

Rhode Island Innovation Consortium Educator Evaluation & Support System

Developed by the Rhode Island Innovation Consortium:

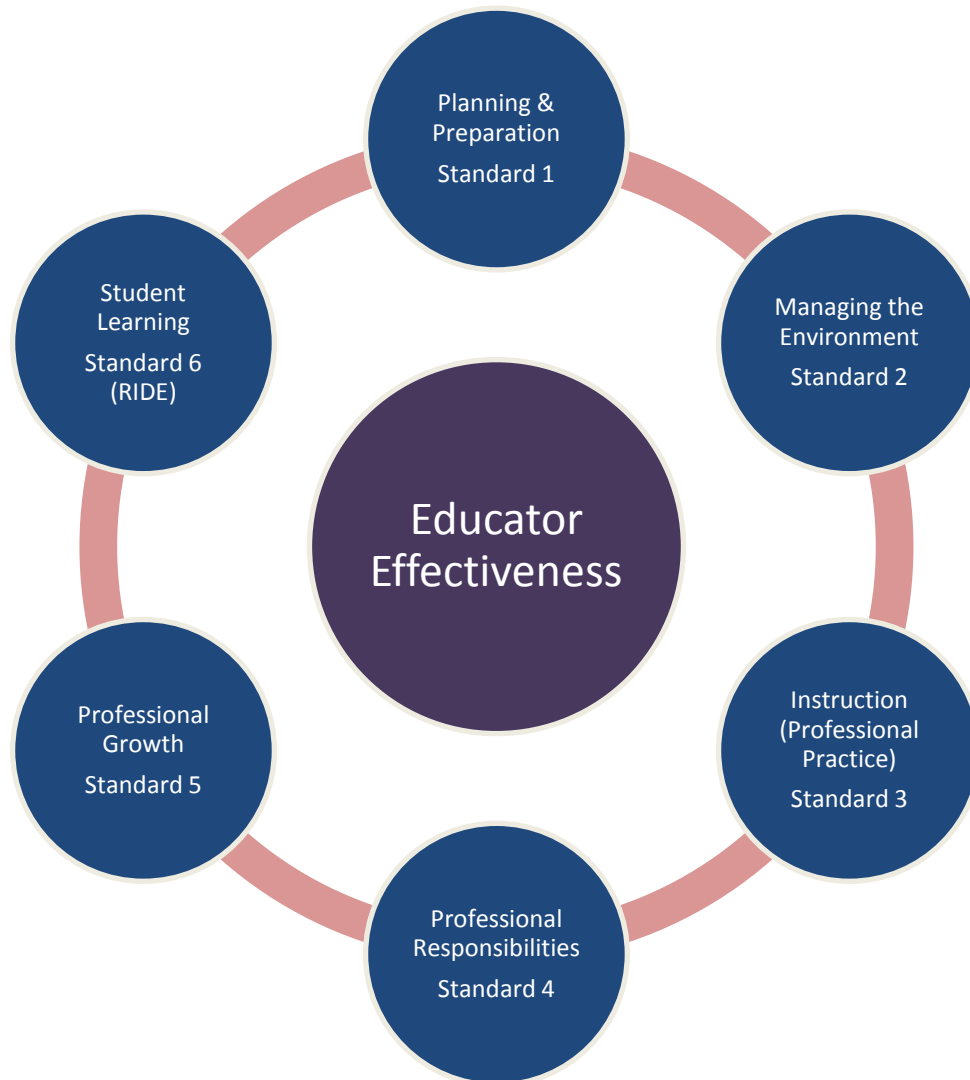
- Central Falls School District
- Central Falls Teachers' Union
- Cranston School District
- Cranston Teachers' Alliance
- Pawtucket School District
- Pawtucket Teachers' Alliance
- Providence School District
- Providence Teachers Union
- West Warwick School District
- West Warwick Teachers' Alliance
- Woonsocket School District
- Woonsocket Teachers' Guild
- Rhode Island Federation of Teachers and Health Professionals

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STATEMENT OF PURPOSE FOR EDUCATOR EVALUATION

The quality of teaching is recognized as one of the most significant factors in ensuring that students achieve at high levels. The primary purpose of a comprehensive educator evaluation system is improved teaching, leadership, and student achievement. To ensure that all students learn, a professional culture must exist in which all educators are engaged in activities designed to improve the quality of leadership and teaching, content knowledge and pedagogy. These activities need to build upon areas of strengths, and improve identified areas for growth.



RHODE ISLAND INNOVATION CONSORTIUM

A Comprehensive Model of Educator Evaluation

Overview

The Rhode Island Federation of Teachers & Health Professionals is engaged in a collaborative partnership with six urban RIFTHP locals and their school district administrators (Central Falls, Cranston, Pawtucket, Providence, West Warwick and Woonsocket) to design a high quality, comprehensive educator evaluation and support system. This effort is guided by the belief that educator evaluation must be focused on professional growth, be based on multiple sources of evidence and provide meaningful feedback and support to educators in service of continuous improvement in teaching and learning.

This effort, *the RI Innovation Initiative on Educator Evaluation*, is supported by an AFT Innovation grant and a US Department of Education i3 Innovation grant. With that support and the leadership of the RIFTHP, the six Innovation districts have worked collaboratively through a design team of local union presidents, superintendents, teacher union leaders and administrators (6 members per local) with involvement from the RI Department of Education, higher education and the AFT, to design a model evaluation system aligned with the RI Professional Teaching Standards, the RI Educator Evaluation System Standards and influenced by the Charlotte Danielson Framework for Teaching. National experts such as Laura Goe from ETS and, Charlotte Danielson, Albert (Duffy) Miller and Bernadette Cleland from the Teaching Learning Solutions and the Danielson Group served as the initiative's primary consultants. The developmental effort has resulted in a draft educator evaluation system piloted during the winter/spring semester of 2011. The Innovation Initiative's collaborative process and active involvement of superintendents and union presidents recognizes the importance of labor-management collaboration and collective bargaining in the successful development, adoption and implementation of a comprehensive educator evaluation and support system.

The Rhode Island Innovation Consortium (RIIC) Comprehensive Educator Evaluation Model is designed to address both purposes of educator evaluation: professional growth to improve practice and quality assurance (Danielson & McGreal, 2000).

The Rhode Island Innovation Consortium (RIIC) Model is aligned with the Rhode Island Educator Evaluation System Standards (RIEESS), adopted by the RI Board of Regents in December, 2009 and the RI Professional Teaching Standards, adopted by the Board of Regents in 2007.

The quality of teaching is recognized as one of the most significant factors in ensuring that students achieve at high levels. The primary purpose of this comprehensive educator evaluation system is improved teaching, leadership, and student achievement.

Design of the Model

The RIIC Model:

- Establishes a common understanding of expectations for educator quality (RIEESS #1);
- Emphasizes professional growth and continuous improvement of individual educators (RIEESS #2);
- Creates an organizational approach to the collective professional growth and continuous improvement (RIEESS #3);
- Provides quality assurance for the performance of all district evaluators (RIEESS #4);
- Assures fair, accurate and consistent evaluations (RIEESS #5);
- Provides district educators a role in guiding the ongoing system development in response to systematic feedback and changing district needs (RIEESS #6).

A Broadened Definition of Evaluation

Typically, classroom observation is the primary method used to assess teacher effectiveness. While formal observation is critical and must be a component of an evaluation model, it only examines practice at a specific moment in time, does not determine the degree to which desired practices are internalized, and is not the only component of practice that determines effectiveness. For example, the extent to which an educator designs units of instruction, assessments, and individual lessons to meet the needs of all learners is essential to student achievement, but may not be obvious in a classroom observation. By specifically measuring the effectiveness of planning, the RIIC model elevates that component of an educator's practice.

Similarly, the manner in which an educator collaborates to analyze the impact of curriculum and instruction on student achievement may not be observable in a classroom. However, the degree to which an educator engages in collaborative practices directly impacts the culture of the school and the success of all students. By measuring the effectiveness of professional collaboration, the RIIC model elevates that essential component of practice. Each of these aspects of effectiveness is evaluated in the RIIC model, with focus on practice, professional growth and responsibility and impact on student learning.

By recognizing that evaluation consists of multiple measures of the profession, the RIIC model broadens the definition of evaluation. Focused evaluations of all components of practice, observable and non-observable, occurring throughout a three-year cycle ensure a comprehensive assessment of an educator's practice over time. Combined with annual reviews of student achievement data, an educators' impact on student growth and professional practice can be measured comprehensively.

Standards-Based Criteria Against Which Professional Practice Will Be Assessed

The assessment of an educator's practice is valid when measured against researched-based criteria that provide descriptors of practice known to positively impact student achievement. The consortium model incorporates the use of criteria based upon Danielson's *Framework for Teaching* to assess teaching practice, and the Rhode Island Administrator Professional Practice Rubric to assess school leaders' practice. Both criteria are researched-based, thus their use in this model will promote the use of teaching and leadership practices that will result in improved student learning. Both sets of criteria are aligned with the RIDE Standards for Professional Educators and School Leaders (RI Professional Teaching Standards and RI Leadership Standards).

Evaluation Model Components

The RIIC model combines goal setting and reflection, evidence collection from formal and informal observation of practice, review of additional evidence of professional practice, professional growth and responsibilities and the educator's impact on student growth and achievement to evaluate effectiveness and provide feedback and support to educators. This feedback and support is designed primarily to strengthen professional practice.

Goal Setting. The RIIC model includes a yearly process of self reflection, data review and goal setting to improve professional practice and student achievement. Educators will develop SMART goals (**S**pecific, **M**easurable, **A**ttainable, **R**esults-oriented, **T**ime-bound) for professional and student growth each year that will be linked to instructional practice and on-going professional development.

Formal and Informal Observations. The RIIC model requires formal and informal observations for all educators annually until they are consistently assessed as being effective in all aspects of their practice, at which time they are placed on a three year evaluation cycle. Formal and informal observations are included in "Gradual Implementation" for 2011-2012 and proposed for the "Focus on Practice" year of the Innovation system's recommended 3 year cycle. The Innovation model's "Focus on Practice" year is proposed as the Baseline Year (2012-2013) for all educators and will be used as the required evaluation process for non-tenured teachers, educators taking on a significantly different assignment, and educators identified as *Developing* or *Ineffective* in the Innovation model.

