



The Rhode Island Model Educator Evaluation System

Barrington Public Schools

December 1, 2011

RI Educator Evaluation System Goals

Effective teachers in every classroom

Effective leaders in every school

Statewide model drives **consistency** in expectations throughout the state.

Provides educators with meaningful, specific **feedback** to help them improve their practice.

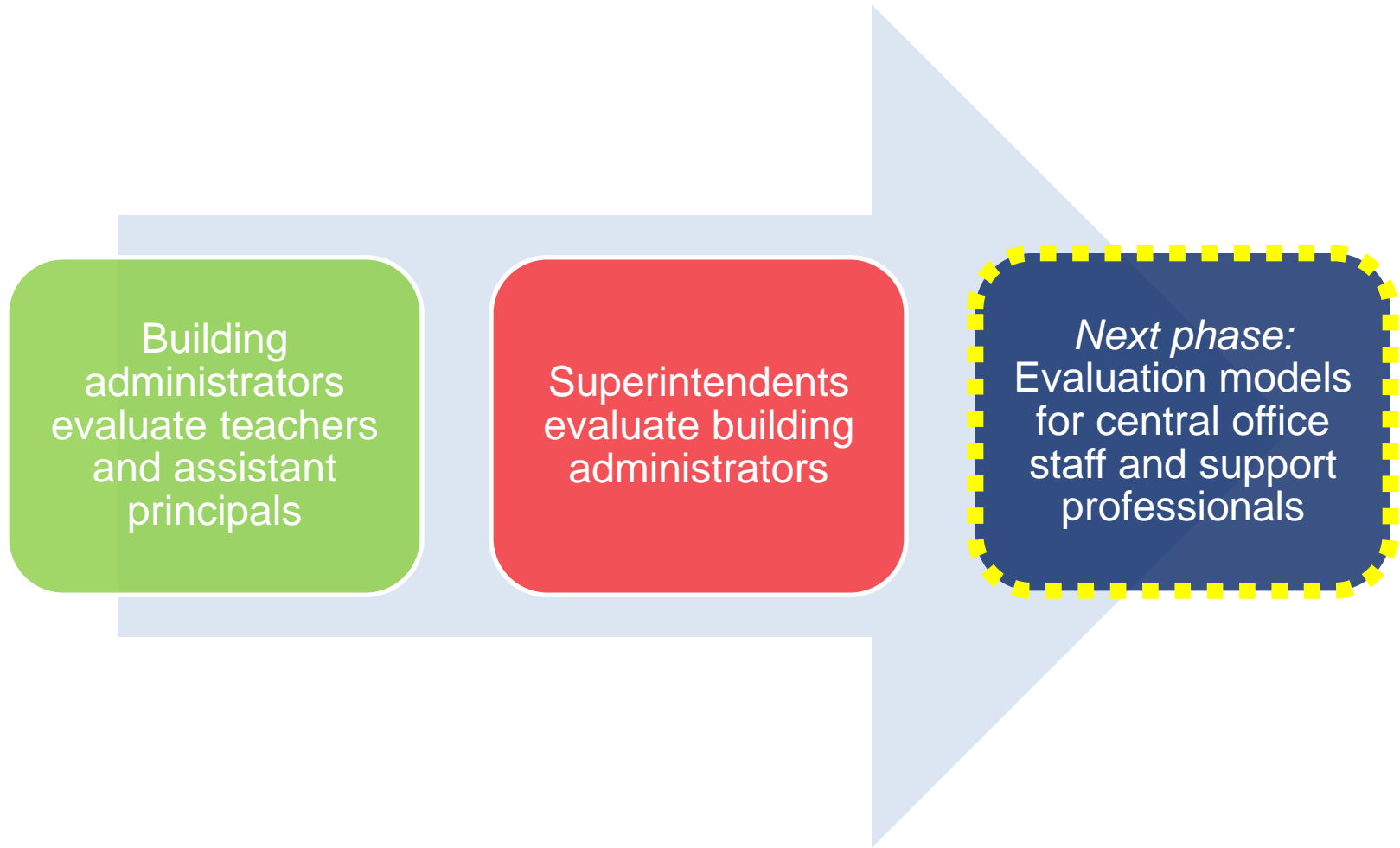
Provides **support** and **strategies** to help teachers and administrators who are in need of improvement.

Gives the education field a **common understanding** of effective practice, which informs our educator training programs.

