Rhode Island Model Teacher Evaluation & Support System
Edition IV

Objectives

Participants will:

- Understand the architecture and key terms of the Professional Practice and Professional Responsibilities Rubrics

- Become familiar with the Support and Development Process

- Develop a common understanding of the purpose of setting SLOs

- Understand where SLOs fit into the big picture of Educator Evaluation

- Understand how a teacher's final effectiveness rating is calculated

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Agenda

❑ **Model Overview**

❑ **Support & Development**

❑ **Professional Practice**

❑ **Professional Responsibilities**

❑ **Student Learning Objectives**

❑ **Calculating a Final Effectiveness Rating**

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Full Model at a Glance

Element	Minimum Requirements
Evaluation Conferences	▪ 3 evaluation conferences between the teachers and the evaluator (Beginning, Middle and End-of-Year)
Classroom Observations	▪ At least 3, including: 1 announced and 2 unannounced ▪ All observations must be at least 20 minutes each ▪ Each of the 8 Professional Practice components will be scored after each observation ▪ Written feedback is required after each observation
Professional Growth Goals	▪ At least 1 at the beginning of the year
Student Learning Objectives	▪ At least 2 per teacher (no more than 4)

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Edition IV: Evaluation and Support System

Evaluation Criteria
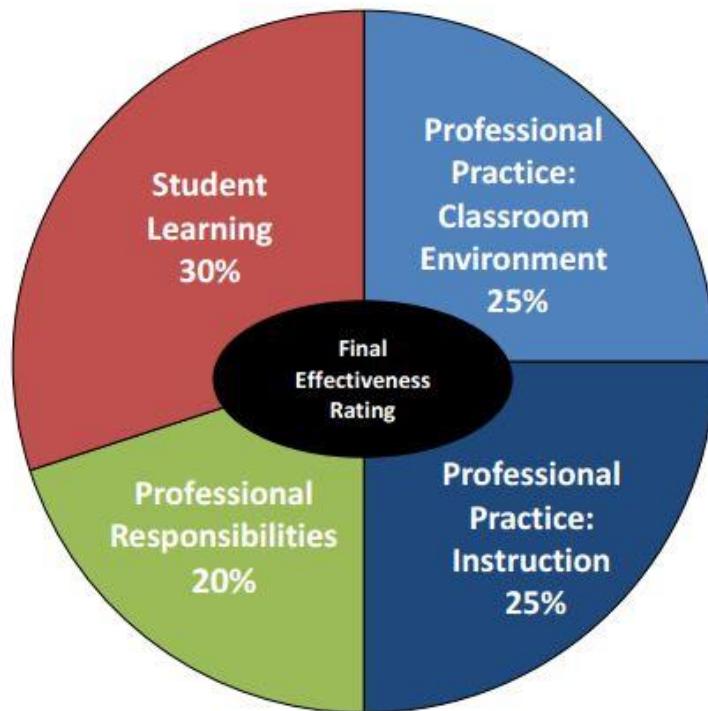
Support System

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

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Please note the icon below is used throughout this overview to refer to important parts of the Rhode Island Model Evaluation & Support System Teacher Guidebook Edition IV.

Support and Development

The Rhode Island Model is designed to support teacher 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 teacher 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.

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Support and Development

Three Evaluation Conferences

- Beginning, Middle, and End-of Year

Self assessment (optional)

- optional reflective process
- use prior evaluation data to analyze and identify priorities for professional growth plan

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Support and Development

Professional Growth Goal

- One professional growth goal required (minimum)
- Goal(s) within a plan can span more than one school year, however, the activities and benchmarks for the goal should be identified for each year
- Clear action steps and benchmarks for meeting goal
- Aligned to the components within the teacher professional practice or professional responsibilities rubric
- Mid-Year Conference provides a formal opportunity for the teacher and evaluator to review the Professional Growth Plan and make adjustments, if necessary

Performance Improvement Plan for teachers 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*

Flexibility Factor: Schools and districts may determine that a school-wide approach for one professional growth goal is preferable. It is also important that teachers are able to set individual goals designed to meet their professional development goals.

