



Rhode Island Model Academy for Personnel Evaluating Building Administrators

Day 1



Introductions

- Interview a partner and find out:
 - *Your name & district role (as it pertains to evaluation)*
 - *An interesting little-known fact about the person*
- Be prepared to introduce each other to the group

Housekeeping and Overview

Norms

- Equity of voice
- Active listening
- Safety to share different perspectives
- Confidentiality
- Respectful use of technology
- Parking Lot
- Others?

Expectations

- Daily sign in
- Lunch from 12:00 -12:30
- Daily feedback at the closure
- Two day attendance = successful completion

Resources

RIDE website: <http://www.ride.ri.gov/>

Evaluation email: EdEval@ride.ri.gov

*RIDE staff members will respond to your context-specific questions.

Day 1

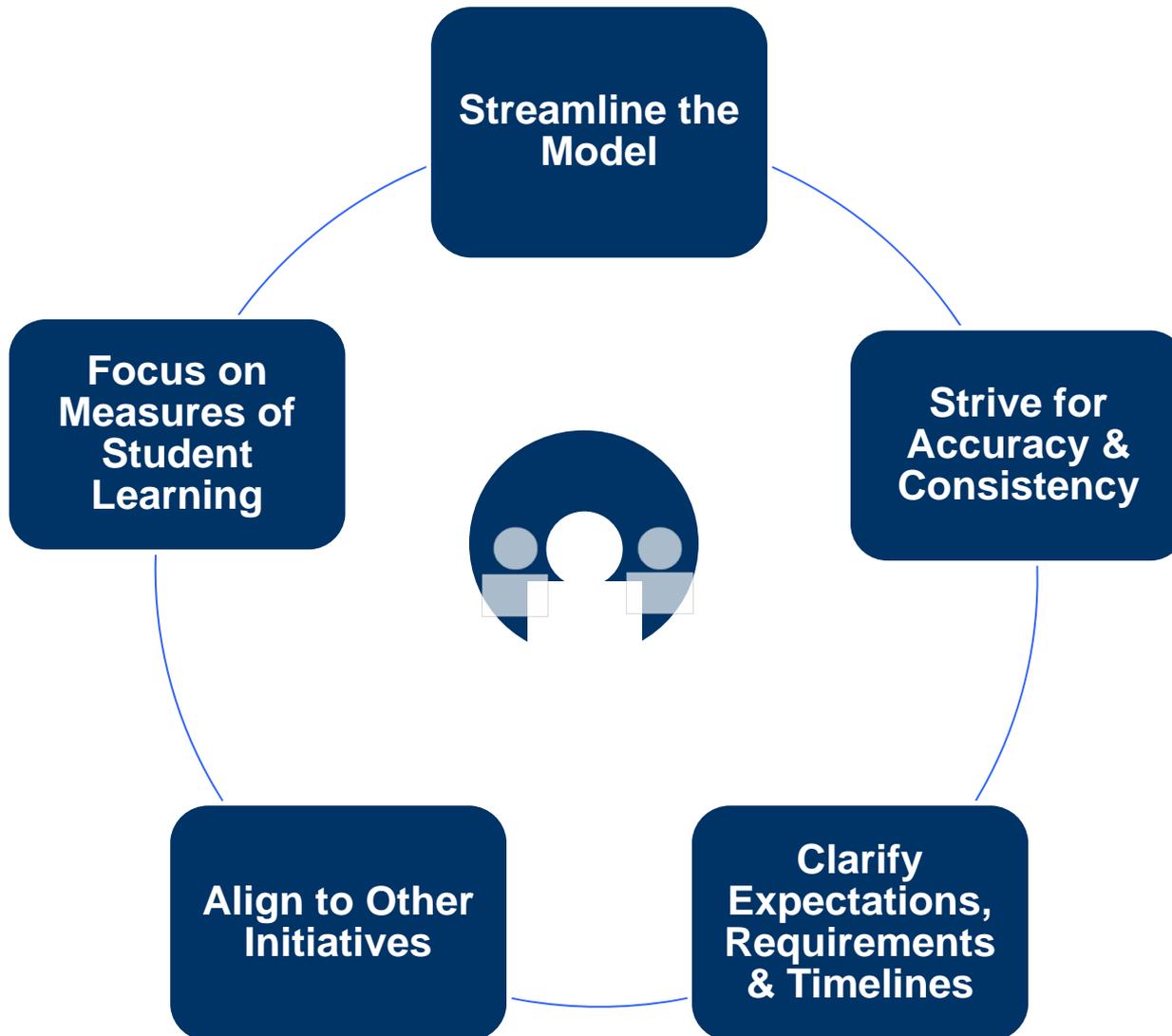
Day 2

Session 1: Framing the Work and Understanding the Rubrics

Building Administrator evaluators will:

- Understand expectations for the Academy
- Understand Edition II model refinement and rationale
- Understand the architecture and key terms of the Professional Practice and Professional Foundations Rubrics
- Become familiar with the Support and Development Process

Edition II: Five Key Priorities for Model Refinement.



Supports for This Year

Types of Supports for Full Implementation:

- **Guidebooks** – 2 distinct guidebooks – one for the teacher model and one for the building administrator model
- **In-person professional development** – including this 2- day summer academy and follow up support during the school year
- **On-line learning opportunities-** as needed or requested, RIDE will develop electronic support opportunities through webinars and other technology
- **Ongoing guidance** – documents and tools as new questions/challenges arise
- **Dedicated email address** - managed by RIDE, for ongoing questions and feedback – edeval@ride.ri.gov
- **Evaluation ISPs (where applicable)**



