

Transforming Education in Rhode Island

The Race to the Top Opportunity

RTT: Year 4 Implementation One-Pagers for LEA Scope of Work Projects

Intended to help guide clear choices for implementation:

MUST DO (fixed scale); MUST DO (flexible scale); and MAY DO.

- The projects connect to your Scope of Work and the Systems of Supports (1-4).
 - Projects that are complete (e.g., School Spring), projects under System of Support 5 (only applies to four districts), and special projects (e.g., VLMM) do not have a one-pager.
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EDUCATOR EVALUATION

RIDE Commitments from RTT SOW

Coordinate the development and ongoing refinement of the Rhode Island Model for educator evaluation that meets the RI Professional Teaching Standards for teachers and RI Leadership Standards for administrators.

Develop and provide support and training to LEA teams so that they can understand and implement the evaluation system with fidelity. Design, build, and use an Educator Performance Support System and train evaluators on the use of the system to complete district evaluations.

Provide technical assistance and support around the educator evaluation and human capital policies required in order to meet the Basic Education Program (BEP).

LEA Commitments from RTT SOW

Identify a district evaluation committee that will work closely with RIDE. Participate in training in order to implement the evaluation system with fidelity. Monitor the fidelity, consistency and quality of educator evaluation implementation within and across schools.

Submit the required data collections and monitor the quality and completeness of the implementation.

Use the information from the performance evaluations to inform personnel development plans and, after two years, human capital decisions such as tenure and dismissals.

Align district policies to the BEP regarding educator evaluation and human capital decisions.

Year 4 LEA Requirements to meet RTT Commitments:

All LEAs must continue implementing their approved evaluation model for teachers and principals and gradually implement an approved evaluation system for support professionals. As part of that implementation, RI model personnel evaluating teachers must attend a 1.5 day in person training during summer/early fall 2013 as well as four hours of on-line module training. During the 2013-2014 school year, evaluators will be required to engage in two additional on-line modules. Districts not implementing the RI model may have different requirements.

All LEAs are required to submit component and summative level ratings via the EPSS for all staff evaluated.

RIDE Support for LEAs during Year 4:

- LEAs received RTT funding to support evaluators participating in training and, in some cases, to provide ISP support.
- RIDE will offer several online topical modules as well as in-person support opportunities.
- Similar to SY 2012-2013, RIDE will provide required training for new and continuing evaluators during Summer 2013.

INTENSIVE CURRICULUM ALIGNMENT

RIDE Commitments from RTT SOW

Support state-wide LEA efforts to develop guaranteed and viable curricula aligned to the Common Core State Standards (CCSS) in English language arts, mathematics, science and social studies efforts by providing statewide resources and being responsive to needs and concerns among LEAs.

Coordinate the development of model curriculum work between the Dana Center and cohorts of involved LEAs.

LEA Commitments from RTT SOW

Identify opportunities to deepen understanding of the CCSS among all educators in the district. Ensure that there are guaranteed and viable curricula aligned to the CCSS in ELA and mathematics.

If participating in model curriculum development with the Dana Center, LEA teams will attend all curriculum writing and leadership sessions.

Adopt and use a curriculum that is challenging and aligned to rigorous state standards in science and social studies, including Rhode Island's Civic Standards.

Year 4 LEA Requirements to meet RTT Commitments:

All LEAs must develop curriculum that is aligned to the CCSS, and implement that aligned curriculum starting in the 2013-2014 school year. LEAs were given funding through RTT for initial Study of the Standards sessions and, if applicable, to participate in curriculum development cohorts with the Dana Center. In Year 4, LEAs must continue their participation in the Dana Center curriculum cohorts (if applicable). Additionally, they must continue to transition to a common core aligned curriculum.

RIDE Support for LEAs during Year 4:

- LEAs may amend uncommitted funds or unused funding to support this work (i.e., funding district in-person professional development sessions aimed at deepening understanding in core instructional shifts)
- RIDE will continue to offer resources via the RIDE website
- All LEAs have access to model curricula developed in curriculum cohorts via the Instructional Management System

DATA USE PD

RIDE Commitments from RTT SOW

Assess LEA needs regarding data use in their schools and across their district in order to deliver LEA-specific 'Using Data' Professional Development trainings and workshops to district and school teams.

LEA Commitments from RTT SOW

Identify district and school teams to participate in 10-day 'Data Use' professional development series.

Year 4 LEA Requirements to meet RTT Commitments:

All schools within the LEA must engage in 'Data Use' PD either in SY12-13 or SY13-14, which allows districts to take full advantage of the professional development while supported under RTT.

Participation involves identifying a school data leadership team, inclusive of the principal, to engage in 10 days of professional development, as well as working with RIDE to coordinate the logistics, select training dates, and to customize the focus of the three school-specific visits with the Data Use coach.

RIDE Support for LEAs during Year 4:

- Similar to SY12-13, RIDE will provide the data use coach as well as PD content and will coordinate all logistics.
- LEAs have \$3,900 per school in RTT funding. Uncommitted funds may also be used to support deepened work in this area, or sustainability of SY12-13 learnings.

FORMATIVE ASSESSMENT PD

RIDE Commitments from RTT SOW	LEA Commitments from RTT SOW
Develop online professional development training modules on the Formative Assessment process, available to all LEAs through the Instructional Management System.	Provide all educators with access to the state-wide IMS tools and resources, including the Formative Assessment training modules. Facilitate and engage educators in the formative assessment training modules and integrate formative assessment practices into daily instruction.

Year 4 LEA Requirements to meet RTT Commitments:

LEAs must access the modules during SY13-14 *at a scale that is aligned to the needs and capacity of their district* and that utilizes the funding provided under RTT. Participation in the modules includes the coordination of a community of practice or collaborative discussion around incorporating the practices into daily instruction.

