



# Providence Schools Educator Evaluation Model



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## The Rhode Island Innovation Consortium Teacher Evaluation Model



- Providence is a member of the Rhode Island Innovation Consortium (Formed in 2009)
  - 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
  - 13 Coordinators in each district
  - Professional Development –Train the Trainer Model
  - Joint evaluation trainings for Teachers and Administrators
  - Constant feedback and revision

## The Rhode Island Innovation Consortium Teacher Evaluation Model Providence Specific

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

The Rhode Island Innovation Consortium Teacher Evaluation Model

## Major Requirements

- **Beginning of Year Conference**
  - Self Reflection
  - Professional Growth Goal Setting (new, 1 minimum)
  - Student Learning Goal Setting and Reflection (2 minimum)
- **Pre observation Conference**
  - Lesson Planning and discussion
- **Formal Observation**
  - High Quality Feedback from Evaluator
- **Post Formal Observation Conference**
- **Informal Observations ( 2 minimum)**
  - High Quality Feedback After Each Informal (new)
- **Review of Additional Evidence of Effectiveness**
- **Mid Year Conference**
- **Summative (End of Year) Conference**
  - 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)**
  - The SLO's are rated as either
    - × Exceeded
    - × Met
    - × Nearly Met
    - × Not Met
  - 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 Teacher Evaluation Model**  
**Professional Development**

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SYR 11/12 Evaluation Model Professional Development and Ratings	SYR 12/13 Evaluation Model Professional Development and Ratings
<div style="background-color: #333; color: white; padding: 5px; border-radius: 10px; margin-bottom: 10px;"><b>Professional Development</b></div> <ul style="list-style-type: none"> <li>• Partial and gradual implementation</li> <li>• Baseline year for teachers in Cohort 1 and Cohort 2 schools only</li> <li>• 3 PD Modules Fall-Spring 2011</li> <li>• Mod1/40 Sessions 947</li> <li>• Mod2 /40 Sessions 757</li> <li>• Mod3/ 12 Sessions 391</li> </ul>	<div style="background-color: #333; color: white; padding: 5px; border-radius: 10px; margin-bottom: 10px;"><b>Professional Development</b></div> <ul style="list-style-type: none"> <li>• Full Implementation</li> <li>• All classroom teachers</li> <li>• Baseline year for all remaining schools</li> <li>• 2 Mod</li> <li>• 32 Sessions Aug-Sept 2012 542</li> <li>• Repeat Modules October 2012</li> <li>• 5 Sessions/105 enrolled</li> </ul>
<div style="background-color: #333; color: white; padding: 5px; border-radius: 10px; margin-bottom: 10px;"><b>SYR 2011-12 Final Ratings</b></div> <ul style="list-style-type: none"> <li>• 1238 Total Teachers Participated</li> <li>• H 349</li> <li>• E 749</li> <li>• D 80</li> <li>• I 20</li> </ul>	<div style="background-color: #333; color: white; padding: 5px; border-radius: 10px; margin-bottom: 10px;"><b>SYR 2012-13 Final Ratings</b></div> <ul style="list-style-type: none"> <li>• TBD June 13</li> </ul>

**The Rhode Island Innovation Consortium Evaluation Model**  
**Ongoing Supports**

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- **Continuous Teacher Trainings**
  - Summer 2012-Spring 2013
  - 32 sessions conducted from August 1-September 28
  - 5 sessions in October
- **District Resources ([www.providenceschools.org](http://www.providenceschools.org))**
- **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:
  - Cincinnati
  - Rochester
  - Minneapolis
  - Columbus
  - Seattle

## Peer Assistance and Review Program Requirements



- PAR programs must be developed collaboratively by the district and union.
  - PAR Programs must be coherent and ongoing
  - PAR programs must encompass hiring and orientation
  - 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 include 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
  - Supports the district evaluation model
  - Provides the district an opportunity to increase and improve upon the quality of supports made available to staff

Peer Assistance and Review  
**PPSD –General Structure**



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

Peer Assistance and Review, Providence  
**Eligibility**



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

Peer Assistance and Review  
**The Consulting Teachers**

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- Selected via rigorous interview
- Assigned by grade level and certification when possible
  - 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:
  - RIDE Approved Evaluation Model Training
  - Teachscape Observer Training
  - Peer Assistance & Review Training

Peer Assistance and Review  
**Consulting Teachers**

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Peter Bellisle  
Christine Brierly  
Melissa Cimini  
Ed German  
Melissa Palumbo



### Peer Assistance and Review 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

<b>October</b>	<ul style="list-style-type: none"> <li>• Initial Meeting – 10/9</li> <li>• Begin One-on-One Visits – 10/10</li> <li>• Consulting teachers (CT) begin to confer regularly with building administrator</li> </ul>
<b>November</b>	<ul style="list-style-type: none"> <li>• CT's complete minimum of 5 visits, more if participant is considered at-risk</li> <li>• First Reporting Period to PAR Panel – 11/30</li> </ul>
<b>February</b>	<ul style="list-style-type: none"> <li>• CT's complete minimum of 5 additional visits, more if considered at-risk</li> <li>• Principals complete formal and at least 2 informal observations on non-tenured staff considered for non-renewal</li> <li>• Second Reporting Period to PAR Panel – 2/8</li> </ul>
<b>March</b>	<ul style="list-style-type: none"> <li>• March 1 – deadline for notification of non-renewal of non-tenured staff</li> </ul>
<b>May</b>	<ul style="list-style-type: none"> <li>• Complete minimum of 5 additional visits</li> <li>• Principals complete all formal observations</li> <li>• Final Reporting Period to PAR Panel – 5/31</li> </ul>

## Peer Assistance and Review

## 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\\_fallo7\\_PeerAssistance.pdf](http://www.aft.org/pdfs/americaneducator/fall2007/ae_fallo7_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/wwsteacherquality0603.pdf](http://www.aft.org/pdfs/teachers/wwsteacherquality0603.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. [www.aft.org/pdfs/teachers/paprhandbook0998.pdf](http://www.aft.org/pdfs/teachers/paprhandbook0998.pdf)

<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](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)**

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