Teacher Professional Practice Supports

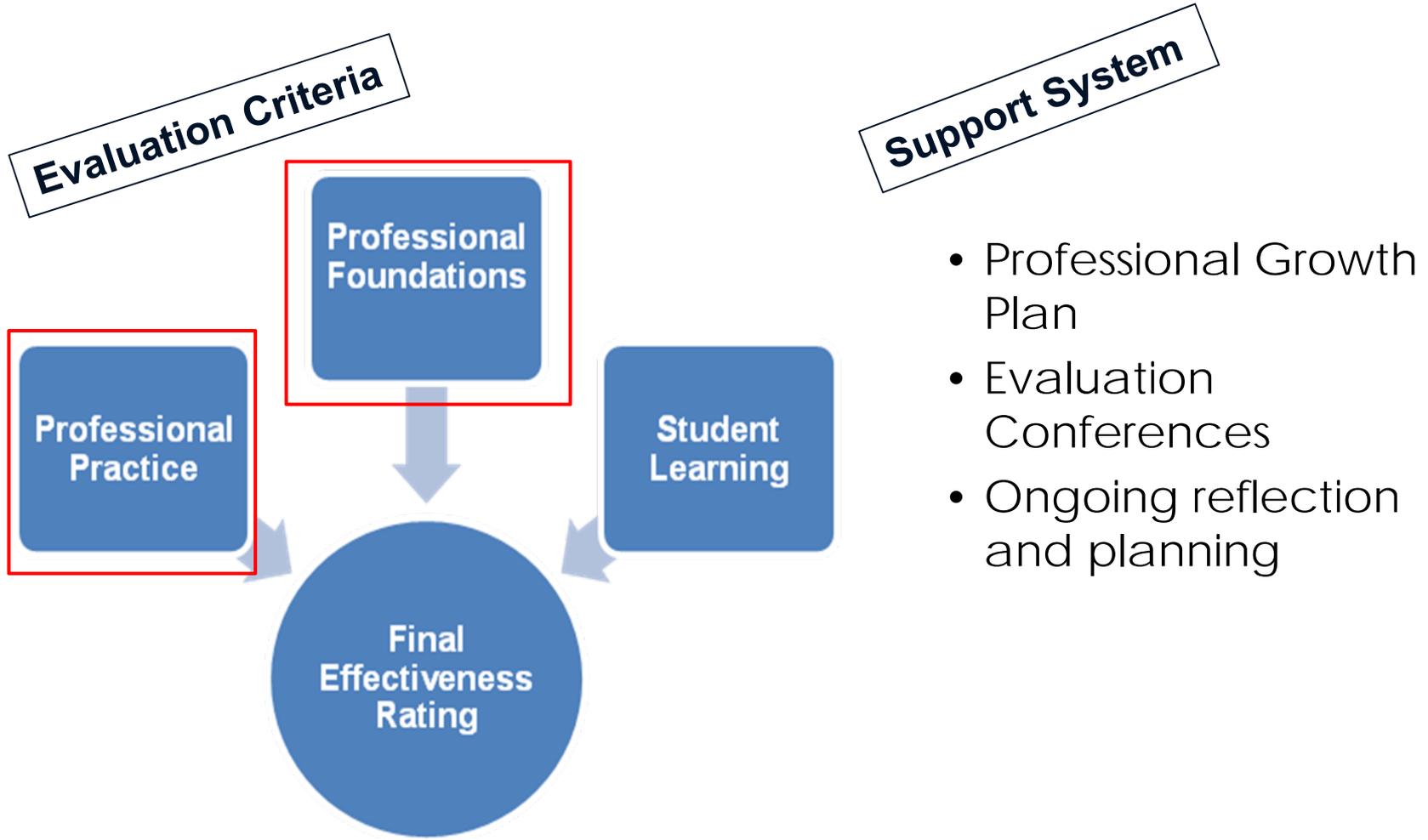
- Personnel evaluating Building Administrators have been provided access to FFTPS
- Employed RI educators who are designated evaluators were given access prior to the start of their Academy
- Completion of FFTPS observer training data and Proficiency Test data will be shared with LEAs

Edition II: For Personnel Evaluating Building Administrators

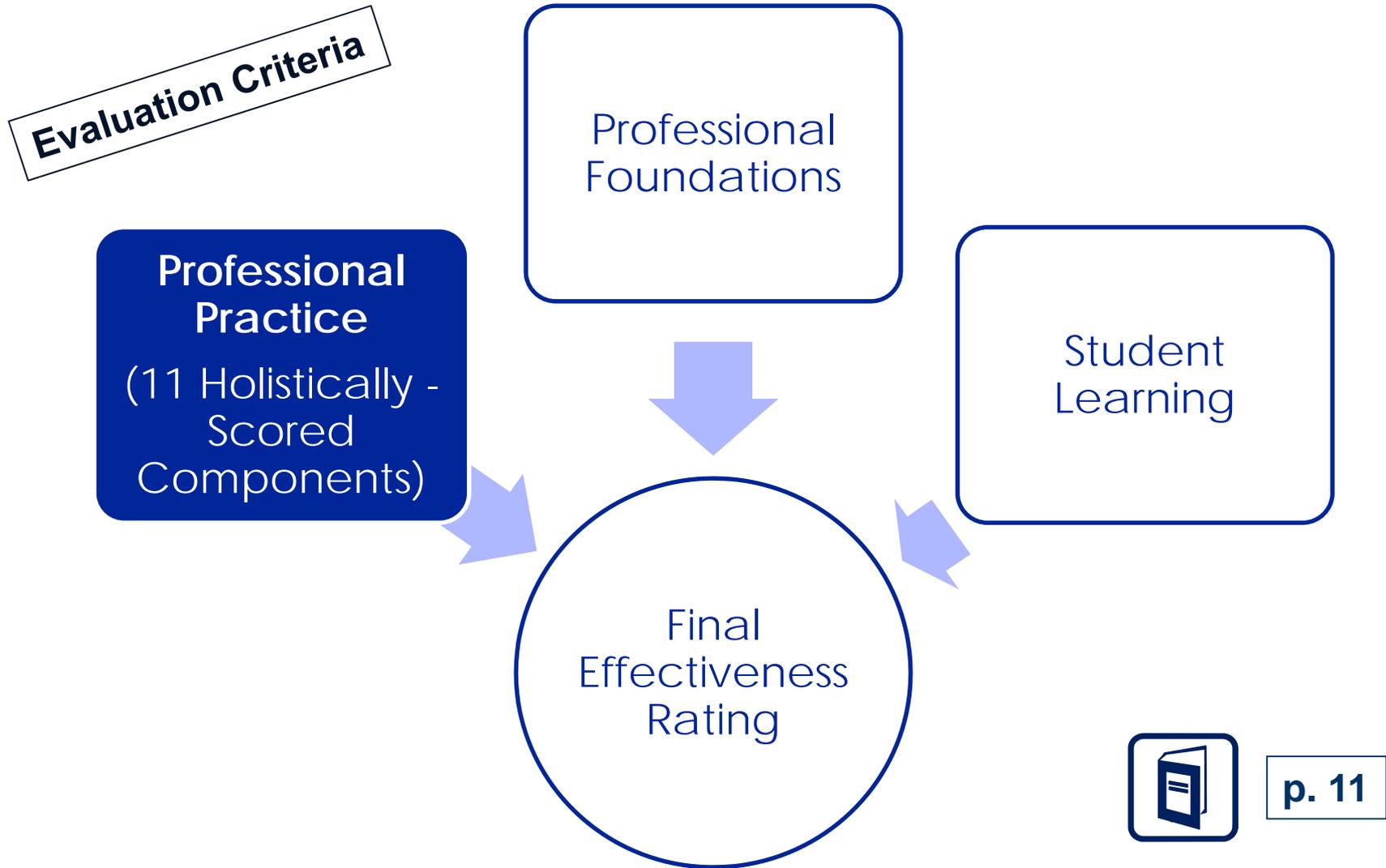
	Minimum Requirements
Evaluation Conferences	<ul style="list-style-type: none"> 3 evaluation conferences between the building administrator and the evaluator (Beginning, Middle, and End-of-Year)
School Visits	<ul style="list-style-type: none"> At least 3, including: 1 announced and 2 unannounced Written feedback required after each school visit Pre-and post-conferences are optional (local decision)
Professional Growth Goals	<ul style="list-style-type: none"> At least 1 set at the beginning of the year
Student Learning Objectives	<ul style="list-style-type: none"> At least 2 per building administrator (no more than 4)
RI Growth Model	<ul style="list-style-type: none"> Not included as part of a building administrator's Student Learning Score in 2012-13



