



Looking Ahead to an Improved Rhode Island Model for 2012-2013

Five Priorities for Refinement, Based
on Real Experiences in Schools

➤ **Introduction: Responding to Educator Feedback**

Priority 1: Streamline the Model for Ease of Use

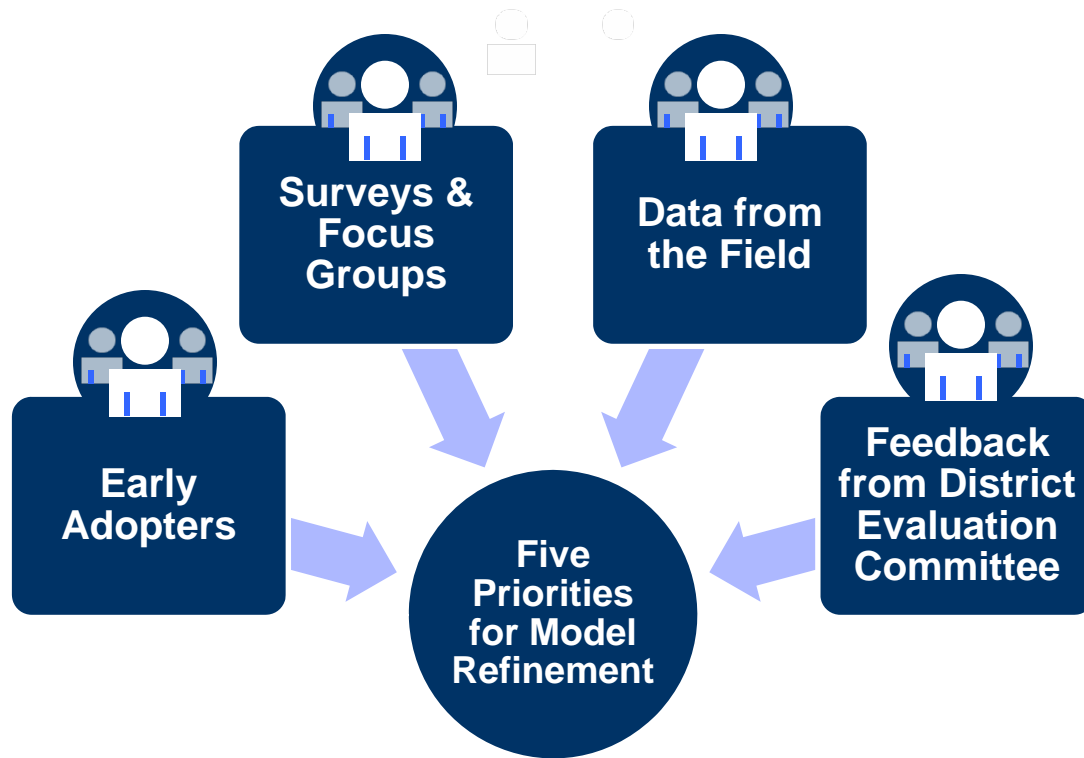
Priority 2: Strive for Accuracy and Consistency

Priority 3: Clarify Expectations, Requirements and
Timelines

Priority 4: Align the Model to Other Initiatives

Priority 5: Focus on Accurate Measures of Student
Learning

RIDE has been gathering educator feedback from the start...



