



Rhode Island Model Academy for Personnel Evaluating Teachers:

Day 4: Bringing it all Together



Session 1: SLO Draft and Peer Review

Objectives

Evaluators will be able to:

- Begin the work of writing/revising their own SLOs
- Engage with grade-similar colleagues to fine tune a sample draft
- Provide feedback to colleagues regarding their draft
- Consider the needs of teachers and next-steps based on evaluators' SLOs

We will not be approving SLOs or expecting you to complete a finalized draft.

Preparing to Draft an SLO

Independent Freewrite

1. What are the most important skills and knowledge my students must learn? How do I know these are the priorities? (2 min.)
2. How will I determine if students have learned them? (2 min.)
3. Based on what I know about the students, what is a rigorous and attainable target for how much they should learn? (2 min.)

Focusing in on Priority of Content and Quality of Evidence

- Objective Statement
- Rationale
- Aligned Standards
- Students
- Interval of Instruction

Priority of Content

- Baseline Data
- Target(s)
- Rationale for Target(s)

Rigor of Target

- Evidence Source
- Administration
- Scoring

Quality of Evidence



Feedback to Colleagues

Introduce yourselves (if necessary) by providing a little context.

- Name
- District
- School
- Your role

Provide a **brief context** for your workshop partners about your school, including one or two larger **goals** for moving forward based on **areas of need**.

1. Choose Person A, B, and C. During each round, someone who is not presenting should be the timekeeper.
2. Person A will take 3 min to read their SLO to their partners. Persons B and C will take notes.
3. Person A will now be silent while Persons B and C discuss the following questions:
 - **Does the Priority of Content seem appropriate?** (2 min)
 - **Is the Quality of Evidence of high caliber?** (2 min)
4. Persons B and C will now remain silent while Person A reflects aloud on what they heard and if they have new thoughts or questions (steer clear of defending your initial choices).
5. Repeat this process for Persons B and C.

Session 1 Closure



Reflect on the following questions and post them on chart paper:

- How was this exercise helpful?
- How did going through this process help you identify areas you want to support your teachers with throughout the year?
- Once your SLO is complete how will you share it with your school and who will be expected to align their SLOs to it?

Share out and **discuss** as a group.



Session 2: Calculating a Final Effectiveness Rating

Objectives

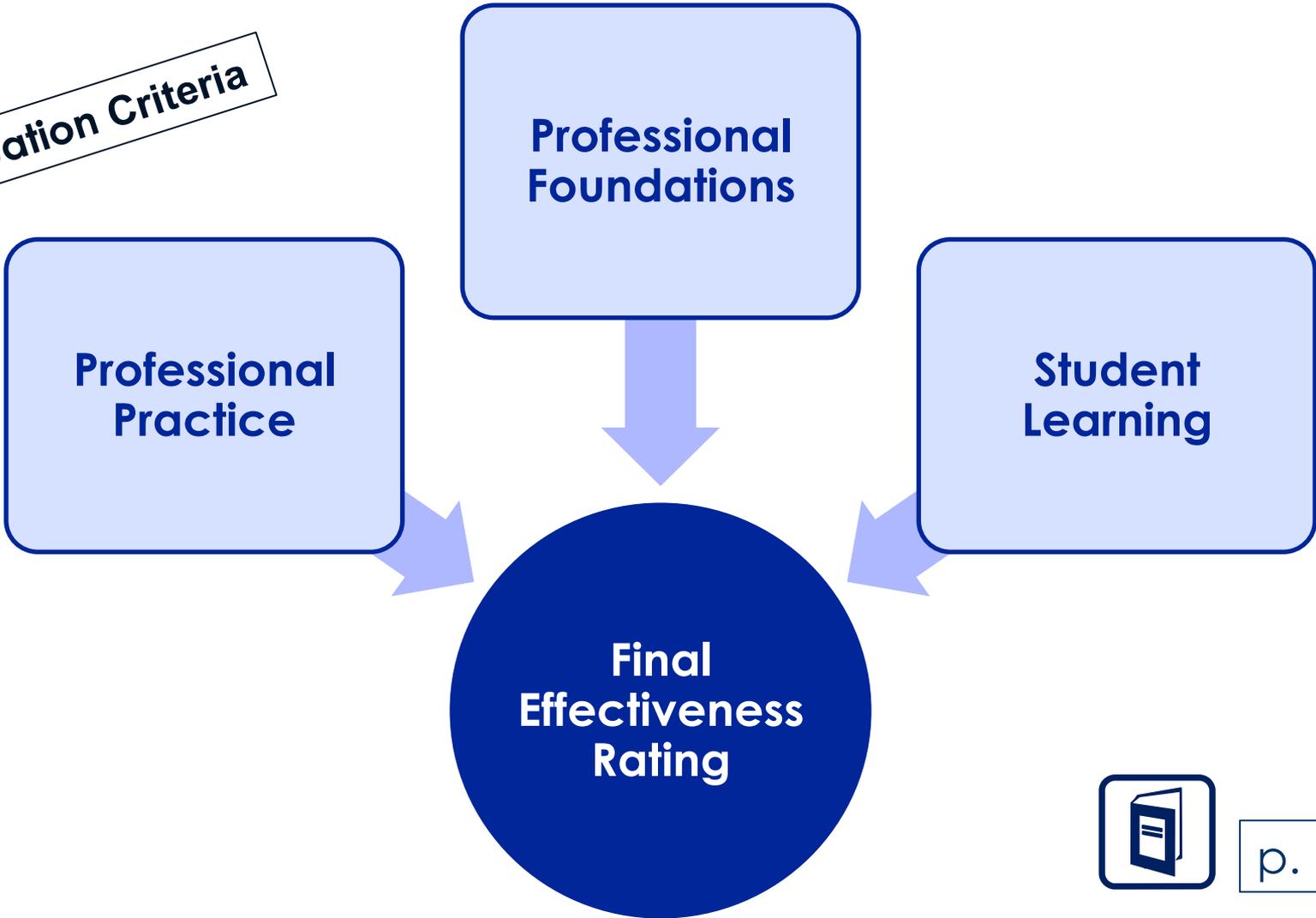
Evaluators will be able to:

- Understand how a teacher's final effectiveness rating is calculated
- Understand the role of the Educator Performance and Support System (EPSS) in calculating a teacher's final effectiveness rating

