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.)
<table>
<thead>
<tr>
<th>Priority of Content</th>
<th>Rigor of Target</th>
<th>Quality of Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective Statement</td>
<td>Target(s)</td>
<td>Evidence Source</td>
</tr>
<tr>
<td>Rationale</td>
<td>Rationale for Target(s)</td>
<td>Administration</td>
</tr>
<tr>
<td>Aligned Standards</td>
<td></td>
<td>Scoring</td>
</tr>
<tr>
<td>Students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interval of Instruction</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Focusing in on **Priority of Content** and **Quality of Evidence**

- **Priority of Content**
  - Objective Statement
  - Rationale
  - Aligned Standards
  - Students
  - Interval of Instruction

- **Rigor of Target**
  - Baseline Data
  - Target(s)
  - Rationale for Target(s)

- **Quality of Evidence**
  - Evidence Source
  - Administration
  - Scoring
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

Professional Foundations

- Professional Practice
- Student Learning

Final Effectiveness Rating

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Turn and Talk

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*
Calculating a Final Effectiveness Rating and the EPSS
STEP 1: Calculate a Professional Practice Rating

- Professional Practice (PP) Rating
- Professional Foundations (PF) Rating
- Student Learning Objective Rating
- RI Growth Model Rating (When available)

PP and PF Score → Final Rating

Student Learning Score → Final Rating
## Professional Practice Rating Example

<table>
<thead>
<tr>
<th>Component</th>
<th>Observation 1</th>
<th>Observation 2</th>
<th>Observation 3</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>2a</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>2.7</td>
</tr>
<tr>
<td>2b</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2.0</td>
</tr>
<tr>
<td>2c</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>2.7</td>
</tr>
<tr>
<td>2d</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>2.7</td>
</tr>
<tr>
<td>3a</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2.3</td>
</tr>
<tr>
<td>3b</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>3.0</td>
</tr>
<tr>
<td>3c</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>2.3</td>
</tr>
<tr>
<td>3d</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2.0</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>
## Professional Practice Scoring Bands

<table>
<thead>
<tr>
<th>Rating</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary</td>
<td>29-32</td>
</tr>
<tr>
<td>Proficient</td>
<td>22-28</td>
</tr>
<tr>
<td>Emerging</td>
<td>15-21</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>8-14</td>
</tr>
</tbody>
</table>
STEP 2: Calculate a Professional Foundations Rating

Professional Practice (PP) Rating

Professional Foundations (PF) Rating

Student Learning Objective Rating

RI Growth Model Rating (When available)

PP and PF Score

Student Learning Score

Final Rating
### Professional Foundations Rating Example

<table>
<thead>
<tr>
<th>Component</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>PF1</td>
<td>2</td>
</tr>
<tr>
<td>PF2</td>
<td>2</td>
</tr>
<tr>
<td>PF3</td>
<td>2</td>
</tr>
<tr>
<td>PF4</td>
<td>2</td>
</tr>
<tr>
<td>PF5</td>
<td>2</td>
</tr>
<tr>
<td>PF6</td>
<td>3</td>
</tr>
<tr>
<td>PF7</td>
<td>2</td>
</tr>
<tr>
<td>PF8</td>
<td>2</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>17</strong></td>
</tr>
</tbody>
</table>
# Professional Foundations Scoring Bands

## Professional Foundations

<table>
<thead>
<tr>
<th>Rating</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeds Expectations</td>
<td>21-24</td>
</tr>
<tr>
<td>Meets Expectations</td>
<td>16-20</td>
</tr>
<tr>
<td>Does Not Meet Expectations</td>
<td>8-15</td>
</tr>
</tbody>
</table>
STEP 3: Combine Professional Practice and Professional Foundations

Professional Practice (PP) Rating

Professional Foundations (PF) Rating

Student Learning Objective Rating

RI Growth Model Rating (When available)

Student Learning Score

PP and PF Score

Final Rating
# PP and PF Matrix

## Matrix Used for All Educators

<table>
<thead>
<tr>
<th>Professional Foundations</th>
<th>Professional Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Exemplary</td>
</tr>
<tr>
<td>Exceeds Expectations</td>
<td>4</td>
</tr>
<tr>
<td>Meets Expectations</td>
<td>4</td>
</tr>
<tr>
<td>Does Not Meet Expectations</td>
<td>2</td>
</tr>
</tbody>
</table>

*Exemplary: 4, Proficient: 3, Emerging: 2, Unsatisfactory: 1*
STEP 4: Calculate a Student Learning Objective Rating

Professional Practice (PP) Rating
Professional Foundations (PF) Rating
Student Learning Objective Rating
RI Growth Model Rating (When available)

PP and PF Score
Student Learning Score
Final Rating
### Table 1. For the educator with 2 Student Learning Objectives