Formal observations follow a prescribed protocol of evidence collection and feedback and include a pre and post conference. They are formative in nature and are intended to provide evidence of observed professional practice. Informal observations are a component in all evaluation cycles, are formative, and provide evidence that an educator has internalized the desired / targeted instructional practices identified in the performance rubrics. ***(During the "Gradual Implementation Year (2011-2012), all teachers and building principals will participate in 1 formal and 1 informal observation as required by RIDE. Observations in Innovation districts will follow these protocols.)***

Formal and Informal Observation Protocols

Pre-Observation Conference Protocol (Table 1)

Purpose: This protocol provides the teacher with an opportunity to present his/her evidence of planning to the observer, and to provide explanations of, and rationalizations for the decisions made when developing the instructional plan. *Estimated time is 25-35 minutes.*

Teacher's role: The teacher is the primary presenter. The teacher develops the plan using the approved district template, and prepares for the pre-observation conference by reviewing the pre-observation protocol and questions.

Observer's role: The observer facilitates the pre-observation conference, including scheduling the conference and ensuring that the teacher has all information necessary to complete the planning process. During the conference the observer asks clarifying and probing questions to gain understanding of the lesson that will be observed, and to clear up any assumptions that may surface. The observer uses the questions (table 2) as a guide. It is not expected that every question will be discussed. Answers to some questions may be explicit in the lesson plan and materials. The observer could use the appropriate questions to gain the necessary understanding. Throughout this process the observer collects evidence of planning.



Teacher presents the lesson plan and materials.

- The teacher provides the observer with copies of the lesson plans and materials at least one day prior to the conference. The teacher's plans should be presented following the format as presented in the Lesson Design Template for formal observations.
- The teacher reviews the plan, explaining decisions he/she may have made about the lesson design, and the rationale for specific instructional strategies that were selected.
 - Rationale for decisions would include
 - Standards being taught and assessed during the lesson
 - Specific student achievement data, class profile information (demographics) and other student information that informed the planning
 - Prerequisite and post-requisite content expectations and skills
 - Assessment strategies, including formative and summative assessment plans
 - Anticipated misconceptions or misunderstandings that might confront students, and plans to adjust instruction to ensure all students learn.
- The teacher summarizes the plan, and allows time for the observer to ask questions throughout the conference as necessary.

Observer facilitates the observation conference.

- The observer listens to the teacher and collects evidence of planning and preparation.
 - It is recommended that the teacher provide the observer with e-versions of the lesson plan and materials so that evidence can be “cut” and “pasted” from those documents when appropriate.
- The observer pays attention to any assumptions he/she may make, and asks clarifying or probing questions as necessary to gain understanding.
 - The observer uses communication skills to facilitate the conversation, active listening, questioning, and paraphrasing to ensure understanding and clarity.
- The observer and teacher agree to any areas that may be a focus of the observation.
- The facilitator debriefs the conference, paraphrases any decisions made about the observation, and confirms the logistics.

Table 1: Pre-Observation

LESSON PLAN AND PRE-OBSERVATION CONFERENCE				
	<p>Teacher Role</p> <ul style="list-style-type: none"> • Lesson Plan Preparer • Primary Presenter 	<p>Observer Role</p> <ul style="list-style-type: none"> • Listener • Evidence collector 	<p>Estimated Time: 20-30 minutes in conference</p>	
Activity Purpose:	<p><i>For the teacher to share with the observer his or her planning for an upcoming lesson through an elaborated lesson plan and pre-observation conference so that the observer may gather evidence related to instructional planning.</i></p>			
Activity Overview	<p><i>Prior to the conference</i></p> <p style="padding-left: 40px;">1) <i>Teacher prepares presentation and submits a lesson plan for observer. Between the two activities the teacher should address the questions and evidence below.</i></p> <p><i>At the conference</i></p> <p style="padding-left: 40px;">2) <i>Observer hosts the conference</i></p> <p style="padding-left: 40px;">3) <i>Teacher presents and shares data with observer who collects evidence</i></p>			
Areas Assessed	Questions to address and evidence to gather			
<p>RI Observers assess the following: Domain 1 Planning and Preparation Components 1a, 1b, 1c, 1e, & 1f</p> <p><i>NOTE: Component 1d (knowledge of resources) is observed for discussion and feedback, but not scored for the effectiveness rating)</i></p>	<ul style="list-style-type: none"> • What instructional objectives and standards-based learning outcomes are the focus of this lesson? What will students learn? • How were the objectives established, what data and sources informed their selection? • How will the teacher know if students have achieved the instructional objective? • How will students demonstrate what they have learned? 			
	<ul style="list-style-type: none"> • How is the lesson organized to promote standards-based, cognitively engaging learning and to ensure that students achieve the desired objectives? • How does the lesson plan connect other learning opportunities? • What instructional strategies will be employed? How do those strategies promote high levels of cognition? 			
	<ul style="list-style-type: none"> • How this lesson is organized to address short and long term learning objectives? • How will the teacher allocate time for learning activities during the lesson? 			
	<ul style="list-style-type: none"> • How has student achievement data informed the instruction, and how does this lesson specifically address the identified student? • How will instruction be differentiated to meet the needs of all students? 			
	<ul style="list-style-type: none"> • What is the associated pre and post requisite knowledge related to this lesson? • What misconceptions may students have related to this topic? • Where might students get “stuck” in this learning sequence? • How might these obstacles for learning be addressed? 			
	<ul style="list-style-type: none"> • How are the assessments aligned with the lesson objectives? • How will student learning be assessed, include both formative and summative assessments? • What methods will be used to check for understanding during the lesson? • How might instruction be modified if students have not demonstrated the expected level of understanding during the lesson? 			
	<ul style="list-style-type: none"> • How will the teacher allocate time for learning activities during the lesson? 			

Protocol for the Classroom Observation (Table 2)

Purpose. This protocol provides guidelines for the classroom observation. *Estimated time, 30 – 60 minutes. The length of the observation is usually determined by the nature of the lesson being observed.*

Teacher's role. The teacher delivers instruction as planned. At the conclusion of the lesson(s) the teacher collects samples of student work produced as an outcome of the instruction.

Observer's role. The observer visits the class, and collects evidence of standards 2 and 3, *Classroom environment* and *Instruction*.



Teacher instructs the class

- The teacher delivers the instruction. This should be as close to daily practice as possible. The observed lesson should be in context of the curriculum, and practices should replicate established class procedures and instructional practices.

Observer watches the lesson, instruction, and collects evidence.

- The observer positions him/herself in an area of the class that allows him to observe both the teacher and the students. Ideally, the observer should be able to see and hear the teacher and students, including seeing the work students produce, notes being made, handouts, materials, and the board / visual presentations.
- The observer may circulate to observe students during the class.
 - Observers should not interfere with students' work, or interrupt instruction that is being provided when circulating among students.
 - When appropriate, the observer may ask students about the lesson, what they are learning or the work they are producing. This type of student questioning should only take place when it would not interfere with or distract from the instruction the teacher is providing.
- At the conclusion of the observation, the observer reviews his/her collection of evidence from the lesson for accuracy and alignment with the Framework, provides the teacher with a copy of the evidence to help him/her prepare the reflection on the lesson.

Table 2: Observation

CLASSROOM OBSERVATION				
	Teacher Role <ul style="list-style-type: none"> • Teach lesson • Collect student work 	Observer Role <ul style="list-style-type: none"> • Observer • Evidence collector 	Estimated Time: 20-60 minutes	
Activity Purpose:	<i>For the observer to view a teacher’s lesson to understand how the teacher creates and maintains the classroom environment and delivers instruction by noting both student and teacher experiences related to delivery of instruction.</i>			
Activity Overview	<ol style="list-style-type: none"> 1) <i>Teacher teaches students</i> 2) <i>Observer collects evidence by observing teacher and students</i> 3) <i>Observer may speak with students to gather additional evidence</i> 4) <i>Teacher collects student work samples for analysis</i> 			
Areas Assessed		Evidence to Gather		
<p>RI Observers assess the following:</p> <p>Domain 2: Environment for Learning, components 2a, 2b, 2c, & 2d</p> <p>Domain 3: Instruction, components 3a, 3b, 3c, 3d, 3e</p> <p><i>NOTE: Component 2e (organizing physical space) is observed for discussion and feedback, but is not scored for the effectiveness rating.</i></p>		A) Value of effort and challenge		
		B) Collaborative learning		
		C) Communication of behavioral expectations		
		D) Monitoring and responding to behavior		
		E) Teacher interactions with students		
		F) Respect and rapport		
		G) Student interactions among each other		
		H) Routines and procedures, managing the environment		
		I) Instructional pacing		
		J) Communication of the learning objectives of the lesson		
		K) Connections to prior and future learning experiences		
		L) Criteria for success		
		M) Learning experiences and activities		
		N) Questioning and discussion strategies		
O) Conversation techniques				
P) Response to students’ questions				
Q) Resources and instructional materials				
R) Checking for students’ understanding				
S) Feedback to students				
T) Student self-assessment				

Protocol for Post-Observation Conference (Table 3)

Purpose. This protocol provides the teacher with an opportunity to present his/her reflection on the lesson to the observer, and any additional evidence about the lesson, including a review of the student work produced as a result of the instruction. *Estimated time is 45 minutes.*

Teacher's role. Prior to the conference, the teacher reviews the evidence collected by the observer, completes the lesson reflection, and provides that information to the observer. The teacher presents his/her reflection on the effectiveness of the lesson. The teacher presents and reviews any student work produced as an outcome of the instruction. In reviewing his/her reflection on the lesson, the teacher assesses his / her practice, indicating areas of strength and weakness relative to the Framework.