Edition II: Final Effectiveness Rating



Evaluation Criteria

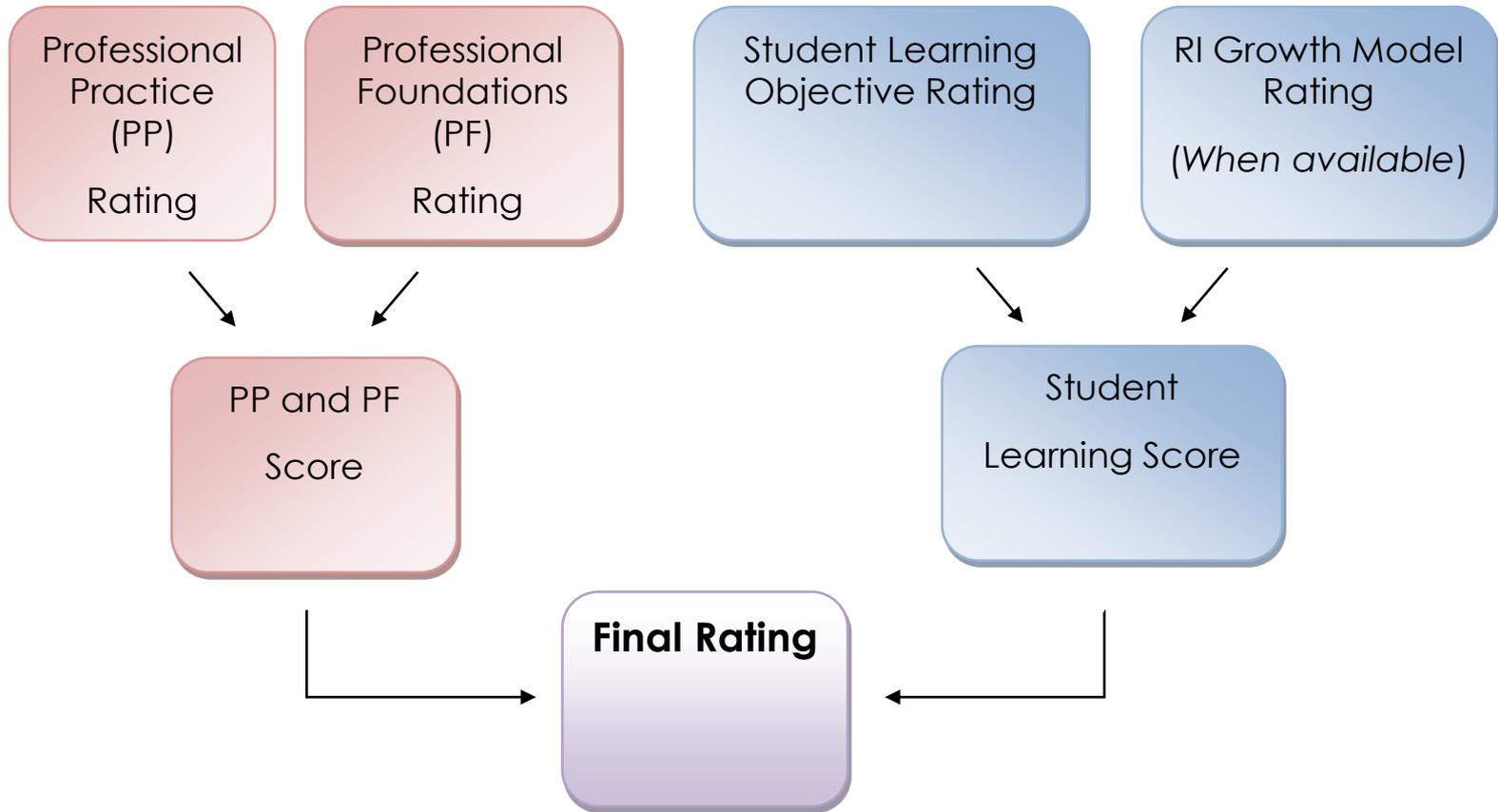


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What questions do you have about how to calculate a final effectiveness rating?

Calculating a Final Effectiveness Rating

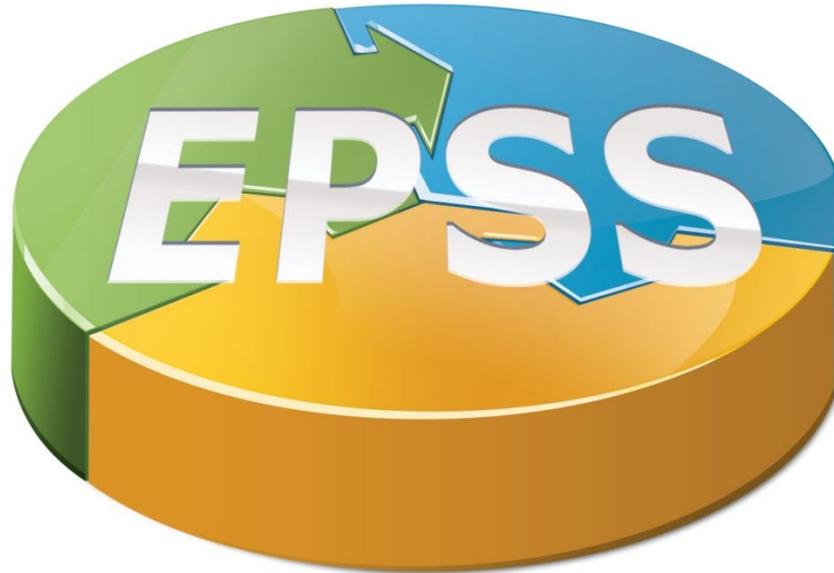


Educators will receive one of four final Effectiveness ratings - *Highly Effective, Effective, Developing, or Ineffective*

