



The Rhode Island Model Educator Evaluation System

DRAFT as of November 2010

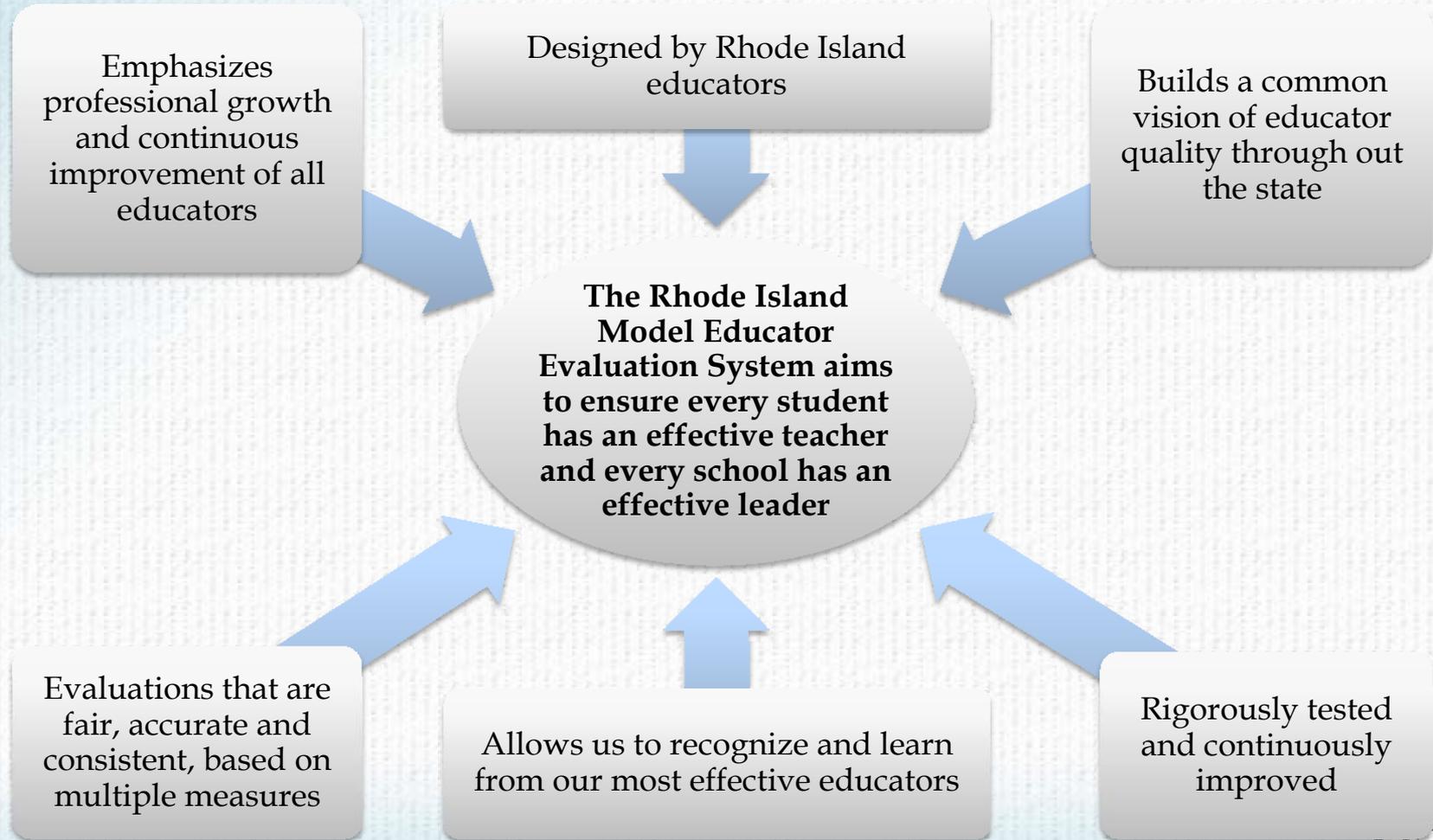
Contents

- **Evaluation System Purpose and Design**
- Evaluation System Components
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The Rhode Island Model aims to ensure that every student has an effective teacher and every school has an effective leader.



