Educator Performance and Support System (EPSS):
Completing the End-of-Year Evaluation Components - A Guide for Evaluators using the RI Building Administrator Model

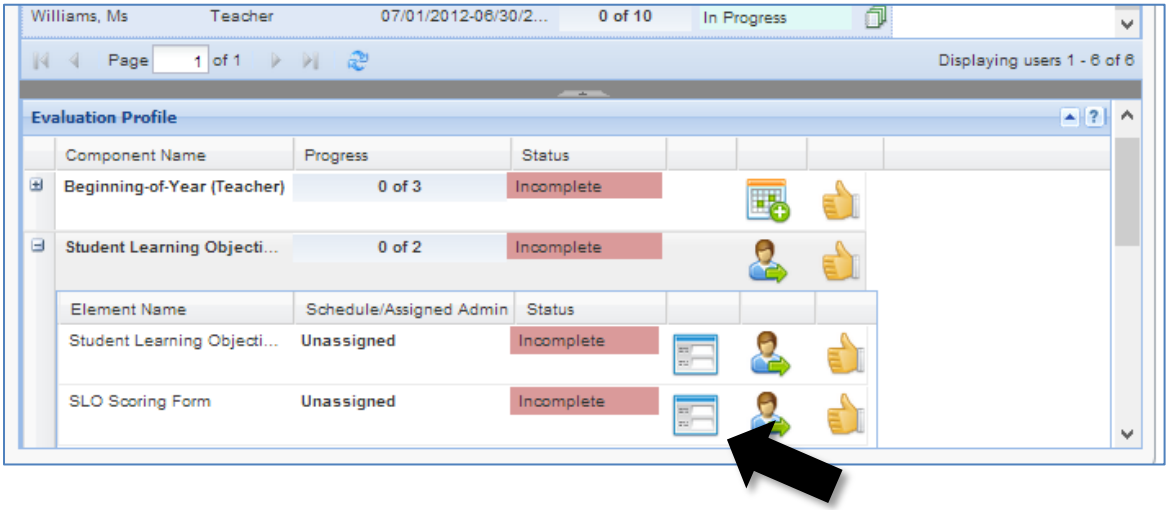
This document provides an overview of how to complete the end-of-year evaluation components in the EPSS for Evaluators using the Rhode Island Building Administrator Evaluation Model. The following key processes are described:

- Scoring the Student Learning Objectives
- Entering Final Professional Practice Scores
- Entering Final Professional Foundations Scores
- Reviewing and Finalizing the Final Effectiveness Rating Report

Scoring the Student Learning Objectives

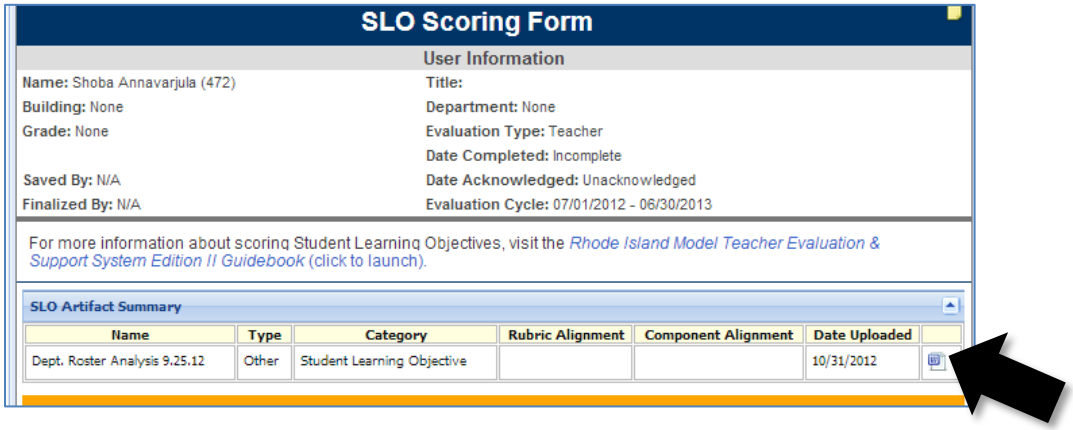
The following steps describe how Evaluators will complete the SLO Scoring form. Please note that the Building Administrator being evaluated should be advised to update their SLO results and upload any associated artifacts before the SLOs are scored. For additional detail about how Building Administrators can update their SLOs, refer to the "Updating Student Learning Objective Results" Guide posted on the EPSS section of the RIDE website.

Step 1: On the "My Caseload" tab, in the Building Administrator's Evaluation Profile, open the Student Learning Objectives component. You will see two forms: the Student Learning Objectives Approval form and the SLO Scoring form. Open the SLO Scoring form.