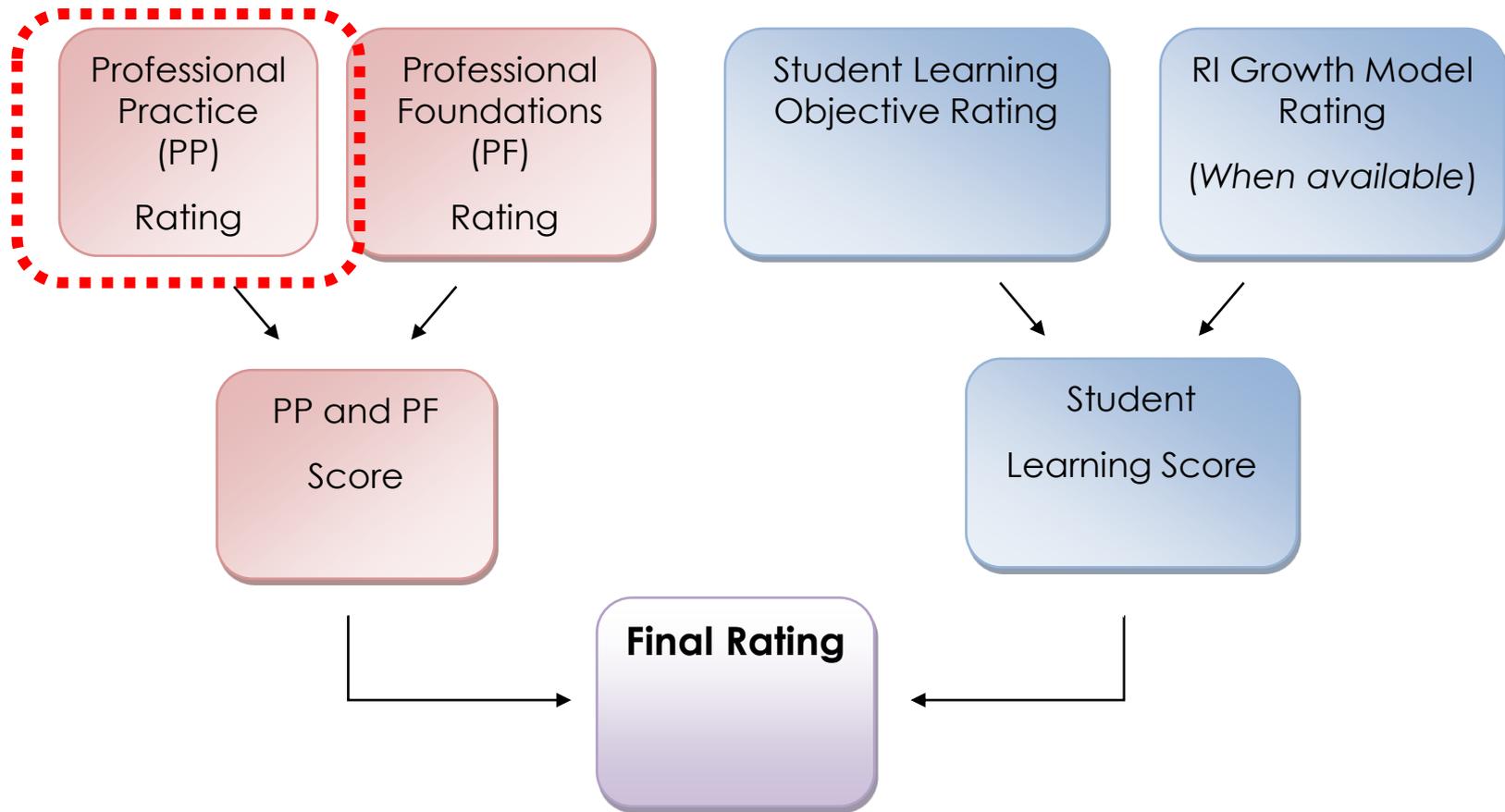


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Calculating a Final Effectiveness Rating and the EPSS



STEP 1: Calculate a Professional Practice Rating



Professional Practice Rating Example

Component	Observation 1	Observation 2	Observation 3	Average
2a	2	3	3	2.7
2b	2	2	2	2.0
2c	2	3	3	2.7
2d	2	3	3	2.7
3a	3	2	2	2.3
3b	2	3	4	3.0
3c	2	2	3	2.3
3d	2	2	2	2.0
			TOTAL	20

Professional Practice Scoring Bands

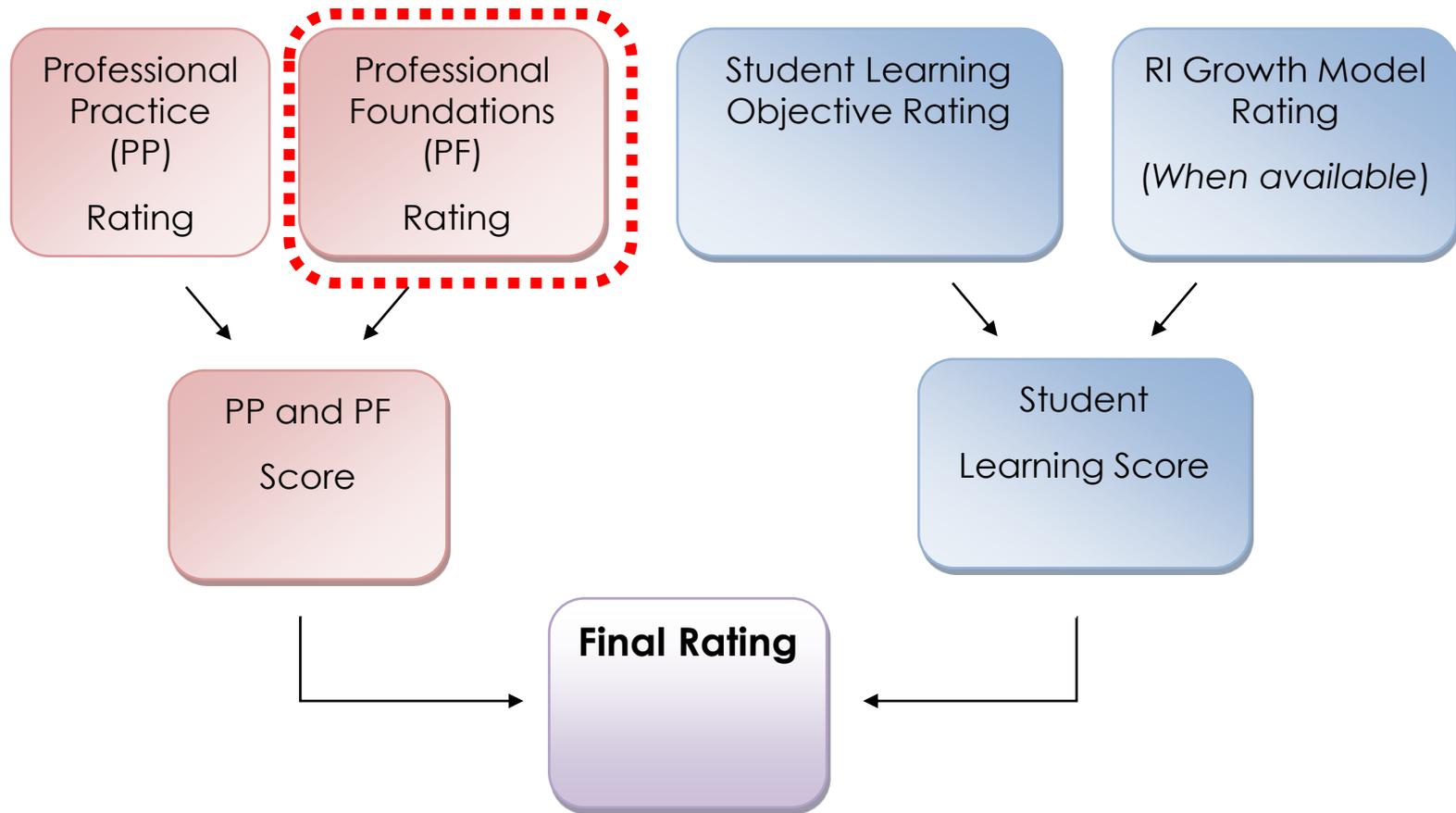
Professional Practice

Rating	Score
Exemplary	29-32
Proficient	22-28
Emerging	15-21
Unsatisfactory	8-14



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STEP 2: Calculate a Professional Foundations Rating