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Professional Practice Rubric at a Glance

THE FRAMEWORK AT A GLANCE

DOMAIN 2: THE CLASSROOM ENVIRONMENT

2a: Creating an Environment of Respect and Rapport
- Teacher interactions with students, including both words and actions
- Student interactions with other students, including both words and actions

2b: Establishing a Culture for Learning
- Importance of the content and of learning
- Expectations for learning and achievement
- Student pride in work

2c: Managing Classroom Procedures
- Management of instructional groups
- Management of transitions
- Management of materials and supplies
- Performance of non-instructional duties

2d: Managing Student Behavior
- Expectations
- Monitoring of student behavior
- Response to student misbehavior

DOMAIN 3: INSTRUCTION

3a: Communicating with Students
- Expectations for learning
- Directions and procedures
- Explanations of content
- Use of oral and written language

3b: Using Questioning/Prompts and Discussion Techniques
- Quality of questions/prompts
- Discussion techniques
- Student participation
- Student participation

3c: Engaging Students in Learning
- Activities and assignments
- Grouping of students
- Instructional materials and resources
- Structure and pacing

3d: Using Assessment in Instruction
- Assessment criteria
- Monitoring of student learning
- Feedback to students
- Student self-assessment and monitoring progress
- Lesson adjustment

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Architecture of Edition III Rubrics

Domain

Component Title

Component Description

DOMAIN 2: THE CLASSROOM ENVIRONMENT

Component 2a: Creating an Environment of Respect and Rapport

Teaching depends, fundamentally, on the quality of relationships among individuals. Teachers must manage relationships with students and ensure that relationships among students are positive and supportive. Verbal and nonverbal behavior and patterns of interactions contribute to the overall of the class. In a respectful environment, all students feel valued and safe, encouraging them to take intellectual risks.

The elements of component 2a are:

- Teacher interactions with students, including both words and actions
  - A teacher's interactions with students set the tone for the classroom. Through their interactions, teachers convey that they care about their students.

- Student interactions with other students, including both words and actions
  - How students treat each other is as important as how teachers treat students – and arguably, for students, even more important. At its treatment results in bullying, which can poison the environment of an entire school. At its best, positive interactions among students are mutually supportive and create an emotionally healthy school environment. It's the teacher's responsibility to model and teach students how to engage in respectful interactions with one another.

Elements
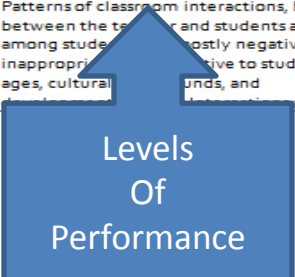
Indicators include:

- Respectful talk and turn-taking
- Attention to students' background and lives outside of the class

Indicators

- Teacher and student body language
- Physical proximity
- Warmth and caring
- Politeness and dignity
- Encouragement
- Active listening
- Fairness
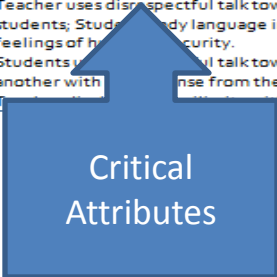
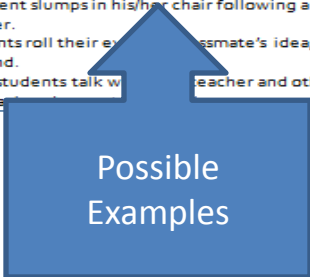**p. 44**

Architecture of the Rubric (cont.)