Building Administrator Evaluation and Support System



Professional Practice & Professional Foundation of the BA Model



Professional Practice Architecture: At a Glance

THE RUBRIC AT A GLANCE			
DOMAIN 1: MISSION, VISION, AND GOALS	DOMAIN 2: TEACHING AND LEARNING	DOMAIN 3: ORGANIZATIONAL SYSTEMS	DOMAIN 4: COMMUNITY
<p>1a: Establishes and maintains a school mission, vision and goals that set clear and measurable high expectations for all students, educators, and stakeholders</p> <ul style="list-style-type: none"> School mission and visions statements School goals Staff/student/family surveys Depictions of progress toward school goals <p>1b: Continuously improves the school through effective planning and prioritizing, managing change, using research and best practices, monitor progress, and allocating resources</p> <ul style="list-style-type: none"> Data notebooks/walls or other data collection systems Progress monitoring tools and methods School improvement plans 	<p>2a: Develops a strong collaborative culture focused on student learning and the development of professional competencies, which leads to quality instruction</p> <ul style="list-style-type: none"> Staff surveys Professional development opportunities Development plans School visits <p>2b: Ensure the implementation of effective, research-based instructional practices aligned with Rhode Island and national standards</p> <ul style="list-style-type: none"> School visits/classroom observations Staff surveys Student achievement data <p>2c: Implements appropriate school strategies and practices for assessment, evaluation, performance management, and accountability to monitor and evaluate progress toward the mission, vision, and goals</p> <ul style="list-style-type: none"> Data tracker Development plans 	<p>3a: Addresses real and potential challenges to the physical and emotional safety of the school community</p> <ul style="list-style-type: none"> Attendance data School schedule School visits <p>3b: Establishes an infrastructure for personnel decisions that operates in support of improving teaching and learning Addresses real and potential challenges to the physical and emotional safety of the school community</p> <ul style="list-style-type: none"> Attendance data School schedule School visits <p>3c: Employs and improves an evaluation and support system that drives staff and student growth</p> <ul style="list-style-type: none"> Attendance data School schedule School visits <p>3d: Establishes an infrastructure for finance that operates in support of improving learning and teaching</p> <ul style="list-style-type: none"> School budget Grant requests Title expenditure reports 	<p>4a: Partners with families and community members to develop and evaluate programs, services, and staff outreach to improve student learning</p> <ul style="list-style-type: none"> School hours and openness to the public Public services supported by or available in the school School grounds and facilities Community opinion of the school and its staff Staff relationships with community members Family engagement in school-based activities <p>4b: Responds and reacts to the community's needs by providing the best possible resources to students, families, and the surrounding community</p> <ul style="list-style-type: none"> School visits Community surveys Community engagement plans

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Professional Practice Architecture: Rubric Structure

Domain and Component



Component Description



Elements and Indicators



DOMAIN 1: Mission, Vision, and Goals

Component 1a: Establishes and maintains a school mission, vision, and goals that set clear and measureable high expectations for all students, educators and stakeholders.

School success is grounded in establishing a cohesive vision for the future. Such a vision must be based on a mission that all students, staff and community members use as a guide in day-to-day decision making. In order to ensure buy-in to the mission and vision, excellent building administrators make every effort to include a broad spectrum of stakeholders in the creation of not only the mission and vision, but the goals that will define success for the school. Truly exemplary administrators operate in an environment where the mission and vision are understood by all, frequently cited when making decisions and progress toward school goals is the common yard stick for school success.

The elements of component 1a are:

- School mission and vision statements
- School goals
- Staff/student/family surveys
- Depictions of progress toward school goals

Indicators include:

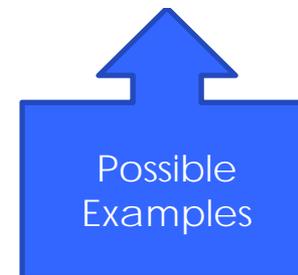
- School goals reflect high expectations for all students, staff and community members
- Mission and vision are thoughtful and take into account the particular needs of the school community
- Evidence of communication among school administration, faculty and the community about progress toward school goals
- Frequent citation of school mission, vision and goals in decision making



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Professional Practice Architecture: Rubric (continued)

Component 1a: Establishes and maintains a school mission, vision, and goals that set clear and measureable high expectations for all students, educators, and stakeholders.			
LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
4	The administrator establishes and maintains school mission, vision, and goals that are aligned with district priorities and based on the analysis of multiple sources of information. The school mission, vision and goals contain evidence of collaborating among school staff and the community. The administrator sets clear and measurable high expectations for all students and educators.	<p>In addition to the characteristics of a level of performance 3,</p> <ul style="list-style-type: none"> Members of the school community can articulate the mission, vision and goals of the school, along with the rationale behind them The building administrator uses the school's mission, vision and goals to drive decision making The building administrator solicits feedback from the community, staff and students about the status of goals as well as the school vision and mission. That feedback is incorporated as each may be revised and updated. 	<ul style="list-style-type: none"> When asked what the mission of the school is, a teacher correctly states "to produce college and career-ready high school graduates because most of our students have limited opportunities upon graduation" School showcases contain data about the number scoring proficient on state Reading and Math exams compared to the school goal. The building administrator selects one extracurricular program over another because it fits better with the school's mission.
3	The administrator establishes and maintains school mission, vision, and goals that set clear and measurable high expectations for all students and educators. School staff and community members can articulate the mission, vision and goals.	<ul style="list-style-type: none"> The administrator establishes and maintains school mission, vision, and goals that set clear and measurable high expectations for all students and educators Staff and other stakeholders actively participate in developing, implementing, and communicating the school's mission, vision, and goals, along with selecting and implementing effective improvement strategies and assessing and monitoring progress toward the mission, vision, and goals. 	<ul style="list-style-type: none"> When asked what the mission of the school is, a teacher correctly states "to produce college and career-ready high school graduates because most of our students have limited opportunities upon graduation" School showcases contain data about the number scoring proficient on state Reading and Math exams compared to the school goal. The building administrator selects one extracurricular program over another because it fits better with the school's mission.
2	The administrator establishes school mission, vision, and goals that are poorly aligned to district priorities and/or based on the analysis of limited sources of information; and/or the administrator sets expectations for students and educators that are too low and/or unclear and difficult to measure.	<ul style="list-style-type: none"> The administrator establishes school mission, vision, and goals that are poorly aligned to district priorities and/or based on the analysis of limited sources of information; and/or the administrator sets expectations for students and educators that are too low and/or unclear and difficult to measure Staff and other stakeholders are involved, but in a limited way, in developing and assessing the school's mission, vision and goals and the strategies to monitor progress toward them. 	<ul style="list-style-type: none"> The district has identified closing the poverty gap as a district-wide goal, but the school has goals centered around overall proficiency rates and not about gap-closing. Staff and stakeholders report that progress toward school goals is reported out at a school accountability meeting, but the data is incomplete, unclear, or not discussed.
1	The administrator fails to establish and maintain a school mission, vision, and goals that are aligned to district priorities and/or sets expectations for students and educators that are too low and/or unclear and difficult to measure.	<ul style="list-style-type: none"> The administrator fails to establish and maintain a school mission, vision, and goals. The building administrator makes decisions that conflict with the school's mission or vision Goals reflect low expectations or are unaligned Staff and other stakeholders are uninvolved in developing and assessing the school's mission, vision and goals. 	<ul style="list-style-type: none"> The building administrator sets goals that do not put all students on track to become proficient before they graduate Community members and staff report a lack of clarity around the school's vision.