Professional Foundations Rating Example

Component	Score
PF1	2
PF2	2
PF3	2
PF4	2
PF5	2
PF6	3
PF7	2
PF8	2
TOTAL	17

Professional Foundations Scoring Bands



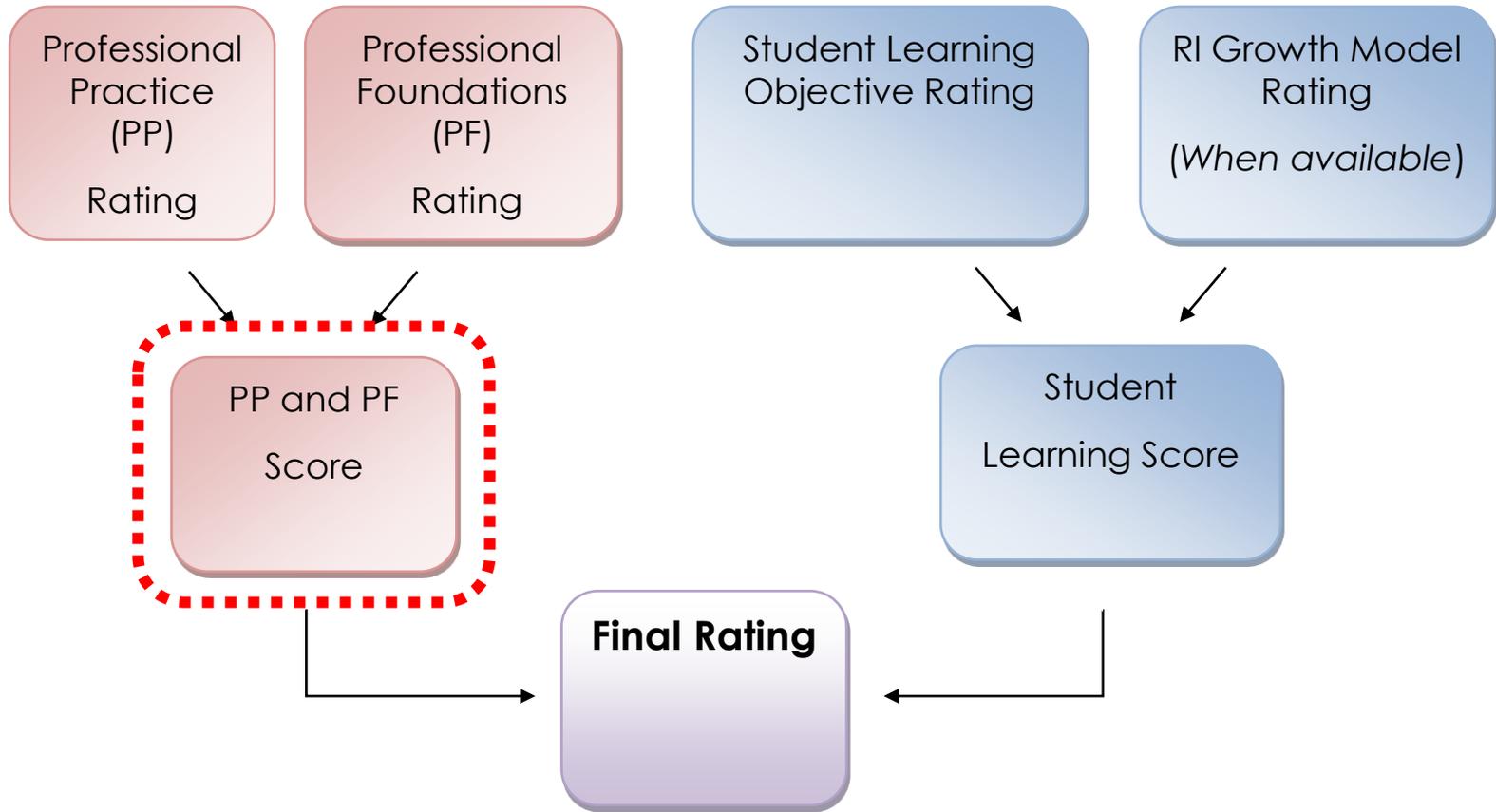
Professional Foundations

Rating	Score
Exceeds Expectations	21-24
Meets Expectations	16-20
Does Not Meet Expectations	8-15



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STEP 3: Combine Professional Practice and Professional Foundations