Observer's role. The observer facilitates the post-observation conference, including scheduling the conference and ensuring that the teacher has all information necessary to complete the reflection process. During the conference the observer asks clarifying and probing questions to gain understanding of the lesson that was observed, to clear up any assumptions that may have surfaced during the observation, and to gather any additional evidence about the lesson. The observer uses the questions (table 4) as a guide. It is not expected that every question will be discussed. Answers to some questions may be explicit in the reflection and student work. When the answer is not explicit, the observer could use the appropriate questions to gain the necessary understanding. Throughout this process the observer collects evidence of reflection, and identifies areas of strength and potential growth.

Teacher presents the reflection and student work.

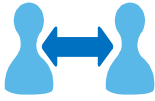

- The teacher provides the observer with copies of the reflection at least one day prior to the conference.
- The teacher reviews student work produced as a result of the instruction.
- The teacher reviews his/her reflection, summarizing and areas of strength or area of growth.
- The teacher summarizes his/her assessment of the lesson, referencing the evidence collected by the observer and the student work as appropriate

Observer facilitates the post-observation conference.

- The observer listens to the teacher and collects evidence of reflection.
- The observer pays attention to any assumptions he/she may have made, and asks clarifying or probing questions as necessary to gain understanding and clarify any assumptions.

- The observer uses communication skills to facilitate the conversation; active listening, questioning, and paraphrasing to ensure understanding and clarity.
- The observer presents, along with the teacher, his/her assessment of the lesson, and reviews the evidence and areas of strength and areas of growth.
- The facilitator debriefs the conference, paraphrases any conversation about the teacher's strengths and growth areas. The teacher and observer reach agreement on the ratings of practice, and next steps as appropriate, including any recommendations/plans for future observations (e.g., informal), follow up professional development or support, or when necessary, interventions and timelines for improvement.

Table 3: Post Observation

REFLECTION AND POST-OBSERVATION CONFERENCE				
	<p>Teacher Role</p> <ul style="list-style-type: none"> • Student Work and Reflection presenter 	<p>Observer Role</p> <ul style="list-style-type: none"> • Listener • Evidence collector • Presenter 	<p>Estimated Time:</p> <p>45-60 minutes in conference</p>	
Activity Purpose:	<p><i>In part 1, the teacher will share with the observer his or her assessment of student work and reflection on the success of the lesson to develop additional evidence related to the lesson and reflection on practice.</i></p> <p><i>In part 2, for the observer to review with the teacher the rubric ratings for the self-assessment and finalize ratings for all areas.</i></p>			
Activity Overview	<p><i>Part 1:</i></p> <ol style="list-style-type: none"> 1) <i>Teacher submits student work and reflection prior to conference.</i> 2) <i>Observer reviews student work and reflection, collecting additional evidence.</i> 3) <i>Observer and teacher make preliminary ratings of the teacher’s performance for all areas.</i> <p><i>Part 2:</i></p> <ol style="list-style-type: none"> 4) <i>Teacher and observer discuss ratings and finalize ratings.</i> 5) <i>Teacher and observer discuss next steps for the teacher’s professional growth.</i> 			
Part 1: Areas Assessed		Questions to Address and Evidence to Gather		
<p>RI Observers assess the following:</p> <p>Domain 5 5a: Reflection on teaching</p> <p>Domains 2 & 3 (All as related to gathering additional evidence to address questions from the observation)</p>		<ul style="list-style-type: none"> • In what ways does the assignment/assessment align to the learning objectives? • What types of assessment are used in this work sample? • How does the quality of teacher feedback on the student work support students in improving their work? • How do student work samples demonstrate that students have or have not achieved the learning objectives? 		
		<ul style="list-style-type: none"> • What next steps will the teacher take to support students in achieving mastery or revising their work? • What evidence exists that students have revised or improved their work? • How does this student work inform the teacher’s overall assessment of the student’s progress? • How does the information gleaned from this work sample align with the work of this student in other arenas (other work, class participation, etc.) 		
		<ul style="list-style-type: none"> • Having completed the self-ratings, which standards or indicators were examples of strengths in the lesson and what evidence supports this? • Which standards or indicators were areas that could be improved to support student learning and what evidence supports this? • How accurate was the reflection on the effectiveness of the lesson? • How does the teacher intend to improve practice moving forward? 		
Part 2: Areas Assessed		Questions to Address and Evidence to Gather		
<p>Observers assess the non-observed areas of practice.</p>		<ul style="list-style-type: none"> • What are the plans for improving practice based on this observation? • What supports are needed to implement the improvement plans? • What recommendations and timelines are confirmed? 		

Protocol for Informal Observations (Unannounced) (Table 4)

Purpose. Informal, unannounced observations provide the observer with an opportunity to observe practice in shorter segments of time. Informal observations provide a means for an observer to visit a teacher's classroom to collect evidence and assess the degree to which he/she has internalized and incorporates desired instructional practice. *Estimated time, 10 – 20 minutes per informal observation. Note: an informal observation is not a "walk-through".*

Teacher's role. The teacher has no formal role to prepare for the informal observation. Lesson planning and instruction should be delivered as planned. However, the teacher may invite the observer to informally visit the classroom when s/he would like feedback on a particular aspect of instructional practice.



Observer's role. The observer will collect evidence for those areas on which the teacher is focusing his/her practice. Evidence collection would follow the same guidelines and be held to the same standards of observation practice as in a formal observation.

Teacher delivers instruction.

Observer visits the class and gathers evidence of instruction relative to standards 2 and 3 of the Framework: classroom environment and instruction.

- Observer should enter the class quietly.
- The observer positions him/herself in an area of the class that allows him to observe both the teacher and the students. Ideally, the observer should be able to see and hear the teacher and students, including seeing the work students produce, notes being made, handouts, materials, and the board / visual presentations.
- The observer may circulate to observe students during the class.
 - Observers should not interfere with students' work, or interrupt instruction that is being provided when circulating among students.
 - When appropriate, the observer may ask students about the lesson, what they are learning or the work they are producing. This type of student questioning should only take place when it would not interfere with or distract from the instruction the teacher is providing.
- At the conclusion of the observation, the observer reviews the evidence collection from the informal observation for accuracy
 - Formative uses: evidence may be shared with the teacher to inform areas of instruction previously identified in the post-observation conference
 - Summative uses: evidence is filed/stored as representative of a teacher's work during an observation cycle consisting of both formal and information observations.

Table 4: Informal Observations

CLASSROOM INFORMAL OBSERVATION				
	Teacher Role <ul style="list-style-type: none"> • Teach lesson 	Observer Role <ul style="list-style-type: none"> • Observer • Evidence collector 	Estimated Time: 10-20 minutes	
Event Purpose:	<i>For the observer to view a teacher’s lesson to provide evidence related to identified areas of growth, to determine the degree to which a teacher has internalized desired instructional practices.</i>			
Event Overview	5) <i>Teacher teaches students</i> 6) <i>Observer collects evidence by observing teacher and students</i> 7) <i>Observer may speak with students to gather additional evidence</i>			
Areas Assessed		Evidence to Gather		
STANDARDS 2 & 3 (all components and elements) CLASSROOM ENVIRONMENT a. Creating an Environment of Respect and Rapport b. Establishing a Culture for Learning c. Managing Classroom Procedures d. Managing Student Behavior INSTRUCTION a. Communicating with students b. Using questioning and discussion techniques c. Engaging students in learning d. Using assessment in instruction e. Demonstrating flexibility and responsiveness		A) Value of effort and challenge, persistence		
		B) Collaborative learning		
		C) Communication of behavioral expectations		
		D) Monitoring and responding to behavior		
		E) Teacher interactions with students, student interactions among each other		
		F) Respect and rapport		
		G) Routines and procedures, managing the environment		
		H) Instructional pacing		
		I) Communication of the learning objectives of the lesson		
		J) Connections to prior and future learning experiences		
		K) Criteria for success		
		L) Learning experiences and activities		
		M) Questioning and discussion strategies		
		N) Conversation techniques		
		O) Response to students’ questions		
P) Resources and instructional materials				
Q) Checking for students’ understanding				
R) Feedback to students				
S) Student self-assessment				

Gradual Implementation (2011- 2012)

During the 2011-2012 school year, the Innovation Evaluation Model will be implemented in partner districts according to guidelines for Gradual Implementation established by the RI Department of Education (See Appendix G). Based on these guidelines each teacher and building principal will be expected to set one (1) Professional Practice Goal and two (2) Student learning Goals and participate in one (1) formal (“long”) and one (1) informal (“short”) observation of practice. *According to RIDE’s guidelines, aggregate ratings will be applied and collected for development purposes only.*

RI Department of Education Gradual Implementation Expectations for 2011-2012

<i>Evaluation Conferences</i>	3 evaluation conferences between the teacher and the evaluator	3evaluation conferences between the administrator and the evaluator
<i>Observations</i>	At least 1 long and 1 short observation (2 total) beginning mid-year	At least 2 school visits (at least one long and one short) beginning mid-year
<i>Professional Growth Goals</i>	At least 1 set at the beginning of the year	At least 1 set at the beginning of the Year
<i>Student Learning Objectives</i>	At least 2 set by October	At least 2 set by October
<i>RI Growth Model Rating</i>	Not applicable in 2011-12	Not applicable in 2011-12
<i>Final Effectiveness Rating</i>	Aggregate ratings will be collected in 2011-2012 but used for development purposes only	Aggregate ratings will be collected in 2011-2012 but used for development purposes only

In order to meet RIDE’s Gradual Implementation Guidelines, Innovation district evaluators will be fully trained to assist teachers and principals with goal setting, conduct observations of practice and collect evidence of effectiveness, provide high quality feedback and determine initial effectiveness ratings (for development purposes only). Professional development will be provided for all educators to develop awareness and understanding of the model and expectations for Gradual Implementation. Data will be collected on the success of evaluators in conducting evaluations of all teachers and principals as required for Gradual Implementation, on the time involved in conducting observations and conferences and on the effectiveness ratings assigned (for development purposes only). This information will be shared with RIDE in order to inform decisions regarding full implementation in 2012-13.

An example of a District's Gradual Implementation Timeline in 2011-2012

(Each Innovation district will determine its own implementation schedule.)

