Evaluation Overview

RI Innovation Evaluation & Support System (RIIESS)

2019-2020

Outcomes

- Understand the components of the RIIESS model
- Understand the RIDE requirements and reporting
- Understand the differences between the 3 evaluation types used in PPSD
- Understand the timeline

Lesson Planning and Prep

- All educators must submit a lesson plan (teachers) or evidence of planning template (support professionals and TOSA)
- Plans MUST be original and cannot have been submitted previously
- Use Rubric language to guide you
- Plans DO NOT have to align with the lesson being observed
  - If they do not align the educator will provide a short overview of lesson being observed. The template for this is on MLP.
- Educators should be given **ONE** chance to revise plans or evidence of planning after receiving feedback according to the posted timeline.

Standard 2

The **classroom environment** focused on Relationships, Respect, Rapport and Interactions

Standard 3

The **classroom instruction** focused on Purpose, Importance, Delivery, Questioning, Assessment, Student Independence and Choice

The educator should receive feedback including suggestions, support and areas of focus after the announced observation.

Standards 2 and 3 for Teachers

- Script from formal observation is used to score all elements
- Conference is used to highlight strengths and identify areas for improvement including suggestions and resources for support
- 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 an informal
- 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 conference
- Evidence may be collected during normal day to day interactions (Common Planning Time, PD, Team Meetings, School Events)
- Services protected by HIPAA should not be scripted and names of students receiving services should not be listed

Standard 4
Professional Growth & Responsibilities

- Educator reflects on practice
- Educator communicates with families
- Educator shows professionalism
- Educator continues to grow and develop

Evidence is collected **throughout** the school year to showcase what you do. Use the guidance as a starting point NOT a checklist.
Aligned to the Rubric.
Shared with administrator **before** EOY conference in the manner which the **educator decides is most appropriate**

Professional Growth Goal (PGG) (1)

- A self determined goal
- Reflects how the educator wishes to grow over the course of the school year
- Follows the SMART format (Specific, Measurable, Attainable, Realistic and Time-Bound
- Should last one academic year
- Must be approved
- Evaluator can provide feedback but not insist on a different goal

