MEMORANDUM

TO: Faculty
FROM: Stephen Lindberg
RE: Opening Day PowerPoint on the Educator Evaluation Model
DATE: 9-7-2011
cc: Administrators, Teacher Assistants

Hi Folks-
Once again, thanks for helping to make Friday a successful professional development/ orientation day.

Although the Opening day PowerPoint on the Educator Evaluation Model is on our web site under "Curriculum" – "Educator" – "Educator Evaluation", I am providing a review of critical points followed by the PowerPoint "summary" for your keepsake or review.

Also, you will find "The Rhode Island Model: Teacher Guidebook 2011-2012" most helpful as you READ, REVIEW, PREPARE, etc.

As presented, your immediate task is to begin to prepare for the Beginning-of-the-Year Conference that will take place in early October.

This is the first and critical step.
Self-Assessment - This process: this first step is a significant **building block** for the development of your
= Professional Growth Plan [goal(s), action steps]: At least one Professional Growth Goal and action steps to meet those goals, plus
+ Student Learning Objective(s)
=
BEGINNING-OF-THE-YEAR CONFERENCE (BYC)
✓ During the first two/three weeks in October.
✓ Both the self-assessment and professional growth goal will be integral parts for your BYC along with the Student Learning Objectives
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In order to complete this task – teacher self-assessment form – on or before 9-30:
a) Using **Teacher Professional Practice** rubric and **Educator Professional Responsibilities** rubric, focus on the respective DOMAINS /competencies [listed under each major DOMAIN] within each rubric;
     Reflect, review, take notes etc.
b) Using prior teacher performance/evaluation data – review using the Teacher Professional Practice and the Educator Professional Responsibilities rubrics – as a criteria/ lens through which you review performance data.
Complete the teacher self-assessment form
✓ In advanced preparation, I suggest – after receiving your teacher guide from RIDE - begin to read/review the entire "initial stage" of self-assessment, Professional Growth Plan-Goal(s), action steps, Student Learning Objective(s) all leading to the Beginning-of-the-Year Conference.
✓ Consider "buddying up" with a colleague to perhaps share your work while in the process of drafting.

Our mission is to prepare each student to be a successful and responsible member of society.

- ✓ High School / Middle School / Administration will provide written guidance as to how Department Heads/Team Leaders will/can assist you.
- ✓ Building Principals will be available after school at least once a week, if not more after school, to discuss or answer clarifying questions regarding the completion of the self-assessment and the development of a professional growth plan.
- ✓ Suggest you consider completing the self-assessment electronically.

As you can see in the attached time line, the building administrators will provide more information at faculty meetings, etc., on the Professional Growth Plan and the Beginning-of-the-Year Conference.

Our Professional Development day on 9-30 will focus on Student Learning Objectives

Opening Day Educator Evaluation PowerPoint Summary

The objectives for the presentation were:
1. To provide an overview to the RI Educator Evaluation Model/System;
2. To provide as specific guidance as possible as to the implementation activities and timeline and resources that we or RIDE will provide and where they can be located;
3. To share how communication on the model between and among us will work;
4. Lastly, to provide a more in-depth look at the first and immediate "phase" - the educator self-assessment stage.

Gradual implementation is to give educators a school year to learn, practice, and provide feedback. It is a valuable opportunity for hands-on practice and to provide feedback on the new system; each component of the system will be introduced gradually throughout the school year.

The Model presents tools and a **process** focused on:
- **Developing and improving** educator effectiveness while also recognizing outstanding performance of our most effective teachers.
- Professional **growth** with specific goals and objectives to measure that progress.
- **Dedication and focused energy** at all levels - teacher, administrators, school, and district.
- Helping educators **grow and develop as professionals** - for the benefit of our students
- **Student achievement**
- Teaching - **instructional practices**
- Responsibilities "**professional responsibilities**" - to our students, parents, school/district, community
- Truly getting to **know all your students**
- **Meaningfully engaging parents**

ON "KIDS"!!

Some research states that Teacher quality – effectiveness - is the single most important school-based factor influencing student achievement.