Component 2a: Creating an Environment of Respect and Rapport		
LEVEL	**CRITICAL ATTRIBUTES**	**POSSIBLE EXAMPLES**
4 — Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is that of connections with students as individuals	In addition to the characteristics of a level of performance 3, • Teacher demonstrates knowledge and caring about individual students' lives beyond school. • When necessary, students correct one another in their conduct towards classmates. • There is no disrespectful behavior among students. • The teacher's response to a student's incorrect response respects the student's dignity.	• Teacher inquires about a student's soccer game last weekend • Students say "Shhh" to classmates while the teacher or another student is speaking. • Students clap enthusiastically for one another's presentations for a job well done. • The teacher says: "That's an interesting idea, Student J, but you're 'forgetting...." • And others...
3 — Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.	• Talk between teacher and students and among students is uniformly respectful. • Teacher responds to disrespectful behavior among students. • Teacher makes superficial connections with individual students.	• Teacher greets students by name as they enter the class or during the lesson. • The teacher gets on the same level with students, such as kneeling beside a student working at a desk. • Students attend fully to what the teacher is saying. • Students wait for classmates to finish speaking before beginning to talk. • Students applaud politely following a classmate's presentation to the class. • Students help each other and accept help from each other. • Teacher and students use courtesies such as please/thank you, excuse me. • Teacher says: "Don't talk that way to your classmates" and the insults stop. • And others...
2 — Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.	• The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect. • Teacher attempts to respond to disrespectful behavior among students, with uneven results. • Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual.	• Students attend passively to the teacher, but tend talk, pass notes, etc. when other students are talking. • A few students do not engage with others in the classroom, even when put together in small groups. • Students applaud half-heartedly following a classmate's presentation to the class. • Teacher says: "Don't talk that way to your classmates" but student shrugs his/her shoulders
1 — Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate or insensitive to students' ages, cultural backgrounds ...	• Teacher uses disrespectful talk towards students; Student body language indicates feelings of hurt or insecurity. • Students ... talk towards one another with ... nse from the teacher. ... or caring	• A student slumps in his/her chair following a comment by the teacher. • Students roll their ey... ssmate's idea; the teacher does not respond. • Many students talk w... eacher and other students are talking; the tea...

Levels Of Performance   **Critical Attributes**   **Possible Examples**

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Edition IV: Professional Responsibilities

The Professional Responsibilities Rubric includes four domains:

- School Responsibilities and Communication
- Professionalism
- Professional Growth
- Planning

*The ratings of these four domains combine to create one measure of Professional Responsibilities.

PR = 20%
of Final Effectiveness Rating

Professional Responsibilities Architecture: At a Glance

Appendix 4: Teacher Professional Responsibilities Rubric

THE RUBRIC AT A GLANCE

DOMAIN 1: SCHOOL RESPONSIBILITIES AND COMMUNICATION	DOMAIN 2: PROFESSIONALISM	DOMAIN 3: PROFESSIONAL GROWTH	DOMAIN 4: PLANNING
PR1: Understands and participates in school/district-based initiatives and activities • Knowledge of school and district initiatives and activities • Involvement in school and district initiatives and activities **PR2: Solicits, maintains records of, and communicates appropriate information about students' behavior, learning needs, and academic progress** • Interactions with parents • Interactions with colleagues • Student or personnel records • Grade books • Specialist referrals	**PR3: Acts on the belief that all students can learn and advocates for students' best interests** • Interactions with students • Interactions with parents • Course offerings • Support service offerings • Student advocacy meeting • Call notes • After school support logs **PR 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** • Interactions with colleagues • Interactions with parents • Interactions with community members **PR 5: Acts ethically and with integrity while following all school, district, and state policies** • Required personnel file documentation of behavior • Interactions with school leadership • Interactions with colleagues	**PR 6: Engages meaningfully in school and district professional growth opportunities and enhances professional growth by giving and seeking assistance from other educators in order to improve student learning** • Interactions with colleagues • Involvement in professional growth opportunities **PR7: Writes and implements a Professional Growth Goal that addresses personal, school, or district needs and aims at improving teacher practice** • Professional Growth Goal(s) • Log of professional learning activities related to goal(s) • Training materials, handouts, agendas, materials • Interactions with colleagues • Demonstration of practice in classroom	**PR 8: Plans effectively based on accurate knowledge of how children learn and develop** • Lesson and unit plans • Classroom materials and learning activities • Assessments **PR 9: Uses data appropriately to plan instruction for a diverse group of learners** • Lesson and unit plans • Classroom materials and learning activities • Assessments

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Professional Responsibilities Architecture: Rubric Structure

Domain and Component

Component Description

Elements and Indicators

Performance Level Descriptions

Critical Attributes

Possible Examples

PROFESSIONAL RESPONSIBILITIES DOMAIN 1: SCHOOL RESPONSIBILITIES AND COMMUNICATION

PR1: Understands and participates in school/district-based initiatives and activities

Beyond instruction, teachers are responsible for understanding new initiatives in the district and school. In addition, professional educators engage meaningfully in activities and initiatives that support the efforts of other colleagues. They show appreciation to community members and recognize the academic and 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 appropriate, led by teachers.