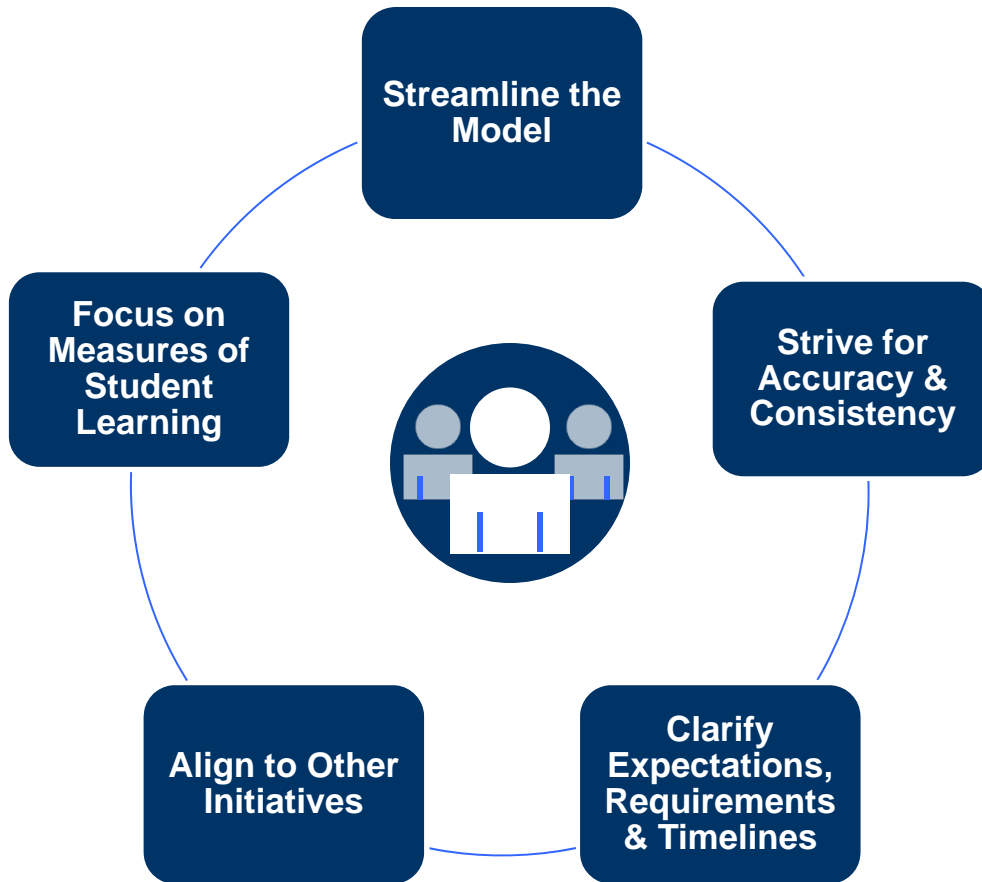
Early Adopters Warwick and Jamestown have helped us learn from full implementation.

Surveys & Focus Groups help us learn what's most important to teachers and building administrators.

Data from the Field helps us prioritize the refinements based on real experiences in the classrooms and schools.

Feedback from District Evaluation Committees gives us another valuable perspective on refinements.

...resulting in five key priorities for model refinement.



By listening to educators in Warwick and Jamestown and gradual implementation districts all year, RIDE has identified **five priorities for model refinement** that will help make the RI Model stronger – and more practical to use.

Additional specifics on the feedback provided



Statewide Teacher, Building Administrator and Central Office surveys: more than 2000 educators responded

Multiple surveys and focus groups in early adopter districts

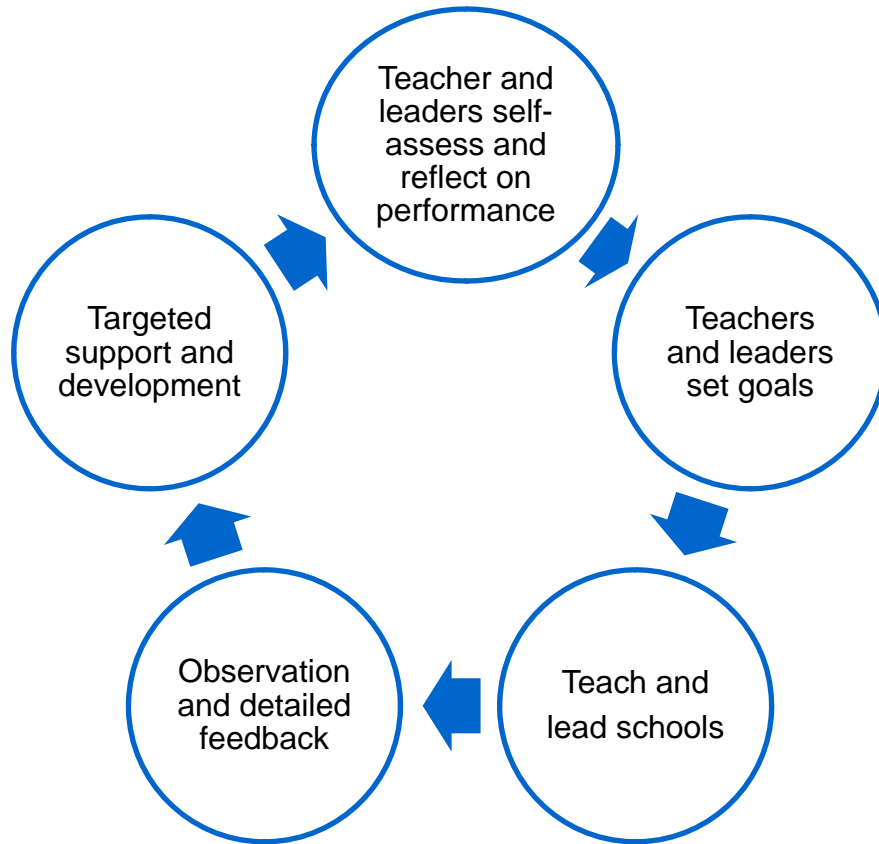
Hundreds of educators sent feedback directly to RIDE (calls, emails)

