is Scheduled for Teachers (Module 3: RIIC Teacher Evaluation Model Rubric Review) Formal Observation Process Begins (Pre-Conference, Observation, Post-Conference) Informal Observation Process Begins Teachers submit Professional Growth Goals	Teachers Revise SLOs (if applicable) Formal and Informal Observations Continue	End-of-Year Conferences are Scheduled Formal and Informal Observations Continue	End-of-Year Conferences are Scheduled

What model will be used to evaluate Providence Public School teachers?

Providence Public Schools is one of six districts in Rhode Island to adopt the [Rhode Island Innovation Consortium \(RIIC\) Educator Evaluation and Support System Model](#). The RIIC system is built on the belief that educator evaluation must be focused on professional growth, be based on multiple sources of evidence and provide meaningful feedback and support to educators in service of continuous improvement in teaching and learning. The model is adapted from Charlotte Danielson’s Framework for Teaching and is aligned with the RI Educator Evaluation System Standards, the RI Professional Teaching Standards, and the RI Code of Professional Responsibility.

What will I be evaluated on using this model?

Using the RIIC model, teachers will be evaluated in the following 6 domains:

- Planning & Preparation
- The Classroom Environment
- Instruction
- Professional Growth
- Professional Responsibility
- Student Learning

The first 5 domains are included in the [RIIC Evaluation Model Rubrics](#). The 6th domain, Student Learning, is prescribed by RIDE and is the same for all educator evaluation models throughout the State.

What is gradual implementation?

The Rhode Island Department of Education has established guidelines for gradually implementing educator evaluation during the 2011-12 school year. The following table outlines the components required by RIDE and includes PPSD’s plan for gradual implementation of each component as well as supports for teachers:

Component	RIDE Requirement	PPSD: RIIC Gradual Implementation	Supports
Evaluation Conferences	3 Evaluation Conferences	Pre-observation conference Post-observation conference End-of-year conference Pre-conferencing begin in February, 2012	Teacher trainings : Module 2-January, 2012
Observations	1 Formal & 1 Informal	1 formal (announced) & 1 informal (unannounced) Formal observations begin in February, 2012	Teacher Trainings: Module 2-January, 2012 Module 3- January & February, 2012
Professional Growth Goals	Set at least 1	1 professional growth goal using the SMART (Specific, Measureable, Attainable, relevant and Time-Bound) goal process	Teacher Trainings: Module 2- January, 2012
Student Learning Objectives	Set at least 2	By January 13, 2012, all Providence teachers are expected to develop two student learning objectives	Teacher Trainings: Module 1- November, 2011
RI Growth Model	Not applicable in 2011-12	Not applicable in 2011-12	N/A
Final Effectiveness Rating	Aggregate ratings collected for info only in 2011-12	Aggregate ratings collected for info only in 2011-12 with the exception of Innovation Schools. In the Innovation schools, teachers’ ratings will count as a baseline.	N/A

How is the Final Effective Rating calculated?

At the end-of-the-year conference, the evaluator will provide the teacher with their summative professional practice rating. This rating is based on all of the evidence that was collected during the formal and informal observation process. The evaluator will also provide the teacher with their Student Learning Objective (SLO) rating at this time. A final effectiveness score will be identified using the RIDE matrix. Please note that for the 2011-12 school year, the final effectiveness rating will be collected for developmental purposes only, with the exception of Innovation Schools. In the Innovation schools, teachers’ ratings will count as a baseline.

		Student Learning Measures				
		5	4	3	2	1
Local RIIC Evaluation Rating PP/PR	4	HE	HE	E	E	D
	3	HE	E	E	D	IE
	2	E	E	D	D	IE
	1	D	D	D	IE	IE

PP= Professional Practice
PR= Professional Responsibilities

4= Highly Effective
3= Effective
2= Developing
1= Ineffective

Student Learning Measures

5= Exceptional Attainment of Objectives
4= Full Attainment of Objectives
3= Considerable Attainment of Objectives
2= Partial Attainment of Objectives
1= Minimal or No Attainment of Objectives

Scoring

HE= Highly Effective
E= Effective
D= Developing
IE= Ineffective

Who will be evaluated during gradual implementation?

During the 2011-2012 school year, all classroom teachers will be observed; this includes specialist—Fine Arts, PE and Health. Social Workers, School Psychologists, Nurses, Librarians, Speech and Language Pathologists, Guidance Counselors, DATs, Reading Coaches, and Special Education Specialists will begin the observation process during the 2012-2013 school year.

Who will be my evaluator?

During the 2011-12 school year, building administrators, with the support of Central Office staff, will be evaluating teachers.

When will my formal observation be scheduled?

The scheduling process for all schools will begin in January, 2012. The formal observation process will commence on February 6, 2012. Building administrators will be working with teachers to schedule formal observations at the building level.