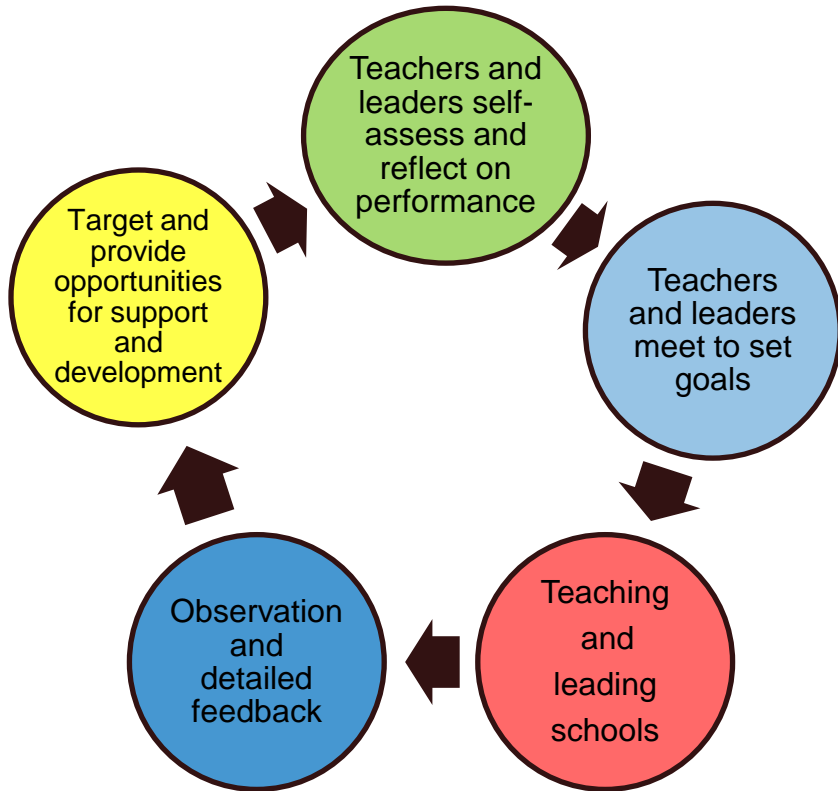
Promotes a sense of **collaboration** and **personal responsibility**, key ingredients in improving student achievement within a school.