The Rhode Island Association of School Principals (RIASP) recommendations that incorporated feedback from their members

Evaluation and Development Process

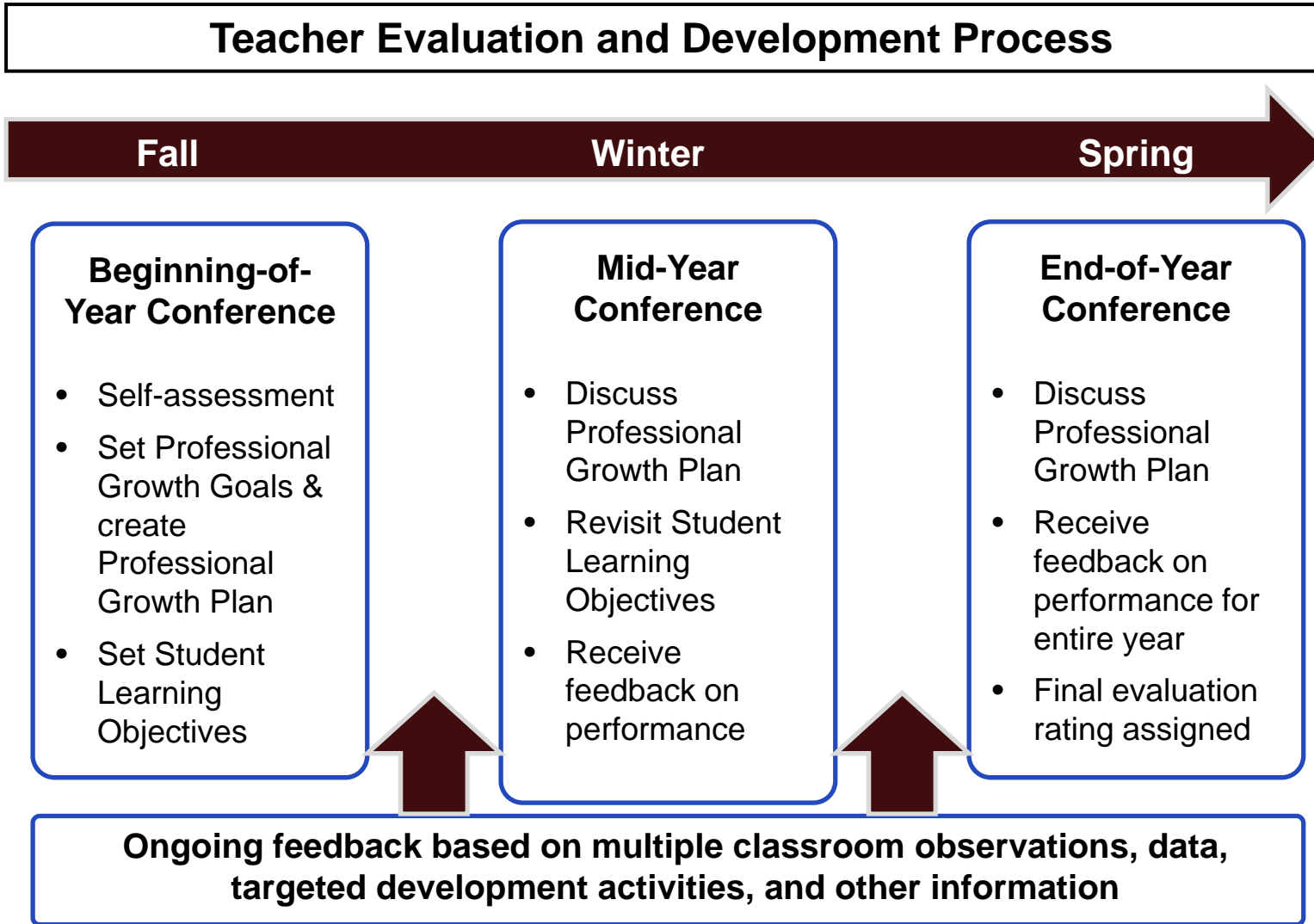


A continuous cycle of improvement



- 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

Evaluation and Development Process



Multiple sources of information

Component	Description of Component
<p>Student Learning</p>	<p>Contributions to student achievement and progress toward academic goals and learning standards, combined with (where applicable) results from the RI Growth Model (for teachers and administrators with students in tested grades (3-7) and subjects (ELA and math))</p>