Evaluation Criteria

Professional Foundations
(6 Holistically Scored Components)

Professional Practice

Student Learning

Final Effectiveness Rating



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Professional Foundations Rubric- At-A-Glance

THE RUBRIC AT A GLANCE	
DOMAIN 1: SCHOOL RESPONSIBILITIES AND COMMUNICATION	DOMAIN 2: PROFESSIONALISM
<p>PF1: Understand and participates in school/district-based initiatives and activities</p> <ul style="list-style-type: none"> • Knowledge of school and district initiatives and activities • Involvement in school and district initiatives and activities <p>PF2: Solicits, maintains records of, and communicates appropriate information about students' behavior, learning needs, and academic progress</p> <ul style="list-style-type: none"> • Building administrator interactions with parents • Building administrator interactions with colleagues • Student or personnel records • Grade books • Specialist referrals 	<p>PF3: Acts on the belief that all students can learn and advocates for students' best interests</p> <ul style="list-style-type: none"> • Building administrator interactions with students • Building administrator interactions with parents • Course offerings • Support services offerings • Student advocacy meetings or call notes • After school support logs <p>PF 4: Works toward a safe, supportive, collaborative culture by demonstrating respect for everyone, including other educators, students, parents, and other community members in all actions and interactions</p> <ul style="list-style-type: none"> • Building administrator interactions with students • Building administrator interactions with colleagues • Building administrator interactions with parents or other community members <p>PF 5: Acts ethically and with integrity while following all school, district, and state policies</p> <ul style="list-style-type: none"> • Required personnel file documentation of behavior • Interactions with school leadership • Interactions with colleagues <p>PF 6: Engages meaningfully in the professional development process and enhances professional learning by giving and seeking assistance from other educators</p> <ul style="list-style-type: none"> • Professional Growth Plans • Involvement in district or school-sponsored professional development



Professional Foundations Rubric



DOMAIN 1: SCHOOL RESPONSIBILITIES AND COMMUNICATION

PF1: Understands and participates in school/district-based initiatives and activities

Beyond instruction, building administrators are responsible for maintaining an understanding of new initiatives in the district and school. In addition, the professional educator engages meaningfully in activities and initiatives that support the efforts of other colleagues, show appreciation to community members and recognize the non-academic accomplishments of students. Any activities that may support the operation of the school and advance the knowledge and skills of adults in the school community are taken seriously and, when necessary, led by educators.

ELEMENTS: Knowledge of school and district initiatives and activities • Involvement in school and district initiatives and activities

INDICATORS: Attendance at school or district activities • Leadership roles in a school or district activities • Contributions to school or district activities

LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
3	The building administrator plays a leading role in the development or management of district and school initiatives and/or activities inside and out of the classroom as well as those within the professional community of educators. S/he has an awareness of the initiatives and activities led by his/her colleagues and supports their work.	In addition to the criteria for "meets expectations", the building administrator: <ul style="list-style-type: none"> • Shares information with colleagues about a particular district or school initiative. • Leads a district or school initiative or activity, if given the opportunity. 	<ul style="list-style-type: none"> • The building administrator is the chair of a district committee. • The building administrator sponsors and leads a student group. • The building administrator sends out updates to colleagues about a new district or school initiative. • The building administrator implements a school improvement initiative based on learning from external research, district PD, etc. • Leads staff development sessions where external resources/learning are shared • Sends emails to share best practices with other district administrators • Leads professional development for other administrators
2	The building administrator participates or has participated in the development or management of district and school initiatives and/or activities inside and out of the classroom as well as those within the professional community of educators. S/he has an awareness of the initiatives and activities led by his/her colleagues and supports their work.	<ul style="list-style-type: none"> • The building administrator can speak knowledgeably about current district or school initiatives and activities. • The building administrator attends school or district sponsored activities and participates in a constructive manner. • The building administrator actively volunteers to participate in school or district related activities. • The building administrator supports his or her colleagues when they lead activities. 	<ul style="list-style-type: none"> • The building administrator attends a district-led information session. • The building administrator volunteers to assist a colleague with a school or district activity or initiative.
1	The building administrator does not demonstrate awareness of district or school initiatives and activities. The building administrator avoids participating in one or more activity or initiative and does not demonstrate supportive behavior toward the work of his/her colleagues.	<ul style="list-style-type: none"> • When asked to support a district or school initiative, the building administrator does not participate or participates in a non-constructive manner. • The building administrator does not demonstrate knowledge or demonstrates inaccurate knowledge of district initiatives and activities. 	<ul style="list-style-type: none"> • When asked to attend a professional development session, the building administrator is disengaged, does not complete the required work and is disruptive. • The building administrator does not read materials provided to him or her related to a district or school initiative. • The building administrator avoids assisting a colleague with a school or district activity when asked.

Getting to Know the Rubrics: Content

With a partner(s), you will analyze one domain of either the Professional Practice or Professional Foundations Rubric. Be prepared to report out on the following to the whole group:

1. The **title** of the **Domain** and the **components** within that Domain
2. **What is valued** in each component
3. **Critical attributes** – the type of evidence that will be noted for this component
4. **Possible examples** – what are some specific things that may be noted

Review
Domain
independently

5 min.



Discuss and
chart your
analysis

15 min.



Share with the
larger group

Thinking Behind the Rating



- Evidence for both RI Model Building Administrator rubrics is collected following the same process
- Professional Practice and Professional Foundations evidence can be collected by evaluators seeing it in action, artifact driven, or either (*seen in action or artifact driven*)
- Evaluators will gather evidence, sort, and interpret evidence
- EPSS will assist in the organization, review, and storage of artifacts

The Importance of Minimizing Bias

**GATHER
evidence**

- ✓ Ensure you are gathering objective evidence.
- ✓ Make yourself aware of the differences between evidence, interpretation, and bias.

**FFTPS
Minimizing
Bias Module**

- When you make judgments based on age, race, gender, appearance, perceived economic status, or accent.
- Personal or professional preferences about styles, materials, or classroom setup may also influence judgments.
- Bias occurs whenever there is variability in an observer's application of the rubric based on deep-seated beliefs, stereotypes, or professional preferences.