Developing Excellence at All Levels

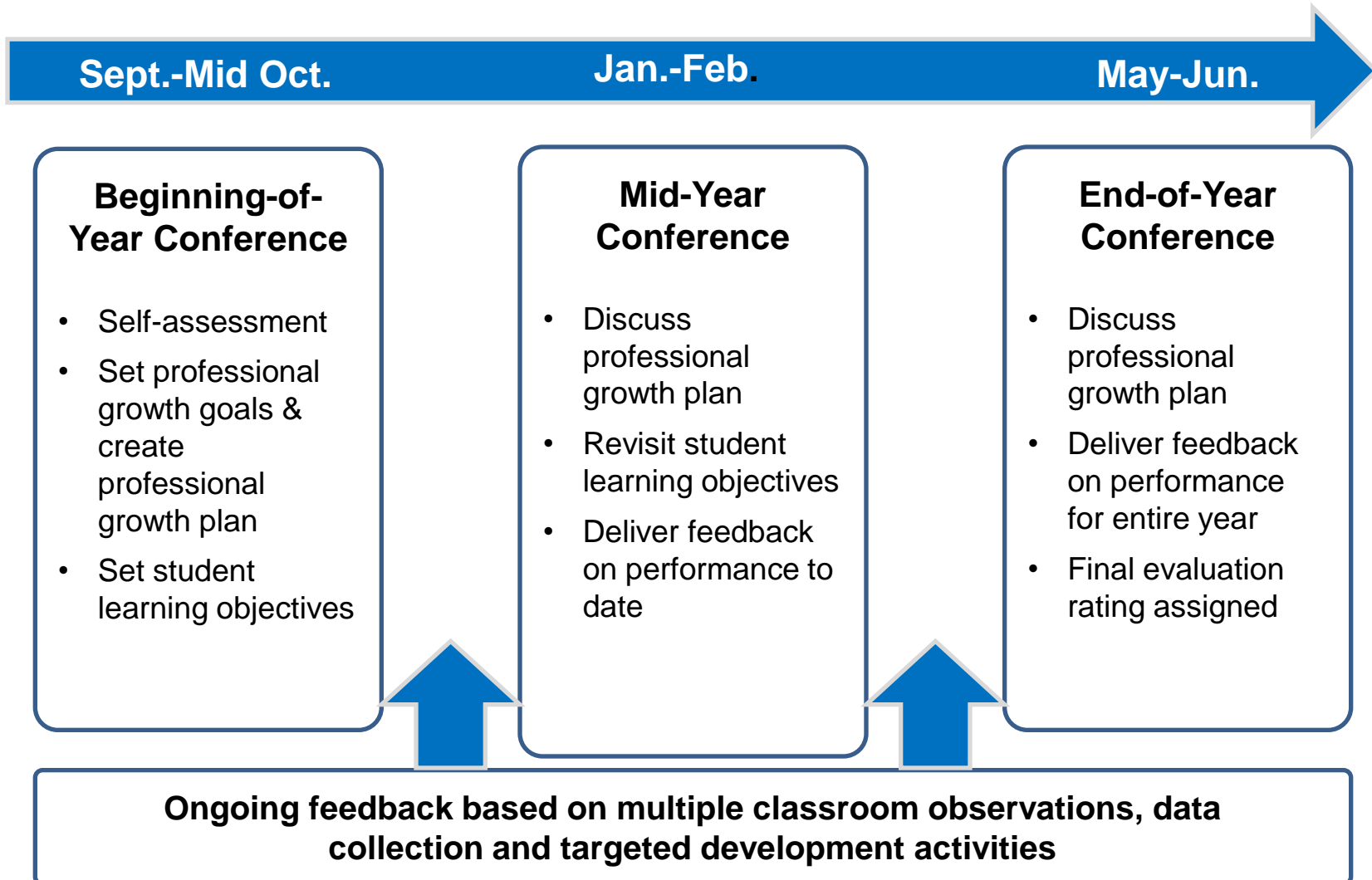


Continuous Cycle of Improvement



- Educators and their evaluators work together to identify strengths and areas for development
- Evaluators provide ongoing feedback and help identify targeted development opportunities to increase effectiveness
- Teachers and leaders constantly self-assess and reflect on performance

Teacher Evaluation and Development Process





Gradual vs. Full Implementation for Teachers

Component	Gradual Implementation	Full Implementation
<i>Evaluation Conferences</i>	3 evaluation conferences between the teacher and the evaluator	3 evaluation conferences between the teacher and the evaluator
<i>Observations</i>	At least 1 long and 1 short observation (2 total) beginning mid-year	At least 4, including: <ul style="list-style-type: none"> • 1+ long, announced • 3+ short, unannounced
<i>Professional Growth Goals</i>	At least 1 set at the beginning of the year	At least 3
<i>Student Learning Objectives</i>	At least 2 set by October 2011	At least 2-4 (per teacher)
<i>RI Growth Model Rating</i>	Not applicable in 2011-12	Ratings assigned in 2012-2013 school year
<i>Final Effectiveness Rating</i>	Aggregate ratings will be collected in 2011-2012 but used for development purposes only	Evaluators will combine Professional Practice, Professional Responsibilities and Student Learning rating to calculate a summative rating

Primary Components to Assess Teacher Performance

Component	Description of Component
Student Learning	Educator's contribution to student academic progress, assessed through multiple measures of student academic growth, including student progress toward specific, measurable learning objectives and, and students' growth on standardized tests compared to students with the same score history (if available)
Professional Practice	Assessment of instructional knowledge and skills that impact student learning, as measured by the competencies set forth in the Teacher and Administrator Professional Practice rubrics
Professional Responsibilities	Assessment of educator's contribution as a member of the school/learning community, as measured by the elements set forth in the Professional Responsibilities rubric



Individual ratings in each of these components will be combined to produce a final, summative evaluation rating of:
Highly Effective, Effective, Developing, or Ineffective.

Guidelines for Student Learning Objectives

Student Learning Objectives should align to district and school goals.



District-Level Priority

School-Level objective

Course-Level objective

Processes should establish that teachers of the same grade/subject within a school have the same objectives and evidence, if appropriate.

Professional Growth Goal and Plan

Each Professional Growth Goal should align with district objectives and School Improvement Plan.

Four components of Professional Practice:

- Planning and Preparation
- Classroom Instruction
- Classroom Environment
- Assessment, Reflection and Improvement

Four components of Professional Responsibilities

- Collaborate and contribute to the school community
- Believe in and advocate for students
- Create a culture of respect
- Exercise professional judgment and development



Final Rating Scale

Student learning rating

+

Professional practice rating

+

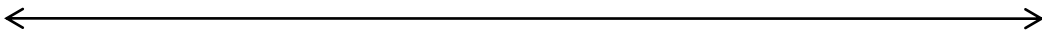
Professional responsibilities rating



Individual ratings for each of the three components will be combined to produce a final rating based on the following 4-point scale:

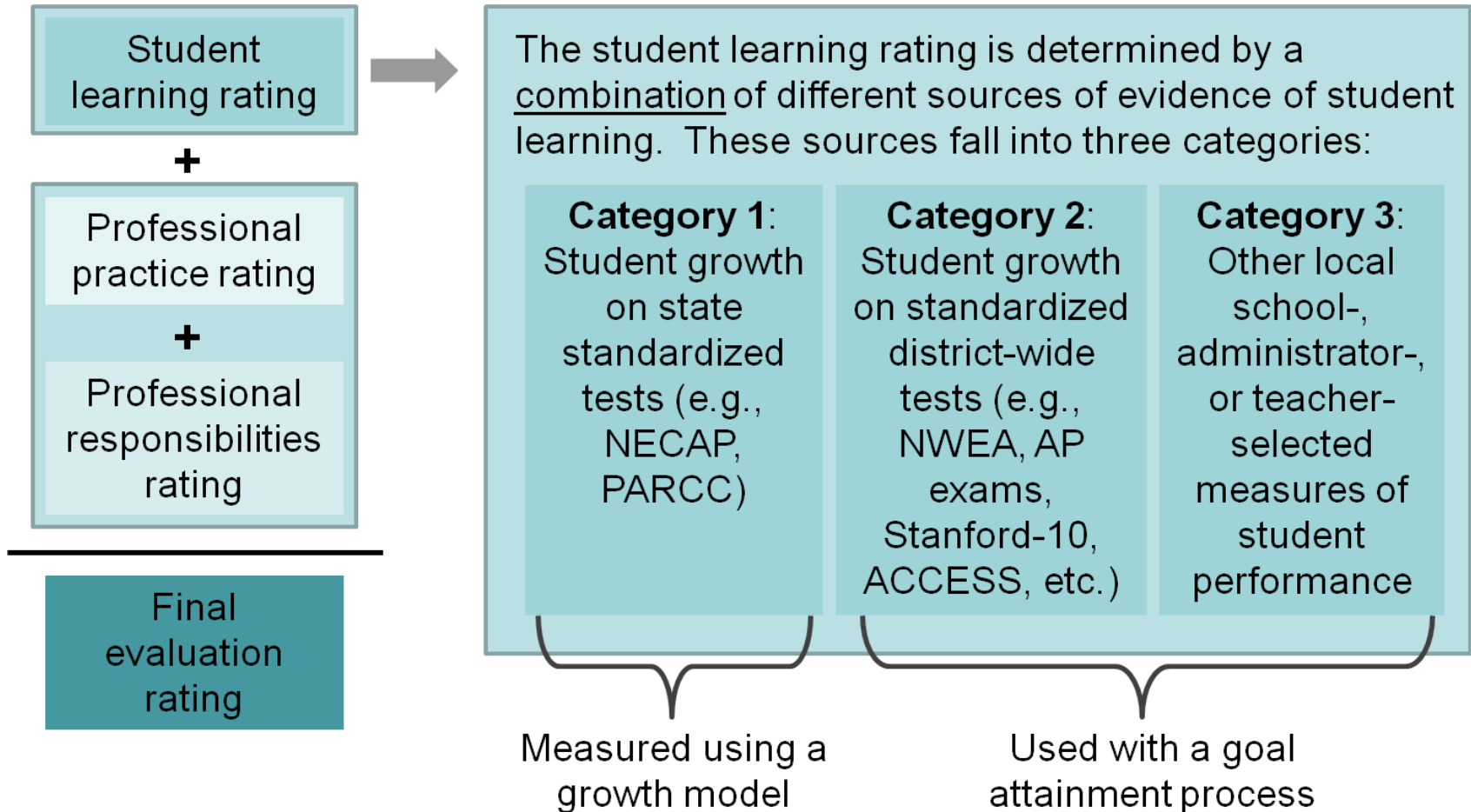
Final evaluation rating

4 Point Scale



Ineffective Minimally Effective Effective Highly Effective

Student learning will be assessed using multiple measures.



Summative Ratings – Bringing it all together

PP x PR

		Professional Practice			
		Exemplary	Proficient	Emerging	Unsatisfactory
Professional Responsibilities	Exceeds Expectations	4	3	2	2
	Meets Expectations	4	3	2	1
	Does Not Meet Expectations	3	2	1	1

Student Learning

Student Learning Objectives					
	Exceptional Attainment	Full Attainment	Considerable Attainment	Partial Attainment	Minimal/No Attainment
High Growth 3	5	5	4	3	2
Typical Growth 2	5	4	3	2	1
Low Growth 1					

The Rhode Island Growth Model will not be used for ratings in school year 2011-2012

		STUDENT LEARNING				
		5	4	3	2	1
PP x PR	4	HE	HE	E	E*	D*
	3	HE	E	E	D	I*
	2	E*	E	D	D	I
	1	D*	D*	D	I	I

Rhode Island Model for Educator Evaluation Systems

Implementation in Barrington :

- All administrators have attended 3 out of 5 modular trainings on the evaluation process (module 4&5 will be offered in the spring)
- Every school has offered on-going presentations and workshops
- District online support <http://barringtonschools.org/default.aspx>
- Implementation of online data collection and record keeping process
- Established policy and working on the initial implementation of contributing educator for ELA/Math



Resources

Educator Evaluation Home Page

<http://www.ride.ri.gov/EducatorQuality/EducatorEvaluation/>

Guide to Evaluating Building Administrators and Teachers

<http://www.ride.ri.gov/educatorquality/educatorevaluation/Docs/RIModelGuide.pdf>



Questions