PP and PF Matrix



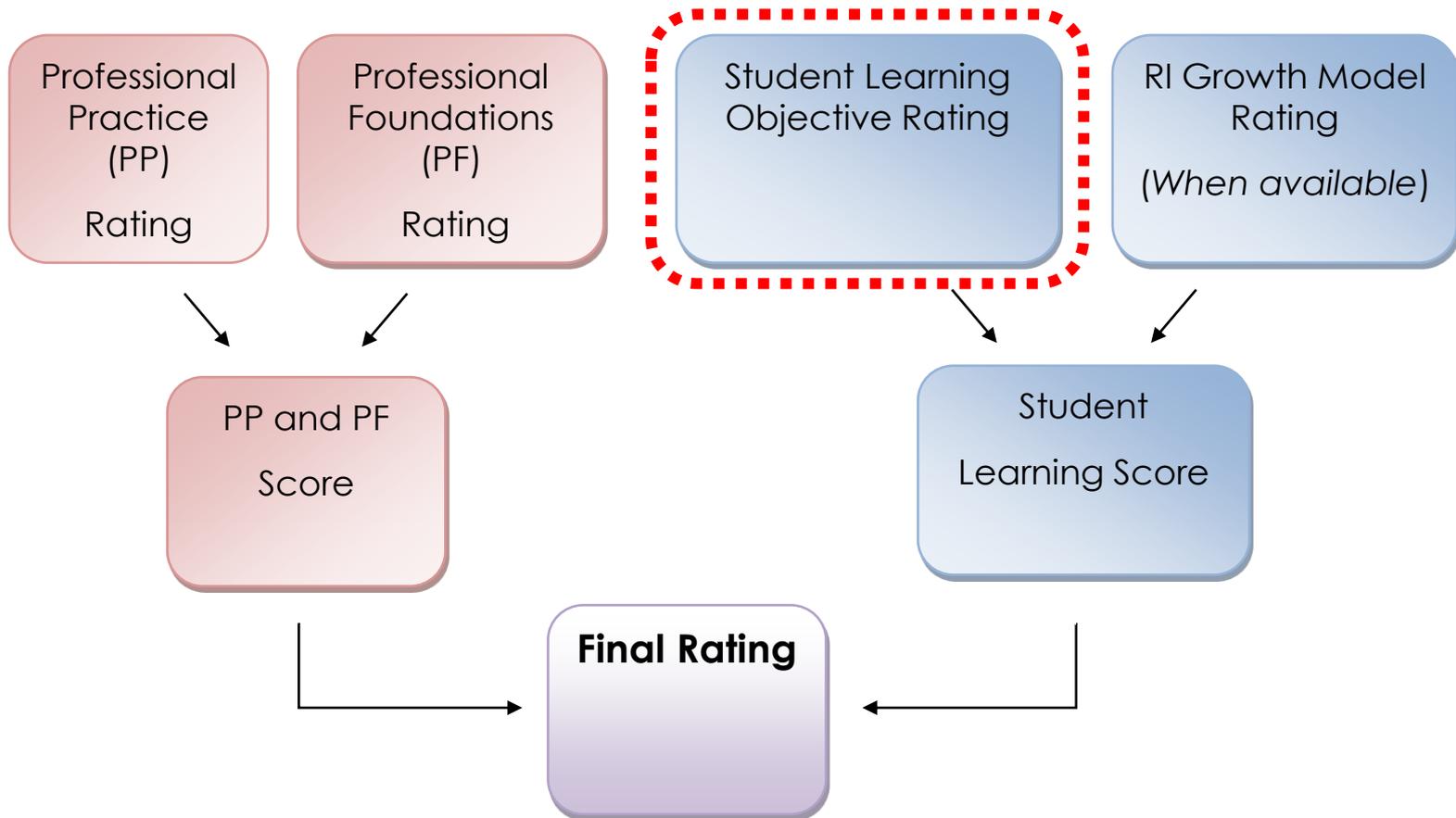
Matrix Used for All Educators

		Professional Practice			
		Exemplary	Proficient	Emerging	Unsatisfactory
Professional Foundations	Exceeds Expectations	4	4	2	2
	Meets Expectations	4	3	2	1
	Does Not Meet Expectations	2	2	1	1



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STEP 4: Calculate a Student Learning Objective Rating



Student Learning Objective Scoring Lookup Tables



Table 1. For the educator with 2 Student Learning Objectives

	Student Learning Objective 1	Student Learning Objective 2	Final
1	Exceeded	Exceeded	E
2	Exceeded	Met	F
3	Exceeded	Nearly Met	P
4	Exceeded	Not Met	P
5	Met	Met	F
6	Met	Nearly Met	P
7	Met	Not Met	P
8	Nearly Met	Nearly Met	P
9	Nearly Met	Not Met	M
10	Not Met	Not Met	M



Sets of Student Learning Objectives Ratings

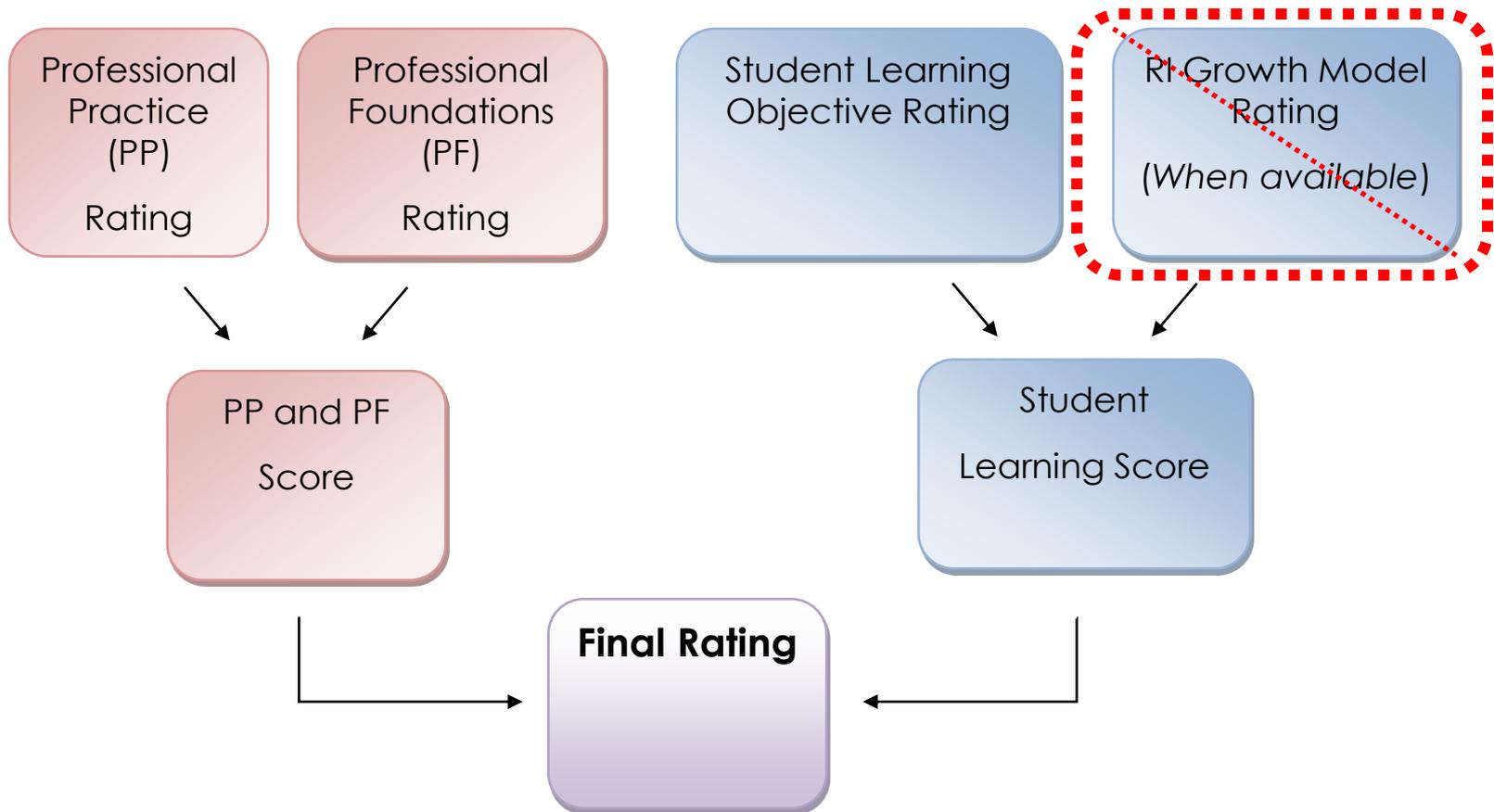


- **Exceptional Attainment (4)**
- **Full Attainment (3)**
- **Partial Attainment (2)**
- **Minimal Attainment (1)**