Professional Practice: In Action, Artifact-driven, and Either



Professional Practice Component	In Action	Artifact-driven	Either
1A: <i>Establishes and maintains a school mission, vision, and goals that set clear and measureable high expectations for all students, educators and stakeholders</i>			X
1B <i>Continuously improves the school through effective planning and prioritizing, managing change, using research and best practices, monitoring progress, and allocating resources</i>		X	
2A <i>Develops a strong collaborative culture focused on student learning and the development of professional competencies, which leads to quality instruction</i>			X
2B <i>Ensures the implementation of effective, research-based instructional practices aligned with Rhode Island and national standards</i>	X		
2C <i>Implements appropriate school strategies and practices for assessment, evaluation, performance management, and accountability to monitor and evaluate progress toward the mission, vision, and goals</i>			X
3A <i>Addresses real and potential challenges to the physical and emotional safety and security of the school community</i>	X		
3B <i>Establishes an infrastructure for personnel hiring and retention that supports the improvement of teaching and learning</i>			X
3C <i>Employs and improves an evaluation and support system that drives staff and student growth</i>			X
3D <i>Establishes an infrastructure for finance that operates in support of improving learning and teaching</i>		X	

Flexibility Factor:
Districts have the flexibility to determine evidence for Building Administrator Professional Practice and Professional Foundations components.



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Professional Foundations : In Action, Artifact-driven, and Either



Professional Foundations Component	In Action	Artifact-driven	Either
PF 1 <i>Maintains an understanding of and participates in school/district-based initiatives and activities</i>			X
PF 2 <i>Solicits, maintains records of, and communicates appropriate information about students' behavior, learning needs, and academic progress</i>			X
PF3 <i>Acts on the belief that all students can learn and advocates for students' best interests</i>	X		
PF4 <i>Works toward a safe, supportive, collaborative culture by demonstrating respect for everyone, including other educators, students, parents and other community members, in all actions and interactions</i>	X		
PF5 <i>Acts ethically and with integrity while following federal, state, district, and school policies</i>	X		
PF6 <i>Engages meaningfully in the professional development process and enhances professional learning by giving and seeking assistance from other educators in order to improve student learning</i>			X

During School Site Visits, evaluators should:

- **Gather evidence** on what you observe in action
- **Provide** building administrators with **real-time feedback** about their practice, if possible.



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Scoring Part 1: Case Study

With a new colleague:

- Read through the site visit and document notes
- Note the Professional Practice component that best fits

Review the notes

10 min.



Discuss where evidence falls (by component)

15 min.



Review evidence and component alignment.



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Scoring Part 2: Case Study



Review the aligned evidence provided



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Assign a rubric rating based on the evidence

Discuss the rationale for the rating

Level 2 Evidence
Level 4 Evidence

Professional Foundations Evidence



Generate a list of potential evidence that aligns with Professional Foundations components



Carousel--Move to the next component and review what is already written; Generate and add new ideas



Repeat until you have reviewed all components

Quick reflect:

1. Through the Professional Practice Rubric, the most important aspects of leadership are defined. What are those aspects?
2. What components of Professional Practice or Foundations will be most challenging for evidence collection?
3. Name 1 thing you can do to communicate the expectations for building administrator evidence collection.

Building Administrator Support and Development Process



RI Model Support and Development

The Rhode Island Model is designed to support building administrator development by:

- **Outlining high expectations** that are clear and aligned to school, district, and state priorities;
- **Establishing a common vocabulary** for meeting expectations;
- **Encouraging student-focused conversations** to share best practices, and address common challenges;
- **Grounding educator professional development** in data-driven collaboration, conferencing, observation, and feedback to meet shared goals for student achievement; and
- **Providing a reliable process** for educators to focus practice and drive student learning.

RI Model Support and Development

Support and development for building administrators is embedded in the RI Model

- ✓ **Three Evaluation Conferences** (Beginning, Middle, and End-of Year)
- ✓ **Self assessment** tool (optional) - use prior evaluation data to analyze and identify priorities for professional growth plan
- ✓ **Professional Growth Plan** – includes one professional growth goal required (minimum), clear action steps and benchmarks for meeting goal, aligned to the components within the building administrator professional practice or professional foundations rubric.
 - *Performance Improvement Plan* for building administrators rated as Developing or Ineffective, or who are in need of targeted support anytime during the school year.
- EPSS facilitates the conferencing and goal setting processes, and enables users to upload evidence related to professional growth plan
- See Appendix 1: Evaluation Conference Planning Tools



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Professional Growth Plans

Professional Growth Plan (continued):

- o Mid-Year Conference provides a formal opportunity for the building administrator and evaluator to review the Professional Growth Plan and make adjustments, if necessary

Goal(s) within a plan can span more than one school year, however, specific activities and benchmarks for the goal should be identified for each year.

Flexibility Factor: Schools and districts may determine that a school-wide approach for one professional growth goal is preferable



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RI Model Professional Growth Plan- Evidence

- Professional Growth Plans are one way professional development initiatives can be integrated with educator evaluation.
- State, district, school initiatives include:
 - Transition to Common Core
 - Secondary Reform Work
 - Comprehensive Assessment System (CAS)
 - Instructional Management System (IMS)
 - Response to Intervention (RtI)
 - Data systems and data analysis
 - STEM curriculum and assessment
 - Effective common planning time protocols

Performance Improvement Plans-targeted support

- Educators who:
 - receive a final effectiveness rating of Developing or Ineffective, or
 - are determined to be in need of targeted support during the year, will work with their evaluator to develop a Performance Improvement Plan.
- Performance Improvement Plans detail the more intensive support an educator will access to improve their practice.
- Based on expectations established within RI Educator Evaluation System Standards
 - Work with an improvement team
 - More frequent benchmarks, greater monitoring
- Districts have flexibility to include additional requirements and expectations beyond RI Model minimum guidelines

Stop and Jot

- 1. Identify any planned (or potential professional development) to be offered in your district or school during 2012-13.**
 - Consider all district or statewide professional development efforts currently underway or planned for 2012-13.
- 2. What opportunities can building administrators in your district integrate into their professional growth plan?**
 - Think about how building administrators can use these professional development opportunities in their professional growth planning and how you want to approach leadership goal setting.

Day 1

Day 2

Session 2: EPSS

Building Administrator Evaluators will:

- Understand the general layout and purpose of the educator and evaluator dashboards
- Practice using EPSS
- Understand how multiple data points come together on a Mid-Year Conference form
- Know how to access the EPSS support options

EPSS Purpose and Background

The purpose of the EPSS is to support high quality evaluation implementation, maximize educators' time and resources, and provide a single data system for educator evaluation.