<p>Professional Practice</p>	<p>Knowledge and skills that contribute to student learning, as defined by the RI Professional Teaching Standards and the RI Educational Leadership Standards</p>
<p>Professional Responsibilities</p>	<p>Contributions as a member of the school/learning community, as defined by the RI Professional Teaching Standards and the RI Educational Leadership Standards</p>



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

Agenda



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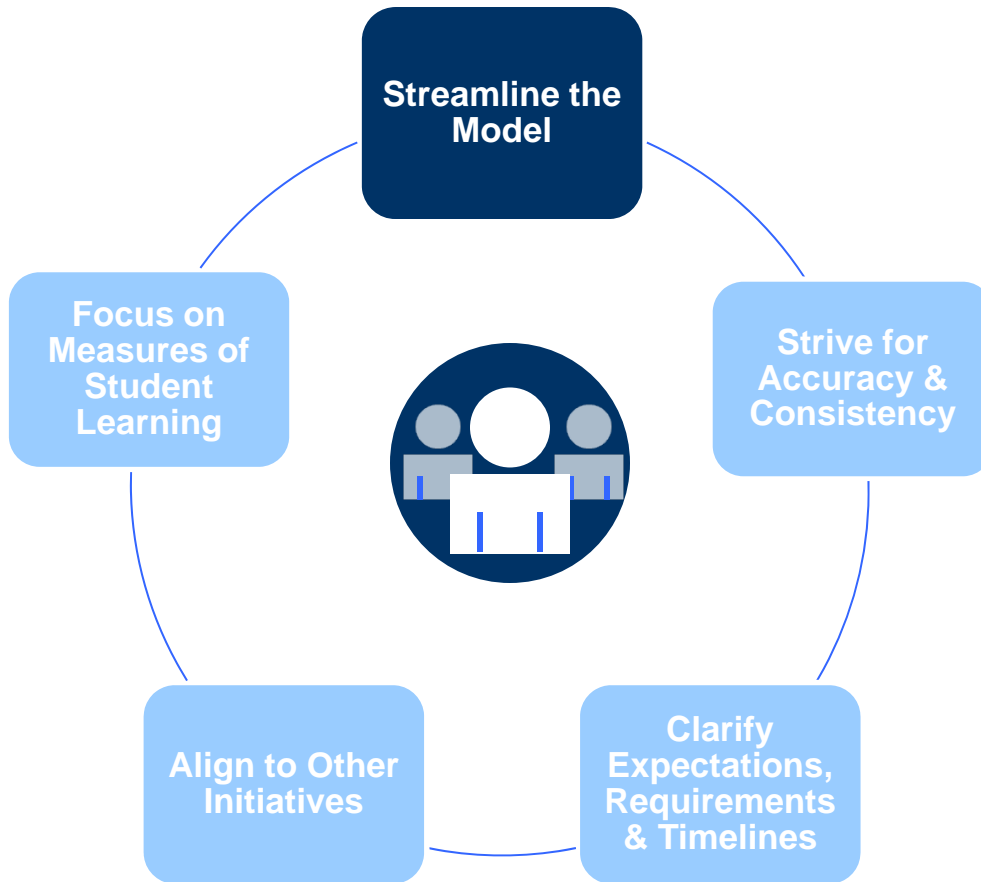
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Priority 1: Streamlining the Model for Ease of Use



A meaningful evaluation system requires a major change in the way most school and district leaders spend their time and energy, and clearer expectations for educators raise the bar for excellence in our schools.