ELEMENTS: • Knowledge of school and district initiatives and activities • Involvement in school and district initiatives and activities
INDICATORS: • Participation in school or district activities • Leadership roles in a school or district activities • Contributions to school or district activities

LEVEL	DESCRIPTION	CRITICAL ATTRIBUTES	POSSIBLE EXAMPLES
4	The teacher plays a leading role in the development or management of district and school initiatives and/or activities inside and outside of the classroom. The teacher supports the initiatives and activities led by his/her colleagues.	In addition to the criteria for "meets expectations": • The teacher shares information with colleagues about particular district or school initiatives. • The teacher leads a district or school initiative or activity.	• The teacher serves as the head of the school improvement team and facilitates regular meetings with stakeholders. • At a district wellness committee meeting, the teacher shares information about a healthy eating initiative being implemented by a colleague and helps support scale up of the initiative districtwide.
3	The teacher actively participates in district and school initiatives and/or activities inside and outside of the classroom and occasionally supports the development and management of such efforts. The teacher is aware of and supports the initiatives and activities led by his/her colleagues.	• The teacher volunteers to participate in school or district-related activities. • The teacher supports his or her colleagues when they lead activities.	• The teacher works with grade-level colleagues to plan a family mathematics night. • The teacher volunteers to hand out fliers to parents at a health fair organized by a colleague.
2	The teacher inconsistently or minimally participates in district and school initiatives and/or activities inside and outside of the classroom. The teacher is aware of some of the initiatives and activities led by his/her colleagues and sometimes supports such efforts.	• The teacher inconsistently or minimally participates in relevant district and school initiatives and activities. • The teacher can provide some information about current district or school initiatives and activities.	• The teacher puts a box in her room to collect canned goods for the food drive but does not encourage students to bring in goods. • When a parent asks a teacher about an initiative, the teacher provides basic information or refers the parent to the correct contact. •
1	The teacher does not participate in district or school initiatives and activities or does not demonstrate awareness of initiatives. The teacher avoids participating in activities or initiatives and does not demonstrate supportive behavior toward the work of his/her colleagues.	• When asked to support a district or school initiative, the teacher does not participate or participates in a non-constructive manner. • The teacher does not demonstrate knowledge of district initiatives and activities and avoids participating in such efforts.	• While attending a professional development session the teacher is disengaged, does not complete the required work or is disruptive. • When a parent asks a teacher about a schoolwide initiative, the teacher does not provide any information and notes that she or he will not be participating in the initiative.

Assessing Professional Responsibilities

- **All of the components can be seen in action.**
- Evaluators should maintain notes that serve as evidence of components seen in action.
- A few components may benefit from artifact review, including: PR 2 School Responsibilities & Communication (e.g., a parent log).
- The focus should be on quality rather than quantity.
- All artifacts should be clearly connected to the performance descriptors of one or more of the components in the rubric.
- One artifact could be used to demonstrate proficiency on more than one component of the rubric.

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Student Learning Objectives (SLOs)

Student Learning Objectives (SLOs) are long-term, measurable academic goals that educators set for their students. They should focus on priority content, be measured by appropriate sources of evidence, and include specific targets for student mastery or progress. They are used as a measure of student learning by all educators participating in the Educator Evaluation System.

- Respects the diversity of all grades, subjects, and courses

- Written by educators for their own students

- Tied directly to the teaching and learning happening in every teacher's individual classroom

- Reflects the most important content and skills students should learn

Improving student learning is at the center of all our work.

⬇

Teachers have the greatest school-based impact on student learning.

⬇

Research shows that student learning improves when teachers set goals.

⬇

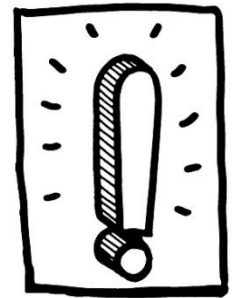SLOs recognize and encourage the work that excellent teachers are already doing in their classrooms.

Understanding SLOs

- SLOs should be focused on the student learning in specific content areas and grade levels.

- SLOs should be integrated with the most important work of districts--curriculum, instruction, and assessment--and are not an add-on.

- Goal-setting is an important part of effective teachers' practice.

