



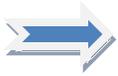
## District Evaluation Committees

### The Purpose of District Evaluation Committees

One critical district mechanism to help build implementation success is the District Evaluation Committee (DEC). The Educator Evaluation System Standards require all districts to have a DEC. These committees will inform and monitor the evaluation system being used in each district. Establishing the committee is an important step to prepare for full implementation in 2012- 2013. The composition and role of the DEC are outlined in Standard Six of the Rhode Island Educator Evaluation System Standards. RIDE will collect information about the membership and roles of each DEC as required by Standard Six.

**Standard 6:** District evaluation systems are an integral part of the district human capital management system and ***are supported by district educators who regularly review and revise the system in response to systematic feedback and changing district needs.***

1. Districts establish and support a District Evaluation Committee that includes teachers, support professionals, administrators, and union representatives. The committee solicits feedback from others (e.g., students, parents, assessment experts) who bring added perspective or expertise when appropriate. The Committee reviews the effectiveness of the evaluation system, the validity and utility of the data produced by the system, the fairness, accuracy, and consistency of decisions made, and the currency of the system. The Committee uses the information from the analysis to make recommendations for revisions to the system.
2. The District Evaluation Committee communicates data from the evaluation system to district personnel responsible for strategic planning and professional development to work collaboratively towards a coherent approach to educator quality, professional development and continuous organizational improvement.
3. The District Evaluation Committee works with district leadership to assure the resources of time, financial support, and evaluation expertise necessary to maintain the quality of the evaluation system.
4. The district is responsible for meeting the Rhode Island Department of Education's reporting requirements for assuring the quality of educator evaluation.



#### What steps should districts take at this time?

##### ***Establish committee membership and term limits***

- Each committee must include at a minimum representation of the following educator roles: teacher, support professional, administrator and union representation. Districts should decide other membership as appropriate for their context both in terms of role and number of representatives. As a rule of thumb, the most productive committees sustain a membership of between 10 and 15. District leadership should also consider whether there will be one committee or a core committee with sub-committees or working groups.
- A selection process should be established and implemented to determine final committee composition. Beyond the minimum requirements, districts have the flexibility to determine the appropriate size and composition of their committee.

- Districts should also consider whether it is important to set a term limit for each member or type of member and make this explicit when developing the selection process.
- Districts should also establish a regular meeting schedule for the committee, with the first meeting taking place by March 2012.

***Develop the charge of the DEC***

- The Evaluation System Standards guide the roles and responsibilities of the DEC. In broad terms, the committee should plan to enlist all members to ensure that the committee solicits valuable feedback from local stakeholders (e.g. students, parents, and educators in the district), collects and analyzes system data\*, provides suggestions to district leadership and works with the district to ensure timely reporting to RIDE. District leadership will share recommendations with RIDE as part of the on-going model revision process.
- Feedback may be collected via surveys, focus groups, and other methods and once convened, the committee should begin work to establish what questions will be asked of stakeholders in this process.
- The committee should develop a plan and protocol for collecting and reviewing system data. The intention of the DEC is to provide an opportunity for customized and data informed conversations. Relevant data should not only be reported to RIDE but the DEC should use this data and the valuable interpretation of the data to better support educators.
- A DEC may also provide leadership with recommendations for district policies such as an appeals process or other procedural safeguards or new personnel policies. Policies must be set by the appropriate body within each district.

***Work within the scope of the DEC***

- There are also several critical functions outside the authority of the DEC. Each LEA is unique and functions within its appropriate structures. It is important to plan ahead for DEC conversations so that LEAs and RIDE continue to learn. The table below should help the DEC better understand what level of analysis and decision making falls within the intended scope of the DEC.

Within the scope of the DEC:	Outside the scope of the DEC:
<ul style="list-style-type: none"> <li>✓ Informing and support professional development efforts</li> <li>✓ Review and analyze system data</li> <li>✓ Making suggestions for improvement to leadership</li> <li>✓ Identifying supports for struggling teachers</li> <li>✓ Participating in local policy development as appropriate and applicable to the committee charge</li> </ul>	<ul style="list-style-type: none"> <li>• Assigning ratings</li> <li>• Approving professionals growth goals and SLOs</li> <li>• Conducting observations or school site visits</li> <li>• Completing rubrics</li> <li>• Conducting conferences</li> <li>• Releasing confidential information</li> <li>• Altering the approved model</li> </ul>

\*NOTE – It is the responsibility of the district to collect and provide the DEC with the relevant system data for review. As RIDE develops the technical requirements for the statewide Educator Performance and Support System (EPSS) more information about the exact data the committee is expected to review will be provided. At this point it is helpful to consider system data as being information regarding the completion of required components, educator perspective, and aggregate information about the outcomes of the system (e.g. ratings distribution). It is not the intention of the committee to review individual educator information.

For more information, visit [www.ride.ri.gov/EducatorQuality/EducatorEvaluation](http://www.ride.ri.gov/EducatorQuality/EducatorEvaluation) or email [edeval@ride.ri.gov](mailto:edeval@ride.ri.gov)