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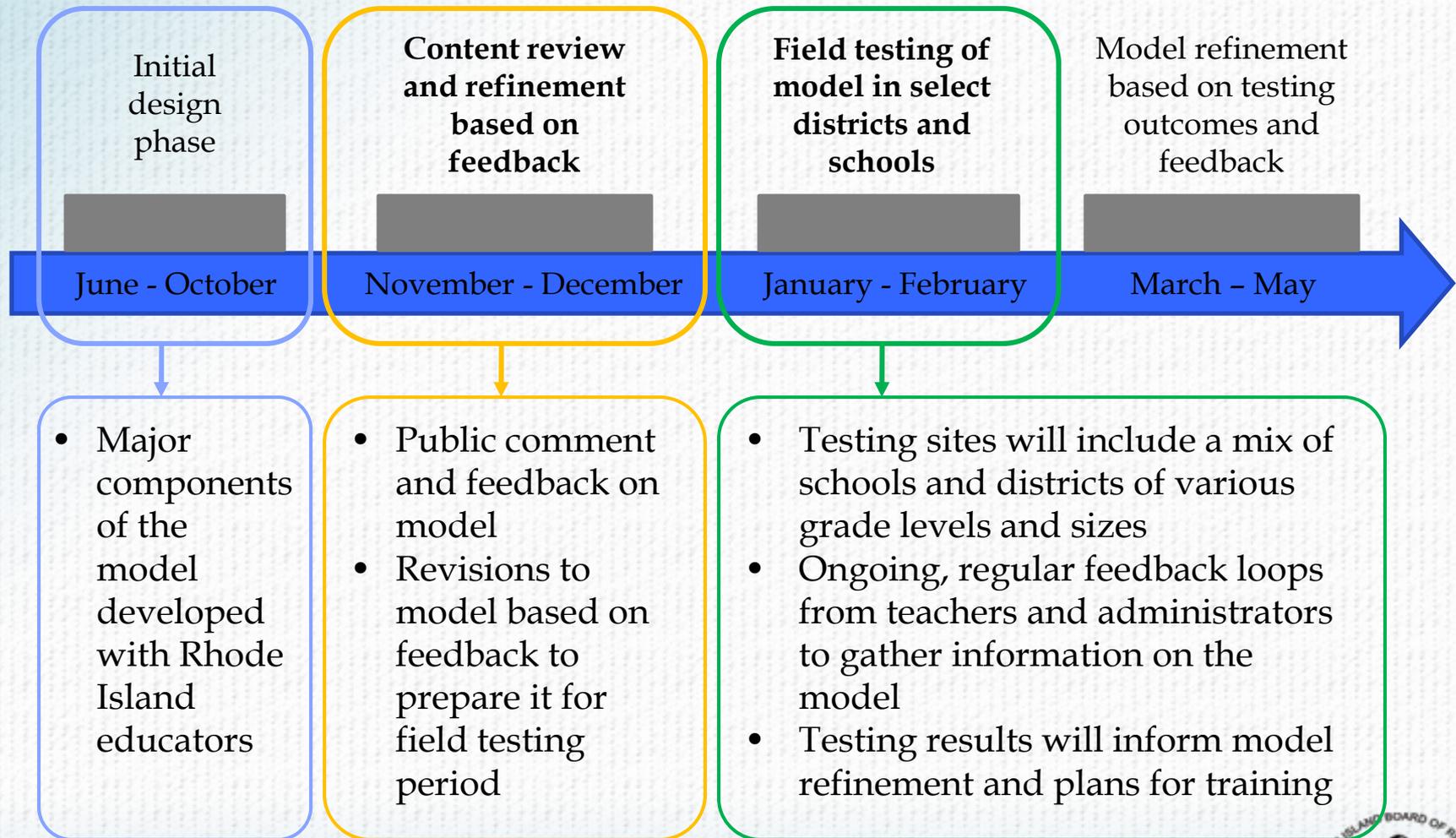
Educators from around the state crafted the Rhode Island Model.

- Over 60 educators representing more than 23 districts and organizations developed the content and provided input during the design of the Rhode Island Model.
- Six working groups designed the major components of the evaluation system. The working groups began meeting in July and concluded the first phase of the design process in October. The six working groups were:
 - Evaluation Process
 - Student Learning
 - Support and Development
 - Teacher Professional Practice
 - Administrator Professional Practice
 - Educator Professional Responsibilities
- The Advisory Committee for Educator Evaluation Systems (ACEES) reviewed and provided feedback on the content developed by the working groups.
- All components of the RI Model will meet the requirements set forth in the RI Educator Evaluation System Standards, adopted in 2009.