Anatomy of a Student Learning Objective (Form)

Title – A short name for the SLO

Content Area – The content area(s) to which this SLO applies

Grade Level – The grade level(s) of the students

Students – The number and grade/class of students to whom this SLO applies

Interval of Instruction – The length of the course (e.g., year, semester, quarter)

Main Criteria	Element	Description
	Essential Question: What are the most important knowledge/skills I want my students to attain by the end of the interval of instruction?	
Priority of Content	Objective Statement	• Identifies the priority content and learning that is expected during the interval of instruction • Should be broad enough that it captures the major content of an extended instructional period, but focused enough that it can be measured • If attained, positions students to be ready for the next level of work in this content area
Priority of Content	Rationale	• Provides a data-driven and/or curriculum-based explanation for the focus of the Student Learning Objective
Priority of Content	Aligned Standards	• Specifies the standards (e.g., CCSS, Rhode Island GSEs, GLEs, or other state or national standards) to which this objective is aligned
	Essential Question: Where are my students now (at the beginning of instruction) with respect to the objective?	
	Baseline Data/ Information	• Describes students' baseline knowledge, including the source(s) of data/information and its relation to the overall course objectives
	Essential Question: Based on what I know about my students, where do I expect them to be by the end of the interval of instruction and how will they demonstrate their knowledge/skills?	
Rigor of Target	Target(s)	• Describes where the teacher expects all students to be at the end of the interval of instruction • Should be measureable and rigorous, yet attainable for the interval of instruction • In most cases, should be tiered to reflect students' differing baselines
Rigor of Target	Rationale for Target(s)	• Explains the way in which the target was determined, including the data source (e.g., benchmark assessment, historical data for the students in the course, historical data from past students) and evidence that indicate the target is both rigorous and attainable for all students • Should be provided for each target and/or tier
Quality of Evidence	Evidence Source(s)	• Describes how student learning will be assessed and why the assessment(s) is appropriate for measuring the objective • Describes how the measure of student learning will be administered (e.g., once or multiple times; during class or during a designated testing window; by the classroom teacher or someone else) • Describes how the evidence will be collected and scored (e.g., scored by the classroom teacher individually or by a team of teachers; scored once or a percentage double-scored)

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Student Learning Objectives

Use the SLO QUALITY REVIEW TOOL

Priority of Content

Rigor of Target

Quality of Evidence

SLO Quality review tool located on RIDE's Website

Anatomy of a Student Learning Objective (Form)

Title – A short name for the SLO

Content Area – The content area(s) to which this SLO applies

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Main Criteria	Element	Description
Priority of Content		Essential Question: What are the most important knowledge/skills I want my students to attain by the end of the interval of instruction?
	Objective Statement	• Identifies the priority content and learning that is expected during the interval of instruction • Should be broad enough that it captures the major content of an extended instructional period, but focused enough that it can be measured • If attained, positions students to be ready for the next level of work in this content area
	Rationale	• Provides a data-driven and/or curriculum-based explanation for the focus of the Student Learning Objective
	Aligned Standards	• Specifies the standards (e.g., CCSS, Rhode Island GSEs, GLEs, or other state or national standards) to which this objective is aligned
		Essential Question: Where are my students now (at the beginning of instruction) with respect to the objective?
	Baseline Data/ Information	• Describes students' baseline knowledge, including the source(s) of data/ information and its relation to the overall course objectives
Rigor of Target		Essential Question: Based on what I know about my students, where do I expect them to be by the end of the interval of instruction and how will they demonstrate their knowledge/skills?
	Target(s)	• Describes where the teacher expects all students to be at the end of the interval of instruction • Should be measureable and rigorous, yet attainable for the interval of instruction • In most cases, should be tiered to reflect students' differing baselines
	Rationale for Target(s)	• Explains the way in which the target was determined, including the data source (e.g., benchmark assessment, historical data for the students in the course, historical data from past students) and evidence that indicate the target is both rigorous and attainable for all students • Should be provided for each target and/or tier
Quality of Evidence	Evidence Source(s)	• Describes how student learning will be assessed and why the assessment(s) is appropriate for measuring the objective • Describes how the measure of student learning will be administered (e.g., once or multiple times; during class or during a designated testing window; by the classroom teacher or someone else) • Describes how the evidence will be collected and scored (e.g., scored by the classroom teacher individually or by a team of teachers; scored once or a percentage double-scored)

