

Providence-Specific Educators' Evaluation Guidance



Timeline and FAQ Updated October 16, 2012

We will use the RIIC Educator Evaluation and Development Handbook for Teachers and the RI Model Evaluation Handbook for Administrators as our guide this year with few exceptions. All PPSD Educator Evaluation forms will be located on the Providence Schools website at www.providenceschools.org and/or the Teachscape Observation Management Tool. Please refer to the guidance and FAQ below to increase your understanding regarding Providence specific guidance. Again, continue to refer to each of the respective Handbooks and Rubrics regularly.

Providence Educator Rubrics	
<ul style="list-style-type: none"> PPSD teachers will use the Innovation Evaluation Model Descriptors/Rubrics: Danielson Option during the 2012-2013 school year. PPSD administrators will use the Rhode Island Department of Education Rubric for Evaluation of Building Administrators during the 2012-2013 school year. Both rubrics can be found on the PPSD website. Teachscape's <i>Reflect Live</i> Tool will be used to manage the process-scheduling and evidence collection. 	

PPSD Specific Innovation Implementation		
(Please refer to Teacher and Administrator Evaluation Handbooks for additional details.)		
	TEACHER	ADMINISTRATOR
MANDATORY CONFERENCES NOT TIED TO THE OBSERVATION	1-Beginning of Year (BOY) Includes: self reflection worksheet, PGG, and draft/final SLO AND 1-Mid Year (MOY) Includes: review of SLO data	1-Beginning of Year (BOY) Includes: self reflection, approved PGG and SLO AND 1-Mid Year (MOY) Includes: review of SLO data
EVALUATION CONFERENCES	Pre-Observation Post Observation Summative	Pre-Observation Post Observation Summative
PROFESSIONAL GROWTH GOAL	1 approved by October 31	1 approved by October 2
STUDENT LEARNING OBJECTIVE	2 approved by October 31	2 approved by October 2 <i>(ZED's may require additional- max of 4)</i>
STUDENT GROWTH RATING	Determined by RIDE N/A 2012-2013	Determined by RIDE N/A 2012-2013
FINAL EFFECTIVENESS RATING	Professional Practice +Professional Responsibilities+ SLO Rating	Professional Practice +Professional Foundations+ SLO Rating

EVALUATION FORMS
During the SYR 2012-13, PPSD educators will manage the evaluation process electronically, using Teachscape's Reflect Live Evaluation Management Tool. All evaluation forms below can be found on the PPSD website.
Self-Reflection SMART Process for Goal Setting (Educators will use the SMART process to set PGG'S and SLO'S) Professional Growth Goal (PGG) Student Learning Objectives (SLO) Lesson Plan/Pre-Observation Evidence Collection/Alignment Pre-Observation Evidence Collection/Alignment Observation Evaluator Notification

PPSD Implementation Timeline

Please Note: On occasion, this timeline may be subject to change based on feedback from educators and their evaluators. If this happens, all educators and evaluators will be notified via the Evaluation Bulletin, with follow up from Zone Executive Directors. However, please keep in mind that we are the largest urban district in the state with a pool of over 2000 teachers. Unless otherwise noted, all approval dates, deadlines, etc., must be adhered to strictly to ensure that educators are provided sufficient time to demonstrate their best work, progress, attainment of goals, etc.; and to ensure that evaluators are provided sufficient time to complete evaluations rich in data and evidence. Please review Teacher/Administrator Handbooks thoroughly for additional information regarding specific strategies, details, etc.