For districts that completed the modules during SY12-13, they should focus on continuing to build on the practices learned. Please note that an amendment must be filed if you do not intend to use your RTT funding to support this.

RIDE Support for LEAs during Year 4:

- Similar to SY12-13, RIDE will provide a facilitator orientation in Fall 2013 as well as facilitator guidebooks to support accompanying community of practice discussions.
- LEAs have funding for individuals to attend facilitator orientation or as replacement costs for engaging in the PD.
- For LEAs who request more intensive technical assistance around configuration of the IMS, the RIDE helpdesk will support LEAs in the submission of TCS data, as well as setting up roles in the IMS, etc.
- LEAs should reach out to the RIDE project lead for support on setting up the PD and/or implementation strategies

Examples of Implementation:

Develop one or two 'experts' in formative assessment strategies at each building
Use as an area of support for teachers whose evaluation identified this as an area of growth
Engage all educators in a school(s) in the modules and facilitate a community of practice

INTERIM ASSESSMENTS

RIDE Commitments from RTT SOW	LEA Commitments from RTT SOW
Develop Interim Assessment fixed form and test construction tools, accessible through the Instructional Management System, and provide training on the use of Interim Assessments to support instruction.	Provide all educators with access to the state-wide IMS tools and resources, including the Interim Assessments. Develop an implementation plan to use Interim Assessments so that student data is used to monitor and support student progress.

Year 4 LEA Requirements to meet RTT Commitments:

LEAs must utilize either the fixed-form interim assessments or test construction tool in SY13-14 *at a scale that is aligned to the needs and capacity of their district*. We believe that these tools are particularly valuable as a means to communicate expectations about the rigor underlying the CCSS and the new PARCC assessments, and to begin measuring students progress towards the CCSS.

RIDE Support for LEAs during Year 4:

- Similar to SY12-13, RIDE will provide support in the form of webinars and group training sessions on the administration of the fixed-form assessments, use of the test construction tool, and scoring of the assessment items.
- RIDE will release a schedule of items that will be released, organized by content area, during summer 2013.
- For LEAs who request more intensive technical assistance around configuration of the IMS, the RIDE helpdesk will support LEAs in the submission of Teacher-Course-Student data, as well as setting up roles in the IMS and ensuring that all teachers have verified their single sign-on accounts

Examples of Implementation:

Provide training and access for teachers to use the Test Construction Tool and item bank

Administer the fixed form assessments throughout the school year

Administer the fixed form assessments or create common assessments at all grade levels and in both ELA and Math

BEGINNING TEACHER INDUCTION

RIDE Commitments from RTT SOW

Create an instructionally-focused and data-driven induction program for all first-year teachers across the state and for second year teachers in core urban districts.

LEA Commitments from RTT SOW

Participate in the design and development of the statewide data-driven and instructionally focused Induction Program for beginning teachers.

Determine district approach for continuation and sustainability of data-driven and instructionally focused coaching for beginning teachers.

Year 4 LEA Requirements to meet RTT Commitments:

LEAs may participate in a state-wide induction program during the 2013-2014 SY. RIDE has RTT funds to support 180 Beginning Teachers to participate in the induction program.

If LEAs do not choose to participate in the state-wide induction program, they should determine how their existing structures may need to be revised (or, new structures created) to support a data-driven and instructionally-focused coaching model for beginning teachers as required in the BEP.

RIDE Support for LEAs during Year 4:

- RIDE will fund 75-90 minutes of coaching weekly for 180 teachers statewide.
- In addition, LEAs have an option of purchasing RIDE beginning teacher induction services.
- Similar to SY12-13, RIDE will open Induction Coach training up to LEAs who want to build internal capacity. LEAs could choose to send additional staff to Induction training at their own expense or by utilizing uncommitted funds.

IMS: PINNACLE & EXCEED RTI PLATFORMS

RIDE Commitments from RTT SOW	LEA Commitments from RTT SOW
Develop and implement a statewide Instructional Management System, inclusive of feedback from key stakeholders on components to be included.	Provide all educators with access to the state-wide Instructional Management System tools and resources starting in fall 2012.
Train school leadership teams and key individuals on how to configure and use the IMS.	Train school leadership teams and key individuals on how to configure and use the IMS.

Year 4 LEA Requirements to meet RTT Commitments:

LEAs may choose to utilize the tools and functionality provided by the Instructional Management System Pinnacle or Exceed Rtl platforms *outside of* the Formative Assessment PD and Interim Assessment functionality.

Utilization of Pinnacle requires LEA system configuration in order to ensure that the curriculum is loaded, appropriate roles are designated, and that access is provided to the appropriate teachers. Please note that, for LEAs working with RIDE to develop model curriculum, they must utilize the system for key curriculum development activities. Similar configuration must be done prior to utilizing Exceed in order to ensure that the system mirrors the existing intervention processes in the LEA. The tool is not designed to introduce Rtl processes into the district.

RIDE Support for LEAs during Year 4:

- Similar to SY12-13, RIDE will provide support in the form of online webinars and guidance documents, as well as in-district support on the configuration of Pinnacle and Exceed
- For LEAs who request more intensive technical assistance around configuration of the IMS, the RIDE will support LEAs in the submission of TCS, as well as setting up roles in the IMS.

Examples of Implementation:

Use review process in IMS to have educators develop and peer review one lesson per unit.

Train educators in and implement Exceed Rtl in one school already demonstrating strong Rtl practices.

Train all LEA educators to access Interim and state assessment reports in IMS (curriculum must be linked to courses)