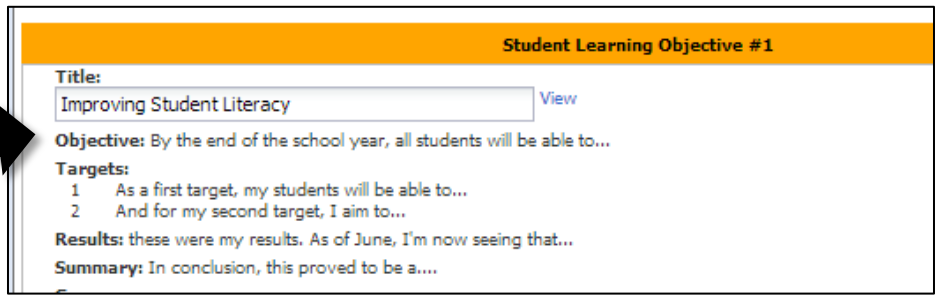
Step 2: When the SLO Scoring form opens, it will display the following:

- In a table at the top of the form, you will see a list of all electronic files that the Building Administrator being evaluated has uploaded as SLO evidence. You can click on the File icon in the column on the far right to open and view each file the Teacher has uploaded.

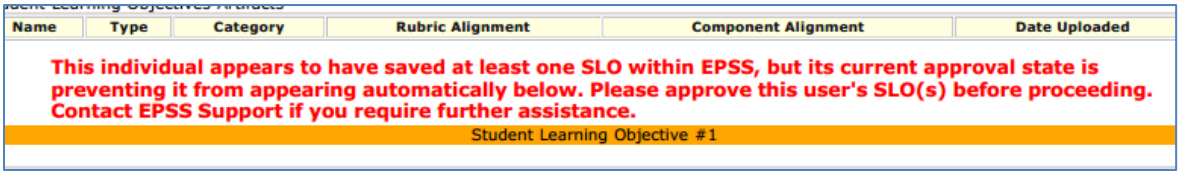


- For any SLO that was completed in the EPSS that currently has a status of "Acceptable", the following details from the SLO will automatically display on the SLO Scoring form: SLO Title, Objective Statement, Targets, Results and Summary. It will also include a link to the full SLO form labeled "view"

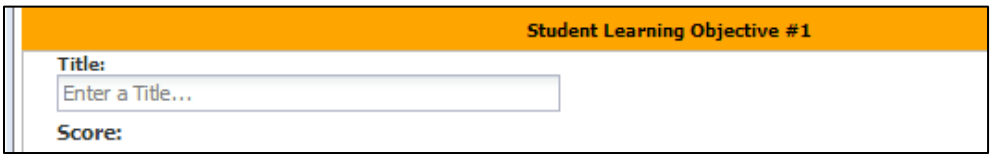
All of these details pull from the SLO form and cannot be edited on the scoring form



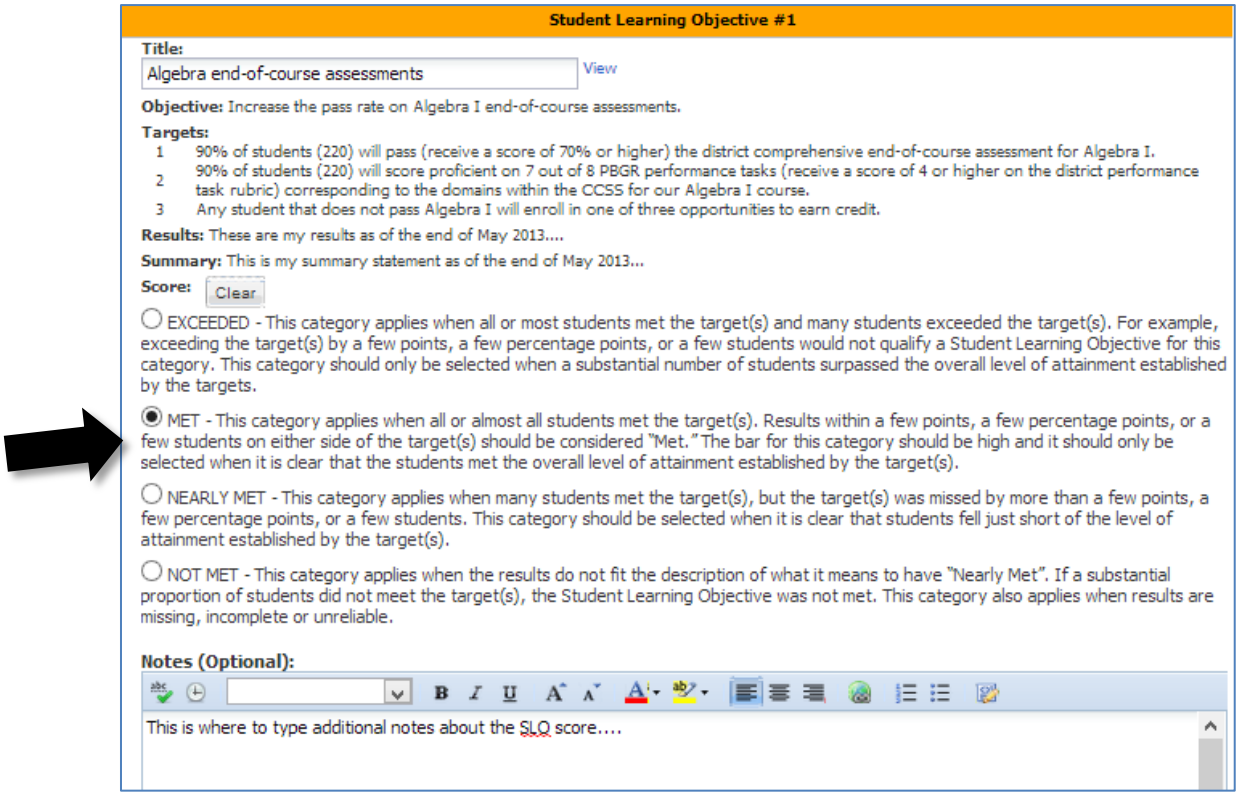
- Note: If the Teacher completed one or more SLOs in the EPSS that do not currently have a status of "Acceptable", the SLO Scoring Form will not display them. In this case- where there are SLOs detected in the EPSS with a status other than "Acceptable"- a pop-up alert will appear, along with a note on the scoring form itself. The Evaluator should review the SLO Approval form and the SLOs to resolve issues and/or reset the "Acceptance" status if appropriate.