Month	Actions	Possible Strategies
September	All educators set 1 Professional Practice Goal using SMART Goal Process	Groups of Educators (Grade level, departments, teams) may work with principals to set goals
October	All educators set 2 Student Learning Objectives using SMART Goal process & RIDE guidelines	Groups of educators (Grade level, departments, teams) may work with principals to set goals
November - December	Non-tenured teachers participate in pre-conference, formal observation and post-conference Formal Observation of building principals conducted by appropriate supervisor	Based on number of non-tenured teachers in building, consider conducting pre-conferences, formal observations and post-conferences with some (volunteer?) tenured teachers. Consider informal observations for any non-tenured teachers appearing to be less than effective
January - February	Pre-conference, formal observation, post-conference for tenured teachers Informal observations for non-tenured teachers Formal Observation of principals conducted by appropriate supervisor	Consider paired observations and/or peer observations of tenured teachers
March	Informal observations for tenured teachers	
April-May	Review of Professional Practice and Student Learning Goals Effectiveness Ratings Determined for Development Purposes Only Summative Conferences	Consider Professional Practice Rating based on observations + Student Learning Rating based on RIDE guidance = Effectiveness Rating
June	Final review / reflection on Gradual Implementation	Consider collecting data throughout the year on Gradual Implementation to inform on-going training, revisions to the model and implications for "full implementation".

Goal Setting

The Innovation Model includes yearly goal setting that is data driven and follows the SMART GOAL setting process (See pages 23-25). For purposes of Gradual Implementation, educators must set one (1) Professional Practice Goal (By the end of September) and two (2) Student Learning Objectives (By the end of October). Teachers, administrators and evaluators will all receive specific training in the goal setting process, including training from RIDE on Student Learning Objectives. Innovation district educators are encouraged to work together during Gradual Implementation to set goals and determine evidence of meeting them.

Observation and Conferencing

During Gradual Implementation all RI educators are expected to be observed once formally and once informally. Innovation district evaluators have been thoroughly trained in observation and evidence collection techniques based on the Innovation rubric. The formal observation process includes a pre and post conference. Evidence collected during the formal observation will be shared with the “evaluatee” in writing and discussed during the post conference. “Evaluatees” will also receive written feedback following the informal observation. The pre-conference held prior to the formal observation is designed to provide context for the observation and the post conference is intended as a “professional conversation” between the evaluator and “evaluatee” based on evidence collected and expectations articulated in the Innovation rubric aimed at improving professional practice.

Determining Effectiveness

The Innovation model relies on multiple sources of evidence to determine overall effectiveness. Based on RIDE guidance, the final determination of effectiveness is a combination of the Professional Practice / Professional Responsibilities score (PP/PR) based primarily on evidence collected from observation, conferencing and review of additional artifacts, and the Student Learning Score (SL) which will be determined by RIDE.

PP / PR Score w/ SL Score = Effectiveness Rating

RIDE Matrix (as of June, 2011)

		Student Learning				
		5	4	3	2	1
P2011- COLUMBIA	4	HE	HE	E	E	D
	3	HE	E	E	D	IE
	2	E	E	D	D	IE
	1	D	D	D	IE	IE

Until such time as RIDE determines the Student Learning Score and makes it available to each district, the PP/PR score will be used in Innovation districts to determine an educator’s summative rating.

During Gradual Implementation, Effectiveness Ratings will be determined and reported for development purposes only. Based on RIDE guidance, the Professional Practice rating for 2011-2012 will be determined primarily by observation of practice. An overall rating that includes a Student Learning component is dependent upon RIDE guidance regarding calculation of the Student Learning Score.

The Innovation Evaluation Model has been approved by RIDE for Gradual Implementation in 2011-2012. The model’s SMART Goal process will be used to set on

(1) Professional Practice Goal and two (2) Student Learning Goals (with additional information on Student Learning Objectives provided by RIDE), the Innovation rubric will be used to guide formal and informal observations of practice and determine the PP/PR score. A summative rating, combining the PP/PR score and the Student Learning Score will be determined based on RIDE guidelines. Innovation district evaluators will be fully trained to follow the model's evidence collection / rating protocols and will follow them during the Gradual Implementation year.

Other aspects of the Innovation model, such as a 3-year cyclical process of evaluation for educators rated as Effective or Highly Effective have been proposed for full implementation in the 2012-2013 school year and are described in the following pages. While the 3-year cyclical process has not yet been approved by RIDE and may be revised during the Gradual Implementation year, it is described here for informational purposes:

Proposed Frequency of Observations (For 2012-2013 and beyond)

- All non-tenured educators will be observed a total of five (5) times per year, minimally.
 - The five (5) observations will consist of a minimum of two (2) formal observations and a minimum of three (3) informal observations.
 - Formal and informal observations will be conducted by district or building administrators and may include other individuals such as instructional coaches, department heads, program supervisors, teacher leaders and/or other peers who have successfully completed evaluator training associated with the model.
 - Evidence collected from informal and formal observations will be provided to the teacher.
- To establish a **baseline**, tenured educators will be observed a total of four (4) times, minimally. (The Baseline process is proposed for 201-2013.)
 - The four (4) observations will consist of a minimum of two (2) formal observations and a minimum of two (2) informal observations.
 - Formal and informal observations will be conducted by district or building administrators and may include other individuals such as instructional coaches, department heads, program supervisors, teacher leaders and/or other peers who have successfully completed evaluator training associated with the model.
 - Evidence collected from informal and formal observations will be provided to the teacher.

Following the baseline evaluation and an initial rating:

- Tenured educators rated as *Developing* will be observed a total of five (5) times per year, minimally.
 - The five (5) observations will consist of a minimum of two (2) formal observations and a minimum of three (3) informal observations.

- Formal and informal observations will be conducted by district or building administrators and may include other individuals such as instructional coaches, department heads, program supervisors, teacher leaders and/or other peers who have successfully completed evaluator training associated with the model.
- Evidence collected from informal and formal observations will be provided to the teacher.
- Tenured educators rated as *Ineffective* are observed a total of five (5) times per year, minimally.
 - The five (5) observations will consist of a minimum of two (2) formal observations and a minimum of three (3) informal observations.
 - In addition to the two (2) formal observations, a mid-year conference will be held during which evidence from informal observations will be reviewed to identify where growth is occurring, and to plan interventions as necessary to move practice to an *Effective* level.
 - Formal and informal observations will be conducted by district or building administrators and may include other individuals such as instructional coaches, department heads, program supervisors, teacher leaders and/or other peers who have successfully completed evaluator training associated with the model.
 - Evidence collected from informal and formal observations will be provided to the teacher.

Proposed 3-Year Cycle of Evaluation for Effective & Highly Effective Educators (Proposed for 2013-2014 and beyond.)

- Tenured educators rated as *Effective* or *Highly Effective* are placed in the three (3) year evaluation cycle. The three-year evaluation cycle has different priorities for observation in each year of the cycle.
 - During the Focus on Planning and Preparation year 2-3 informal observations and evidence collection will focus on instructional planning and preparation (Standard1), and during the Focus on Professional Growth & Responsibilities year 2-3 informal observations and evidence collection will focus on professional growth & responsibilities (Standards 4&5).
 - The 2-3 annual observations will be informal with written feedback provided.
 - Observations will be conducted by district or building administrators and may include other individuals such as instructional coaches, department heads, program supervisors, teacher leaders and/or other peers who have successfully completed evaluator training associated with the model.
 - Evidence collected from informal and formal observations will be provided to the teacher.
 - Additional evidence related to Professional Planning and Preparation (Standard 1) or Professional Growth and

Responsibilities (Standards 4 & 5) as appropriate to the year of the cycle and its impact on practice will be reviewed and assessed.

- In the Focus on Professional Practice Year of the observation cycle tenured educators who were rated as *Effective* or *Highly Effective* in the previously mentioned two years are observed a total of five (5) times, minimally.
 - Districts will choose a combination of either 1 formal and 3-5 informal observations of practice or 2 formal and 2-3 informal observations of practice as recommended by the Innovation / RIDE workgroup. (See RIFTHP/RIDE agreed upon Observation / Conferencing Document, Appendix C)

How Formal and Informal Observation Evidence Contributes to the Summative Observation and Evaluation Rating

- During the formal and informal observations evidence is gathered for rating an educator on the following elements of the Framework Rubrics: 1a, 1b, 1c, 1e, 1f, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 3e, 4a, 4b, 4c, 5a, 5b, 5c, & 5d.
- All formal and informal evidence collected by school-based or district observers contribute to the body of evidence used by the supervising administrator/evaluator to determine the summative evaluation rating. Informal or formal observation evidence, or other evidence collected by the observer, submitted by other observers, or presented by the teacher as part of a pre, post, or growth conference *may* be included as additional evidence as decided by the supervising administrator/evaluator when determining the final summative evaluation ratings.
- Evidence gathered during the observations covers primarily elements of Standards 1, 2, 3 and 5(a) within the Framework. The observers pay particular attention to gathering evidence relative to the different stages of the evaluation: pre-observation conference, observation, post-observation, and informal observations.
 - The observer uses the evidence to provide feedback to the educator during the conferences, and after interpreting the evidence assesses the degree to which the evidence represents a specific level of practice using the Framework Rubrics.
 - The observer is not providing a rating on any single formal or informal observation. The evidence gathered from all observations are used by the supervising administrator/evaluator to determine the summative evaluation rating.

Evaluation Model Components continued from P.6:

Additional Evidence of Effectiveness: The E-Portfolio of Professional Practice

When the Innovation model is fully implemented, every educator will be required to maintain a portfolio, preferably an electronic version as supported by available district/state technology. The purpose of the e-portfolio is to provide a carefully constructed collection of tangible evidence and artifacts in support of the educator's efforts to improve student achievement through professional practice. Evidence compiled in the e-portfolio should include the educator's SMART goals with a Professional Development Plan, additional artifacts of Professional Practice and evidence of effectiveness in Professional Growth & Responsibility.