That's why we aim to streamline the Rhode Island Model to make the process as user friendly as possible, and to make sure that all paperwork, training, and conferencing ultimately contributes to better instruction and greater success for our students.

Priority 1: Streamlining the Model for Ease of Use



What We Heard

- **Educators find the paperwork associated with the self-assessment and Professional Growth Goals cumbersome.**
- **Teachers and their evaluators have expressed concern with the number of competencies in the Teacher Professional Practice Rubric.**
- **Evaluators have expressed concern over the lack of clarity in the evidence collection process, especially in the difference between observable and non-observable competencies.**

Priority 1: Streamlining the Model for Ease of Use



What We Are Doing for Both Models

- **Reducing the required number of Professional Growth Goals from 3 to 1.**
- **Reducing the number of competencies in each rubric.**
- **Building an online platform to reduce the need for paper and improve organization and communication**

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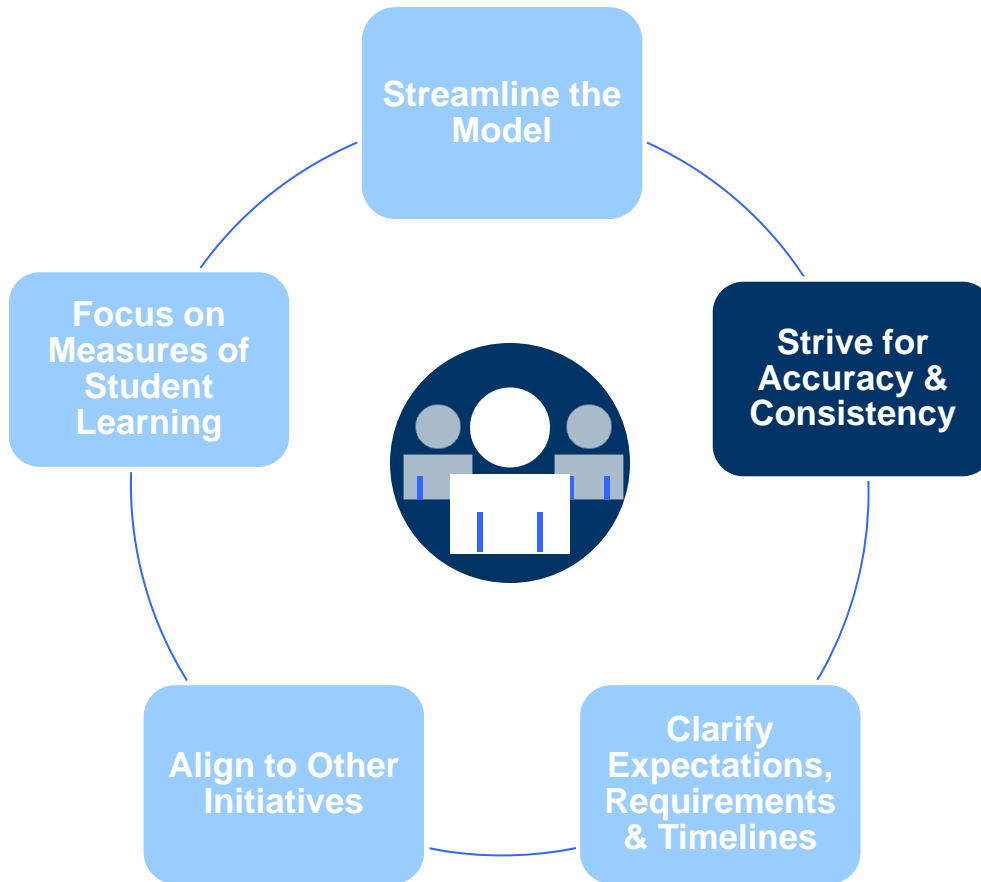
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Priority 2: Strive for Accuracy & Consistency



While we work to make the system as user friendly as possible, we also have to guarantee a robust model that will yield accurate ratings and fosters professional growth. **Improved trainings, clarified rubrics and stronger support resources will help generate fair, transparent, accurate ratings that teachers and school leaders can rely on.**

Priority 2: Strive for Accuracy & Consistency



What We Heard

- **Teachers and evaluators have expressed concern that many competencies in the Professional Practice and Professional Responsibilities Rubrics do not have a clear distinction among all performance levels and that ratings could be highly subjective.**
- **Building administrators report having a difficult time crafting narrative feedback in the absence of a rating.**

