

Questions and Answers

THE TEACHER EVALUATION PROCESS

THE BEGINNING OF YEAR CONFERENCE (BOY)-ALL

Why is the BOY important?	The BOY provides the Educator and Evaluator time to discuss the Educator’s plans for the PGG and SLO/SOO as well as supports and guidance that they may require to be successful during the evaluation process. The Evaluator may clarify questions about the evaluation process.
What must the Educator bring to the BOY?	The Educator must bring ideas for PGG and The Instructional Focus Area/Standard to be addressed SLO/SOO to the BOY as well as any questions they may have about the evaluation process.

THE PROFESSIONAL GROWTH GOAL (PGG)-ALL

How many PGG’s are required of each Educator?	Each Educator is required to develop 1 PGG.
What is a PGG (Professional Growth Goal)?	PGG’s specifically address the Educators’ growth and achievement. The educator should engage in personal reflection and discourse with their evaluator to determine a PGG that will best develop an area of needed professional growth. An exemplary PGG is one that aligns the educator’s professional growth aspirations with the instructional priorities of the school and his/her specific instructional assignment. It should not be something that is a part of typical job duties, i.e. recording student grades in a timely manner. While the administrator will not be dictating what an educator’s PGG must be, the administrator does have the discretion to deny a PGG if it is not appropriate or does not meet the criteria set forth in section 4.4b of the rubric
Which Standard in the teacher evaluation rubric is used to assess the PGG?	Standard 4.4.b-Evidence for approval of the PGG Standard 4.4.c –Evidence for attainment of the PGG
What happens if the Educator fails to submit the PGG?	The Educator will receive the lowest rating, Ineffective (1) for 4.4b and 4.4c

CHANGES TO EVALUATION SYSTEM

Do you have to submit a single lesson plan for your Formal Observation? **NEW	No, you no longer submit a single lesson plan. Standard – Planning and Preparation has been incorporated into Standard 4. The planning elements (4.5 a-e) show planning “ over time ” for the class. For example, a unit of study a quarter, a semester. You should, however, provide the evaluator with a summary or an overview of the lesson and class demographics prior to the agreed
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	upon window of formal observation.
How is the date and time for a Formal Observation determined? **NEW	There is no longer a specific date for the formal observation. Rather, the educator and evaluator chose a 3-day window in which the educator will be observed, noting the period of content lessons. Example, during one of my English periods any day between Oct 5-7 th .
Does the order of Observations matter? ***NEW	No, the informal observations no longer needs take place after the Formal. The timeline of observations can be in any order.
When does the educator receive feedback after Formal Observation?	The educator should receive feedback no later than 96 hours after the Formal Observation is complete.
When should the Pot-observation Conference take place?	The post observation conference should take place no later than five (5) school days after the Formal Observation evidence has been shared with the educator.
What is the requirement for Student Learning? ***NEW	We are now required to complete a minimum of two (2) SLO/SOOs. Please see the Evaluation handbook for the rules governing SLOs
Will building administrators visit classrooms outside of the evaluation process?	Yes, as the Instructional leader of the building they are expected to visit classrooms regularly, conduct Walkthrus or just check-in. However, Walkthru's are NOT evaluative and the information and evidence gather during a walkthrough will not be part of the evaluation process. Walkthrus are meant to be a learning tool not an evaluative tool. They are used to determine trends, gather broad-based data are the strengths and areas for growth of a subject area, grade level or team.
SPECIAL EDUCATORS-INCLUSION/RESOURCE/ALTERNATE ASSESSMENT	
Will there be a specially designed rubric for Special Educators?	In most cases, the Educator Evaluation Rubric, Danielson Option 2011 will be utilized in its entirety for Special Educators. In some cases where a Special Educator is not teaching in a public school and is working as a transition teacher or special education specialists' other considerations may apply.
Special education teachers provide instruction in a variety of settings. How can the current rubric be applied appropriately when evaluating teachers who work in/with: a) Inclusion classrooms	It is recommended that the Special Educator clearly describe to the Evaluator the unique circumstances in the classroom setting where they will be observed. This can be done in the short summary or, although it is not mandated, during a pre-