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STEP 5: Rhode Island Growth Model Rating (when applicable)



STEP 6: Determine an Overall Student Learning Score



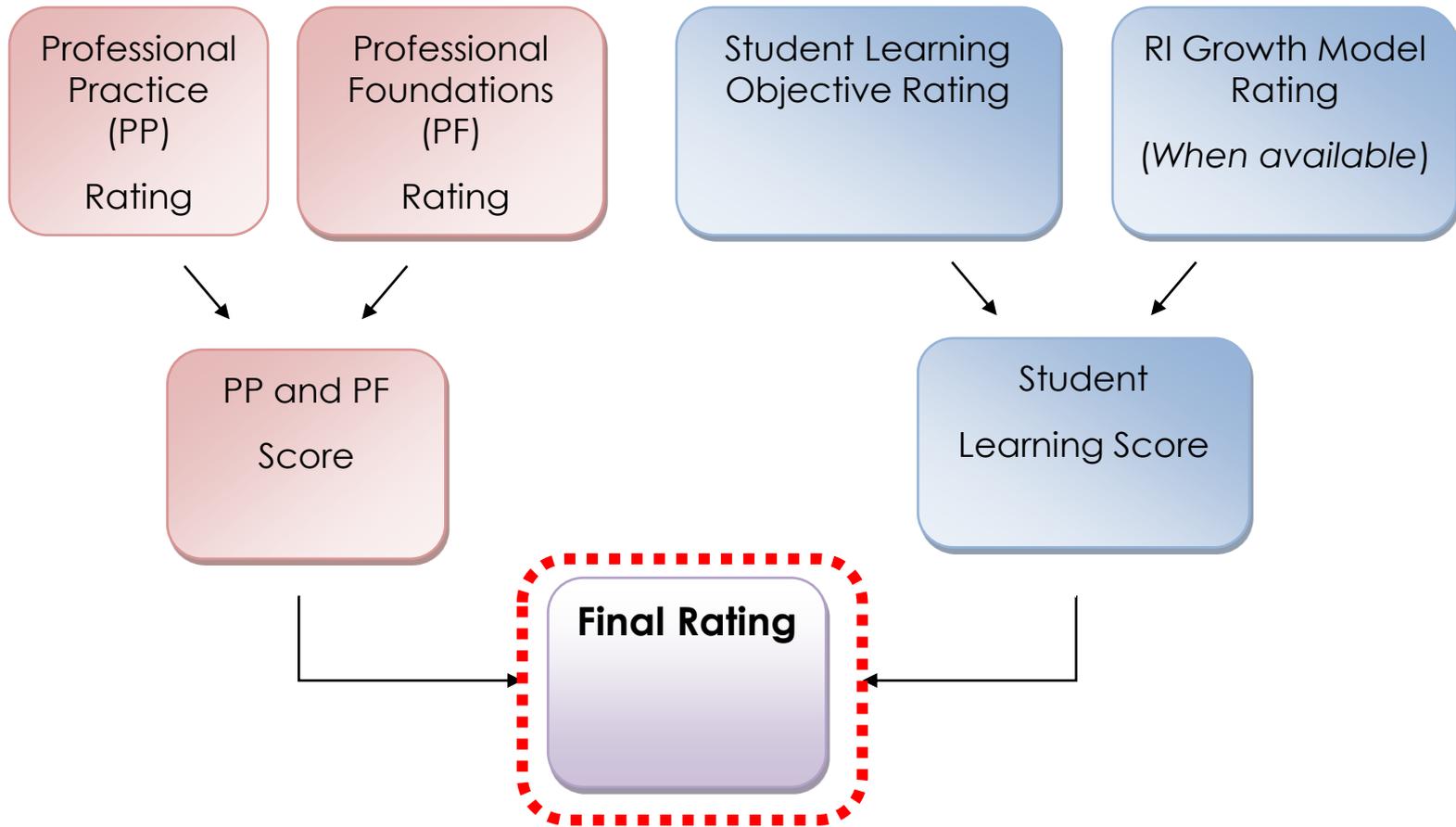
		Student Learning Objectives			
		Exceptional Attainment	Full Attainment	Partial Attainment	Minimal Attainment
Growth Model	High Growth	4	4	3	2
	Typical Growth	4	3	2	1
	Low Growth	2	2	1	1

The Rhode Island Growth Model will not be included in educator evaluations until the 2013-14



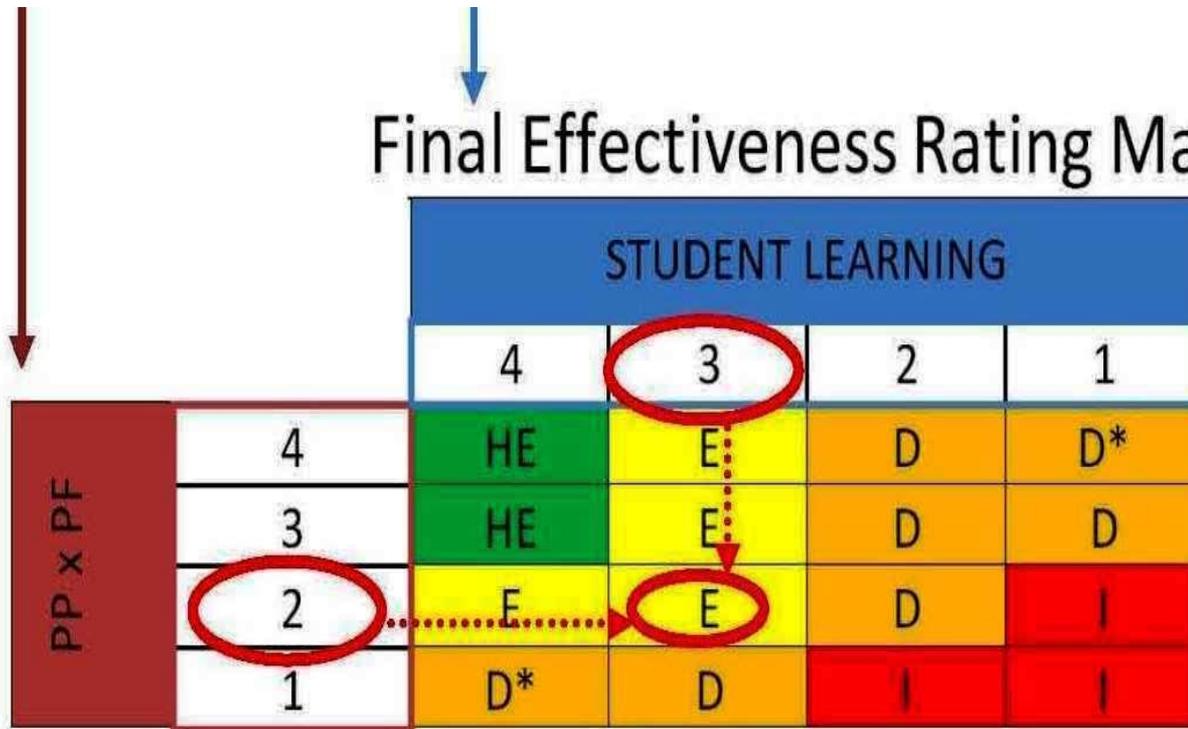
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STEP 7: Combine Scores to Determine a Final Effectiveness Rating



Final Effectiveness Rating Matrix

Final Effectiveness Rating Matrix



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

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



Session 3: Action Planning

Objectives

Evaluators will be able to:

- Identify action steps to take following the Summer Academy.

