



**EBTL** The Educator Evaluation for Excellence in Teaching and Learning Consortium

## RI Innovation Model Overview for Gradual Implementation

The RI Innovation Initiative on Educator Evaluation is a collaborative effort led by the RI Federation of Teachers and Health Professionals in partnership with six RI district school administrations and teachers unions (Central Falls, Cranston, Pawtucket, Providence, West Warwick and Woonsocket) to develop a high quality educator evaluation and support system fully aligned with the RI Educator Evaluation System Standards and the RI Professional Teaching Standards. In July, 2011, the Innovation Evaluation model was approved by the RI Department of Education for gradual implementation in the 2011-2012 school year.

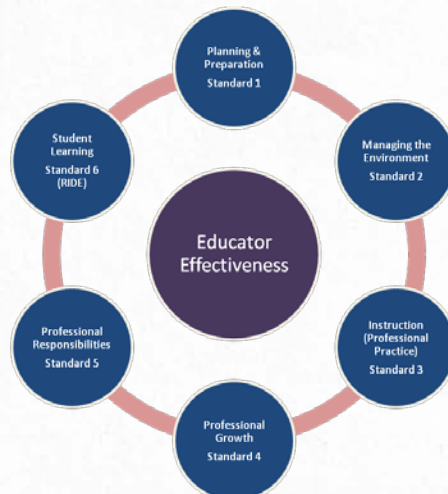
The Innovation effort is guided by the belief that educator evaluation must be focused on professional growth, be based on multiple sources of evidence and provide meaningful feedback and support to educators in service of continuous improvement in teaching and learning.

The Innovation Consortium partners, led by their superintendents and union presidents, have been active participants in the design of the evaluation and support system, working side by side with national experts to ensure that the model is research based, aligned with RIDE standards and reflective of local needs. The involvement of labor-management teams also ensured deep understanding of the evaluation model among those charged with implementing it and a shared commitment for successful implementation.

### The Model

The Innovation Evaluation and Support System is adapted from Charlotte Danielson's Framework for Teaching and is aligned with the RI Educator Evaluation System Standards and the RI Professional Teaching Standards and RI Code of Professional Responsibility. The model is focused on educator growth and student achievement. It relies on multiple measures of educator effectiveness, including impact on student growth and achievement. Educator effectiveness will be judged in the following domains:

- Planning & Preparation
- The Classroom Environment
- Instruction
- Professional Growth
- Professional Responsibilities
- Student Learning





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**The following processes will frame the system:**

- Goal Setting and Reflection
- Formal and Informal Observations of Practice by Highly Trained Evaluators
- Review of Additional Evidence of Effectiveness
- RIDE’s Student Learning Formula
- High Quality, Timely Feedback
- Professional Development Plans for All
- Intensive Support and Timelines for Improvement for Educators identified as ineffective



**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. Based on those guidelines each teacher and building principal will be expected to set 1 Professional Practice Goal and 2 Student learning Goals and participate in one formal (“long”) and one 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





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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.

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

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	





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April-May	<p>Review of Professional Practice and Student Learning Goals</p> <p>Effectiveness Ratings Determined for Development Purposes Only</p> <p>Summative Conferences</p>	<p>Consider Professional Practice Rating based on observations + Student Learning Rating based on RIDE guidance = Effectiveness Rating</p>
June	<p>Final review / reflection on Gradual Implementation</p>	<p>Consider collecting data throughout the year on Gradual Implementation to inform on-going training, revisions to the model and implications for “full implementation”.</p>

### Goal Setting

The Innovation Model includes yearly goal setting that is data driven and follows the SMART GOAL setting process. For purposes of Gradual Implementation, educators must set 1 Professional Practice Goal (By the end of September) and 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 techniques and evidence collection using the Innovation rubric. The formal observation process includes a pre and post conference. Evidence collected during the observation will be shared with the “evaluatee” in writing and discussed during the post conference. The pre-conference helps 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.





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### 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- 2012P 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

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.