MONTH	TEACHER ACTIVITY	DEADLINE	ADMINISTRATOR ACTIVITY	DEADLINE
AUGUST/ SEPTEMBER	Complete Beginning of Year Conferences	September 30	Begin 20 Hour evaluation certification training	August 8/9
			Begin Teachscape Certification Exam for all Personnel Evaluating Teachers	September 8
SEPTEMBER	N/A	N/A	Complete Beginning of Year Conferences	September 30
OCTOBER	1 PGG/2 SLO's Submitted 1 PGG/2 SLO's Approved	October 24 October 31	1 PGG/2 SLO's Approved	October 2
	Begin Formal Observations of Teacher only after his/her SLO's are approved (non tenured/new teachers/teachers on PGP, see teacher handbook pg 8 for more info)	October 15	Begin Formal Observations of Administrator only after his/her SLO's are approved	October 5
NOVEMBER/DECEMBER	Begin Formal Obs (tenured)	November 1	Begin Formal Obs	November 1
	Begin Informal Obs & Collection of Additional Evidence	November 1	Begin Informal Obs & Collection of Additional Evidence	November 1
JANUARY/FEBRUARY	Complete Formal Obs Informal Obs & Collection of Additional Evidence	January 15 Continue	Complete Formal Obs Informal Obs & Collection of Additional Evidence	January 15 Continue
	Begin Mid Year Conferences (MOY)	January 15	Begin Mid Year Conferences (MOY)	January 15
JANUARY	Continue MOY	N/A	All Educator Evaluators are Certified by ETS	January 31
FEBRUARY	Complete MOY	February 15	Complete MOY	February 15
MARCH/APRIL	Informal Obs & Collection of Additional Evidence	Continue	Informal Obs & Collection of Additional Evidence	Continue
APRIL/MAY	Begin Review /Analyze PGG/ SLO Data	April 19	Begin Review /Analyze PGG/ SLO Data	April 19
MAY/JUNE	Begin Summative Conferences	May 1	Begin Summative Conferences	May 1
JUNE	Complete Final Ratings Complete Final Review/Reflect/ Professional Growth Plan and PD/Planning for New School Year	June 7 June 14	Complete Final Ratings Complete Final Review/Reflect/ Professional Growth Plan and PD/Planning for New School Year	June 7 June 14

FREQUENTLY ASKED QUESTIONS

The Teacher Evaluation Process

What should be discussed at the beginning of year conference (BOY)?	The Educator should bring the self reflection, PGG, and SLO to the BOY. Note that this year, the BOY for teachers may occur before or after final SLO approval.
When should the lesson plan be provided to the Evaluator?	The lesson plan should be submitted at least 72 hours prior to the pre-observation conference.
Can informal observations occur before formal observations?	The purpose of the informal observation is to look for additional evidence and improvements based on the feedback discussed during the post conference. Thus, the formal observation must be completed before informal observations begin.
How long will the observations last?	Formal observations will last from 30-60 minutes. Informal observations will last between 10 and 20 minutes.
When should the alignment be provided to the Educator?	The alignment should be submitted no more than 48 hours after the formal observation has been completed.
When should the reflection be submitted to the Evaluator?	The reflection should be submitted no more than 48 hours after the alignment is received.
When should the post conference be held?	The post observation conference should be held no more than 48 hours after the reflection is received.
Will preliminary ratings be discussed during the post observation conference this year?	Yes, this year, there will be a preliminary rating included in the post observation conference.
How many informal observations can be conducted during the evaluation process?	No fewer than 2 informal observations can be conducted. Evaluators may decide to conduct more, if more evidence is req.
How soon after an informal observation is completed should feedback be provided to the Educator?	Feedback should be submitted no more than 48 hours after each informal observation.
Will administrators visit classrooms outside of the evaluation process?	The administrators are the instructional leaders and thus they are expected to visit classrooms regularly, conduct Walkthrus using the Teachscape tool, AND conduct visits as part of the evaluation process.
The PPSD descriptors in the PPSD rubric are called "Standards" and "Domains". Why are two different words used to refer to the descriptors in the teacher evaluation rubric?	This year we are using a hybrid rubric which consists of the RIIC rubric (Standards 1&4) and Charlotte Danielson's updated 2011 rubric (Domains 2 &3). Teachscape has acquired the rights to the Danielson rubric. Since both rubrics are copyrighted PPSD cannot alter the descriptors. So we will continue to use the following when referring to our PPSD rubric: <ul style="list-style-type: none"> • Standards 1 and 4 • Domains 2 and 3
How is evidence collected for Standard 1 in the teacher rubric?	Evidence is collected from the lesson plan and pre-observation conference.
How is evidence collected for Dom 2 and 3 in the teacher rubric?	Evidence is collected from the formal and informal observations.
Who do I contact to receive help with <i>Walkthru</i> issues?	Irma DeLeon, Irma. DeLeon @ppsd.org