Appeals Process

- ## Review of Evaluation Protocol

  File if you feel there has been an error in the process or procedures

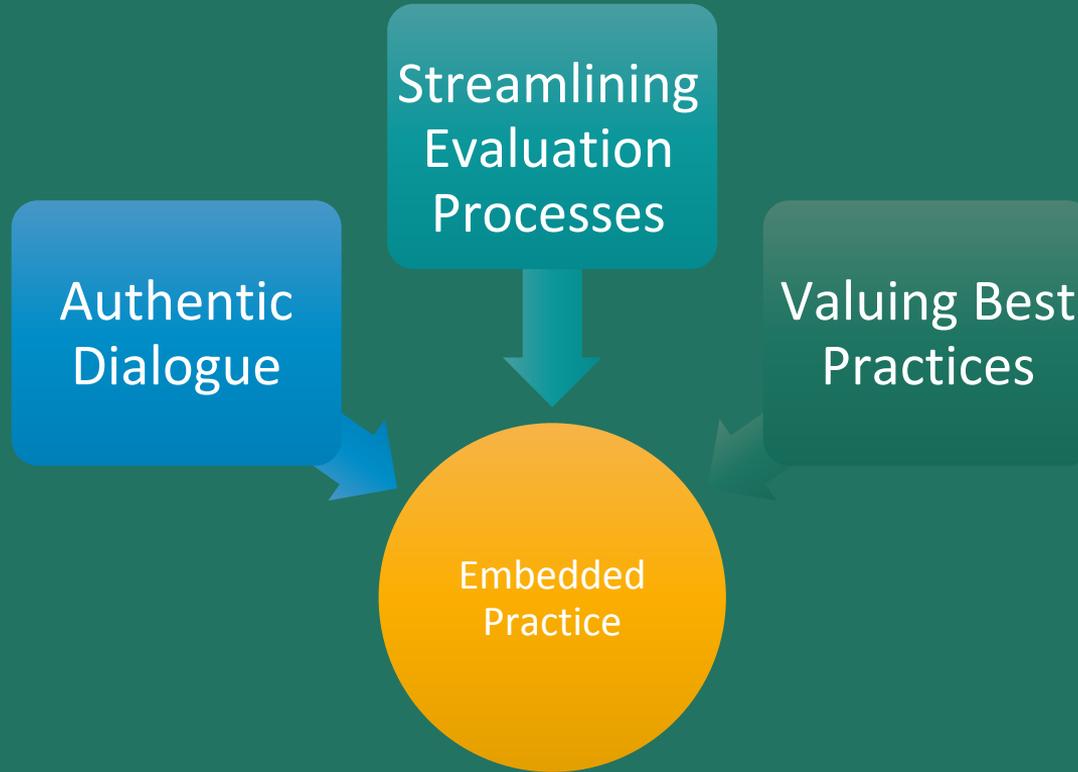 Can be filed at any time in the process

- ## Request for Appeal of PPGR/Student Learning

  File if you would like your PPGR or SLO score reviewed

Things to Remember

- Know the Rubric
- Follow Timeline
- Stay organized
- Use conferences to support the educator and offer guidance
- Reach out for support early

Why Pilot? *How did we get here*?

- Innovation Leaders, Evaluators and Evaluatees have raised numerous concerns about the current Student Learning Objectives (SLO) model
- Innovation leaders have long advocated for a way to account for student learning already represented in the language of the rubric
- Innovation leaders, representatives from RI Model districts and RIDE staff engaged in a collaborative effort to "solve the problem"
- Three possible "solutions" were proposed
- Innovation leaders decided that the "Embedded Model" most closely represented our idea of a "Rubric Based" method of accounting for Student Learning in Educator Evaluation

Student Learning Pilot

- Three methods being piloted in 2017-18
  - Embedded Model
  - Portfolio Model
  - Student Learning Goals Model
- 4 Innovation Districts participating in Embedded SL Pilot
  - Cranston, Pawtucket, Providence, Woonsocket
- A small number of RI Model districts piloting each model, with the majority piloting the Embedded Model

Embedded Model

- The Embedded SL 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. It 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.

An Example

- During a Beginning of the Year or Pre-Observation Conference, the Evaluator and Evaluatee would discuss the make-up of the class, the instructional priorities(standards) being addressed and expectations for student learning.
- During an observation the Evaluator might see evidence of targeted instruction related to expectations,or evidence of student learning, but the observation DOES NOT need to be specially scheduled to ensure such evidence collection can take place during the observed class. In most cases, evidence will be collected / discussed during conferences.
- During a Post-Observation conference or check-in, the Evaluator and Evaluatee should discuss student learning progress as part of their "authentic dialogue". As always, the language of the Rubric is helpful in guiding these discussions.

Determining Instructional Outcomes

To determine a rating for 3.5 the evaluator and evaluatee should:

Be guided by the 3.5 rubric language with attention to the words:

- Minimal
- Moderate
- Sufficient
- Significant

Use the Degree of Achieved Expectations* to help demonstrate / clarify the progress made by students in relation to the rubric language:

- Minimal = Very few students reached expectations
- Moderate = Some students reached expectations while some did not
- Sufficient = Most students reached expectations
- Significant = Most students reached and some exceeded expectations

Demonstrating Instructional Outcomes

	Ineffective	Developing	Effective	Highly Effective
3.5 Demonstrating Instructional Outcomes	At the end of the cycle(s) of instruction, evidence demonstrates **minimal or no** student progress as determined collaboratively between the educator and the evaluator.	At the end of the cycle(s) of instruction, evidence demonstrates **moderate** student progress as determined collaboratively between the educator and the evaluator.	At the end of the cycle(s) of instruction, evidence demonstrates **sufficient** student progress as determined collaboratively between the educator and the evaluator.	At the end of the cycle(s) of instruction, evidence demonstrates **significant** student progress as determined collaboratively between the educator and the evaluator.