GRADUAL IMPLEMENTATION FOR INNOVATION SCHOOL TEACHERS

What if I am a teacher at an Innovation School?

Please note that evaluations conducted in Innovation schools during the 2011-12 year of gradual implementation **will** result in the determination of a baseline effectiveness rating at the end of the school year. The baseline rating will be used to assess the type of professional growth plan and supports that you may require during the 2012-13 school year. Evaluation data and growth plans from this school year and during the 2012-13 school year will be used to determine faculty members' long-term employment within the system.

Why does this year count as a baseline year for Innovation school teachers?

The Rhode Island Department of Education's *Protocol for Interventions* requires transformation schools to implement "rigorous, transparent, and equitable evaluation system for teachers and principals". Therefore, all faculty members at Innovation schools have been required to sign an election to work agreement whereby they agree to fully participate in the new evaluation and peer review process.

SECTION 2: OBSERVATION AND CONFERENCING

The following table outlines the components of RIIC observation and conferencing protocols:

Stage	Pre-Conference	Formal Observation	Post-Conference	Informal Observation	End-of-Year Conference
Preparation	<p>Teacher submits lesson plan ahead of time</p> <p>Evaluator reviews lesson plan and identifies gaps in evidence based on standard 1</p>	N/A	Teacher submits reflection	N/A	A final effectiveness score will be calculated using RIDE matrix
Implementation	Teacher presents evidence and evaluator asks clarifying questions	<p>Teacher teaches lesson</p> <p>Evaluator observes lesson and collects evidence for Standards 2 and 3</p>	<p>Evaluator and Teacher review the evidence and identify strengths and areas for improvement</p> <p>Evaluator collects evidence based on reflection and conversation for Standard 5a</p>	<p>Teacher teaches lesson</p> <p>Evaluator observes lesson and collects evidence for Standards 2 and 3</p>	Evaluator provides teacher with their Professional Practice Rating based evidence from formal and informal observation (holistic) and SLO rating
Time Frame	Approximately 20-30 minutes	Approximately 40-60 minutes	Approximately 45-60 minutes	Approximately 10-20 minutes	Approximately 45-60 minutes

SECTION 3: PROFESSIONAL GROWTH GOALS

What is a professional growth goal?

A professional growth goal is a long-term, measurable goal written by the teacher in an area in which they have identified as needing improvement through self-assessment. Each teacher will be responsible for writing one professional growth goal during the 2011-12 school year.

What guidance is there to help me write my professional growth goal?

All teachers will use the SMART (Specific, Measurable, Attainable, Relevant, and Time Bound) goal process to craft their professional growth goal. The SMART goal process provides teachers with the following guiding questions:

- **Specific:** What is it that I want to achieve?
- **Measurable:** How will I know I've achieved it?
- **Attainable:** Is the goal realistic?
- **Relevant:** Why am I doing this? Does the goal address an identified need?
- **Time Bound:** When will I achieve this?

How is my professional practice goal approved?

By **Wednesday, February 15**, you will submit your Professional Growth Goal to your evaluator. There is no specific approval process for the 2011-12 school year. However, you will revisit your goal during your end-of-year conference and will be asked to supply evidence showing that you worked towards meeting your goal.

SECTION 4: STUDENT LEARNING

How will student learning be measured?

During gradual implementation, student learning will be measured using student learning objectives (SLOs). Each educator will be responsible for writing two SLOs during the 2011-12 school year.

Now that I have written my SLOs, how will they be approved?

Your building level administrator will approve all SLOs based on the following criteria:

Priority of Content	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• 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.

What do I do if my SLO is found unacceptable?

If your SLO is found unacceptable based on any of the three areas described above, your building administrator will provide you with specific feedback so that you can revise and resubmit your SLO for approval.

Will I have an opportunity to revise my SLO if I collect evidence that warrants revision?

If after collecting evidence a teacher needs to revise their SLOs, they will have the opportunity to do so mid-year. During the 2011-12 school year, this mid-year revision should take place mid-March, 2012.

How are my SLOs scored?

In May or June of 2012, teachers and evaluators will meet for their- end-of-the year conferences. The evaluator will provide the teacher with an individual rating of did not meet, met or exceeded for each SLO. The evaluator will then combine the individual ratings into one holistic rating using the following SLO scoring guidelines:

- 5= Exceptional Attainment of Objectives
- 4= Full Attainment of Objectives
- 3= Considerable Attainment of Objectives
- 2= Partial Attainment of Objectives
- 1= Minimal or No Attainment of Objectives

For the 2011-12 school year, this holistic score alone will count as the student learning portion of the evaluation.

SECTION 5: STUDENT GROWTH MODEL

The RI Growth Model is not a component of Educator Evaluation until the 2012-2013 school year. For more information, please visit the [RI Growth Model webpage on the RIDE website](#).