- If the Building Administrator's SLOs were completed outside of the EPSS, the SLO scoring form will display a blank, editable "Title" field only that needs to be completed to identify which SLO is being scored. You will have space on this form to enter scores for up to 4 SLOs.

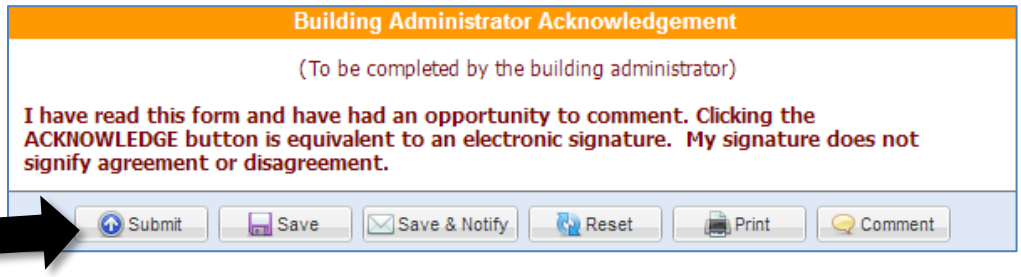


Step 3: Enter a score for each of the Building Administrator's SLOs by selecting the appropriate radio button. The notes field below the scoring radio buttons is optional. The form cannot be submitted or finalized until all SLOs entered into the EPSS (by the Building Administrator or by the Evaluator on the SLO scoring form) have been scored.

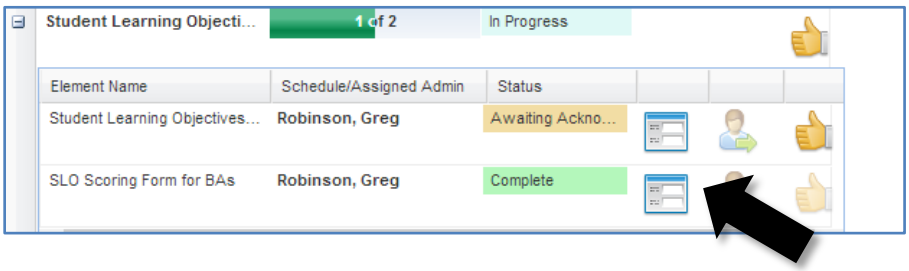


Step 4: To save the information entered without finalizing it, use the Save or Save and Notify button. Save and Notify allows one evaluator to send an email to another evaluator with access to view the form. When all applicable scores and notes (if applicable) are entered, Submitting the form will allow the Building Administrator to view and acknowledge it.

Submit the SLO Scoring form when it is ready to be shared electronically with the Building Administrator



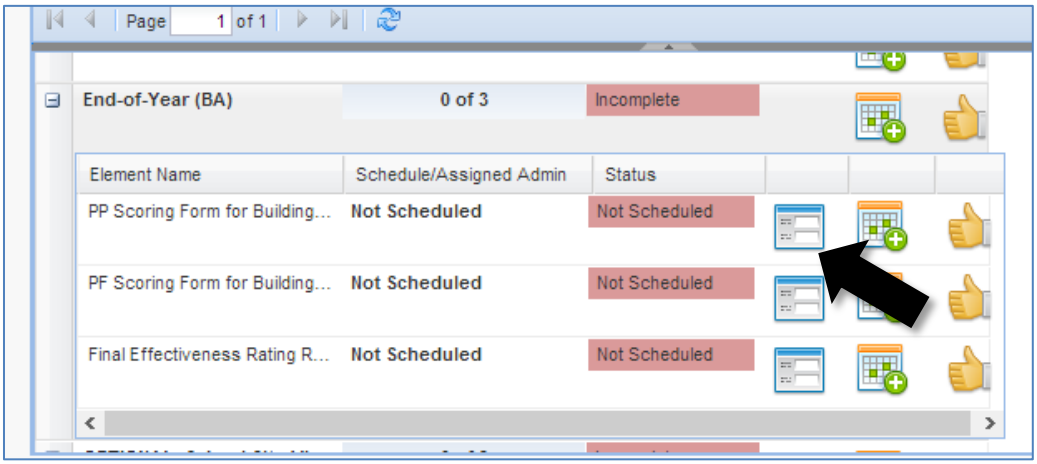
Step 5: After the form has been acknowledged by the Building Administrator, finalize the form in the "My Caseload" tab by clicking the thumbs up to the right of the form. The status will change to "Complete"