The Student Learning Objective Process

The SLO process mirrors a teacher's planning, instruction, and assessment cycle as described in the chart below:

Preparation	Development	Instruction	Reflection
▪ Review standards, curriculum, and units of study. ▪ Review assessments currently used to assign grades and monitor students' progress. ▪ Determine priority content. ▪ Review available historical student data.	▪ Get to know students (collect and analyze baseline data). ▪ Re-evaluate priority content based on student needs. ▪ Draft and submit SLOs. ▪ Receive SLO approval (revise if necessary).	▪ Teach and monitor student learning. ▪ Discuss progress with colleagues and evaluator(s). ▪ Make adjustments to SLOs by mid-year (if necessary). ▪ Revise supports and interventions if students are not progressing as expected. ▪ Collect, analyze, and report on SLO results.	▪ Collect, analyze, and report final evidence of student learning. ▪ Review outcomes with the evaluator. ▪ Reflect on outcomes to improve implementation and practice.

Writing Objective Statements

When educators create their SLO Objective Statements, they should follow these <u>four steps</u>:

1) Examine their standards and curriculum

2) Determine their Priority of Content

3) Write an objective statement

4) Check the scope, or grain-size
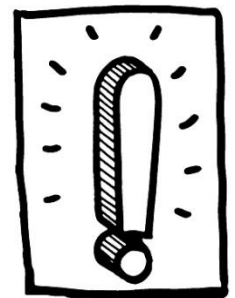
Quality of Evidence

- Quality of evidence is critical in determining if students met their target(s). Questions you should ask about the quality of your evidence are:

- What types of assessment do I used in my classroom and school? Where are there overlaps? Where are there gaps?

- What assessments are the best type to measure the intended learning? Are they valid, fair, and meet the purpose for which they are being used?

- What is the appropriate time between assessments to allow for informing daily practice and providing feedback to students based on the data?

Edition IV: Final Effectiveness Rating

At the end of the evaluation cycle, evidence from each of the four criteria will be combined to produce a Final Effectiveness Rating of either:

- Highly Effective
- Effective
- Developing
- Ineffective

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Calculating a Final Effectiveness Rating

- The Final Effectiveness Rating is determined by combining the points from each of the four measures of the model.

- The total number of points possible is **400**
  - Professional Practice: Classroom Environment weighing 25%
  - Professional Practice: Instruction weighing 25%
  - Professional Responsibilities weighing 20%
  - Student Learning weighing 30%

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Components of a Final Effectiveness Rating in Points

Student Learning
30%
120 points

Professional Practice: Classroom Environment
25%
100 points

Final Effectiveness Rating

Professional Responsibilities
20%
80 points

Professional Practice: Instruction
25%
100 points

25
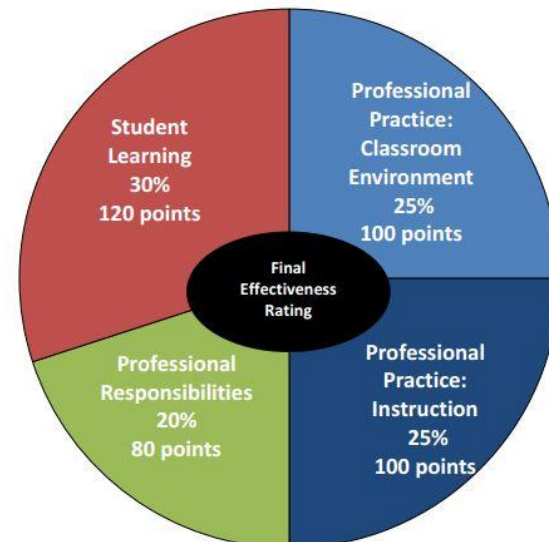
Step 1: Calculate a Professional Practice: Classroom Environment Score

- The evaluator scores each of the four components in Classroom Environment on the Teacher Professional Practice Rubric after each observation.

- The individual component scores across observations are averaged and rounded to the nearest tenth to get a summative score for each component. The score is always between 1.0 (lowest) and 4.0 (highest).

- The average scores for each component are added together and rounded to the nearest whole number to get a component sum.