	Minimal or No(ne)	Moderate	Sufficient	Significant
Degree of Achieved Expectations (Qualified)	Very few students reached expectations.	Some students reached expectations, while some did not.	Most students reached expectations	Most students reached *and some exceeded* expectations.

Embedded Practice Model

RIDE

This model leverages the existing work teachers are doing in their classrooms with regard to measuring student learning. It prioritizes the use of measures of student learning that are already in use in teachers' day-to-day classroom practices and language that is embedded in the Professional Practice Rubrics foundational to district evaluation systems. Both long- and short-term cycles are options through this model.

Distinguishing Feature:
Data discussions highlight teachers' daily instructional practices as a means of communicating student learning.

Students
Which Students?
All students, or a class of students with a representative number of abilities
-OR-
A targeted subset of students

Standards
Which Standards?
One or more content standards essential to the course of study

Timeframe
What Timeframe?
Year-long and/or shorter cycles are appropriate

Evidence
What Evidence?
Work samples, assessments, projects, student data and reflections, etc.
Three or more sources collected from teachers' daily practices

Strategies
What Strategies?
Instructional strategies are informed by data to meet the needs of all students

Expectations
What Expectations?
Learning expectations are guided by data discussions between the evaluator and the teacher and communicated with students

Student Learning Pilot Scoring Proposal

The Innovation Rubric already contains elements related to Student Learning such as:

- 1.1b: Knowledge of Students
- 1.2: Establishing Instructional Outcomes
- 1.3.c: Instructional Groups
- 1.4: Designing Student Assessment
- 3.1a: Expectations for Learning
- 3.3a: Projects, Activities and Assignments
- 3.4a: Assessment Criteria
- 3.4b: Monitoring Student Learning
- 3.4.c: Providing Feedback to Students
- 4.3 a Maintaining Accurate RecordS

However, for purposes of the SL Pilot, RIDE added an additional element to any rubric being used in the pilot:

- 3.5 (NEW): Demonstrating Instructional Outcomes

Innovation pilot sites will use this additional element along with the original 34 Innovation Rubric Elements and average all 35 to determine a Final Effectiveness Rating. For study purposes, we will also run scores with 3.5 weighted at 30% and the other 34 elements at 70% to be able to compare results with RI Model districts.

Activity: 3.5 Demonstrating Instructional Outcomes (20 min.)

1. Read each level descriptor for *Demonstrating Instructional Outcomes*
2. With your group, discuss the following:
   - *Will you focus on growth or mastery?*
   - *How is 'significant' truly different from 'sufficient', and so forth?*
   - *How will you use evidence to know, holistically, how much students have learned?*
3. Refer to your local guidance, and the additional 10 elements for student learning to answer the following:
   - *What guidance has already been developed in your school or district?*
   - *What else needs to be defined before starting the process?*

RIDE Rhode Island Department of Education

Demonstrating Instructional Outcomes

	Ineffective	Developing	Effective	Highly Effective
3.5 Demonstrating Instructional Outcomes	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.	At the end of the cycle(s) of instruction, evidence demonstrates **moderate** student progress (i.e., growth or mastery) according to established district guidance.	At the end of the cycle(s) of instruction, evidence demonstrates **sufficient** student progress (i.e., growth or mastery) according to established district guidance.	At the end of the cycle(s) of instruction, evidence demonstrates **significant** student progress (i.e., growth or mastery) according to established district guidance.

	Minimal or No(ne)	Moderate	Sufficient	Significant
Degree of Achieved Expectations (Qualified)	Very few students reached expectations.	Some students reached expectations, while some did not.	Most students reached expectations	Most students reached *and some exceeded* expectations.

Small Group Break Outs for practice

Room 313
Room 315
Room 316
Room 317

Whole Group Discussion

Calibration

Please feel free to stay here or move to a quiet location.