- Development background
- Plans for gathering feedback
- Continued development
- Help resources



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RIDE's Use of Evaluation Data

- Certain data elements required for reporting purposes: **component level** and **summative** ratings from every educator
- Summative ratings are tied to certification and therefore need to be reported to RIDE
- RIDE will not publish any evaluation information associated with any individual
- However, RIDE may want to research more deeply at an **aggregate** level and **anonymously**

Additional info:
Commissioner's
March 9th letter

Implementation Overview



September 2012

Spring 2013

- Dashboards
- Professional Goal Setting
- Artifact Uploading and Tracking
- Conferences
- Student Learning Objectives
- Observations and Site Visits

- Growth Roster Verification
- Evaluation Criteria and Final Effectiveness Rating Calculations

Reference "EPSS 2012-2013 Implementation Overview"

Supports and Resources for EPSS



RIDE ri.gov
Rhode Island Department of Elementary and Secondary Education

Deborah A. Gist
Commissioner

Home | Board of Regents | Data | News | Offices | FAQ | Wednesday, July 25, 2012

Inside RIDE | Public Schools | Learning | Teachers & Administrators | Students, Families & Community

Home > Educator Quality > Educator Evaluation > RIDE - Educator Performance and Support System (EPSS)

Office of Educator Quality and Certification

EDUCATOR PERFORMANCE AND SUPPORT SYSTEM (EPSS)

The Educator Performance and Support System (EPSS) is an online tool to support high quality evaluation implementation, maximize educators' time and resources, and provide a single data system for educator evaluation. The EPSS provides a tested, yet customized online system to streamline and support the Educator Evaluation work throughout the state.



LEARN ABOUT THE SYSTEM | **TRAINING** | **FREQUENTLY ASKED QUESTIONS** | **TUTORIALS AND GUIDES**

The Educator Performance and Support System (EPSS) is the statewide online data system that RIDE has developed to capture all critical information associated with the implementation of teacher and administrator evaluations and to serve as the system of record for evaluation data.

Rhode Island educators will have access to a variety of resources as they learn to use the system to support their evaluation work. In order to meet the needs of new system users, RIDE will offer a combination of in person training sessions for District Configuration Administrators, train-the-trainer resources for districts, Q and A sessions, and online video training modules. Here is a listing of available resources:

A printer-friendly version of this list may be downloaded [here](#)

Training Type:	Rhode Island Model Summer Academies (EPSS Overview)
Dates & Times:	July 9th- August 23rd
Participants:	Personnel Evaluating Teachers and Personnel Evaluating Administrators using the RI Model
Content:	Personnel Evaluating Teachers and Personnel Evaluating Administrators will gain familiarity with the EPSS, basic navigation, and selected core functionality.

For more information: www.ride.ri.gov/EducatorQuality/EducatorEvaluation/TrainingReg.aspx

Training Type:	EPSS Overview
Dates & Times:	In-person <input type="checkbox"/> at UR <input type="checkbox"/> at CC
Participants:	District C District C
Content:	<input type="checkbox"/> EPSS (dele <input type="checkbox"/> How t

Resources available include:

- RIDE EPSS site
- EPSS Training Packet
- Sample videos

EPSS Educator Dashboard



Refresh | User | Account | Sign out | Help

My Dashboard: Gary Ashworth

Hidden Valley School District

McDonald Middle School

Breadcrumbs / Go / Here

My Evaluation Cycle

Select Year 2012-2013

EDUCATOR INFO

- Conferences
- Final Effectiveness Rating
- Observations
- Professional Development
- Professional Goal Setting
- SLOs

SCHOOL INFO

- [School Improvement Plan](#)
- [Schoolwide SLO](#)

LEA INFO

- [District Strategic Plan](#)

Effective leaders in every school.



Effective teachers in every classroom.

Calendar

« Jan 2012 »

Mon	Tue	Wed	Thu	Fri	Sat	Sun
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Legend:

- Beginning of Year Conference
- Mid-Year Conference
- End of Year Conference
- Observations
- Multiple

Student Learning Objectives

Professional Growth Goals

All Needs Revision In Progress Submitted Approved

Task	Due Date	Action	Status	Last Modified
Student Learning Objectives	10/25/2012	Edit	In Progress	10/25/2012
Professional Growth Plan	10/25/2012	View	APPROVED	10/25/2012
Schedule Beginning of Year Conference	10/25/2012	View	SCHEDULED	10/25/2012
Schedule Announced Observation	10/25/2012	Create	In Progress	10/25/2012
Schedule Mid-Year Conference	10/25/2012	Create	In Progress	10/25/2012
Schedule End of Year Conference	10/25/2012	Create	In Progress	10/25/2012

Dashboard descriptions found on p. 3 of your EPSS Training Packet

Reflect on EPSS Dashboards



Think about the features of EPSS that you just learned about.

Turn and talk with a partner about which features of each dashboard appear to be most useful?

EPSS Evaluator Dashboard



RIDE.ri.gov Sign out | Help

My Dashboard: Gary Ashworth Hidden Valley School District McDonald Middle School

Breadcrumbs / Go / Here

My Evaluation Cycle | **My Caseload**

REPORTS

- Caseload Detail View
- Detail Reporting
- Trend Reporting
- Rubric Reporting

SCHOOL INFO

- School Improvement Plan
- Schoolwide SLO

LEA INFO

- District Strategic Plan

ADMIN TOOLS

- 📁 PD Catalog Management
- 📁 File Library

Evaluation Administration - Process View

Status: Any Status | Type: Any Type | Building: Any Building | Last Name:

Name	Evaluation Type	Evaluation Period	Progress	Status	
Allipa, Dave	Experienced Teachers	08/01/2011-06/30/2012	<div style="width: 20%; background-color: green;">1 of 5</div>	In Progress	
Ateer, Mark	Experienced Teachers	08/01/2011-06/30/2012	<div style="width: 40%; background-color: green;">2 of 5</div>	In Progress	
Ewer, Reeve	Experienced Teachers	08/01/2011-06/30/2012	<div style="width: 100%; background-color: green;">5 of 5</div>	Complete	
Goodnight, Mary	Experienced Teachers	08/01/2011-06/30/2012	<div style="width: 0%; background-color: gray;">0 of 5</div>	Incomplete	
Smith, John	Experienced Teachers	08/01/2011-06/30/2012	<div style="width: 80%; background-color: green;">4 of 5</div>	In Progress	

Page 1 of 1 | Displaying users 1-10 of 10

Allipa, Dave (Ride_Demo15 Experienced Teachers) Building: HS

Evaluation Profile

Component Name	Progress	Status	
Beginning of Year: Teach...	<div style="width: 20%; background-color: green;">1 of 5</div>	In Progress	
Classroom Observation	<div style="width: 40%; background-color: green;">2 of 5</div>	In Progress	
Mid-Year: Teachers	<div style="width: 100%; background-color: green;">5 of 5</div>	Complete	
Classroom Observation	<div style="width: 0%; background-color: gray;">0 of 5</div>	Incomplete	
End-of-Year: Teachers	<div style="width: 80%; background-color: green;">4 of 5</div>	In Progress	

Caseload Configuration

- Late August
- Principals should see all of the teachers in their building (pre-populated by RIDE using verified data)
- Other building administrators will be assigned their caseloads by the designated District EPSS Configuration Administrator

Manage a Sample Caseload: Process View

My Caseload

Evaluation Administration - Process View

Status: Type: Building: Last Name:

Name	Evaluation Type	Evaluation Period	Progress	Status	
Allipa, Dave	Experienced Teachers	08/01/2011-06/30/2012	1 of 5	In Progress	
Ateer, Mark	Experienced Teachers	08/01/2011-06/30/2012	2 of 5	In Progress	
Ewer, Reeve	Experienced Teachers	08/01/2011-06/30/2012	5 of 5	Complete	
Goodnight, Mary	Experienced Teachers	08/01/2011-06/30/2012	0 of 5	Incomplete	
Smith, John	Experienced Teachers	08/01/2011-06/30/2012	4 of 5	In Progress	

1. Sort, Filter, Move Columns.
2. View Evaluation Profiles (below).
3. Expand the Evaluation Profile of demo teacher to see forms.