SMART Goals

SMART (Specific, Measureable, Attainable, Results oriented, Time bound) goals are used in strategic planning by businesses and government and are also used in education to help improve educator practice and student achievement. Educators will use the SMART Goals process to set both Professional Practice and Student Learning goals. A Student Learning SMART goal clarifies exactly what students should learn, the standard of learning expected, and the measures used to determine if students have achieved that standard. A Professional Practice SMART goal clarifies the focus of an educator's professional growth and development, the related RIIC standards which are aligned to the RIPTS, and the evidence that will be collected to document participation in professional learning opportunities and impact on practice. To connect professional growth and student achievement, educators will link their SMART goals to specific instructional strategies that they will incorporate into their daily practice. The strategies will target student needs related to achievement data, self-assessment of practice, and any school-wide goals for improved student achievement. Formal and informal observations conducted by certified, expert peers and evaluators will provide the educator with feedback on the degree to which the targeted instructional strategies are being implemented in the classroom, and the advancement of student learning in response to those strategies. SMART goals statements will also address opportunities to interact with colleagues and engage in professional development in support of achieving the stated professional and student learning goals.

The following process will be used to establish SMART goals:

1. Step One: Completing a Self-Assessment of Practice.

- a. The first step in the development of SMART Goals is the completion of a self-assessment of practice using the Innovation Initiative Framework for Teaching and Learning Standards. Tenured and non-tenured educators will review the criteria of the Framework, and self-assess their practice using evidence to support their self assessment. The supporting evidence will help to determine areas of strength and areas for growth.
- b. Non-tenured educators will be supported in this process by their mentors, coaches, and evaluators. After the first round of observation and feedback, these goals may be revised.

2. Step Two: Analysis of Assessment Evidence and Student Achievement Data

In addition to self assessment of practice, educators will review student achievement data, and school and district-wide goals for student achievement, as appropriate and available, including both standardized and local assessments, to establish baseline data and measurement points to set student learning objectives that will be factored into the summative rating and inform educators' goal setting.

3. Step Three: Developing SMART Goals for Professional Practice & Student Learning

- a. After the educator completes the self-assessment of practice and review of observation and student data, s/he will develop two to three SMART goals for professional growth. The SMART goals will be aligned with the Framework indicating the standard, component, and element on which the educator's professional development and growth will focus.
- b. Based on RIDE guidance, educators will also develop 2-3 Student Learning Objectives.

4. Step Four: Developing a Plan of Action to Achieve the SMART Goal

Once SMART goals are developed, the educator will develop a plan of action to achieve the SMART goal, including methods to measure progress. The educator will describe how instructional practice will be changed or enhanced to increase student learning. The educator should be specific as to the instructional strategies that will be observed to analyze the degree of success and plan for revised implementation. The educator must also include a minimum of two points in time to assess student learning. Mentors, coaches, and evaluators will assist non-tenured educators in this process. The educator will also identify professional learning opportunities and resources necessary to achieve his/her goals. Once the plan is completed, the educator will meet with the evaluator to discuss and approve the plan.

5. Step Five: Implementing the Plan of Action and Documenting Progress through the E-Portfolio

Once the plan is approved, the educator will work to complete the SMART goals, measure progress at a minimum of two points throughout the year, use feedback from various sources, participate in related professional learning / professional development opportunities and complete a year-end reflection of the plan. Evidence to support progress of both teacher growth and student growth will be documented in the E-Portfolio. Goals that span more than one school year must include yearly progress points on which the educator will document evidence of progress.

6. *Step Six: Evaluation of SMART goals*

SMART goals will be evaluated as part of the yearly e-portfolio review using the rubric for 5d of the Framework and included in the determination of effectiveness as appropriate to the year of the evaluation cycle.

Professional Development Plan (PDP)

The RIIC model promotes a culture that supports professional growth. To ensure that all students learn, a professional culture must exist in which all educators are engaged in activities designed to improve the quality of leadership and teaching. These activities need to build upon areas of strength, and improve identified areas for growth.

Professional Development Plans are designed to meet the individual needs of educators as determined by a comprehensive assessment of practice. Professional growth and development is supported and demonstrated through yearly SMART goals. Each year educators will self-assess their practice, use feedback from observations, data from student achievement results and district and school goals to determine areas for professional growth that are aligned with the standards and related rubrics of the RIIC model. The educator and evaluator will collaboratively review the SMART goals including the PDP component to guide progress towards achieving them. The evaluator will sign-off on the SMART Goals at the beginning of each year and revise as appropriate following the first formal observation during the Focus on Practice Year or at a mid-year check in during any year of the cycle.

While the purpose of a PDP is to improve the practice of individual educators, evaluators may note trends in targeted growth areas among groups of educators that will allow for large group professional development opportunities.

Additional Sources of Evidence: “The Portfolio”

Every educator’s portfolio should contain additional evidence of the educator’s effectiveness as guided by the standards. Educators are encouraged to include artifacts aligned with Standards 2 & 3 to supplement evidence gathered through observation. Educators must include artifacts for Standards 1, 4 & 5 to provide evidence of effectiveness in Professional Planning, Growth and Responsibilities. This evidence will be evaluated yearly as described. There will be particular emphasis on the portfolio during the Focus on Planning and Preparation and the Focus on Professional Growth and Responsibilities years of the cycle.

Provided is a list of possible sources of evidence that may be included in the e-portfolio. The list is not designed to be all-inclusive but rather to serve as suggestions for documenting professional growth and student achievement.

E-Portfolio Evidence Sources

- Lesson plans [Standard 1]
- Teacher generated assessments (formative and summative, e.g. rubrics, performance tasks, etc) [Standard 1f]
- Video of lesson [Standards 2 and 3]
- Samples of student work [Standard 1e, 1f, 3c, 3d, 4a, 5a]
- Projects, papers, etc from courses and seminars [Standard 5c]
- Application of new methods and/or materials exhibited through lesson plans, instructional materials, video or audio tapes of the lesson, observation notes from colleagues, supervisor, mentor, consultant, etc. [Standard 5c]
- Peer observer provides oral and written feedback directly to the teacher [Standard 5a]
- Teacher use of feedback for reflection upon the SMART goals. [Standard 5a, 5c]
- Action Research [Standard 5b]
- Curriculum re-design, implementation [Standard 1, 5b, 5c]
- Classroom instructional strategies (use of graphic organizers, Socratic seminar, etc.) [Standard 3]
- Professional Courses and Study [Standard 5]
- Participating in formative study group (book talk, research group, team) [Standard 5]
- Results of standardized assessments [Standards 1, 4, 5]
- Results of classroom assessments (formative and/or summative) [Standards 1, 5]
- Examples of students' projects, papers, daily work [Standards 1, 3, 5]
- Student portfolios [Standards 1, 3]

E-Portfolio Evidence Sources (contd.)

- Videotapes of students' presentations or activities [Standards 2, 3]
- Skill inventories or checklists [Standards 1, 3, 5]
- Records of student growth over time on targeted skills/concepts [Standards 1, 3, 4, 5]
- Anecdotal notes [Standards 1, 2, 3, 4, 5]
- Parent contact log [Standard 4]
- Reflective journal [Standard 5]
- Discipline data [Standard 1, 2, 4]
- Attendance data [Standard 1, 2, 3, 4]
- Self-Assessment of Practice on each Standard of the Framework [Standards 1, 2, 3, 4, 5]
- Written reflection [Standard 5]
- Student & Parent Surveys or other Feedback (Standard 4, 5)
- Evidence of collaboration with / feedback from colleagues (Standard 5)
- Other...

Internal district evaluators will be specifically trained in the process for the review and evaluation of the e-portfolios as part of their evaluator certification. The educator will receive feedback on the e-portfolio for future professional development and new SMART Goals.

Educators will be required to submit their SMART Goals, including the PDP, as a component of the e-portfolio, for review prior to the summative evaluation conference. In addition to the e-portfolio, evidence collected from all formal and/or informal observations will contribute to the comprehensive review of practice to determine a summative rating. Rubric 5d is designed as an assessment tool for the evaluation of professional growth and development as evidenced through the e-portfolio.

Determining Evaluation Ratings for each year of the cycle

Educator's summative ratings are calculated by a combination of the Professional Practice / Professional Responsibilities component of the teacher's effectiveness score in each year of the cycle combined with the state's Student Learning calculation as determined by RIDE.

- RIDE will provide guidance relative to the Student Learning measures to determine a rating for educator effectiveness relative to student growth & achievement scores (The Student Learning Score).
- The Professional Practice / Professional Responsibilities component of the effectiveness rating is determined by summative ratings derived from review of the e-portfolio and observations dependent upon the year in the cycle.
 - Each element is rated at the conclusion of the evaluation conference.
 - A rating of *Highly Effective* is scored 4 points
 - A rating of *Effective* is scored 3 points
 - A rating of *Developing* is scored 2 points
 - A rating of *Ineffective* is scored 1 point

Calculating the Yearly Summative Rating

The calculation of the yearly summative rating is completed by applying the following formulas:

1. The **Focus on Practice Year** of the cycle (Used as Baseline Year) (Educators remain in this cycle until their practice is determined to be *Effective*.)

The observation of practice overall rating (completed at the end of the second formal observation) is weighted at 75% of the rating, and the assessment of the annual Professional Portfolio (e-portfolio) is weighted at 25% of the annual rating.

For example: if the teacher's observation of practice rating is a 3.5, and the rating of the Professional Portfolio is a 2.5, the final summative rating is determined by applying the following formula. $((3.5 \times 3) + 2.5) / 4 =$ summative rating (3.25). In this example the teacher's summative rating of 3.5 for Professional Practice/Professional Responsibilities is *Effective*.

- a. The ratings for elements in Standards 1, 2, 3, 4 and 5 are added, and then divided by the number of total elements – 52. This score is multiplied by 3. The ratings for elements in Standards 4 and 5 are added and divided by the total number of elements - 25. The two scores are added and then divided by 4

to calculate the final rating for the observations of practice, professional growth and responsibility (PP/PR).