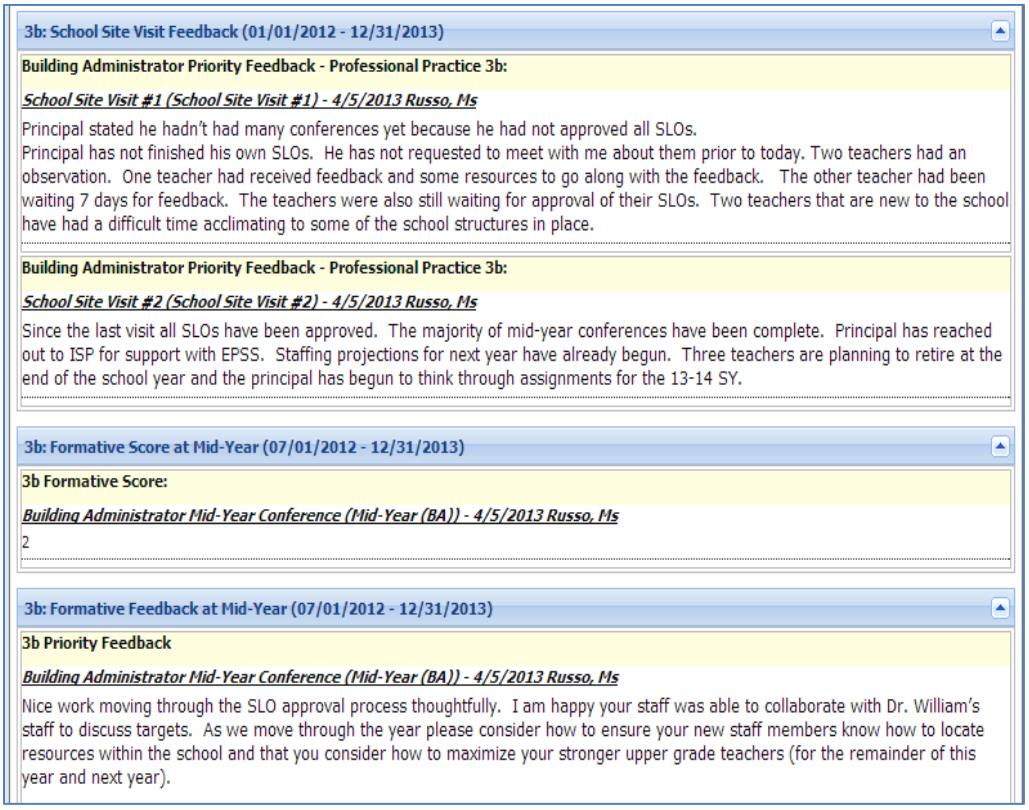
Entering Final Professional Practice Scores

In order to finalize the Professional Practice scores in the EPSS, the Evaluator will complete the Professional Practice Scoring form. Here is how:

Step 1: Open the "End of Year" component in the "My Caseload" tab for the Building Administrator and click on the "PP Scoring Form" icon



Step 2: Review the feedback provided to the Building Administrator throughout the year that is displayed by on the Professional Practice Scoring form. For each Professional Practice Domain, the form displays the (as read-only text) feedback and formative scores entered on all school site visit forms, as well as the Mid-Year Conference form. It also displays evidence uploaded with the Category of "Professional Practice" that has been associated with Components within the Domain



3b: School Site Visit Feedback (01/01/2012 - 12/31/2013)

Building Administrator Priority Feedback - Professional Practice 3b:

School Site Visit #1 (School Site Visit #1) - 4/5/2013 Russo, Ms

Principal stated he hadn't had many conferences yet because he had not approved all SLOs.
Principal has not finished his own SLOs. He has not requested to meet with me about them prior to today. Two teachers had an observation. One teacher had received feedback and some resources to go along with the feedback. The other teacher had been waiting 7 days for feedback. The teachers were also still waiting for approval of their SLOs. Two teachers that are new to the school have had a difficult time acclimating to some of the school structures in place.

Building Administrator Priority Feedback - Professional Practice 3b:

School Site Visit #2 (School Site Visit #2) - 4/5/2013 Russo, Ms

Since the last visit all SLOs have been approved. The majority of mid-year conferences have been complete. Principal has reached out to ISP for support with EPSS. Staffing projections for next year have already begun. Three teachers are planning to retire at the end of the school year and the principal has begun to think through assignments for the 13-14 SY.