    - An example is provided below:

Component	Observation 1	Observation 2	Observation 3	Average
2a	3	3	4	3.3
2b	2	2	2	2.0
2c	3	3	3	3.0
2d	3	3	4	3.3
			SUM	11.6
			COMPONENT SUM	12

Step 1: Calculate a Professional Practice: Classroom Environment Score Continued

- The total number of weighted points is calculated by dividing the component sum by the number of components (4) and then multiplying by the measure's weight times 100 (25% x 100 = 25).

- The lookup table below shows the conversion between the component sum and weighted points. In the example above, the teacher would earn 75 weighted points for Professional Practice: Classroom Environment.

Classroom Environment 25% of 400 points 100 points total		
Component Sum	Points	Weighted Points
16	4.00	100
15	3.75	94
14	3.50	88
13	3.25	81
12	3.00	75
11	2.75	69
10	2.50	63
9	2.25	56
8	2.00	50
7	1.75	44
6	1.50	38
5	1.25	31
4	1.00	25

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Step 2 – Calculate a Professional Practice: Instruction Score

- The evaluator scores each of the four components in Instruction on the Teacher Professional Practice Rubric after each observation.

- The individual component scores across observations are averaged and rounded to the nearest tenth to determine a summative score for each component. The score is always between 1.0 (lowest) and 4.0 (highest).

- The average scores for each component are added together and rounded to the nearest whole number to get a component sum for Instruction.
  - The chart below provides an example:

Component	Observation 1	Observation 2	Observation 3	Average
3a	4	3	2	3.0
3b	2	2	2	2.0
3c	3	3	4	3.3
3d	2	3	4	3.0
			SUM	11.3
			COMPONENT SUM	11

Step 2 – Calculate a Professional Practice: Instruction Score Continued

- A lookup table is used to determine the number of weighted points.

- The total number of weighted points is calculated by dividing the component sum by the number of components (4) and then multiplying by the measure's weight times 100 (25% x 100 = 25).

- In the example above, the teacher would earn 69 weighted points for Professional Practice: Instruction.

Instruction 25% of 400 points 100 points total		
Component Sum	Points	Weighted Points
16	4.00	100
15	3.75	94
14	3.50	88
13	3.25	81
12	3.00	75
11	2.75	69
10	2.50	63
9	2.25	56
8	2.00	50
7	1.75	44
6	1.50	38
5	1.25	31
4	1.00	25

Step 3: Calculate a Professional Responsibilities Score

- Evaluators review all available data related to the teacher's performance over the course of the year.

- Evaluators review performance descriptors for each professional responsibilities component and select the level for each component which best describes the teacher's performance for the year.

- Each performance level has an assigned numerical point value.

- The scores for each component will be added together to get a total Professional Responsibilities Rubric score. The component sum will always be between 9 and 36 points.

Step 3: Calculate a Professional Responsibilities Score Continued

- A lookup table is used to determine the number of weighted points.

  The total number of weighted points is calculated by dividing the component sum by the number of components (9) and then multiplying by the measure's weight times (20% x 100 = 20).

  For example, a teacher with a component sum of 29 would earn 64 weighted points for Professional Responsibilities.

Professional Responsibilities 20% of 400 points 80 points total		
Component Sum	Points	Weighted Points
36	4.00	80
35	3.89	78
34	3.78	76
33	3.67	73
32	3.56	71
31	3.44	69
30	3.33	67
29	3.22	64
28	3.11	62
27	3.00	60
26	2.89	58
25	2.78	56
24	2.67	53
23	2.56	51
22	2.44	49
21	2.33	47
20	2.22	44
19	2.11	42
18	2.00	40
17	1.89	38
16	1.78	36
15	1.67	33
14	1.56	31
13	1.44	29
12	1.33	27
11	1.22	24
10	1.11	22
9	1.00	20

Step 4 – Calculate a Student Learning Score

- Evaluators score each individual SLO/SOO as Exceeded (4), Met (3), Nearly Met (2), or Did Not Meet (1)

- The SLO/SOO Scoring Process Map on page 33 of the guidebook outlines the specific steps an evaluator should take to determine SLO/SOO scores. Once individual SLOs/SOOs are scored, the number of points earned (1-4) on each SLO is added together to calculate a component sum.