Review Artifact Upload Process

1. Click Add Artifact.
2. Enter artifact information.
3. Upload file.
4. Click Save.

+ Add Artifact				Search	Show Previous Cycles
Name	Upload Date	Upload User	File		
Artifact 1	6/1/2012	06-04RIDET02	Artifact_1.docx		
Artifact 2	6/1/2012	06-04RIDET02	Artifact_2.pdf		
Artifact 3	6/1/2012	06-04RIDET02	Artifact_3.wav		

Upload File

Name:

Description:

Types:

Categories:

Alignment:

Rubric	Criteria

File:

Manage Your Caseload

Caseload Overview

(all users)

High level status/progress for each BA.

Sort, Filter, Move Columns to customize view.

Evaluation Administration - Process View							
Status:	Any Status	Type:	Any Type	Building:	Any Building	Last Name:	
Name	Evaluation Type	Evaluation Period	Progress	Status			
Ateer, Mark	Administrator	08/01/2011-06/30/2012	1 of 4	In Progress			
Case, Tiffany	Administrator	08/01/2011-06/30/2012	0 of 4	In Progress			
Higgins, Henry	Administrator	08/01/2011-06/30/2012	0 of 4	In Progress			

Evaluation Profile

(one individual)

All evaluation components for one individual.

Schedule, complete or review & finalize forms.

Component Name	Progress	Status		
Beginning-of-Year: Building Admin	0 of 1	Incomplete		
School Site Visit #1	0 of 1	In Progress		
School Site Visit #2	0 of 1	In Progress		
Mid-Year: Building Admin	0 of 1	Incomplete		
BA School Site Visit #3	0 of 1	Incomplete		
Element Name	Schedule/Assigned Admin	Status		
School Site Visit #3	Not Scheduled	Not Scheduled		
End-of-Year: Building Admin	0 of 1	Incomplete		

Schedule a School Site Visit

Element Name	Schedule/Assigned Admin	Status		
School Site Visit Form	Not Scheduled	Not Scheduled		

1. Click Calendar icon to open Schedule pop-up window
2. Enter logistical information
3. Optionally:
 - Assign a Complementary Evaluator from Administrator list
 - Enter Notes
 - Notify the User
4. Submit

School Site Visit Form ✕

Date: 

Time: 

Duration (minutes):

Location:

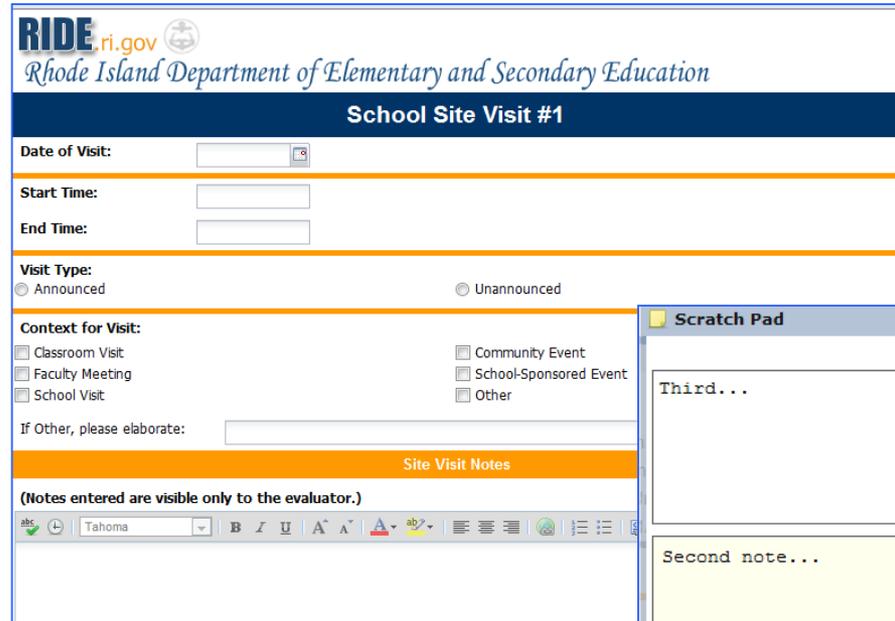
Administrator: 

Notes:

Notify User:

Complete a School Site Visit Form

1. Capture notes in textbox and via Scratch Pad.



RIDE.ri.gov
Rhode Island Department of Elementary and Secondary Education

School Site Visit #1

Date of Visit:

Start Time:

End Time:

Visit Type:
 Announced Unannounced

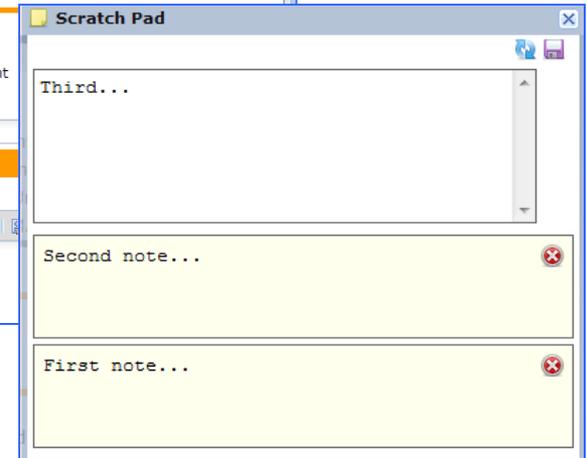
Context for Visit:
 Classroom Visit Community Event
 Faculty Meeting School-Sponsored Event
 School Visit Other

If Other, please elaborate:

Site Visit Notes

(Notes entered are visible only to the evaluator.)