3b: Formative Score at Mid-Year (07/01/2012 - 12/31/2013)

3b Formative Score:

Building Administrator Mid-Year Conference (Mid-Year (BA)) - 4/5/2013 Russo, Ms

2

3b: Formative Feedback at Mid-Year (07/01/2012 - 12/31/2013)

3b Priority Feedback

Building Administrator Mid-Year Conference (Mid-Year (BA)) - 4/5/2013 Russo, Ms

Nice work moving through the SLO approval process thoughtfully. I am happy your staff was able to collaborate with Dr. William's staff to discuss targets. As we move through the year please consider how to ensure your new staff members know how to locate resources within the school and that you consider how to maximize your stronger upper grade teachers (for the remainder of this year and next year).

Domain 1: Evidence Submitted to Date

Professional Practice Domain 1 Artifacts Summary

Name	Type	Category	Rubric Alignment	Component Alignment	Date Uploaded	
Sample artifact document		Professional Practice	BA Professional Practice Domain 1: Mission, Vision & Goals	1a: Establishes and maintains a school mission, vision and goals that set clear and measurable high expectations for all students, educators, and stakeholders	4/19/2013	

Uploaded evidence that has been categorized as "Professional Practice" AND aligned with rubric Components in this Domain will display here.

Step 3: Enter a final score and rationale for each Professional Practice component by clicking on the appropriate box in the rubric and entering text in the field below.

Domain 1: Score

BA Professional Practice Domain 1: Mission, Vision & Goals

Component	(4)	(3)	(2)	(1)
1a: Establishes and maintains a school mission, vision and goals that set clear and measurable high expectations for all students, educators, and stakeholders	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.	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.	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.	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.

Enter Rationale

Tahoma

Click to choose a component score

Rationale text goes in the field below

Step 4: To save the information entered without finalizing it, use the Save or Save and Notify button. Save and Notify allows one evaluator to send an email to another evaluator with access to view the form. When the form is ready to be submitted and shared with the Building Administrator electronically, scroll to the bottom of the form and click "Submit".

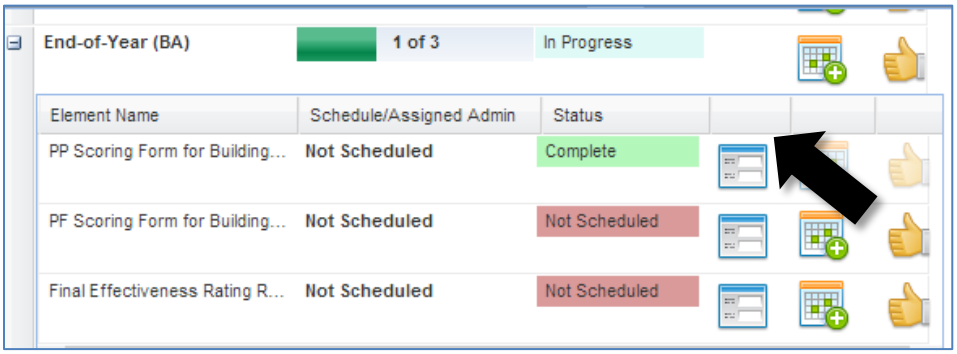
Acknowledgement

(To be completed by the building administrator being evaluated)

I have read this form and have had an opportunity to comment. Clicking the ACKNOWLEDGE button is equivalent to an electronic signature. My signature does not signify agreement or disagreement.

Submit | Save | Save & Notify | Reset | Print | Comment

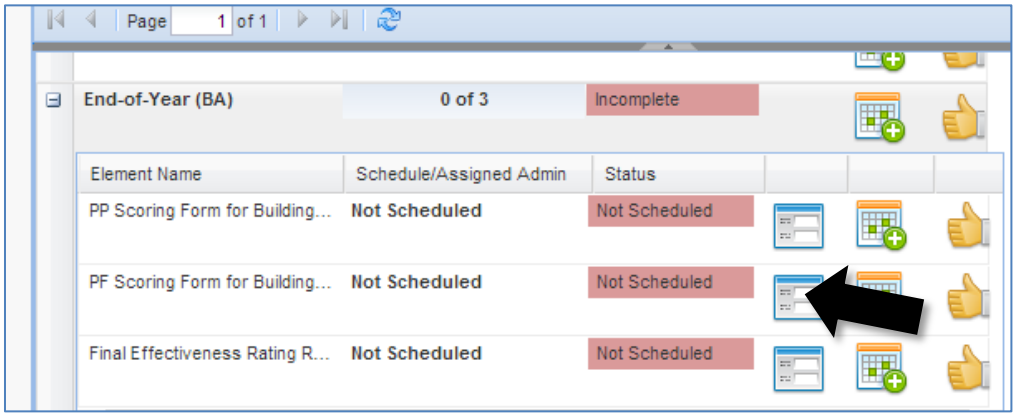
Step 5: After the form has been acknowledged by the Building Administrator, finalize the form in the “My Caseload” tab by clicking the thumbs up to the right of the form. The status will change to “Complete”.



