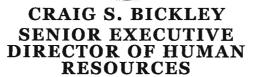


## Providence Schools Educator Evaluation Model



NKOLIKA ETELL ONYE EXECUTIVE DIRECTOR OF PERFORMANCE MANAGEMENT

# The Rhode Island Innovation Consortium Teacher Evaluation Model

- Providence is a member of the Rhode Island Innovation Consortium (Formed in 2009)
  - o Comprised of six local school districts and union partners including Central Falls, Cranston, Pawtucket, Providence, West Warwick, and Woonsocket
- Model is aligned to RI Professional Teaching Standards, RI Educator Evaluation System Standards, and RI Code of Professional Responsibility

## The Rhode Island Innovation Consortium Teacher Evaluation Model

- Nationally recognized and grant funded from the American Federation of Teachers (AFT) Innovation Fund and United States department of Education
- Provides a network of support for Providence
  - o I3 Coordinators in each district
  - o Professional Development Train the Trainer Model
  - o Joint evaluation trainings for Teachers and Administrators
  - o Constant feedback and revision

# The Rhode Island Innovation Consortium Teacher Evaluation Model Providence Specific

- Model is adapted from Charlotte Danielson's Framework for Teaching
  - o Model includes multiple measures of educator effectiveness which includes student growth and achievement
- Educator Effectiveness (Evaluation) Standards
  - o Planning and Preparation
  - o Classroom Environment
  - o Instruction
  - o Professional Responsibilities and Growth

## The Rhode Island Innovation Consortium Teacher Evaluation Model

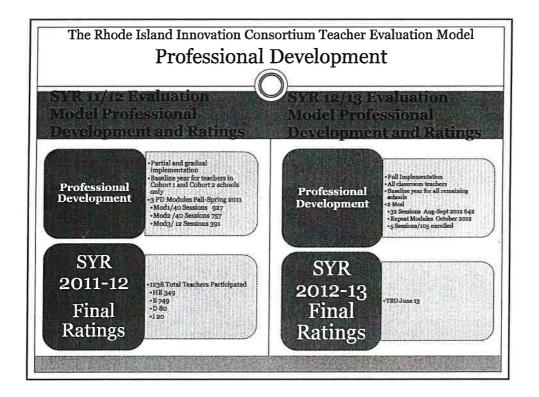
## Major Requirements

- Beginning of Year Conference
  - o Self Reflection
  - o Professional Growth Goal Setting (new, 1 minimum)
  - o Student Learning Goal Setting and Reflection (2 minimum)
- Pre observation Conference
  - o Lesson Planning and discussion
- Formal Observation
  - o High Quality Feedback from Evaluator
- Post Formal Observation Conference
- Informal Observations ( 2 minimum)
- o High Quality Feedback After Each Informal (new)
- Review of Additional Evidence of Effectiveness
- Mid Year Conference
- Summative (End of Year) Conference
  - o Summative Rating (1-4) Using Matrix Developed by RIDE
- Professional Planning and Support for the Following School Year

## The Rhode Island Innovation Consortium Teacher Evaluation Model

## Summative Ratings

- Final Effectiveness or Summative Rating is determined from the combined ratings of the Professional Practice/Responsibility (PPR) and the Student Learning Objective (SLO)
  - o The SLO's are rated as either
    - × Exceeded
    - × Met
    - × Nearly Met
    - × Not Met
  - o The PPR is rated as either:
    - × Highly Effective (4)
    - × Effective (3)
    - × Developing (2)
    - × Ineffective (1)
- RIDE provides the matrix that is used to develop the summative rating from 1-4



# The Rhode Island Innovation Consortium Evaluation Model Ongoing Supports

- Continuous Teacher Trainings
  - o Summer 2012-Spring 2013
  - o  $\,32\,$  sessions conducted from August 1-September  $\,28\,$
  - o 5 sessions in October
- District Resources (<u>www.providenceschools.org</u>)
- School visits and one-on-one support

# The Rhode Island Innovation Consortium Evaluation Model New Available Supports

- New Weekly Evaluation Bulletin
- New Drop-in and Call-in Hours
- New Joint District Evaluation Committee
- New K-12 Evaluation Taskforce for Administrators
- New Bi-weekly Central Office Evaluation Meeting
- New Teachscape Reflect Live Observation Management Tool
- New Teachscape Observer Training/Certification Requirements for Evaluators
- New Office of Human Capital
- New Executive Director of Performance Management
- New Peer Assistance and Review

#### Peer Assistance and Review



- PAR was created in 1984 by Toledo's AFT Union
   President at the time, Dal Lawrence with an overarching
   goal to improve quality of the teaching profession by
   creating a system similar to that used in medicine in
   which accomplished professionals (teachers) mentored
   novice and struggling veteran professionals (teachers).
- More than 30 districts have adopted PAR to date including:
  - o Cincinnati
  - o Rochester
  - o Minneapolis
  - o Columbus
  - o Seattle

# Peer Assistance and Review Program Requirements

• PAR programs must be developed collaboratively by the district and union.