- A lookup table is used to determine the number of weighted points. (For all student learning lookup tables, see Appendix 2.)

- The component sum is then divided by the number of SLOs/SOOs and multiplied by the weight of 30 to get a total number of points.

Student Learning – 2 SLOs 30% of 400 points 120 points total			
SLO/SOO Combination	Component Sum	Points	Weighted Points
Exceeded (4), Exceeded (4)	8	4.00	120
Exceeded (4), Met (3)	7	3.50	105
Met (3), Met (3)	6	3.00	90
Exceeded (4), Nearly Met (2)	6	3.00	90
Met (3), Nearly Met (2)	5	2.50	75
Exceeded (4), Not Met (1)	5	2.50	75
Nearly Met (2), Nearly Met (2)	4	2.00	60
Met (3), Not Met (1)	4	2.00	60
Nearly Met (2), Not Met (1)	3	1.50	45
Not Met (1), Not Met (1)	2	1.00	30

Step 5 – Calculate the Total Number of Points Earned

- The total number of points from Professional Practice: Classroom Environment, Professional Practice: Instruction, Professional Responsibilities and Student Learning is added together to determine a sum of the total number of points out of a possible 400 points.

- In the example below, the teacher earned 298 total weighted points.

Measures	Weighted Points
Professional Practice: Classroom Environment	75
Professional Practice: Instruction	69
Professional Responsibilities	64
Student Learning	90
Total	298

Step 6 – Determine the Final Effectiveness Rating

- The Final Effectiveness Rating is assigned using the lookup table below to determine one of four possible ratings.

- Because the teacher in the example earned 298 weighted points, the final effectiveness rating would be Effective.

Final Effectiveness Scoring Bands	
Highly Effective	360-400
Effective	295-359
Developing	200-294
Ineffective	100-199

Lookup Tables: Calculate the Final Effectiveness Rating

Appendix 1: Lookup Tables to Calculate the Final Effectiveness Rating

Classroom Environment 25% of 400 points 100 points total		
Component Score Sum	Points	Weighted Points
16	4.00	100
15	3.75	94
14	3.50	88
13	3.25	81
12	3.00	75
11	2.75	69
10	2.50	63
9	2.25	56
8	2.00	50
7	1.75	44
6	1.50	38
5	1.25	31
4	1.00	25

Instruction 25% of 400 points 100 points total		
Component Score Sum	Points	Weighted Points
16	4.00	100
15	3.75	94
14	3.50	88
13	3.25	81
12	3.00	75
11	2.75	69
10	2.50	63
9	2.25	56
8	2.00	50
7	1.75	44
6	1.50	38
5	1.25	31
4	1.00	25

Professional Responsibilities 20% of 400 points 80 points total		
Component Score Sum	Points	Weighted Points
36	4.00	80
35	3.89	78
34	3.78	76
33	3.67	73
32	3.56	71
31	3.44	69
30	3.33	67
29	3.22	64
28	3.11	62
27	3.00	60
26	2.89	58
25	2.78	56
24	2.67	53
23	2.56	51
22	2.44	49
21	2.33	47
20	2.22	44
19	2.11	42
18	2.00	40
17	1.89	38
16	1.78	36
15	1.67	33
14	1.56	31
13	1.44	29
12	1.33	27
11	1.22	24
10	1.11	22
9	1.00	20

Student Learning 30% of 400 points 120 points total		
SLO Combination	Points	Weighted Points
Exceeded (4) Exceeded (4)	4.00	120
Exceeded (4) Met (3)	3.50	105
Met (3) Met (3)	3.00	90
Exceeded (4) Nearly Met (2)	3.00	90
Met (3) Nearly Met (2)	2.50	75
Exceeded (4) Not Met (1)	2.50	75
Nearly Met (2) Nearly Met (2)	2.00	60
Met (3) Not Met (1)	2.00	60
Nearly Met (2) Not Met (1)	1.50	45
Not Met (1) Not Met (1)	1.00	30

Final Effectiveness Ratings	
Highly Effective	360-400
Effective	295-359
Developing	200-294
Ineffective	100-199

For more information, resources, and to download detailed documents, visit:

http://www.ride.ri.gov/TeachersAdministrators/EducatorEvaluation.aspx

Questions? Comments?

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