Entering Final Professional Foundations Scores

In order to finalize the Professional Foundations scores in the EPSS, the Evaluator will complete the Professional Foundations Scoring form. Here is how:

Step 1: Open the “End of Year” component in the “My Caseload” tab for the Building Administrator and click on the “PF Scoring Form” icon



Step 2: Review the feedback provided to the Building Administrator throughout the year that is displayed by on the Professional Foundations Scoring form. For each Professional Foundations Domain, the form displays the (as read-only text) feedback and formative scores entered on all school site visit forms, as well as the Mid-Year Conference form. It also displays evidence uploaded with the Category of “Professional Foundations” that has been associated with Components within the Domain.

Domain 1: School Responsibilities and Communication

Domain 1: Feedback Given to Date

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

PF1: School Site Visit Feedback (07/01/2012 - 06/30/2013)

Building Administrator Priority Feedback - Professional Foundations PF1:

School Site Visit #1 (School Site Visit #1) - 4/5/2013 Skapik, Jacqueline

Dr. Juarez 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.

Building Administrator Priority Feedback - Professional Foundations PF1:

School Site Visit #2 (School Site Visit #2) - 4/5/2013 Russo, Ms

PF1: Formative Score at Mid-Year (07/01/2012 - 06/30/2013)

PF1 Formative Score:

Building Administrator Mid-Year Conference (Mid-Year (BA)) - 4/5/2013 Skapik, Jacqueline

3

PF1: Formative Feedback at Mid-Year (07/01/2012 - 06/30/2013)

PF1 Priority Feedback:

Building Administrator Mid-Year Conference (Mid-Year (BA)) - 4/5/2013 Skapik, Jacqueline

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.

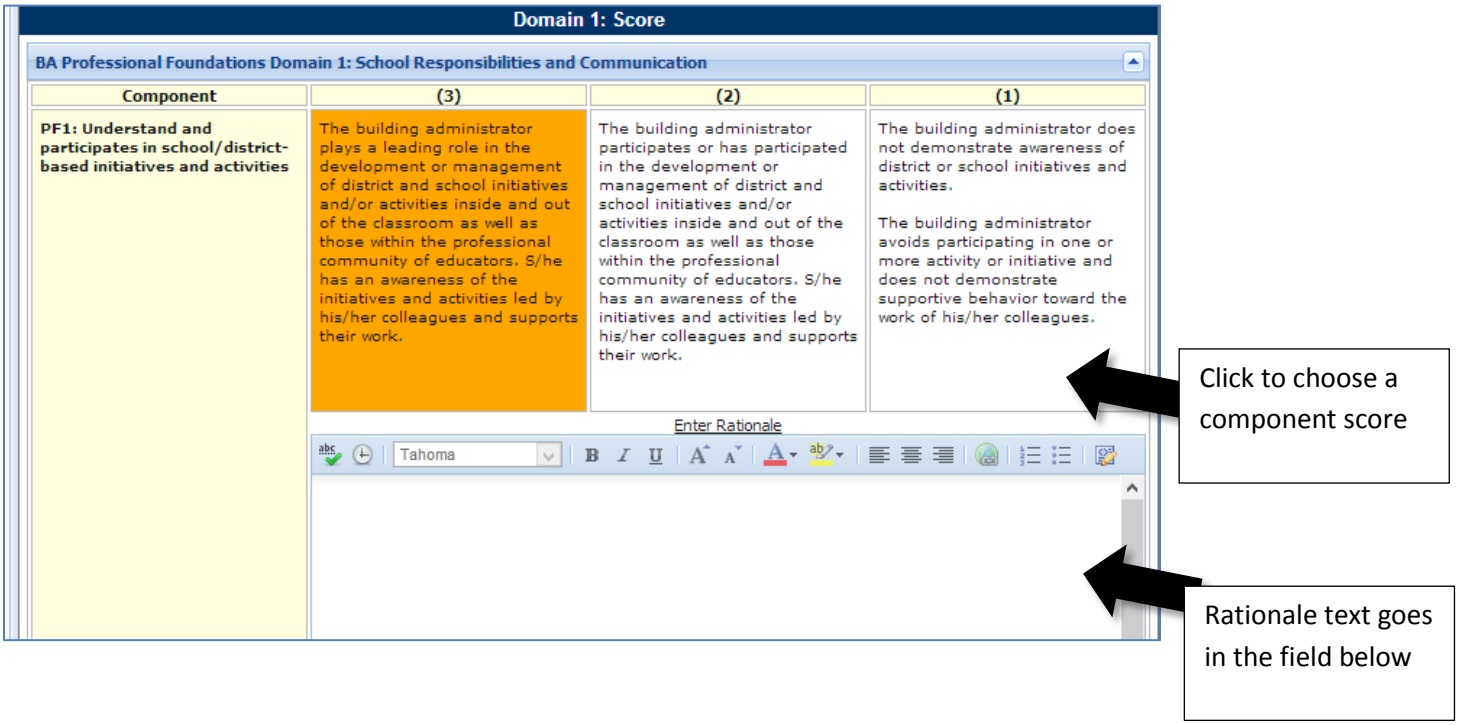
Domain 1: Evidence Submitted to Date

Professional Foundations Domain 1 Artifacts Summary

Name	Type	Category	Rubric Alignment	Component Alignment	Date Uploaded	
Sample artifact document		Professional Foundations	BA Professional Foundations Domain 1: School Responsibilities and Communication	PF1: Understands and participates in school/district-based initiatives and activities	4/19/2013	