- i. Components assessed: 1a, 1b, 1c, 1e, 1f, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 3e, 4a, 4b, 4c, 5a, 5c and 5d and their elements.

$$\frac{(\text{Total Elements from Standards 1, 2 \& 3} / 52) 3 + (\text{Total Elements from Standards 4 \& 5} / 25)}{4} = \text{PP/PR}$$

- b. The Professional Practice score (PP/PR), rounded to the nearest whole number, will intersect with the Student Learning score provided by RIDE to determine the overall rating. (See Matrix)

2. The **Focus on Planning and Preparation** Year of the Cycle:

During this year of the cycle, the Professional Practice Rating will be determined by a review of the portfolio according to Standards 1 & 5.

- a. The ratings for elements in Standards 1 and Standard 5 are added, and then divided by the number of total elements in the assessed components – 34.

- i. Components assessed: 1a, 1b, 1c, 1e, 1f, & 5a, 5c & 5d and their elements.

- b. The Professional Practice score (PP/PR), rounded to the nearest whole number, will intersect with the Student Learning score provided by RIDE to determine the overall rating. (See Matrix)

3. The **Focus on Professional Responsibilities** year of the Cycle:

During this year of the cycle, the Professional Practice Rating will be determined by a review of the portfolio according to Standards 4 & 5.

- a. The ratings for elements in Standards 4 and Standard 5 are added, and then divided by the number of total elements in the assessed components – 25.

- i. Components assessed: 4a, 4b, 4c & 5a, 5c & 5d and their elements.

- b. The Professional Practice score (PP/PR), rounded to the nearest whole number, will intersect with the Student Learning score provided by RIDE to determine the overall rating. (See Matrix)

PP / PR Score w/ SL Score = Effectiveness Rating

RIDE Matrix (as of June, 2011)

		Student Learning				
		5	4	3	2	1
PP X PR	4	HE	HE	E	E*	D*
	3	HE	E	E	D	IE*
	2	E*	E	D	D	IE
	1	D*	D*	D	IE	IE

*Ratings in any of these cells of the Matrix will trigger an immediate review.

Until such time as RIDE determines the Student Learning Score and makes it available to each district, the PP/PR score will be used to determine an educator's summative rating as follows:

- Highly effective; 3.5 – 4.0 summative rating
- Effective; 2.5 – 3.49 summative rating
- Developing; 1.5 – 2.49 summative rating
- Ineffective; 1.49 or less summative rating

In every year of the cycle, the supervisor / administrator rates each element, and shares the ratings with the educator. Calculations from ratings on Professional Practice / Professional Responsibility, which are informed by observations, review of additional evidence including the educator's professional practice and student learning goals, combined with the Student learning score determine the overall rating of *Highly Effective*, *Effective*, *Developing* or *Ineffective* for the educator. The rating and the feedback from the administrator will be used to inform the educator's continuing growth plan as appropriate.

The educator will be provided an opportunity to respond to and/or address any rating, and may provide the supervisor with evidence and rationale to support a different rating. The supervisor / administrator will determine the final rating for all elements and the summative rating.

Multiple Evidence of Educator Effectiveness in Each Year of the Cycle
(Examples of Evidence Collected & Reviewed in Each Year of the Cycle)

Focus on Planning and Preparation Year	Focus on Practice Year <i>(Used as Baseline Year & to Evaluate Non-Tenured Educators and Educators Identified as Developing or Ineffective)</i>	Focus on Professional Growth & Responsibilities Year
<p>Formative Measures:</p> <ul style="list-style-type: none"> • Analysis of student data* • Self-Assessment on all 5 Standards* • SMART Goals* • Student feedback • Parent Feedback • Administrative Observation • Coaching/Mentoring • Professional Learning <p>Summative Measures:</p> <ul style="list-style-type: none"> • Evaluation of educators’ Planning through documentation in E-portfolio and attainment of Smart Goals* (Standard 1)* • Expert peer or administrator informal observations* • IF non-tenured/first year administrator, 2 formal observation cycles* 	<p>Formative Measures:</p> <ul style="list-style-type: none"> • Analysis of student data* • Self-Assessment on all 5 Standards* • SMART Goals* • Informal Observation • Peer Observation • Coaching/Mentoring • Professional Learning • Student feedback • Parent feedback <p>Summative Measures:</p> <ul style="list-style-type: none"> • Two formal observation cycles and three informal observations conducted by supervising administrator* • Evaluation of educators’ Practice through formal observation cycles and documentation in E-portfolio and attainment of Smart Goals (Standards 2 & 3)* 	<p>Formative Measures:</p> <ul style="list-style-type: none"> • Analysis of student data* • Self-Assessment on all 5 Standards * • SMART Goals* • Peer Collaboration* • Parent Feedback • Professional Learning* • Administrative Observation • Coaching/Mentoring • Student feedback <p>Summative Measures:</p> <ul style="list-style-type: none"> • Evaluation of educators’ Professional Responsibilities through documentation in E-portfolio and attainment of Smart Goals* (Standards 4, 5)* • Expert peer or administrator informal observations • IF non-tenured/first year administrator, 2 formal observation cycles*

For the 2012-2013 school year, all educators will be in the “Focus on Practice” year of the proposed 3-year cycle that will serve as the Baseline year. Teachers and building principals will receive an initial rating representative of both Professional Practice & Responsibilities and Student Learning.

For the 2013-2014 school year, educators will enter the cycle as follows:

- All non-tenured teachers will be in the Focus on Practice cycle.
- Tenured teachers with an initial rating of *Effective* or *Highly Effective* will be placed in the Focus on Planning and Preparation Year or Focus on Professional Growth and Responsibilities Year of the 3 year cycle with first placement to be determined by the lowest rating in these areas of the previous review.

- Tenured teachers with an initial rating of *Developing* or *Ineffective* will continue in the Focus on Practice Year of the cycle with the appropriate supports and timelines.
- Non-tenured educators will remain in the Focus on Practice Year until tenure is granted.
- Any educator who accepts or is placed in a substantially different assignment within the district will enter the Focus on Practice cycle, and is required to adjust his/her SMART goals plan as outlined in this document. (*A substantially different assignment is defined as one that is more than two grade level differences for elementary educators, a change in level (Elementary, Middle or High) or requires a different certification than the previous assignment.*)
- Tenured educators rated as *Developing* according to their summative rating will remain in the Focus on Practice cycle until such time as their practice is assessed to be effective.
 - Educators rated as *Developing* will be placed on a Professional Growth & Assistance Plan, approved by their supervisor, with specific areas for growth until their practice is assessed as effective in those areas.
- An educator who receives a rating of *Ineffective* according to their summative evaluation rating will be placed on an intensive Professional Growth and Assistance Plan in accordance with negotiated agreements between the district and individual teacher unions.
 - An educator is placed on a Professional Growth and Assistance Plan by his/her supervising administrator
 - The supervising administrator reviews the areas of concern (standards and components of the Framework) or investigation findings.
 - The supervising administrator establishes specific timelines at which time the educator's practice must meet targeted levels of performance (benchmarks)
 - The educator provides the supervising administrator with specific details about how his/her practice will change to meet the targeted levels of performance
 - The supervising administrator works with the educator to develop, as appropriate, processes to support growth in practice; e.g. coaching, mentoring, direct supervision, and other professional development or interventions
 - The educator will be obligated to engage in any intervention.
 - The district will be obligated to provide agreed upon supports.
 - The supervising administrator will establish and adhere to specific observation schedules to assess the degree to which practice has improved to meet the targeted levels of performance
 - The supervising administrator will provide the educator with specific timelines when which practice will be observed, evaluated, and decisions made relative to the educator's practice or status of employment.

- The supervising administrator will complete informal observations of practice as frequently as needed to ensure that the educator has internalized the desired improvements in instruction.
- The supervising administrator will complete summative evaluations at established decision points in the process. Continued evaluations of practice at the ineffective level of performance will justify grounds for termination.
- **An educator who receives a rating of ineffective for two consecutive years will be non-renewed in accordance with the district negotiated agreement.**

When an educator's practice is assessed as *Ineffective*, supervising evaluators and district administrators have the responsibility to

- Identify specific areas of instructional improvement relative to specific standards and components of the RIIC criteria
- Identify and specify benchmarks, targeted levels of performance that must be achieved as a result of the improvement plan
- Develop specific timelines for improving practice to reach a targeted level of performance
- Engage in multiple informal and formal observations by supervisor, peer, coach, and/or mentor for the purpose of assessing improvement in practice
- Inform the educator of the specific dates on which decisions relative to tenure, continued placement in the Professional Growth and Assistance Plan, removal from the plan, or termination will be made.

The Professional Growth and Assistance Plan

An educator may be placed on a Professional Growth and Assistance Plan as a result of his/her practice being evaluated as *Developing* or *Ineffective*, or as a result of inappropriate, unprofessional, or unethical actions, behaviors, or practice.

The purpose of a Professional Growth and Assistance Plan (PGAP) is to improve educator performance and provide targeted assistance and support to educators whose practice is rated as *Developing* or *Ineffective* at the summative evaluation. The PGAP is designed to ensure that educators whose practice is identified as *Ineffective* participate in focused professional development, receive regular feedback and meet timelines for improvement. The evidence collected through the evaluation process will determine the areas for improvement in the PGAP.

The following components will be included in the PGAP:

- Areas for improvement – as determined through evaluation process
- Supports that will be provided – such as conferencing, mentors, professional development, etc.
- A timeline for progress – to allow for planning, implementation, and feedback
- Frequency of feedback opportunities – regularly scheduled meetings with the evaluator to monitor and discuss progress

- Signatures of the evaluatee and evaluator – to ensure mutual understanding of the expectations

It will be expected that the educator’s e-portfolio include artifacts and evidence to support progress towards fulfilling the PGAP. At the conclusion of the PGAP timeline the evaluator will assess the PGAP and the e-portfolio, as well as evidence from observations, to determine the status of the educator. One of the following determinations will be made:

- Return to the regular Focus on Practice year of the evaluation cycle – all requirements in the PGAP were met and resulted in ratings of effective
- Continue in the PGAP – the educator has made substantial progress on most of the PGAP areas of focus, but may need an extra year to be rated effective in all areas
- Non-renewal – the educator has made little or no progress on the PGAP areas of focus. **(An educator who receives a rating of ineffective for two consecutive years will be non-renewed in accordance with the district negotiated agreement.)**

Administrator Evaluation

The evaluation process for administrators will be similar to the process used for teachers. As agreed during RIFTHP-Innovation Initiative / RIDE discussions toward a “single system”, administrator evaluation will be guided by the RIDE developed Administrator Professional Practice Rubric. Administrators will be evaluated by their appropriate supervisor who will be fully trained in the evaluation system.