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The RI Model will be rigorously tested and refined before its launch in September 2011.



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All teachers and principals will be evaluated using the new evaluation system beginning in September 2011.

Educator Type	System Design and Testing	System In Use	System In Use with Consequences
Teachers	June 2010 – June 2011	September 2011	September 2012
Building Administrators	June 2010 – June 2011	September 2011	September 2012
Support Professionals	School Year 2011-12	September 2012	September 2013
District Administrators	School Year 2011-12	September 2012	September 2013

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All teachers will be evaluated annually based on multiple sources of information.

Component*	Description of Component
Student Learning	Teacher's contribution to student academic progress, assessed through multiple measures of student academic growth , including student progress toward academic goals and learning standards, and growth on standardized tests (where available)
Professional Practice	Assessment of teacher's instructional knowledge and skills that impact student learning, as measured by the competencies set forth in the Teacher Professional Practice rubric
Professional Responsibilities	Assessment of teacher's contribution as a member of the school/learning community, as measured by the elements set forth in the Educator Professional Responsibilities rubric



Individual ratings in each of these components will be combined to produce a final, summative evaluation rating of:
Highly Effective, Effective, Minimally Effective, or Ineffective.

*While this content represents the evaluation process for teachers, administrators will also be evaluated on these three components.



The evaluation process will be anchored by formal conferences between teachers and their evaluators throughout the year.*

Conferences will focus on student progress, the teacher's strengths/development areas, and identifying a clear path towards improvement.

	1	2	3
When	Beginning of year Sept – Mid Oct	Middle of year Jan - Feb	End of year End of May - Jun
Purpose	<ul style="list-style-type: none"> • Set teacher's academic goals for students • Decide on a course of measuring student progress against those goals • Set a professional development plan for the teacher 	<ul style="list-style-type: none"> • Provide comprehensive feedback to the teacher on all aspects of the teacher's performance • Modify student learning goals as appropriate and necessary • Revisit the teacher's professional development plan 	<ul style="list-style-type: none"> • Provide teacher with final, summative rating based on a comprehensive set of feedback to the teacher • Discuss professional areas of focus for the teacher's development plan the following year

*While this content represents the evaluation process for teachers, administrators will also participate in a series of formal conferences with their evaluators throughout the year.



Between evaluation conferences, evaluators will conduct multiple observations and provide teachers with regular feedback.*

Sept - Mid Oct

Jan - Feb

End of May - Jun

Beginning of year goal-setting conference

- Self-assessment;
- Set student learning goals;
- Create development plan

Mid-year check-in conference

- Self-assessment;
- Revisit student learning goals;
- Feedback on all aspects of teacher performance to date;
- Revisit development plan

End of year summative evaluation conference

- Self-assessment;
- Feedback and evaluation of all performance components;
- Final rating assigned

Classroom observations, data collection, and ongoing feedback conversations

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*While this content represents the evaluation process for teachers, administrators will also receive ongoing feedback from their evaluators throughout the year.

Teachers will receive feedback on their performance from multiple sources whenever possible.

Every teacher will have a **primary evaluator** responsible for the teacher's evaluation and development and, where possible, a **complementary evaluator** who will provide additional feedback and support.

	Primary Evaluator	Complementary Evaluator
Who	Principals or assistant principals whenever possible; other in-school or district leadership as necessary and appropriate	Individuals with content and instructional expertise appointed by RIDE or by the district (e.g., retired master teachers and administrators)
Responsibilities	<ul style="list-style-type: none"> • Participate in all formal conferences • All aspects of gathering evidence about a teacher's performance • Review student data and evidence of student progress • Sign off on student learning goals, assessments, and teacher development plan • Ongoing, regular feedback to teacher • At least two observations, of which one must be a formal, announced observation • Assign summative performance rating 	<ul style="list-style-type: none"> • Conduct additional observations • Provide teachers with feedback and improvement strategies after each observation • Review artifacts about teacher performance • Provide additional input and evidence gathering to help primary evaluator's final rating judgment



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All teachers will receive a “student learning” rating based on multiple data sources.