Rich text editor toolbar: abs, Tahoma, B, I, U, A, A, A, ab, [bulleted list], [numbered list], [link], [undo], [redo]



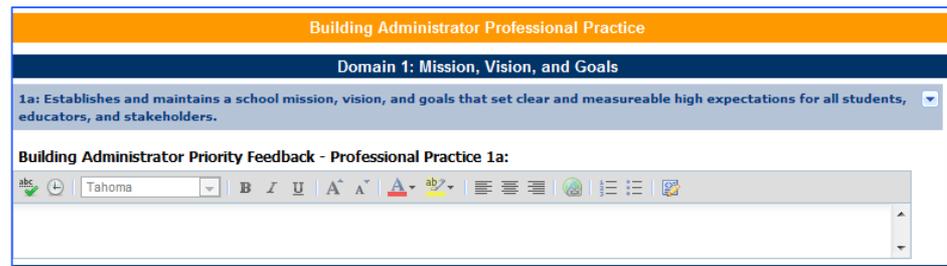
Scratch Pad

Third...

Second note...

First note...

2. Enter feedback for each component.



Building Administrator Professional Practice

Domain 1: Mission, Vision, and Goals

1a: Establishes and maintains a school mission, vision, and goals that set clear and measurable high expectations for all students, educators, and stakeholders.

Building Administrator Priority Feedback - Professional Practice 1a:

Rich text editor toolbar: abs, Tahoma, B, I, U, A, A, A, ab, [bulleted list], [numbered list], [link], [undo], [redo]

Complete the Mid-Year Conference

Student Learning Objectives

Automatically displays Descriptions and aligned Artifacts.

Student Learning Objective Descriptions (09/01/2011 - 08/31/2012)

NONE

Student Learning Objective Artifacts

Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded	
My BA evidence - SLO	Artifact Type 2	Student Learning Objectives			6/25/2012	View

Mid-Year Student Learning Objective Revisions:

Professional Practice and Professional Foundations

Automatically displays feedback text from Site Visit forms (or from PF forms) and aligned Artifacts.

4b: Responds and reacts to the community's needs by providing the best possible resources to students, families and the surrounding community. (01/01/2012 - 12/31/2012)

Building Administrator Priority Feedback - Professional Practice 4b:

School Site Visit #1 (School Site Visit #1) - 6/25/2012 Robinson, Greg

4b feedback 1

Building Administrator Priority Feedback - Professional Practice 4b:

School Site Visit #2 (School Site Visit #2) - 6/25/2012 Robinson, Greg

4b feedback 2

4b Formative Score:

4b Priority Feedback

abc

4
3
2
1
Need more information

Artifacts - Building Administrator Professional Practice

Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded	
My BA artifact 1 - PP	Artifact Type 1	BA Professional Practice			6/25/2012	View

EPSS Components

System Components Available Upon Launch:

- Dashboards
- Caseload Management: Process View
- School Site Visits/ Professional Practice
- Conferences
- Professional Goal Setting/ Professional Foundations
- Student Learning Objectives

Now you try:

1. Log on to the EPSS training site
2. Access the EPSS training video
3. Complete the guided exploration



Session 4: Improving Student Achievement Through Formative Coaching

Building Administrator Evaluators will:

- Deepen understanding of working with adult learners
- Practice using classroom observation data to prepare and deliver feedback
- Use a variety of tools and protocols for assessing teacher performance and providing feedback using the language of coaching

Formative Coaching and Supervision



Quick reflect:

Reflecting on the conferencing and the coaching of staff, what are your strengths and what are your areas of needed growth?

Turn to an elbow partner and share your response.

New Teacher Center

When we focus on teachers, students succeed

The New Teacher Center is a national organization dedicated to improving student learning by accelerating the effectiveness of teachers and school leaders. NTC strengthens school communities through proven mentoring and professional development programs, online learning environments, policy advocacy, surveys, and research. Educators and policy makers nationwide participate in the organization's Annual Symposium, the premier forum for teacher induction. Since 1998, the NTC has served over 49,000 teachers and 5,000 mentors, touching millions of students across America.

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Formative Coaching and Supervision

Based on what you know about adult learners and your experience with the Rhode Island Model...

What characteristics of the Rhode Island process will be the most effective in transforming teacher and building administrator practice?

-
-
-
-

Formative Coaching and Supervision

Some Thoughts on Adult Learners

- “Adults want to be the origin of their own learning and should therefore have some control over the what, who, how, why, when and where of their learning.”
- “Adults come to the learning process with self-direction and a wide range of previous experiences, knowledge, interests and competencies.”
- “Adults will resist activities they see as an attack on their competence.”

Marsha Speck and Carol Knipe, *Why Can't We Get It Right? Professional Development in Our Schools*



ASSUMPTIONS

- **Adults have a drive toward competence, which is linked to self-image and efficacy**

Adapted from the work of Linda Lambert, Professor,
Department of Educational Leadership,
California State University, Hayward

Thinking Behind the Feedback



- Objective and data-based
- Responsive to building administrator's developmental needs
- Based on Rhode Island Model Rubric
- Actionable and prioritized

What will serve you...

- An approachable voice
- Acceptance, empathy
- Open ended questions
- Plural forms (goals, possibilities)
- Present tense (How do you...?)
- Positive presuppositions
- Inquiries frames with tentativeness



Paraphrasing



Communicates that the listener has...

HEARD

UNDERSTOOD and

CARES



 Paraphrasing involves restating or summarizing.

Stems:

"So,..."

"What I hear you saying..."

Clarifying



Communicates that the listener has...
HEARD what the speaker said, but does
NOT fully UNDERSTAND what was said.



 Clarifying involves **ASKING A QUESTION**
(direct or implied) to gather information, get clarity,
develop a focus, etc.

Stems:

"Would you tell me a little more about...?"

"Could you give me an example of...?"

Mediational Questions



Help the teacher...

COMPARE & CONTRAST what was planned with what happened.

HYPOTHESIZE what might happen

ANALYZE what worked and what didn't

IMAGINE possibilities



CHAI

Stems:

"What criteria do you use to...?"

"How do you decide...?"

"What would it look like if?"

"How is it different from (like)...?"

Seeking permission to provide direct instruction, that honors the adult's control over learning.

"Would you like more information about...?"

"Would it be helpful if we spent time looking at...?"

Stems:

"A couple of things to keep in mind..."

"Some teachers have tried... it might work for you."

"Sometimes it's helpful if..."



Trio Coaching Conversation



Decide who will be **A**, **B** and **C**



A = Building Administrator **B** = Evaluator **C** = Observer

1. **Role Play a Conference: (A and B) (8 minutes)**
 - o Use coaching language
 - o Take notes focusing on the evaluator's language (**C**)
2. **Debrief: C** shares the observation data uninterrupted while **A** and **B** listen (3 minutes)
3. All 3 engage in a **conversation** about the conference (3 minutes)

NOTE: Use the case study to prep for this conversation

Session 4 Closure



- 3 Things I learned about Formative Coaching
- 2 Things I want to remember above all else
- 1 Question I still have

Day Two Reflection and Feedback:

On post-its please list:

- One thing that worked today
- One suggestion for improving the training

Resources

RIDE website: <http://www.ride.ri.gov/>

Evaluation email: EdEval@ride.ri.gov

*RIDE staff members will respond to your context-specific questions.