Administrators will engage in a yearly goal setting conference with their supervisor at which time they will review data from past observations, cumulative data from teacher observations, district and school goals and school-wide student achievement data. Each administrator will set professional practice and student learning goals based on RIDE guidelines. During the 2011-2012 “Gradual Implementation Year” all building principals will set 1 Professional Practice Goal and 2 school-wide Student Learning Goals, which will be discussed and approved by their appropriate supervisor. They will have 1 formal and 1 informal observation of their leadership practice conducted during school visits by their appropriate supervisor. They will receive written feedback on their practice following both formal and informal observations and during a post-conference following the formal observation.

In the 2012-13 baseline year, building principals will have either 1 formal and 3-5 informal observations of their leadership practice or 2 formal and 2-3 informal observations conducted by their appropriate supervisor. They will compile a professional portfolio similar to the one required of teachers and their summative rating will be based on the same intersection of Professional Practice / Professional Responsibilities and Student Learning (based on a RIDE determined school-wide calculation) as appropriate to their administrative assignment.

Like teachers, administrators determined to be *Effective* and *Highly Effective* will be placed into the three year cycle and administrators determined to be *Developing* or *Ineffective* will be required to remain in the Focus on Practice Year, develop a Professional Growth and Assistance Plan, meet guidelines and receive district provided supports articulated in the model. Administrators rated as Ineffective for two consecutive years may be subject to non-renewal in accordance with district policies and procedures.

Specific training for administrators related to administrator evaluation will be conducted in the fall of 2011 and throughout the 2011-12 school year and thereafter. The RIIC will provide training for administrators and administrator evaluators in the following modules: Evaluation 101: Overview of the System, Evaluation 101: Goal Setting, Evaluation 101: Observation and Conferencing and Evaluation 101: Student Learning Objectives (Provided by RIDE).

As per RIDE's Gradual Implementation Guidelines, Administrator evaluation in Innovation districts will consist of the Goal Setting process (1 Professional Practice Goal and 2 School-wide Student Learning Goals) and 1 Formal and 1 Informal observation of leadership practice conducted during site visits by the appropriate supervisor based on the RI Leadership Standards and the RIDE Administrator Professional Practice rubric. These processes will be anchored by conferences between the administrator and his/her supervisor (1 Goal Setting/Pre-observation conference, 1 post formal observation conference and a summative conference following the informal observation and any available attribution of Student Learning information (as determined by RIDE).

During the Gradual Implementation year, the Innovation Consortium will provide training for superintendents, district administrators, other supervisors and building principals in the evaluation process based on modules that include at a minimum:

- Evaluation model overview;
- Study of the Teacher and Administrator Evaluation rubrics;
- Goal Setting;
- Observation and Conferencing;
- Student Learning Objectives (Provided by RIDE)

Additionally, the Innovation Consortium will convene a subcommittee of the Design Team to further develop the administrator/principal evaluation process in preparation for full implementation in 2012-2013. This work will focus on the additional evidence of leadership effectiveness required to meet all standards. That evidence will include, at a minimum:

- Evidence of effective implementation of the Innovation Evaluation model with teachers;
- Evidence of effective building level teaching and learning conditions;
- Evidence of effective relationships with staff, families and communities

Both the Innovation and RIDE rubrics will be used to determine possible evidence in these and other less easily observable domains.

Overview of the Proposed Baseline / Focus On Practice Year

Initial Goal Setting / Planning Conference (September – October)

Educators will meet with their evaluator(s) to review and discuss data on student achievement, curriculum goals and, as available, past evaluations. Educators will develop 2 – 3 SMART goals for the year that will guide observations, evidence collection, professional development plans and be used to measure educator and student growth. This conference will set up the first formal observation.

First Formal Observation (October – December)

Based on the initial goal setting / planning conference, a formal observation of practice will be scheduled. The observation will be scheduled for no less than 30 minutes with a recommended time of 30-45 minutes. The evaluators will collect evidence based on Standards 2 & 3 of the Innovation Initiative Framework. The evaluators will provide the educator with a summary of evidence collected and the educator will complete a reflection on the practice observed. The observation will be followed by a post-conference within 5-7 days.

First Formal Post-Conference

During the first formal post-conference the educator and the evaluator(s) will review and discuss the evidence collected and use the rubric to guide a preliminary/formative assessment of practice. This assessment will be used to identify areas of growth and focus. Together, the educator and the evaluator will plan 2-3 informal, formative, observations that, while agreed upon in terms of focus, will be unannounced.

Informal Observations (November – January)

Based on the agreed upon area(s) for growth, the evaluator(s) will conduct 2-3 informal observations of the educator's practice. These observations should be unannounced, but planned for at least a 15 minute duration. The observations will focus on the planned area(s) for growth, evidence will be collected and formative feedback will be provided in writing to the educator within 2-3 days.

2nd Formal Observation (January - March)

A 2nd formal observation of practice will be scheduled following the informal, formative, observations. The observation will be scheduled for 30-45 minutes, evidence will be collected based on Standards 2 & 3, with a focus on the previously identified areas for growth. The evaluator(s) will provide the educator with a summary of evidence collected and the educator will complete a reflection on the practice observed. This observation will be followed by a post-conference within 5-7 days.

Summative Post-Conference

During the summative post-conference the educator and evaluator(s) will review and discuss evidence collected during the observation as well as other artifacts submitted for review (Portfolio). Based on the evidence review and discussion, the educator will receive a rating of highly effective, effective, minimally effective or ineffective and will develop/refine SMART goals or an improvement plan as outlined in the Innovation Initiative model. While the post conference will follow the 2nd formal observation within the 5-7 day timeline, the final determination of an educator's rating will be made once the post-conference discussion has taken place and the student learning rating is calculated. If a substantial difference (Change in Effectiveness Rating) in the educator's rating occurs after the application of the Student Learning Rating, a conference between the evaluator and evaluatee must be scheduled prior to final determination of the rating.

**Non-tenured and educators identified as Ineffective in the previous year will have their 2nd formal observation and summative conference scheduled prior to February 1st of each school year.*

Certified Internal Evaluators

RIIC districts will identify evaluators in accordance with their Collective Bargaining Agreement and district policy. Only school and district administrators and those identified through the local collective bargaining process will be eligible to serve as evaluators. All evaluators will train to become certified in the RIIC evaluation process. The certification process will establish inter-rater reliability by ensuring that all evaluators collect specific evidence free of opinion and bias, align the evidence with the appropriate component of the measurement criteria, interpret the criteria accurately and follow established evaluative processes.

Internal evaluators will consist of building and district level administrators, and may include content specialists, master teachers, and other identified personnel as determined by each district through the local collective bargaining process. Evaluators may work individually and/or in pairs to complete both formal and informal observations and evaluations. However, consistent with state statute, the Superintendent of Schools and his/her designee(s) will have overall responsibility to sign off on the final summative evaluations, and to make any recommendations relative to personnel employment.

All internal observers and evaluators will be trained and certified to observe and rate professional practice. Their work will be have been assessed to determine that they have the skills to collect and align evidence to the evaluation criteria, and that they can interpret evidence to a consistent degree of inter-rater reliability.

Once certified to serve as an evaluator in the RIIC model, evaluators will participate in yearly professional development to ensure their judgments continue to be closely calibrated.

Evaluating the Model

As a component of the i3 grant received by the RIFTHP Innovation Consortium in partnership with the American Federation of Teachers (AFT) and the New York State United Teachers (NYSUT), the RIIC model and implementation processes will be evaluated by the American Institutes for Research (AIR). Over the four-year grant implementation period, AIR will evaluate changes in teacher and administrator understandings and beliefs regarding educator evaluation as a result of implementing the model. They will also evaluate training and support provided to participating educators and they will evaluate the model's impact on student learning. AIR began observing the process and collecting data during the 2011 pilot of the model, beginning with the February, 2011, evaluator training. The AIR evaluation will provide valuable information to the RIIC leaders and Design Team to inform adjustments that may need to be made in the early stages of implementation. Additionally, feedback from pilot participants and results from the Gradual Implementation year will be used to inform and strengthen the model and feedback from RIDE's Technical Advisory Committee (TAC) will be used to strengthen the RIIC model rubrics. District Evaluation Steering Committees will maintain on-going local oversight and evaluation of the model's implementation.

Training and Support

Teachers and administrators participating in the RIIC evaluation and support system will be provided with on-going professional development and support to ensure their full understanding of RIDE requirements, the RIIC model and expectations for Professional Practice, Professional Growth & Responsibilities, and Student Learning. Beginning in July, 2011, the following professional development modules will be available:

- Evaluation 101: Overview of the RIIC Educator Evaluation and Support System
- Evaluation 101: Goal Setting: Setting SMART Goals for Professional Growth and Student Learning
- Evaluation 101: Observation and Conferencing
- Evaluation 101: Student Learning (RIDE)
- Evaluation 101: Review of Additional Evidence: The Portfolio
- Evaluation 101: Putting It All Together: Calculating Effectiveness

These modules will be delivered by RIFTHP staff, Innovation Initiative Local Coordinators and specially trained administrators and teacher leaders from Innovation districts. Essential components of the modules, such as video clips of simulated pre-conferences, observations of practice, and post-conferences, will be available on-line as additional support.