<p>b) Students with severe disabilities on alternate assessment (i.e. non-verbal, medically fragile, visually or hearing impaired)</p> <p>c) Resource classrooms</p>	<p>conference meeting (recommended) to explain to the Evaluator how the components and indicators are addressed in the specific instructional setting in which they are being observed. During a pre-conference, the Special Educator and Evaluator may have a thorough discussion regarding how the components of the rubric apply to a Special Educator’s unique instructional settings.</p>
<p>What are some important questions that could be discussed during a pre-conference or addressed in the summary?</p>	<ul style="list-style-type: none"> • What does the Special Educator bring to the classroom that would not be present otherwise? • In what ways does the Special Educator plan with the regular Educator? How does the Special Educator plan using data? • What strategies or modifications does the Special Educator bring to the classroom? • Which indicators and components are addressed and what they will look like in the specific setting? • How are lessons planned in a way that fulfills the goals and objectives of multiple IEPs?
<p>What are some of the responsibilities of the Evaluator in preparing for the evaluation of Special Educators?</p>	<p>It is important for Evaluators to be familiar with the unique needs of the students and the structure of the classroom settings when observing special educators. Evaluators should also be familiar with Federal and State Special Education requirements. Evaluators who are not should contact the Special Education Administrator for further assistance with these requirements. Additionally, an informal classroom visit might be helpful in advance of the required observation.</p>
<p>Will Special Educators be required to create artificial settings or perform in an atypical manner to meet the criteria of the evaluation model?</p>	<p>No. Each Special Educator will be evaluated based on their practice and the way they instruct their students and rated against the criteria in the Educator /Teacher Rubric.</p>
<p>During the observation of an inclusion setting (co-teaching), is the expectation that only one teacher will be allowed to speak?</p>	<p>No. In a co-teaching model, two or more Educators are expected to share the responsibility for teaching some or all of the students assigned to a classroom. This means that the responsibility for planning, instruction, and evaluation for a classroom of students is distributed amongst all Educators involved. Therefore, asking one teacher not to share or be part of the lesson would create an artificial setting or an atypical experience.</p>
<p>How will the inclusion Special Educator be evaluated if he/she is not the lead teacher during their own observations?</p>	<p>The Special Educator will be evaluated based on their role during that period and indicators may be adapted as necessary by the evaluator, the special educator may choose to pull out a small group to do an accompanying lesson or they may maintain the role they have within the classroom daily. Special educators will not be required to teach a</p>

	<p>whole class lesson or do anything out of their normal, daily practice as it will not be authentic. If the normal practice is to take students for small group instruction, then that is the setting in which they should be observed.</p>
<p>Must the inclusion Special Educator who is not content certified at the secondary level in a content area must present, lead or teach instructional content during the observation?</p>	<p>The indicators in Domains 2 & 3 are based on instructional techniques that could apply and be adapted to any teacher and in any instructional content. Therefore, as it concerns Classroom Environment and Managing Classroom Behaviors, the Special Educator should be evaluated on his/ role in relation to Domain 2 & 3.</p> <ul style="list-style-type: none"> • To help meet students' needs, a Special Educator may work alongside a general education teacher in an inclusion classroom. The role of a Special Education in such an arrangement may vary according to the needs of individual students. • The amount of actual instruction a Special Educator gives in an inclusion classroom varies. In some inclusion classrooms, the two teachers take turns presenting lessons. This may be done on a daily basis, with each teacher taking a portion of the lesson, or the Special Educator may teach the class one or two days a week. • When not teaching the entire class, the Special Educator may sit beside students and provide one-on-one help or additional instruction. <p>The Special Educator may not be in the inclusion classroom every day unless a student's needs require it.</p>
<p>If feedback from students is an indicator that the Evaluator is looking for as part of the observation, how will the Special Educator be evaluated if the students are unable to respond orally or in writing?</p>	<p>The descriptors should be discussed and adapted to fit student modes of communication prior to the observation.</p>
<p>What might instructional planning look like for a secondary inclusion teacher?</p>	<p>Special Educator develops lesson plans that denote specific groups based on subject, specific skill develops and/or the ability to maximize the learning for all students.</p> <ul style="list-style-type: none"> • Lesson plans may include grouping instruction for remediation, maintenance, and enrichment of skills. • Lesson objectives are clearly scaffolded to build on prior knowledge and provide different levels of learning to specific student need.
<p>What should an Evaluator expect to see in an</p>	<ul style="list-style-type: none"> • Special Educator follows up with individual students