Standing Conversation



Think about your experience implementing the Rhode Island Model this past school year (or a similarly robust initiative for new evaluators).

- What was successful and what do you hope to replicate?
- What did not work as well as you hoped and what do you want to improve?

RI Model Resources for Supporting Teachers



- The Rhode Island Model Teacher Evaluation & Support System Guidebook
- Framework for Teaching Effectiveness Series (FFTES)
- EPSS Training and Support
- Evaluation ISPs (where applicable)
- “Staff Meetings in a Box”

Implementation Planning

Take a few minutes to independently write down:

3 actions to take following this training

2 challenges I anticipate

1 possible solution



With a partner, share one action you're going to take or a challenge/solution.



Rhode Island Model – REVIEW GAME

Directions:

- Work with the people at your table to determine if the statement is “True”, “False”, or a “Local Decision” – (Flexibility Factor).
- You will have one minute after the statement is read to discuss, and reach consensus on your answer.
- When time is called, one person in each group must share their answer by holding up the corresponding number of fingers:
 - **TRUE = 1**
 - **FALSE = 2**
 - **LOCAL DECISION= 3**
- Correct responses are worth one point.
- The team with the most points wins.



1. Teachers will not receive a rating on their Professional Growth Plans.

TRUE. Professional Growth Plans are a required and important part of the Rhode Island Model because they guide the support and development process, but they are not a scored criterion of the Rhode Island Model.



2. The Teacher Professional Practice Rubric includes 10 observable components organized into 2 domains.

FALSE. The Teacher Professional Practice Rubric includes 8 observable components organized into 2 domains.

3. “Using Assessment in Instruction” is one of the 8 components of the Teacher Professional Practice Rubric.

TRUE. Component 3d is “Using Assessment in Instruction”.



4. Component 1 of the Teacher Professional Foundations rubric (*Maintains an understanding of and participates in school/district-based initiatives and activities*) requires an artifact to be reviewed.

LOCAL DECISION. Districts have the flexibility to determine evidence for Professional Foundations components.

5. Every teachers' Student Learning Objectives must be set for the full school year.

FALSE. Student Learning Objectives can be set for the school year or an interval of instruction appropriate to the teaching assignment (e.g., a single semester for a semester length course).

6. Individual Student Learning Objectives are scored on a 3-point scale.

FALSE. Individual Student Learning Objectives are scored on a 4-point scale, “Exceeded”, “Met”, “Nearly Met”, or “Not Met”.

7. Pre-observation conferences are required for announced observations.

LOCAL DECISION. Pre-observation conferences are not a required aspect of the Rhode Island Model from a state perspective, but schools and districts can choose to implement pre-and/or post-observation conferences depending on what works best for their local needs.

Statement #8



8. Educators using the EPSS will be able to organize, review, and store artifacts for Professional Foundations online.

TRUE. Educators can upload artifacts in any electronic file format to associate them with their evaluation record. Artifacts can be aligned to rubric domains and components and categorized by evidence type (i.e. lesson plan, student work, etc). All artifacts are uploaded and displayed in a single file library which is available to both the educator and evaluator and searchable by multiple criteria.

Statement #9



9. All classroom observations must be at least 30 minutes long.

FALSE. All classroom observations must be at least 20 minutes long.

10. A Performance Improvement Plan may be started before the Mid-Year Conference.

TRUE. A Performance Improvement Plan may be utilized at any time during the school year, but must be put in place if a teacher receives a final effectiveness rating of Developing or Ineffective.

Next steps

- Complete the online survey that was emailed to you
- Continue to refine your classroom observation skills with the Framework for Teaching Proficiency System
 - Observation Training should be completed by October 15, 2012
 - Proficiency Test should be completed by November 15, 2012

Thank you!



For more information and to download detailed documents, visit:

<http://www.ride.ri.gov/educatorquality/EducatorEvaluation>

Questions? Comments? E-mail us at:

EdEval@ride.ri.gov

Rhode Island Model
Academy for Personnel
Evaluating Building Administrators
**Day 1 Professional Practice and
Foundations**



Framing the Work

Day 1

Day 2

Session Objectives

Building Administrator Evaluators will:

- Understand expectations for the training
- 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

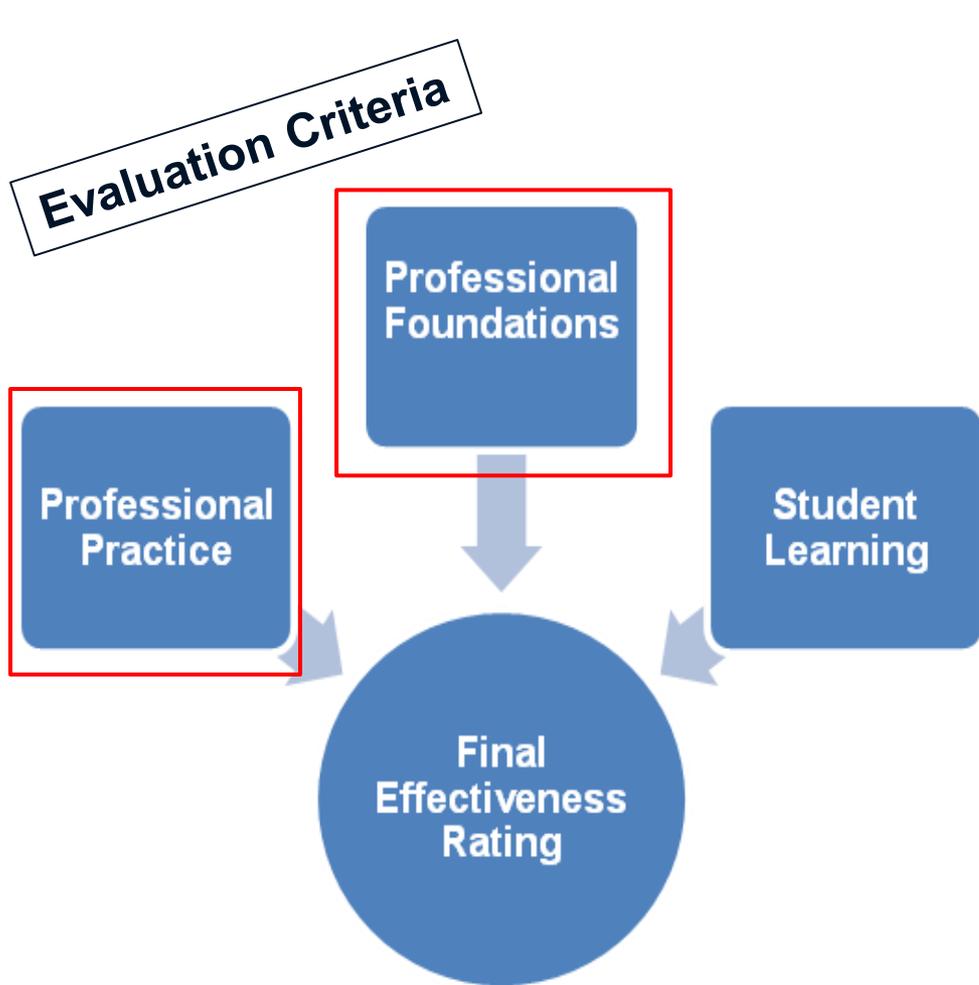
Edition II: For Personnel Evaluating Building Administrators