Standards-Based Criteria to Assess Professional Practice

The RI Innovation Consortium model uses the *Framework for Teaching* (Danielson, ASCD, 2007) and the *Framework for School Leaders* (Hessel& Holloway, ETS, 2002) as criteria against which effective teaching and leadership will be assessed and professional goals developed. The *Framework for Teaching*, the *Framework for School Leaders* and

their respective Descriptors of Practice with Levels of Performance are identified as research-based set of criteria for teaching and leadership practice.

The Framework for Teaching

The *Framework for Teaching* (FfT) and its respective Descriptors of Practice with Levels of Performance is identified as a research-based set of criteria for teaching practice. The *Framework* is founded on two significant priorities: cognitive engagement and constructivist teaching and learning. The FfT acknowledges the complexity of teaching and includes five domains that include planning and preparation, the classroom environment, instruction, professional responsibilities, and professional growth. The components within these five domains align with and define the Rhode Island Professional Teaching Standards (RIPTS), and provide descriptors of practice for those standards and levels of performance against which professional practice can be assessed. The use of such criteria ensures that assessments of educator practice are based upon valid criteria that have been shown to improve student achievement. The use of a range of student achievement data will aid in the assessment of an educator's effectiveness, and when used with the FfT criteria and RIPTS, will validate the assessment of an educator's practice. On-going quality training for evaluators and educators will ensure that the evaluation system will be implemented fairly and reliably and fully adhere to the Rhode Island Department of Education Evaluation System Standards (RIESS).

The most current research out of Cincinnati has found a direct correlation between teaching practice that is scored at the effective and highly effective level, as described in the FfT, and positive gains in student achievement (Tyler & Kane, 2010). Additionally, the teaching criteria are aligned to the RIPTS and RIESS, adopted by the Rhode Island Board of Regents in 2009 to ensure that educator effectiveness is measured against research based standards of practice expected of all RI educators. The Levels of Performance have been revised to include the terminology established by the state of ineffective, minimally effective, effective, and highly effective. The incorporation of research-based standards of practice further ensures that this model meets RIESS criteria.

Differentiated Model of Supervision and Evaluation

In accordance with legislated statutes, the negotiated agreements between the local school districts and their respective union affiliates, the model recognizes and differentiates procedures and practices for non-tenured/first year, tenured professional educators and educators identified in need of intensive supervision. Procedures developed are intended to follow the intent and timelines of current locally negotiated agreements and state statutes as applicable.

Non-tenured educators and first year administrators will participate in a minimum of two formal observation cycles each year for the duration of the probationary period regardless of the area of focus. Educators whose practices are assessed to be less than effective will remain in a formal cycle of observation through the Focus on Practice Year of the cycle until their practices are assessed to be effective. Educators identified as *Ineffective* for two consecutive years will be non-renewed in accordance with the district collective bargaining agreement and appropriate due-process.

Professional Growth through Ongoing Feedback; Formative and Summative Assessments

The RIIC model promotes both formative assessment and summative evaluation of an educator's practice over a 3-year period during which an evaluation of educator's practice is completed each year.

The objective of formative assessment is to improve professional practice. This is best achieved when professionals take ownership of their learning goals that are established through thoughtful self-assessment, personal reflection on teaching and leadership practices, and specific feedback from peers, parents, students, and supervisors. All feedback is based upon the applicable standards of teaching and leadership.

The objective of summative evaluation is to provide a comprehensive assessment of a professional educator's practice which validates professional growth and competence, provides public assurance of educator effectiveness, and provides objective, evidence-based judgments about professional practice. A comprehensive evaluation system includes both formative assessment and summative evaluation methods in order to ensure the use of multiple measures of professional growth.

The annual on-site observation makes up the Professional Practice / Professional Responsibilities component of the overall rating of teacher effectiveness. The remainder of the annual evaluation is attributed to student achievement using multiple measures in accordance with RIDE guidelines.

Incentives and Interventions

Each Focus Area of the evaluation process is designed to promote educator growth and student achievement through a different emphasis and in a differentiated manner. Additionally, each Focus Area requires educators be evaluated annually against the criteria of the RIIC Standards. This evaluation model allows for certified, expert peer review panels and/or internal evaluators to determine support structures as well as incentives based on overall performance levels as agreed to in each district through the local collective bargaining process.

Based on local agreements, educators who demonstrate *Effective* and *Highly Effective* performance may be eligible for consideration for leadership roles in the school such as:

- Peer Assistance and Review Consultant or Panel Member (PAR)
- Mentor
- Instructional Coach
- Model Classroom
- Professional Learning Community Facilitator
- Department/Team Leader
- Assessment Leader
- Other school or district based roles

Educators determined to be *Effective* or *Highly Effective* will be placed in the three-year evaluation cycle. All educators will participate in the Focus on Professional Practice observation cycle processes at least once every three years. A teacher who has been placed in the Focus on Planning and Preparation or Focus on Professional Growth and Responsibilities years of the cycle may be placed back in the Focus on Professional Practice year of the cycle if practice is determined to be *Developing* or *Ineffective* during those years.

Conversely, educators who demonstrate *Developing* performance will develop a targeted professional growth plan and be supported through any of the following systems incorporated into the district's professional growth and support model:

- Peer Assistance and Review (PAR)
- Mentor
- Instructional Coach
- Supervising Administrator
- Targeted Professional Development
- Classroom observations for formative feedback
- Other school or district interventions

Based on local agreements, a district may determine that educators found to be *Developing* through the evaluation process will not serve in a leadership role until such time that s/he is evaluated as *Effective* or *Highly Effective*. School leaders who are determined through the evaluation process to be *Developing* may be reassigned by the central office until such time that s/he is evaluated as *Effective* or *Highly Effective*.

Educators who demonstrate *Ineffective* performance will be put on an Intensive Professional Growth and Assistance Plan in accordance with negotiated agreements between the district and individual teacher unions. (See details listed on p. 29)

District Procedures for Intensive Professional Growth and Assistance Plan

Supervising administrators have the responsibility to evaluate educators' practice, and to initiate more intensive and frequent observations of an educator's practice at any time when warranted. The administrator has an obligation to investigate and respond to any concern, and when necessary may observe practice, announced or unannounced, to investigate concerns or to initiate more intensive supervision. A supervising administrator may, at any time during the three year evaluation cycle, place an educator on a plan for intensive assistance and supervision when evidence indicates that such intervention is warranted. These procedures are implemented only when the actions and behaviors, while serious, do not warrant immediate dismissal.

When placed on a plan for Intensive Professional Growth and Assistance Plan, district negotiated agreements provide supervising administrators with the responsibility of providing intensive supervision and intervention to educators whose practice has been identified as ineffective. Any tenured or non-tenured educator whose practice is evaluated as found ineffective will be placed on an intensive assistance and assistance plan. The

plan will specify what the educator must do to improve practice immediately, timelines to meet improvement goals, and how improvements in practice will be monitored and evaluated. Educators will remain in this supervised cycle until practice and performance is assessed to be at the targeted level of improvement.

Professional educators placed on an intensive plan by the evaluator will follow all requirements to comply with the respective negotiated agreements between the district and individual teacher unions.

Appeals Process

Every means possible will be taken to ensure the fairness and accuracy of an educator's evaluation. However, in the case of disagreement, indication of procedural error or determination of an *Ineffective* rating, the educator will have the right to an appeal and the application of due process in accordance with established district policies, collective bargaining agreements and state statute. This process will be informed by forthcoming RIDE guidelines but at a minimum will include a review of the evaluation and evaluative process and a decision by the District Evaluation Steering Committee. Participation in the District appeals process does not waive an individual's due process rights under the Collective Bargaining Agreement, RIGL Title 16 or 28, or other rights granted under State / Federal law.

Overview of RIIC Model District Responsibilities

In accordance with the RIDE Evaluation System Standards, school district leaders, in addition to their responsibilities related to the observation and evaluation of the professional educators in their schools, have the responsibility to ensure that structures, policies, protocols and supports are in place to support the comprehensive model of educator evaluation. *During Gradual Implementation, the RIIC will assist districts in developing policies, procedures and practices to support implementation of the evaluation system.*

Consortium member districts will be responsible to do the following:

- Establish a district evaluation committee representative of teachers, administrators, and para-educator / support personnel evaluated through the use of the comprehensive model.
- Ensure that structures are in place to allow the evaluation committee to meet regularly to carry out the committee's responsibilities.
- Ensure that infrastructure is adequate to support the evaluation committee's work
- Provide technical support related to the gathering and reporting of student achievement data used to assess student growth over time
- Provide technical support related to the development of e-portfolios
- Implement systems necessary to maintain data about teacher, classroom, and course evaluation that can be reported to RIDE.
- Develop and present policy for adoption at the school district level to support this model including administrative procedures, roles, and responsibilities.

- Establish processes for communicating the evaluation system to all personnel, including a handbook and on-going support for understanding the expectations of the model. [e.g. annual orientations, mentoring, etc.]
- Provide training for all evaluators to ensure objective, accurate, and consistent judgments.

Responsibilities of the district evaluation committee

- Establish processes for the development of performance goals for all groups within the district, such as departments, teams, schools, etc.
- Analyze student data to determine professional development priorities.
- Analyze educator evaluation trends and patterns to determine district-wide professional development activities.
- Create a comprehensive professional development plan based on an aggregate data gathered from annual educator evaluations and the review of student data.
- Develop and implement procedures to report teacher evaluation results, trends, and patterns to comply with RIDE requirements.
- Identify and acknowledge exemplary educators' practices in the district.
- Ensure that district support is provided for educators who have been rated as ineffective or minimally effective.
- Complete annual assessment of the evaluation system and adjust as appropriate.
- Act as a judicial body, establish and communicate a process through which an educator can appeal any decision made by his/her evaluator.

Optional Component: Peer Assistance and Review (PAR)

A peer assistance program will be established as an optional component of this model. The PAR program will provide internal evaluators, and peer support for non-tenured teachers and, if agreed to locally, teachers in need of assistance. Only teachers whose practice is assessed at the Effective and Highly Effective levels will be eligible to be PAR observers and support providers. The PAR component will be finalized during the baseline year(s), and implemented in districts agreeing to implement this option, after all PAR participants are identified, trained, and certified.