Uploaded evidence that has been categorized as "Professional Foundations" AND aligned with rubric Components in this Domain will display here.

Step 3: Enter a final score and rationale for each Professional Foundations component by clicking on the appropriate box in the rubric and entering text in the field below.



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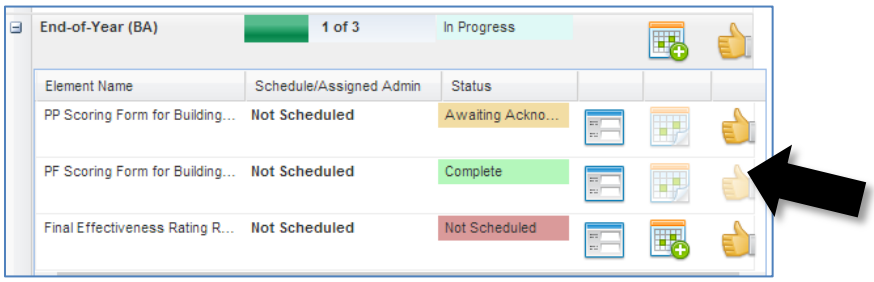
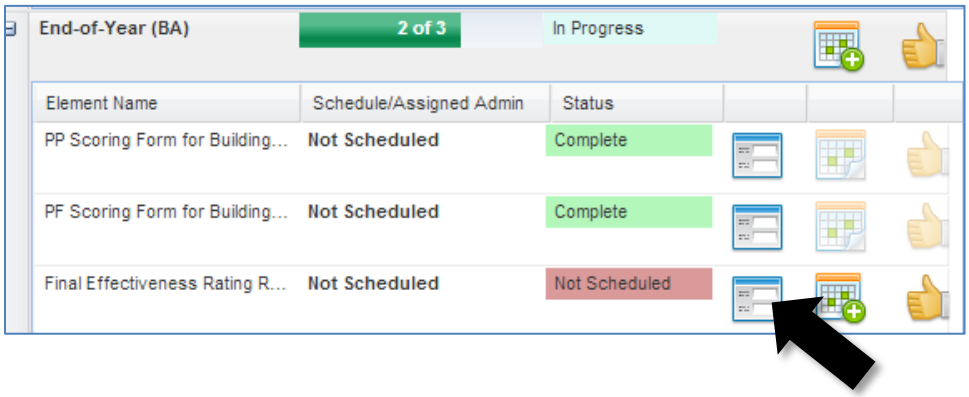


Reviewing, Submiting and Finalizing the Final Effectiveness Rating Report

The EPSS will automatically calculate and display the following ratings for the Building Administrator: PP Rating, PF Rating, PPxPF Score, SLO Rating, Student Learning Score and Final Effectiveness Rating. These scores and ratings will display on the Final Effectiveness Rating Report. With the exception of an optional comments field, ***the Evaluator will not need to enter any new information on the Final Effectiveness Rating Report. All ratings and scores on the Final Rating Report are calculated automatically by the EPSS. The purpose of this report is to serve as a reference tool and summative report for the Evaluator and (after it is submitted and finalized by the Evaluator) the Building Administrator.***

Step 1: Open the Final Effectiveness Rating Report by opening the "End of Year" component on the "My Caseload" tab and clicking on the Final Effectiveness Rating Report form icon



Step 2: Review the sections of the Final Effectiveness Rating Report (sections described below)

The Professional Practice Rating Section calculates a PP Rating based on the component scores entered on the Professional Practice Scoring form after it has been SUBMITTED by the Evaluator.

Building Administrator Performance

Professional Practice

PP Component Score Report

Component	PP Scoring Form for Building Administrators
1a: Establishes and maintains a school mission, vision and goals that set clear and measurable high expectations for all students, educators, and stakeholders	4
1b: Continuously improves the school through effective planning and prioritizing, managing change, using research and best practices, monitor progress, and allocating resources	4
2a: Develops a strong collaborative culture focused on student learning and the development of professional competencies, which leads to quality instruction	3
2b: Ensure the implementation of effective, research-based instructional practices aligned with Rhode Island and national standards	2
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	3
3a: Addresses real and potential challenges to the physical and emotional safety of the school community	4
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	3
3c: Employs and improves an evaluation and support system that drives staff and student growth	3
3d: Establishes an infrastructure for finance that operates in support of improving learning and teaching	2
4a: Partners with families and community members to develop and evaluate programs, services, and staff outreach to improve student learning	3
4b: Responds and reacts to the community's needs by providing the best possible resources to students, families, and the surrounding community	3
TOTALS:	34

PP Rubric Score Report

Rating: **Proficient**

Score: **34**

PP Composite Score
- Exemplary 40 - 44
- Proficient 31 - 39
- Emerging 21 - 30
- Unsatisfactory 11 - 20

The Professional Foundations Rating Section calculates a PF Rating based on the component scores entered on the Professional Foundations Scoring form after it has been SUBMITTED by the Evaluator.