	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



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Building Administrator Evaluation and Support System



Support System

- Professional Growth Plan
- Evaluation Conferences
- Ongoing reflection and planning

Professional Practice & Professional Foundation of the BA Model

Evaluation Criteria

Professional Practice
(11 Holistically - Scored Components)

Professional Foundations

Student Learning

Final Effectiveness Rating



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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



DOMAIN 1: Mission, Vision, and Goals

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

Component Description



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.

Elements and Indicators



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:

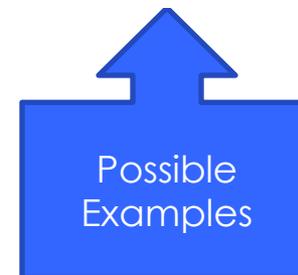
- School goals reflect high expectations for all students, staff and community members
- Mission and vision are thoughtful and take into account the particular needs of the school community
- Evidence of communication among school administration, faculty and the community about progress toward school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



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Professional Practice Architecture: Rubric (continued)

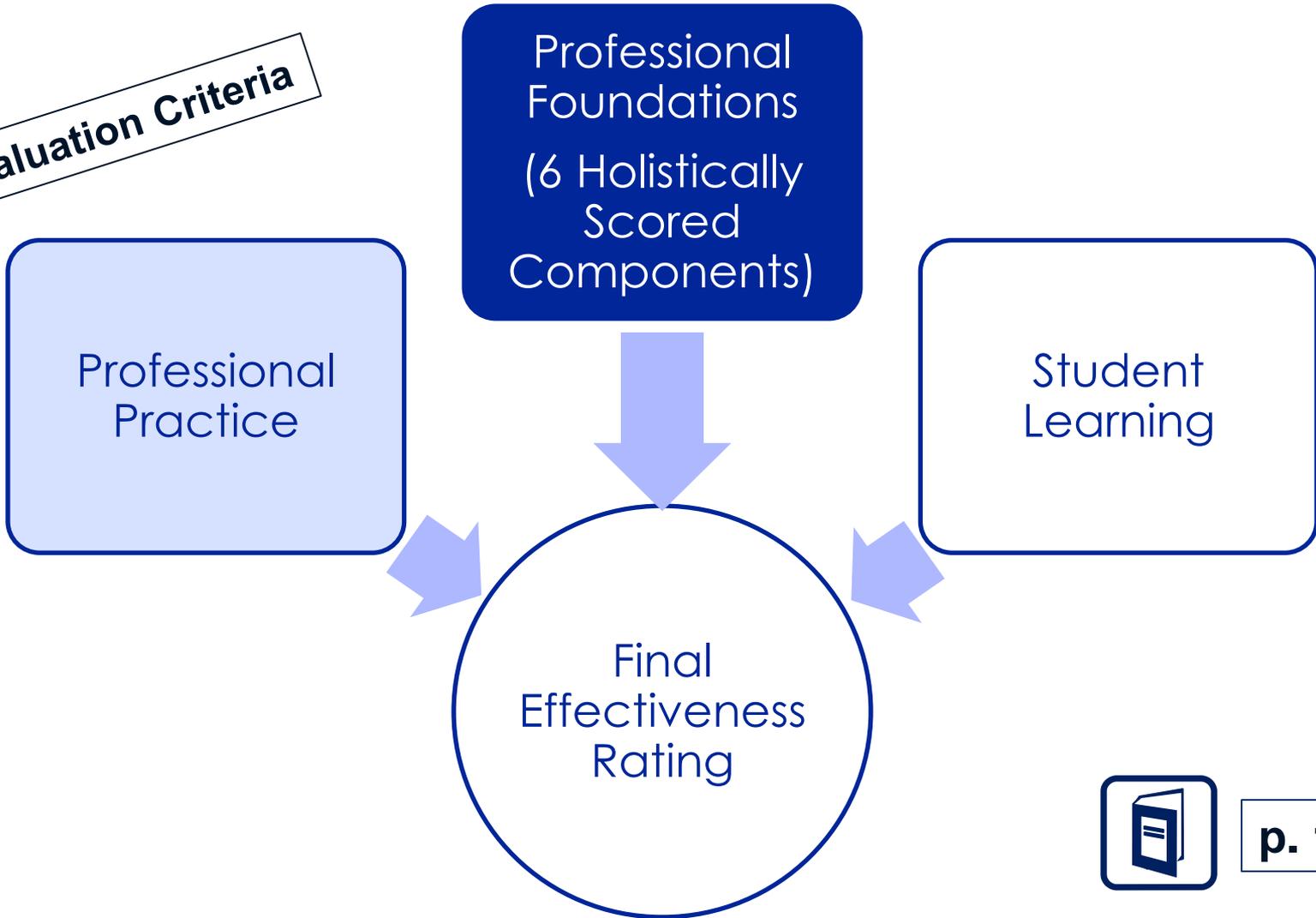
Component 1a: Establishes and maintains a school mission, vision, and goals that set clear and measureable high expectations for all students, educators, and stakeholders.			
LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
4	The administrator establishes and maintains school mission, vision, 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.



Edition II: Professional Foundations



Evaluation Criteria



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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

GATHER
evidence

SORT
evidence

INTERPRET
evidence

DEVELOP
FEEDBACK

- 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

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):

- 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.