Type of Assessment	Method of Measurement
1. State Standardized Assessments	<ul style="list-style-type: none">• Growth Model: For teachers with the appropriate NECAP data available, contributions to student learning will be assessed using a growth model that measures student academic growth. In this model, a student’s academic growth is determined relative to students with similar previous academic achievement.
2. District Assessments	<ul style="list-style-type: none">• Goal Attainment: Teachers who teach in grade and subject areas that have district-wide or common assessments available may be assessed using a goal attainment process that uses those assessments to measure student growth against a set of academic goals and standards.
3. School/Teacher Created/Selected Assessments	<ul style="list-style-type: none">• Goal Attainment: All teachers will be assessed using a goal attainment process that measures student learning progress against a set of academic goals and standards. Student progress will be measured using a variety of teacher- and principal- selected assessments.

Different combinations of data will be available for different teachers. This means that the mix of assessments used may vary from teacher to teacher. However, **the “student learning” rating will always be based on more than one data source**. Our goal is to create the most complete picture we can of every teacher’s performance.



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Teacher Professional Practice Overview

- Assesses the instructional skills and knowledge that impact student learning
- Competencies are grounded in the Rhode Island Professional Teaching Standards (RIPTS)
- The rubric was created after careful review of various model rubrics and competency frameworks
- The rubric currently consists of 27 teacher competencies divided into 4 domains:
 - Planning and Preparation
 - Classroom Instruction
 - Classroom Environment
 - Assessment, Reflection and Improvement
- Competencies are, wherever possible, based on outcomes and are easily observable

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Teacher Professional Practice Rubric

Sample Rubric Language

3C. Reinforces positive behavior, redirects off-task behavior and de-escalates challenging behavior

4	3	2	1
Inappropriate and off task behavior has minimal impact on the learning of the students in the class because off-task and challenging behavior is appropriately addressed. Positive behavior is frequently recognized and reinforced .	Inappropriate and off task behavior has minimal impact on the learning of the students in the class because off-task and challenging behavior is addressed immediately. Positive behavior is recognized .	Inappropriate and off task behavior has a significant impact on the learning of the students in the class because off-task and challenging behavior goes unaddressed or is inappropriately addressed. Positive behavior is rarely recognized .	Inappropriate and off task behavior has inhibits the learning of the students in the class because off-task and challenging behavior is unaddressed. Positive behavior is not recognized and reinforced .

To see complete draft of the rubric, go to:

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

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Administrator Professional Practice

- The administrator professional practice rubric establishes common expectations for administrators based on the Standards for Educational Leadership in Rhode Island (RIELS).
- The framework takes into account information and evidence from a variety of sources.
- The rubric relies, to a large extent, on student outcomes and evidence of professional practices that are linked to student outcomes.

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Administrator Professional Practice Rubric

Sample Rubric Language

2A. Develops a strong collaborative culture focused on student learning and the development of professional competencies, which leads to quality instruction			
4	3	2	1
<ul style="list-style-type: none"> <input type="checkbox"/> Drives change and encourages risk taking in support of student learning goals <input type="checkbox"/> Sustains a strong school culture of collaboration and professional development that drives student learning and professional competencies <input type="checkbox"/> All staff receive effective, standards based, job-embedded professional development 	<ul style="list-style-type: none"> <input type="checkbox"/> Models change <input type="checkbox"/> Staff cooperatively plans for effective instruction and the development of professional competencies <input type="checkbox"/> Guides and supports effective, standards based, job-embedded professional development 	<ul style="list-style-type: none"> <input type="checkbox"/> Supports change <input type="checkbox"/> Staff regularly discusses student learning and works to develop professional competencies, but there is not strong, school wide commitment <input type="checkbox"/> Standards based, job-embedded professional development is present but sporadic or ineffective 	<ul style="list-style-type: none"> <input type="checkbox"/> Resistant to change <input type="checkbox"/> Staff demonstrates little or no collaboration around instructional needs <input type="checkbox"/> Little or no standards based, job-embedded professional development

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Professional Responsibilities Rubric Design Overview

- Assesses how well the educator fulfills professional responsibilities and contributes to the school's professional community.
- The rubric is grounded in the Rhode Island Professional Teaching Standards (RIPTS), Rhode Island Educational Leadership Standards (RIELS), and the Rhode Island Educator Code of Professional Responsibility.
- Competencies are divided into five domains:
 - Collaborate
 - Believe In & Advocate for Students
 - Create a Culture of Respect
 - Contribute to the School Community
 - Exercise Professional Judgment
- The rubric describes performance on three levels for most competencies.