The Professional Growth Goal (PGG)

What is the difference between PGG's and SLO's?	PGG's specifically address the Educators' growth and achievement. SLO's address Students' growth and achievement.
Which Standard in the teacher evaluation rubric is used to assess the PGG?	Standard 4.4.b-Evidence for approval of the PGG Standard 4.4.c -Evidence for attainment of the PGG
How is evidence collected for Standard 4 in the teacher rubric?	Evidence is collected from the rubrics, PGG progress/status, and other sources of evidence which the Educator feels will address Standard 4 (student communication logs, parent communication logs, professional learning community activities, etc.).

THE Student Learning Objective (SLO)

Which assessments are available and acceptable for use with the SLO process?	Currently, PPSD is working diligently to develop district common quarterly assessments which provide baseline data and include benchmarks. Until these common quarterly assessments become available, <u>we strongly recommend</u> that teachers, especially those teaching in the same grade level and/or content area (and no assessment is available), work together to develop end of unit common assessments. Furthermore, teachers should use strategies and protocols for scoring that include more than one teacher. <u>Teachers shall not score their own assessments that are used for SLO's.</u>
Why are schools not allowed to use data from DIBELS and GRADE for their SLO's?	DIBELS, GRADE, and other progress monitoring tools which explicitly state in their technical manuals that they should not be used for evaluation purposes and/or other high stakes

	accountability measures can NOT be used.
How should the Educator report the final results of the SLO?	Final results must include the number of students AND the %. Example A: 100/125 students (80%) were proficient 20/125 students (16%) were nearly proficient 5/125 students (4%) were not proficient
Why is it necessary for SLO targets to be tiered?	Although teachers of the same grade level or content area are strongly encouraged to work together to develop a common objective for each SLO, the targets for each teacher must be different because the makeup of the students in each teacher's class (es) are different. Teachers must review and analyze student data first, to set targets. Remember that one must account for all students in a class, group, etc. Example B: Mrs. Hochner has a <u>total of 64 students</u> in Algebra 1. After careful analysis of her students' data, she writes her math SLO as follows: <u>54 out of 64 students will improve by 25% on the final district common assessment which measures students' ability to analyze and solve linear equations and pairs of simultaneous linear equations. 10 out of 64 students will improve by 15% on the final district common assessment which measures the students' ability to analyze and solve linear equations and pairs of simultaneous linear equations.</u> Example C: Ms. Smith has a class of <u>26 students</u> . After careful analysis of her students' data, she writes her reading SLO as follows: <u>The advanced and on level students will score above 65% on end of unit benchmark assessments. Strategic students will increase by 10% from the baseline on end of unit benchmark assessments. The Tier III students will increase by 10% on their in-program assessments.</u>
How will individual SLO scores (ratings) be determined for all Educators?	Exceeded Final results are 10% or more above the target. Met Final results are less than or equal to 5% away from the target. Nearly Met Final results are greater than 5% but less than or equal to 10% away from the target. Not Met Final results are more than 10% away from the target.
What should be the focus of the SLO?	With few exceptions, the teacher's SLO's must be tied to the administrator's SLO's (which must be tied to the District's goals). SLO foci must be ELA and/or Math (Achievement/Instruction) and/or Attendance/Absenteeism (Climate and Culture).
Who developed the formula that is used to determine the final SLO rating and the matrix used to determine the final effectiveness rating for Educators?	The Formula and Matrix were designed by RIDE. All RI districts (Innovation Districts included) must use RIDE's formula for determining the final SLO rating (SLR). Once the SLR is determined, it is plotted into the RIDE Matrix to determine the Final Effectiveness Rating.
Where can I find more examples of SLO's?	PPSD will provide further guidance regarding SLO's. The following websites are great resources: <ul style="list-style-type: none"> • www.ride.ri.gov click on Educator Evaluation • www.rifhpinnovation.net • www.providenceschools.org