Professional Foundations

PF Component Score Report

Component	PF Scoring Form for Building Administrators
PF1: Understand and participates in school/district-based initiatives and activities	3
PF2: Solicits, maintains records of, and communicates appropriate information about students' behavior, learning needs, and academic progress	3
PF3: Acts on the belief that all students can learn and advocates for students' best interests	1
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	1
PF 5: Acts ethically and with integrity while following all school, district, and state policies	1
PF 6: Engages meaningfully in the professional development process and enhances professional learning by giving and seeking assistance from other educators	3
TOTALS:	12

PF Rubric Score Report

Rating: **Meets Expectations**

Score: **12**

PF Composite Score
- Exceeds Expectations 17 - 18
- Meets Expectations 12 - 16
- Does Not Meet Expectations 6 - 11

The Professional Practice x Professional Foundations section calculates the PPxPF score. If the PP and/or PF sections above do not have ratings yet, the PPxPF score field will be blank

Professional Practice x Professional Foundations

PP x PF Matrix

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

PP x PF Score: 2

The Student Learning section displays the calculated SLO rating based on the individual SLO scores. The Student Learning Objective Rating and Student Learning Score fields will be blank until the SLOs have been scored and the SLO scoring form has been SAVED by the Evaluator.

Student Learning

Student Learning Objectives Rating Summary

Reading comprehension- informational texts	Algebra end-of-course assessments	Final
Exceeded	Met	Full Attainment

Student Learning Score

Student Learning: Exceptional Attainment	Full Attainment	Partial Attainment	Minimal Attainment
4	3	2	1

Student Learning Score: 3

The Final Effectiveness Rating section displays the Final Effectiveness Rating matrix. The final rating field will be blank until both the PPxPF and Student Learning Scores have been calculated

Final Effectiveness

Final Effectiveness Rating

PP x PF	Student Learning: 4	3	2	1
4	HE	E	D	D
3	HE	E	D	D
2	E	E	D	I
1	D	D	I	I

Final Effectiveness Rating: E

Rating

Effective

Final Effectiveness Rating
- HE: Highly Effective
- E: Effective
- D: Developing
- I: Ineffective

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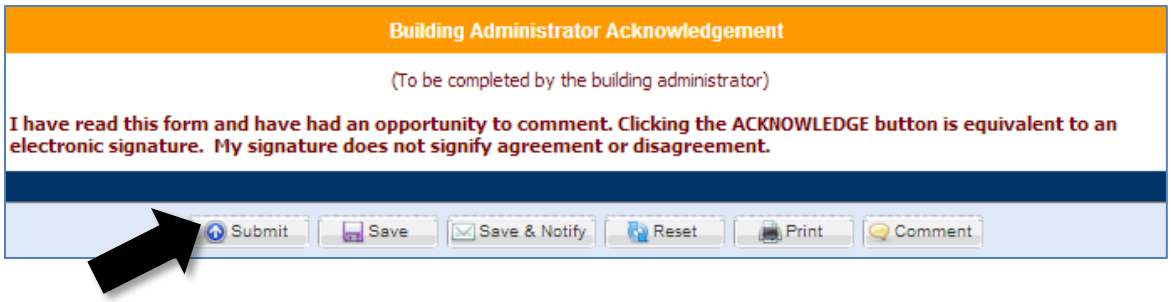
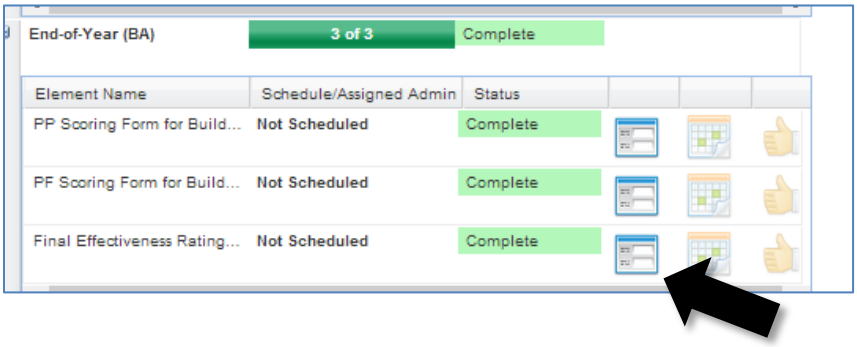
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