<table>
<thead>
<tr>
<th></th>
<th>Student Learning Objective 1</th>
<th>Student Learning Objective 2</th>
<th>Final</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Exceeded</td>
<td>Exceeded</td>
<td>E</td>
</tr>
<tr>
<td>2</td>
<td>Exceeded</td>
<td>Met</td>
<td>F</td>
</tr>
<tr>
<td>3</td>
<td>Exceeded</td>
<td>Nearly Met</td>
<td>P</td>
</tr>
<tr>
<td>4</td>
<td>Exceeded</td>
<td>Not Met</td>
<td>P</td>
</tr>
<tr>
<td>5</td>
<td>Met</td>
<td>Met</td>
<td>F</td>
</tr>
<tr>
<td>6</td>
<td>Met</td>
<td>Nearly Met</td>
<td>P</td>
</tr>
<tr>
<td>7</td>
<td>Met</td>
<td>Not Met</td>
<td>P</td>
</tr>
<tr>
<td>8</td>
<td>Nearly Met</td>
<td>Nearly Met</td>
<td>P</td>
</tr>
<tr>
<td>9</td>
<td>Nearly Met</td>
<td>Not Met</td>
<td>M</td>
</tr>
<tr>
<td>10</td>
<td>Not Met</td>
<td>Not Met</td>
<td>M</td>
</tr>
</tbody>
</table>
Sets of Student Learning Objectives Ratings

- Exceptional Attainment (4)
- Full Attainment (3)
- Partial Attainment (2)
- Minimal Attainment (1)
STEP 5: Rhode Island Growth Model Rating (when applicable)

Professional Practice (PP) Rating

Professional Foundations (PF) Rating

Student Learning Objective Rating

PP and PF Score

Student Learning Score

RI Growth Model Rating (When available)

Final Rating
**STEP 6: Determine an Overall Student Learning Score**

<table>
<thead>
<tr>
<th>Growth Model</th>
<th>Exceptional Attainment</th>
<th>Full Attainment</th>
<th>Partial Attainment</th>
<th>Minimal Attainment</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Growth</td>
<td>4</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Typical Growth</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Low Growth</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

The Rhode Island Growth Model will not be included in educator evaluations until the 2013-14.
STEP 7: Combine Scores to Determine a Final Effectiveness Rating

- **Professional Practice (PP)** Rating
- **Professional Foundations (PF)** Rating
- **Student Learning Objective Rating**
- **RI Growth Model Rating** (When available)

PP and PF Score → Final Rating

Student Learning Score → Final Rating
Final Effectiveness Rating Matrix

![Diagram of Final Effectiveness Rating Matrix]

**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.
Statement #1

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”.

RHODE ISLAND MODEL ACADEMY FOR PERSONNEL EVALUATING TEACHERS
Statement #4

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).
Statement #6

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”.
Statement #7

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.
Statement #10

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

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

Day 1

Day 2
<table>
<thead>
<tr>
<th>Minimum Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evaluation Conferences</strong></td>
</tr>
</tbody>
</table>
| **School Visits** | 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** | At least 1 set at the beginning of the year |
| **Student Learning Objectives** | At least 2 per building administrator (no more than 4) |
| **RI Growth Model** | Not included as part of a building administrator’s Student Learning Score in 2012-13 |
Building Administrator Evaluation and Support System

**Evaluation Criteria**
- Professional Practice
- Professional Foundations

**Support System**
- Professional Growth Plan
- Evaluation Conferences
- Ongoing reflection and planning

**Final Effectiveness Rating**
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

<table>
<thead>
<tr>
<th>THE RUBRIC AT A GLANCE</th>
<th>DOMAINS</th>
<th>DOMAINS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DOMAIN 1: MISSION, VISION, AND GOALS</strong></td>
<td><strong>DOMAIN 2: TEACHING AND LEARNING</strong></td>
<td><strong>DOMAIN 3: ORGANIZATIONAL SYSTEMS</strong></td>
</tr>
<tr>
<td>1a: Establishes and maintains a school mission, vision and goals that set clear and measurable high expectations for all students, educators, and stakeholders</td>
<td>2a: Develops a strong collaborative culture focused on student learning and the development of professional competencies, which leads to quality instruction</td>
<td>3a: Addresses real and potential challenges to the physical and emotional safety of the school community</td>
</tr>
<tr>
<td>- School mission and visions statements</td>
<td>- Staff surveys</td>
<td>- Attendance data</td>
</tr>
<tr>
<td>- School goals</td>
<td>- Professional development opportunities</td>
<td>- School schedule</td>
</tr>
<tr>
<td>- Staff/student/family surveys</td>
<td>- Development plans</td>
<td>- School visits</td>
</tr>
<tr>
<td>- Depictions of progress toward school goals</td>
<td>- School visits</td>
<td>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</td>
</tr>
<tr>
<td>- Data notebooks/walls or other data collection systems</td>
<td>- School visits</td>
<td>- Attendance data</td>
</tr>
<tr>
<td>- Progress monitoring tools and methods</td>
<td>- Student achievement data</td>
<td>- School schedule</td>
</tr>
<tr>
<td>- School improvement plans</td>
<td>- Data tracker</td>
<td>- School visits</td>
</tr>
<tr>
<td><strong>DOMAIN 4: COMMUNITY</strong></td>
<td></td>
<td>3c: Employs and improves an evaluation and support system that drives staff and student growth</td>
</tr>
<tr>
<td>4a: Partners with families and community members to develop and evaluate programs, services, and staff outreach to improve student learning</td>
<td>- Attendance data</td>
<td>- School budget</td>
</tr>
<tr>
<td>- School hours and openness to the public</td>
<td>- School schedule</td>
<td>- Grant requests</td>
</tr>
<tr>
<td>- Public services supported by or available in the school</td>
<td>- School visits</td>
<td>- Title expenditure reports</td>
</tr>
<tr>
<td>- School grounds and facilities</td>
<td></td>
<td>4b: Responds and reacts to the community's needs by providing the best possible resources to students, families, and the surrounding community</td>
</tr>
<tr>
<td>- Community opinion of the school and its staff</td>
<td>- School visits</td>
<td>- School visits</td>
</tr>
<tr>
<td>- Staff relationships with community members</td>
<td></td>
<td>- Community surveys</td>
</tr>
<tr>
<td>- Family engagement in school-based activities</td>
<td></td>
<td>- Community engagement plans</td>
</tr>
</tbody>
</table>

