

# **A Guide to Evaluation for Providence Teachers**

*2019 - 2020*

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Schools

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**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?**

**[pdfedback@ppsd.org](mailto:pdfedback@ppsd.org)**

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# 4 Standards

**Standard 1:**            **Planning & Preparation**

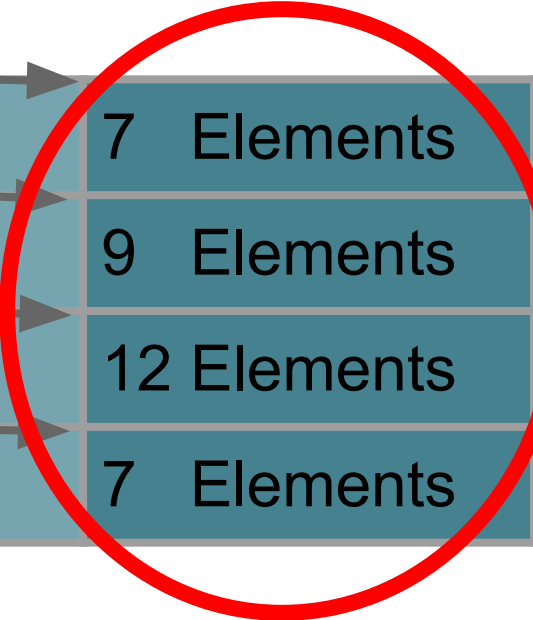
**Standard 2:**            **The Classroom Environment**

**Standard 3:**            **Instruction**

**Standard 4:**            **Professional Growth &  
Responsibilities**

# Rubric Breakdown

Standard 1	4 Components	7 Elements
Standard 2	4 Components	9 Elements
Standard 3	5 Components	12 Elements
Standard 4	4 Components	7 Elements





# 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%**



**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**



*new!*

## Demonstrating Instructional Outcomes

	Ineffective	Developing	Effective	Highly Effective
<b>3.5 Demonstrating Instructional Outcomes</b>	At the end of the cycle(s) of instruction, evidence demonstrates <b>minimal</b> 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 <b>moderate</b> student progress (i.e., growth or mastery) according to established district guidance.	At the end of the cycle(s) of instruction, evidence demonstrates <b>sufficient</b> student progress (i.e., growth or mastery) according to established district guidance.	At the end of the cycle(s) of instruction, evidence demonstrates <b>significant</b> student progress (i.e., growth or mastery) according to established district guidance.
<i>Scoring guidance</i>	↓	↓	↓	↓
	Minimal or No(ne)	Moderate	Sufficient	Significant
<b>Degree of Achieved Expectations (Qualified)</b>	Very few students reached expectations.	Some students reached expectations, while some did not.	Most students reached expectations	Most students reached <i>and some exceeded</i> expectations.

# **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 (S**pecific, **M**easurable, **A**ttainable, **R**elevant, and **T**ime-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**

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## Questions?

Please e-mail:

Maribeth Calabro, PTU President at [mcalabro@proteun.org](mailto:mcalabro@proteun.org)

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