A Guide to Evaluation for Providence Teachers

2019 - 2020

Providence Schools
A Guide to Evaluation for Providence Teachers

Please sign in at the front table and take an orange handout.
Evaluation Overview

RI Innovation Evaluation & Support System (RIIESS)

2019 - 2020
Topics

- components of the RIIESS model
- district evaluation timeline
- NEW: Overview 3.5
Evaluation Platform

- Formerly My Learning Plan
- All evaluation documents are housed here: lesson plan, scoring, administrator notes, etc...
Login Troubles?

pdfeedback@ppsd.org
4 Standards

**Standard 1:** Planning & Preparation

**Standard 2:** The Classroom Environment

**Standard 3:** Instruction

**Standard 4:** Professional Growth & Responsibilities
<table>
<thead>
<tr>
<th>Standard 1</th>
<th>4 Components</th>
<th>7 Elements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard 2</td>
<td>4 Components</td>
<td>9 Elements</td>
</tr>
<tr>
<td>Standard 3</td>
<td>5 Components</td>
<td>12 Elements</td>
</tr>
<tr>
<td>Standard 4</td>
<td>4 Components</td>
<td>7 Elements</td>
</tr>
</tbody>
</table>
Scoring

You are scored on 35 elements - all have equal value.

EACH OF THE 35 ELEMENTS ARE SCORED EQUALLY

or

EACH ELEMENT IS VALUED AT 1/35th

or

EACH ELEMENT IS WORTH ABOUT 2.86%
No SLOs
Standard 1
Planning & Preparation

- **lesson plan** (classroom teachers) **or evidence of planning** (support professionals & TOSA)
- **7 scored elements**
- plans must be original and not previously submitted
- use rubric language for guidance
- plans *do not* have to align with formal observation
  - *if they do not* align with formal observation, complete Lesson Summary section on Frontline before formal observation
- **one chance to revise lesson based on evaluator feedback and following timeline guidance**
Standard 2
Classroom Environment

- focuses on: relationships, respect and rapport, interactions, achievement expectations, and management of procedures and behavior

- scored during:
  - 1 formal observation (45 - 60 minutes)
  - 2 informal & unscheduled observations
Standard 3
Classroom Instruction

- focuses on expectations for learning, directions and procedures, delivery, questioning, student engagement, and assessment
- scored during:
  - 1 formal observation (45 - 60 minutes)
  - 2 informal & unscheduled observations
Scoring Standards 2 & 3

- formal observation script is used to score all elements
- conference is used to highlight strengths and identify areas for improvement including suggestions, resources, supports
- informal observations are used to script for areas identified as in need of improvement or areas where sufficient evidence was not gathered; not all elements are scored during informals
- scores from all observations are looked at holistically and used to assign a final rating for each element
Standards 2 and 3 for TOSA and Support Professionals

- evidence for each element is submitted into the In Person Assessment (IPA) forms by both evaluator and evaluatee
- elements are discussed during the IPA
- evidence may also be collected by the evaluator during normal day to day interactions (common planning time, PD, team meetings, school events, etc...)
Standard 3.5 Demonstrating Instructional Outcomes

- the Embedded Student Learning Model leverages the existing work that teachers are doing in their classroom with regard to measuring student learning through short and long term cycles of instruction.
- highlights on-going data discussions that drive instructional decisions related to the prioritized content area.
- data discussions highlight teachers' daily instructional practices as a means of communicating student learning.
What Does This Look Like?

- during Beginning of Year Conference (BOY), discuss:
  - make-up of class
  - instructional priorities (standards) addressed
  - expectations for student learning based on assessment results
  - reference assessments from in class, standardized, or department created
What Does This Look Like?

- In most cases, evidence will be collected / discussed during conferences.
- During a post-observation conference, MOY conference, or check-in, the evaluator and educator should discuss student learning progress as part of their “authentic dialogue”.
- The language of the rubric is helpful in guiding these discussions.
# Demonstrating Instructional Outcomes

<table>
<thead>
<tr>
<th>3.5 Demonstrating Instructional Outcomes</th>
<th>Ineffective</th>
<th>Developing</th>
<th>Effective</th>
<th>Highly Effective</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the end of the cycle(s) of instruction, evidence demonstrates minimal or no student progress (i.e., growth or mastery) according to established district guidance.</td>
<td>At the end of the cycle(s) of instruction, evidence demonstrates sufficient student progress (i.e., growth or mastery) according to established district guidance.</td>
<td>At the end of the cycle(s) of instruction, evidence demonstrates significant student progress (i.e., growth or mastery) according to established district guidance.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scoring guidance</th>
<th>Minimal or No(ne)</th>
<th>Moderate</th>
<th>Sufficient</th>
<th>Significant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree of Achieved Expectations (Qualified)</td>
<td>Very few students reached expectations.</td>
<td>Some students reached expectations, while some did not.</td>
<td>Most students reached expectations</td>
<td>Most students reached and some exceeded expectations.</td>
</tr>
</tbody>
</table>
Standard 4
Professional Growth & Responsibilities

4.1 Reflecting on Practice *(written reflection specifically about formal obs.)*
4.2 Communicating with Families *(show evidence)*
4.3 Showing Professionalism
   4.3a Maintaining Accurate Records *(show evidence)*
   4.3b Commitment to Professional Standards *(show evidence)*
4.4 Professional Growth & Responsibilities
   4.4a Growing and Developing in a Professional Learning Community
   4.4b Evidence for Approval of PGG *(submit)*
   4.4c Evidence of Attainment of PGG *(show evidence)*
Professional Growth Goal (PGG)

- self determined goal
- reflects how the educator wishes to grow and follows the SMART format (Specific, Measurable, Attainable, Relevant, and Time-Bound)
- should last one academic year
- must be approved by evaluator
- write clear, attainable action steps
- keep evidence of completion of each action step
- must be submitted on Frontline
Standard 4
Professional Growth & Responsibilities

- collect evidence throughout the year that addresses the rubric language of each component
- must be submitted prior to your EOY conference
- can submit a binder or upload to Frontline
Year at a Glance

★ BOY completed by 10/25/19
  ○ Discuss PGG, Submit paragraph plan for Standard 3.5
★ Submit PGG and Lesson Plan or Evidence of Standard 1 by 11/8/19
★ Submit revisions if requested by 11/21/19
★ ONE formal scheduled observation (teachers) or In-Person Assessment (TOSA/Support Professionals) to occur between 10/15/19-2/21/20

★ MOY completed by 2/21/20
  ○ Discuss Standard 3.5
★ 1st unannounced informal observation completed by 3/16/20
★ 2nd unannounced informal observation completed by 4/24/20
★ Schedule EOY conference by 5/15/20 and complete EOY conference by 6/5/20
Things to Remember

- know the rubric
- follow timeline
- stay organized
- ask for help

Providence Schools
Questions?

Please e-mail:

Maribeth Calabro, PTU President at mcalabro@proteun.org

Jennifer Copeland (Human Resource Manager, Performance Management) at jennifer.copeland@ppsd.org

In the coming days, a link will be e-mailed to you to gather any questions that you have. An electronic toolkit for teachers will soon be released to support teachers throughout the evaluation process.