o PAR Programs must be coherent and ongoing

- o PAR programs must encompass hiring and orientation
- o PAR programs must include intensive professional development, support and mentoring
- PAR programs must include a final review that determines whether participants meet high standards of practice
- PAR Programs must included district provided training, time, resources and responsibility for expert teachers to mentor new teachers through at least their probationary period.
- PAR programs must seek and hire high quality Consulting Teachers, selected through a rigorous process, who are responsible for mentoring and assisting new/struggling veteran teachers on a full-time basis.
  - PAR Consulting Teachers (CT's) must be accomplished teachers who are responsible for making wise, tough, evidence-based recommendations to decision-makers about teacher quality
  - PAR CT's must be able to make recommendations that are based on agreed-upon, transparent, evidence-based professional standards

Peer Assistance and Review, Providence

# Goal

- PPSD's goal is to dramatically improve the professional culture by improving teacher effectiveness and quality across the district
  - o Supports the district evaluation model
  - o Provides the district an opportunity to increase and improve upon the quality of supports made available to staff

### PPSD -General Structure

- PAR Panel
  - o 7 PAR Panel Members (4 union/3 administrators)
  - o Responsible for oversight of PAR Program
  - o Review reports from Consulting Teachers
- PAR Consulting Teachers
  - o 5 Consulting Teachers (Peer Mentors)
  - o mentor, review, and report to PAR Panel Members
- PAR Reporting Periods
  - o Fall, Winter, Spring

#### Peer Assistance and Review, Providence Eligibility

- Pilot SYR 2012-13
  - o All new staff not eligible for RIDE Induction Services
  - o All staff remaining at a Cohort 1 or 2 school who received an overall rating of I or D last SYR
  - o Staff who have been referred into PAR (self, administrator)
- School Year 2013-14
  - o All new staff not eligible for RIDE Induction Services
  - o All staff receiving an overall effectiveness rating of I or D
  - o Referrals

## The Consulting Teachers

- Selected via rigorous interview
- Assigned by grade level and certification when possible
  - o Focus is on supporting teacher effectiveness to improve student achievement
- Each consulting teacher has participated in advanced training and will continue to do so throughout their tenure. Trainings include but are not limited to:
  - o RIDE Approved Evaluation Model Training
  - o Teachscape Observer Training
  - o Peer Assistance & Review Training

# Peer Assistance and Review Consulting Teachers

Peter Bellisle Christine Brierly Melissa Cimini Ed German Melissa Palumbo

## Governance: The PAR Panel

- PAR is governed by a joint labor management team called the PAR Panel which consists of 3 administrative representatives and 4 union representatives.
- PAR Consulting Teachers will provide reports to the PAR Panel 3 times per year.
- The PAR Panel will be responsible for making recommendations for non-renewal of non-tenured teachers or termination of tenured teachers to the Senior Executive Director of Human Resources after the second and final reporting period.

#### The PAR Panel

- × Craig Bickley, PPSD
- × Maribeth Calabro, PTU
- × Susan Chin, PPSD
- × Robyn Gormley-Jackson, PTU
- \* Kathleen Mcdonough, PTU
- × Mellissa Parkerson, PTU
- × Nkolika Onye, PPSD

# Peer Assistance and Review PAR Timeline Initial Meeting – 10/9 Begin One-on-One Visits – 10/10 Consulting teachers (CT) begin to confer regularly with building administrator -CT's complete minimum of 5 visits, more if participant is considered at-risk First Reporting Period to PAR Panel – 11/30 -CT's complete minimum of 5 additional visits, more if considered at-risk -Principals complete formal and at least 2 informal observations on non-tenured staff considered for non-renewal -Second Reporting Period to PAR Panel – 2/8 -March -March 1 – deadline for notification of non-renewal of non-tenured staff -Complete minimum of 5 additional visits -Principals complete all formal observations -Final Reporting Period to PAR Panel – 5/31

#### Resources

- Providence Peer Assistance & Review
- Peer Assistance and Review (Fall 2007)
   This article from the AFT's quarterly journal, American Educator, describes the history of peer assistance and review from its beginning at the Toledo Federation of Teachers.
   www.aft.org/pdfs/americaneducator/fall2007/ae fall07 PeerAssistance.pdf
- Where We Stand: Teacher Quality (June 2003)
   This booklet contains resolutions on teacher quality issues, including PAR, that were passed at the 1998, 2000 and 2002 AFT national conventions.
   www.aft.org/pdfs/teachers/wwsteacherqualityo603.pdf
- Peer Assistance and Peer Review: An AFT/NEA Handbook (1998)
   Prepared for the AFT/NEA joint conference on teacher quality, this handbook is designed to assist affiliates interested in developing peer assistance and/or peer review programs at their local sites. <a href="www.aft.org/pdfs/teachers/paprhandbooko998.pdf">www.aft.org/pdfs/teachers/paprhandbooko998.pdf</a>

http://www.calstate.edu/ier/reports/PARReport.pdf AFT - A Union of Professionals - Peer Assistance and Review http://www.aft.org/pdfs/teachers/fs\_paro410.pdf

# Rhode Innovation Consortium Educator Evaluation Resources

- Educator Evaluation Providence Schools (PPSD)
- Educator Quality and Certification Educator Evaluation (RIDE)
- RIFTHP Innovation Initiative (AFT)

## Providence Schools Educator Evaluation Model

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