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Educator Professional Responsibilities Rubric

Sample Rubric Language

Domain 1: Collaborate			
Competency	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
A. Participate actively in the process of educational decision-making	Consistently drives positive outcomes in educational decision-making.	Typically participates in educational decision-making and contributes to team and group meetings in a variety of meaningful ways.	Rarely participates in educational decision-making or contributes in a non-constructive manner.
B. Give assistance to and seek assistance from other educators in order to improve student learning	Educator actively seeks assistance from and/or gives assistance to other educators and community members to enhance and improve the learning of staff, self, students, and community.	Gives assistance to and/or receives assistance from other educators in a way that leads to improved student learning.	Fails to seek assistance from other educators and/or give assistance to other educators on a regular basis. Is not open to receiving input from others.

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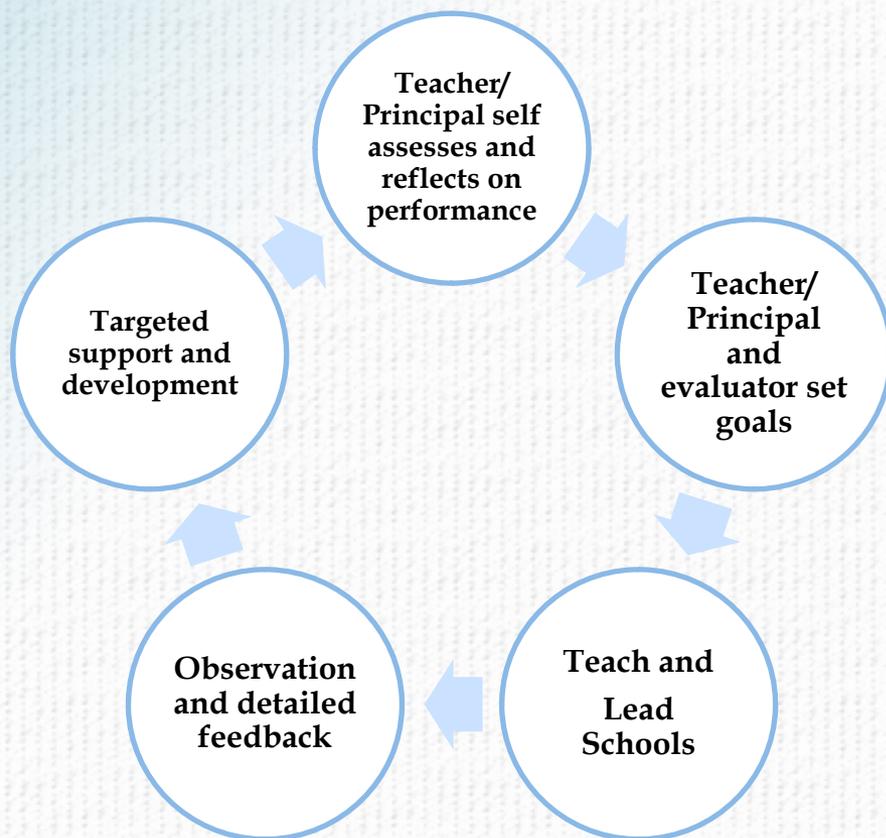
- Prior to the first conference, teachers and principals will complete a thorough self-assessment.
- Teachers, principals, and their evaluators will work together to:
 - Identify individual strengths and areas of improvement;
 - Set professional growth goals based on those areas of improvement; and
 - Create an individualized professional growth plan to meet those goals.
- All educators will participate in targeted development activities based on their individual professional growth goals. Wherever possible, development opportunities will be job-embedded.
- Support and development are directly aligned with components of the evaluation model and reference prior evaluations.

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RI Model Support and Development

A continuous cycle of improvement



- Teachers, principals, and their evaluators work together to identify strengths and areas for development
- Evaluators provide ongoing feedback and help identify targeted development opportunities to increase effectiveness
- Teachers and principals constantly self-assess and reflect on performance

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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

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