<p>inclusion classroom with regards to questioning of students?</p>	<p>or small groups of students to ask additional clarifying questions and scaffold student thinking.</p> <ul style="list-style-type: none"> • Special Educator structures questions for individuals or groups to engage in appropriate levels of rigorous problem solving. • The Special Educator knows their students so well that there is an exchange that gets at what the student knows to a greater degree. Students can generate questions that lead to further inquiry and self-directed learning. • Questioning may be within the parameters of the curriculum and all questions will depend on the objective of the lessons.
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<p>What might an Evaluator expect of the Special Educator as they actively work to develop higher order thinking skills in students?</p>	<p>Teacher questions are varied and high quality, providing a mix of question types such as:</p> <ul style="list-style-type: none"> • What is another way you might? • What would it look like if? • What was different from? <p>Students ask questions such as:</p> <ul style="list-style-type: none"> • Is this problem correct? • Could you show me the correct way? • How else could I do this? • What does this mean?
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RETIREMENTS & EXTENDED ABSENCES

<p>Will teachers who are retiring receive a final effectiveness rating (FER) at the end of that school year?</p>	<p>The evaluation process for any PPSD teacher who has formally notified Human Resources or their Evaluator in writing, of a pending retirement, will end once the evaluator has been notified by HR. Thus, no FER will be available for that teacher at the end of that school year.</p> <p>Note: Until such time as a formal notification of intent to retire has been submitted to HR, the evaluator is expected to engage in the evaluation process.</p>
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<p>Will teachers who are on extended leave and who will not be in school for 135 days, receive a final effectiveness rating (FER) at the end of that school year?</p> <p>***NEW</p>	<p>Evaluations for PPSD teachers, who are on extended leave at some point during the school year, and who will not work at least 135 days (RIDE), WILL be completed. Only those hired after November 12, 2021 will not be evaluated in the 2021-2022 school year because it does not count as a full school year for tenure purposes and you will have to be evaluated</p>
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3 full years starting in 2021-2022 anyway. ***NEW or

we could add the verbatim response from RIDE'

3. Do educators on leave have to be evaluated? It depends. If an educator in a regular assignment goes on leave during the school year, the educator should work with their evaluator to complete as much of the evaluation process as possible and appropriate. Each leave situation is unique, but any educator who works for 135 days or more during a full evaluation year will be expected to have a complete evaluation, including a Final Effectiveness Rating. If an educator in a part-time position goes on leave during the school year, the 135 days should be prorated based on the FTE of the educator. For example, if the educator is .5 FTE, the educator would be expected to have a Final Effectiveness Rating (FER) if they worked the equivalent of 67.5 days. Additionally, if an educator works less than 135 days but would still like to be fully evaluated, then the educator and the evaluator should attempt to work out a timeline that will allow for a full evaluation, if possible.

4. Do day-to-day substitute teachers need to be evaluated? No. While districts have the flexibility to decide how to evaluate substitutes and individuals

Will teachers who are on extended leave and who will not return in time to complete the evaluation process, receive a final effectiveness rating (FER) at the end of that school year?

Evaluations for teachers who are on extended leave and who will not return in time to complete the evaluation process, will not be completed. Unless, said educator returns in time for second semester and can complete a "semester-ized" process. Thus, no FER will be available for that teacher at the end of that school year.

How will RIDE receive information regarding those who will not receive an FER and the reason?

At the end of the school year, each Principal will report this information to Human Resources on a RIDE-generated spreadsheet. Once all schools have reported, this spreadsheet will be forwarded to RIDE.

LONG TERM SUBSTITUTE IN POOL (LTSP) /LONG TERM SUBSTITUTE (LTS)

Will LTS/LTSP's be evaluated using the teacher evaluation process?

No, only full-time regular teachers "R" will be evaluated using the teacher evaluation process.