The RI Educator Evaluation System is based on **Three Areas of Continuous Growth**:
- Student Learning
- Professional Practice (see rubrics)
- Professional Responsibilities (see rubrics)

At the end of the school year, educators will receive a determination of one of the following:
Highly Effective
- Effective
- Developing
- Ineffective

Components
- ✓ Rubrics (review rubrics before self-assessment)
- ✓ Self-Assessment
- ✓ Professional Growth Plan = (goal(s),action steps)
- ✓ Student Learning Objectives
- ✓ Beginning-of-Year Conference

- ✓ Short Observation/Long Observation
- ✓ Mid-Year Conference
- ✓ End-of-Year Conference/Evidence
- ✓ Final Summative Rating

Rubrics
1. Professional Practice / Professional Responsibilities
2. Self-Assessment

The purpose of the **Self-Assessment** is to allow educators to reflect on their practice, identifying their own professional strengths and areas of development. Your Self-Assessment will lead directly into the development of your Professional Growth Goals.

Professional Growth Plan
Set professional growth goals (only in this year) based on self-assessment and create professional growth plan

Student Learning Objectives
1. A Student Learning Objective is a long term, measureable academic goal based on prior student learning data
2. Processes should establish that teachers of the same grade/subject within a school have the same objectives and evidence, if appropriate.
3. They may have different "targets," depending on their "baselines." Eventually, teachers in different schools who teach the same content will have similar objectives and comparable evidence.

Example: This year, all student subgroups will demonstrate proficiency rates at least 4% higher than their proficiency rates in the prior year on common end-of-course mathematics assessments.

Beginning-of-Year Conference
a) Teacher completes a self-assessment to reflect on strengths and areas for development
b) Teacher and evaluator discuss self-assessment, professional growth goals, and create Professional Growth Plan
c) Teacher and evaluator finalize Student Learning Objectives

Observations - (at least 1 short and 1 long)
Evaluators conduct at least two observations per teacher, provide feedback, and log observations. One of these observations should be longer and announced; the other unannounced and shorter.

Mid/End-of-Year Conference
Evaluators conduct Mid- and End-of-Year Conferences with each teacher:
a) Review the Professional Growth Plan.
b) EOYC: Assign scores on Teacher Professional Practice and Educator Professional Responsibilities Rubrics.
c) Calculate final effectiveness ratings and prepare feedback for the conferences that includes both strengths and areas of development.
d) Log information from conferences.

Calculate Effectiveness Ratings

Gradual Implementation

Timeline- Please notice SUBJECT TO REVISION
Rewritten in a word format and distributed to you. Whenever it is revised, we will so note and date stamp. Module training = 6 – each 4 hours in length - administrators, primary evaluators, complimentary evaluators – Department Heads, Team Leaders, for district evaluation committee members – as time allows. Actually, as an administrative team, we have spent somewhere in the vicinity of 10-12 hours plus as a team vetting out the different aspects of the model. When we have gone to training, we feel we actually learned more and were better prepared because of our work together.

COMMUNICATION - "where to go"
Chief "RESOURCE OFFICERS" - Building Administration supported at the High School/Middle School by Department Heads/Team Leaders
- Building administration will be available after school on a regular basis to field questions, give guidance.
- Building administration at the HS/MS will inform staff in writing what the role of the Department Heads, Team Leaders will be in support, communication, etc.
- All information shared/discussed will be posted on our web site – updates, etc. - from Clare on the "Curriculum" page under "Educators" [e.g., this PowerPoint, links to forms and guides, FAQ/A, etc.]
- Clare will email staff as information is posted.
  - Tasks – further training, etc.
  - Identifying those educators that will participate "fully" in all aspects of the model; those educators that will participate in specific aspects. ALL – Self Assessment, Professional Growth Plan, Student Learning Objectives – Observations - more guidance to be provided.
  - READ, REVIEW, READ, REVIEW - attend "support" sessions offered by the administrators, Department Heads/Team Leaders.

Resources

Purpose of and Process to Complete the Self-Assessment
"Balcony"
Beginning of the Year Conference = Student Learning Objectives + Professional Growth Plan Goal(s), Action steps
Self-Assessment