SEMESTER COURSES (MOY Timeline)

I teach semester courses. What does my MOY timeline look like for Semester 1?	The MOY for teachers teaching Semester 1 courses is the week of December 3, 2012. Summative conferences must be completed on or before the first day of Semester 2.
I teach semester courses. What does my MOY timeline look like for Semester 2?	The MOY for teachers teaching Semester 2 courses is the week of April 1, 2013. Summative conferences must be completed according to the full year schedule.
I teach Semester courses. I understand that I am supposed to do 1 SLO for Semester 1 and 1 SLO for Semester 2. However, due to scheduling and submittal/approval challenges, I may not have enough time to do my best work and/or have a meaningful MOY during Semester 1. What can I do?	For this current school year only, you may focus both of your SLO's on your Semester 2 courses. Inform your evaluator if you decide to do this. Remember, the MOY for Semester 2 occurs during the week of April 1, 2013.

STUDENT ATTENDANCE & THE SLO (Full Year/Semester Courses)

I teach full year courses and I have a few students who have been out of school more than 20 days. I am doing everything I can by myself and collaboratively to get my chronically absent students either back to school and/or back on track for regular attendance. I fear, however, that their lack of attendance may jeopardize my SLO results. What can I do?	For this year only, you can opt to omit those students who have been absent 20 or more times from the SLO analysis at the summative (final) conference and prior to the summative rating. <u>However, you must be able to show that you are still continue to work individually (send letters, make phone calls, etc.) and</u>
--	--

	<u>collaboratively with others (family, guidance, TST, targeted team, assistant principal, community liaison, child advocate, mentor, truant officer, etc.), to encourage your students to stay in school and attend class regularly.</u>
I teach semester courses and I have a few students who have been out of school more than 10 days. I am doing everything I can by myself and collaboratively to get these students either back to school or back on track for regular attendance. But I fear that their lack of attendance may jeopardize my SLO results. What can I do?	For this year only, you can opt to omit those students who have been absent 10 or more times from the SLO analysis at the summative (final) conference and prior to the summative rating. <u>However, you must be able to show that you are still continue to work individually (send letters, make phone calls, etc.) and collaboratively with others (family, guidance, TST, targeted team, assistant principal, community liaison, child advocate, mentor, truant officer, etc.), to encourage your students to stay in school and attend class regularly.</u>
The Teachscape Observer Training/Certification Process for Administrators	
What trainings are required of evaluators so that they are eligible to evaluate teachers and administrators during this SYR?	All administrators who will evaluate teachers and/or building administrators this year must complete the following: <ul style="list-style-type: none"> • Attend the RIIC/RIDE Five Day Evaluation Training • Attend the RIIC SLO Refresher Course • Attend the RIIC Teacher Eval. Refresher Course • Complete the Teachscape 20 hour Training and pass both Stage I and Stage II Certification Exams • Attend RIDE's Personnel Responsible for Evaluating Building Administrators Training
I am an administrator and I was certified last year during the 5-day summer training. Why do I have to be re-certified?	The rubrics have been revised, and we have to ensure that all evaluators are prepared to evaluate with accuracy and precision.
When will the administrators' Teachscape evaluation certification exams be given?	Administrators will take the exams on their own time after they have signed the Affidavit of Testing Protocols. All administrators must be certified no later than January 31. See Teachscape FAQ for more information.
May I bring materials (rubric, etc.) with me when I take the administrators' evaluation certification exam?	Yes, you may bring whichever materials you feel will be helpful when you take the exam.
Who do I contact for help with the Teachscape FFTPS and Reflect Live ?	Contact Susie Valentin, Susie.valentin@ppsd.org.