Who is considered a Teacher on Special Assignment"?

Any teacher/educator that does not fall into the classroom teacher, support professional or special educator category that does not have a caseload of students. For example, Instructional Coaches, Specialists, educators at the

	Registration office, etc.
What are the expectations/requirements of TOSA evaluation?	TOSA are required to submit 1 PGG, 1 Evidence of Planning Document (narrative about something the educator plans in their role as a TOSA- a workshop, an event; a convening etc.) In-person assessment of practice/or observation (evidence should be in narrative form; the day to day workings of the TOSA; expectations: job duties; responsibilities; any professional development that has been created with all materials etc.) collected during a workshop, meeting, professional development, anecdotal evidence, reflection and Standard 4.
What is the TOSA Standard 1- Evidence of Planning	The TOSA must show that they also can plan something that is relative to their area of expertise. This is more of a narrative that explains the planning process and activities with supporting evidence and documentation that a TOSA goes through to plan something. For example, coaches planning professional development: School Nurse Teachers planning a Healthy Family Fair or the Dental screening, PAR CTs planning the Induction Seminar.
What is the evidence for Standard 2 and 3? In-person Assessment of Practice	The In-person assessment of practice is just that, a meeting/conference between the evaluator and educator where they discuss all the elements of Standards 2 and 3 and what they do to meet or exceed these standards. The educator should have a narrative and/or talking points as well as supporting documentation/evidence to bring to the conference. The administrator can ask clarifying questions and use the evidence provided along with the narrative to score the educator accordingly.
SCORING INFORMATION	
How will my SLOs be scored?	Scoring individual SLOs/SOOs involves a review of the available evidence submitted by the teacher, including a summary of the results. Evaluators will score each individual SLO/SOO as Exceeded (4), Met (3), Nearly Met (2), or Not Met (1). There is more information about SLOs and scoring of SLOs available in your Evaluation Handbook
How will my observation be scored?	Your evaluator will gather evidence throughout each observation. The evidence will then be aligned to the different elements of the rubric and scored according to the

	rubric.
How will my final effectiveness rating be determined?	<p>The final effectiveness rating will be calculated based on the following:</p> <p>SLOs = 30%</p> <p>Professional Responsibilities = 20%</p> <p>Professional Practice: Instruction = 25%</p> <p>Professional Practice: Classroom Environment = 25%</p> <p>The final effectiveness rating will be a weighted score. Please refer to your Evaluation Handbook for more information about scoring.</p>

ANSWERS and SUPPORT

Is there a way to request that an Evaluation be deferred for a year? Do you need a reason?	<p>Yes, there is a form that can be found on the Providence Schools Website under the Educator Evaluation Link. That form should be filled out and emailed to the co-chairs of the DTEC Committee, The Superintendent's Designee, Jennifer.vorro@ppsd.org and President Calabro and mcalabro@proteun.org. The DTEC committee will meet and make a determination and inform both you and your evaluator, in writing, of the determination. If you are in your first three years of teaching (non-tenured) you may NOT ask for a deferment- it is state law that you be evaluated. If you are a tenured teacher you MAY request a one-year, one time only, deferment from the evaluation process for the following reasons: non-pregnancy /serious medical condition (with documentation); extenuating circumstances (with documentation). The DTEC reserves the right to deny deferments and there is no appeal process.</p>
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Is it possible to request a new evaluator?	<p>It is possible to ask for a different evaluator if you have a documented concern or documented ongoing issue with the administrator. That means, if you have brought something formally, to Human Resources, regarding your relationship with your administrator then you may request another administrator. The DTEC Committee will take the request under advisement and decide. It is not guaranteed, nor can it happen more than one time. The decision of the DTEC</p>
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	Committee is final.
Is there a mediation process available to educators who disagree with the scoring or if there has been a violation of protocols?	Yes, there are options available. The educator can send an appeal to the DTEC (appeal docs are found on the ppsd website. The DTEC can either take up the appeal and try to mediate or an educator may choose to grieve their FER (Final Effectiveness Rating).
Contact information for questions and concerns regarding evaluations?	pdfeedback@ppsd.org

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