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RHODE ISLAND MODEL ACADEMY FOR PERSONNEL EVALUATING TEACHERS
### DOMAINE 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.

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 yardstick for school success.

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
### Professional Practice Architecture: Rubric (continued)

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>DESCRIPTION</th>
<th>CRITICAL ATTRIBUTES</th>
<th>POSSIBLE EXAMPLES</th>
</tr>
</thead>
</table>
| 4     | The administrator establishes and maintains school mission, vision, and goals that are clear and measurable high expectations for all students and educators. | In addition, the characteristics of a level of performance 3:  
- Members of the school community 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. | • 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 contains 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 schools 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. | • 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. | • 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 contains 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 schools 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. | • 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. | • 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. | • 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. | • 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 schools vision. |
Evaluation Criteria

Professional Foundations
(6 Holistically Scored Components)

Professional Practice

Student Learning

Final Effectiveness Rating

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### Professional Foundations Rubric - At-A-Glance

<table>
<thead>
<tr>
<th>Domain 1: School Responsibilities and Communication</th>
<th>Domain 2: Professionalism</th>
</tr>
</thead>
</table>
| **PF1:** Understand 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 | **PF3:** Acts on the belief that all students can learn and advocates for students’ best interests  
- 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 |
| **PF2:** Solicits, maintains records of, and communicates appropriate information about students’ behavior, learning needs, and academic progress  
- Building administrator interactions with parents  
- Building administrator interactions with colleagues  
- Student or personnel records  
- Grade books  
- Specialist referrals | **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  
- Building administrator interactions with students  
- Building administrator interactions with colleagues  
- Building administrator interactions with parents or other community members |
| **PF 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 | **PF 6:** Engages meaningfully in the professional development process and enhances professional learning by giving and seeking assistance from other educators  
- Professional Growth Plans  
- Involvement in district or school-sponsored professional development |

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## 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

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>DESCRIPTION</th>
<th>CRITICAL ATTRIBUTES</th>
<th>POSSIBLE EXAMPLES</th>
</tr>
</thead>
</table>
| 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:**  
- Shares information with colleagues about a particular district or school initiative.  
- Leads a district or school initiative or activity, if given the opportunity. | **- 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 initiative 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. | **- 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. | **- The building administrator attends a district level 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. | **- When asked to support a district or school initiative, the building administrator does not participate or participate in a non-constructive manner.**  
- The building administrator does not demonstrate knowledge or demonstrates inaccurate knowledge of district initiatives and activities. | **- 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

Discuss and chart your analysis

Share with the larger group

5 min. 15 min.
Thinking Behind the Rating

- 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 Component

<table>
<thead>
<tr>
<th>Professional Practice Component</th>
<th>In Action</th>
<th>Artifact-driven</th>
<th>Either</th>
</tr>
</thead>
<tbody>
<tr>
<td>1A: Establishes and maintains a school mission, vision, and goals that set clear and measurable high expectations for all students, educators and stakeholders</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>1B: Continuously improves the school through effective planning and prioritizing, managing change, using research and best practices, monitoring progress, and allocating resources</td>
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<td>x</td>
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</tr>
<tr>
<td>2A: Develops a strong collaborative culture focused on student learning and the development of professional competencies, which leads to quality instruction</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>2B: Ensures the implementation of effective, research-based instructional practices aligned with Rhode Island and national standards</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>3A: Addresses real and potential challenges to the physical and emotional safety and security of the school community</td>
<td></td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>3B: Establishes an infrastructure for personnel hiring and retention that supports the improvement of teaching and learning</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>3C: Employs and improves an evaluation and support system that drives staff and student growth</td>
<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>3D: Establishes an infrastructure for finance that operates in support of improving learning and teaching</td>
<td></td>
<td></td>
<td>x</td>
</tr>
</tbody>
</table>

**Flexibility Factor:**

Districts have the flexibility to determine evidence for Building Administrator Professional Practice and Professional Foundations components.
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.
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

Discuss where evidence falls (by component)

Review evidence and component alignment.

10 min.

15 min.

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Scoring Part 2: Case Study

Review the aligned evidence provided

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
Closure for Session 1

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.
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
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.
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.