Priority 2: Strive for Accuracy & Consistency



What We Are Doing to the Teacher Model

- **Changing from a holistic Professional Practice Rubric to an observation rubric.**
- **Each competency will be scored after each individual observation.**
- **Added “Nearly Met” as a category for scoring individual Student Learning Objectives.**
- **Ongoing training for both models**

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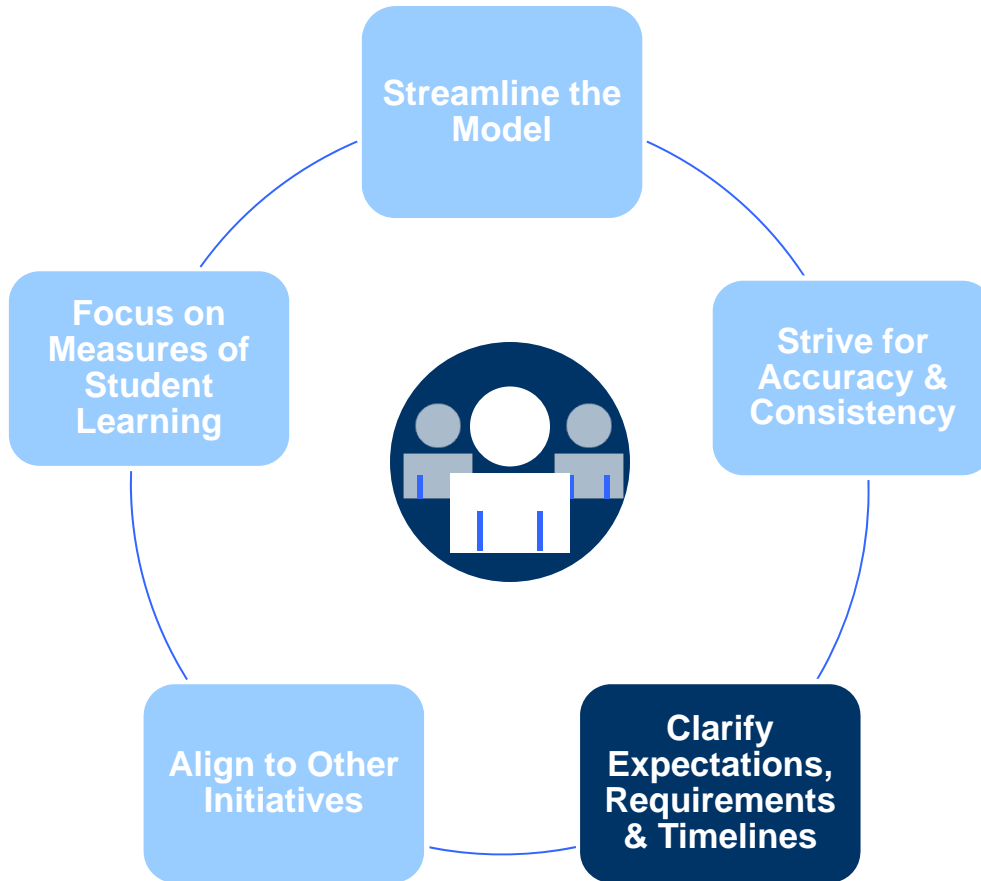
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Priority 3: Clarify Expectations, Requirements and Timelines



We have to make sure that superintendents, school leaders, and teachers are absolutely clear about their expectations, requirements, and timelines so that districts can take ownership of the evaluation process and make it an integral part of their school communities.

Priority 3: Clarify Expectations, Requirements and Timelines



What We Heard

- **Teachers who have received information from their building administrators about the RI Model tend to understand it better than those who do not.**
- **Administrators and teachers report confusion over which aspects of the model are optional and which are required, as well as which decisions should be made locally and which are made at the state level.**

Priority 3: Clarify Expectations, Requirements and Timelines



What We Are Doing

- **Requiring educators to set at least 2 and no more than 4 SLOs**
- **Adjusting the time requirement for classroom observations – every observation will be at least 20 minutes long.**
- **Requiring at least 1 announced and 2 unannounced observations.**
- **Clarifying that pre- and post-observation conferences are optional. This provides flexibility for schools and districts to determine what process works best for their local needs.**

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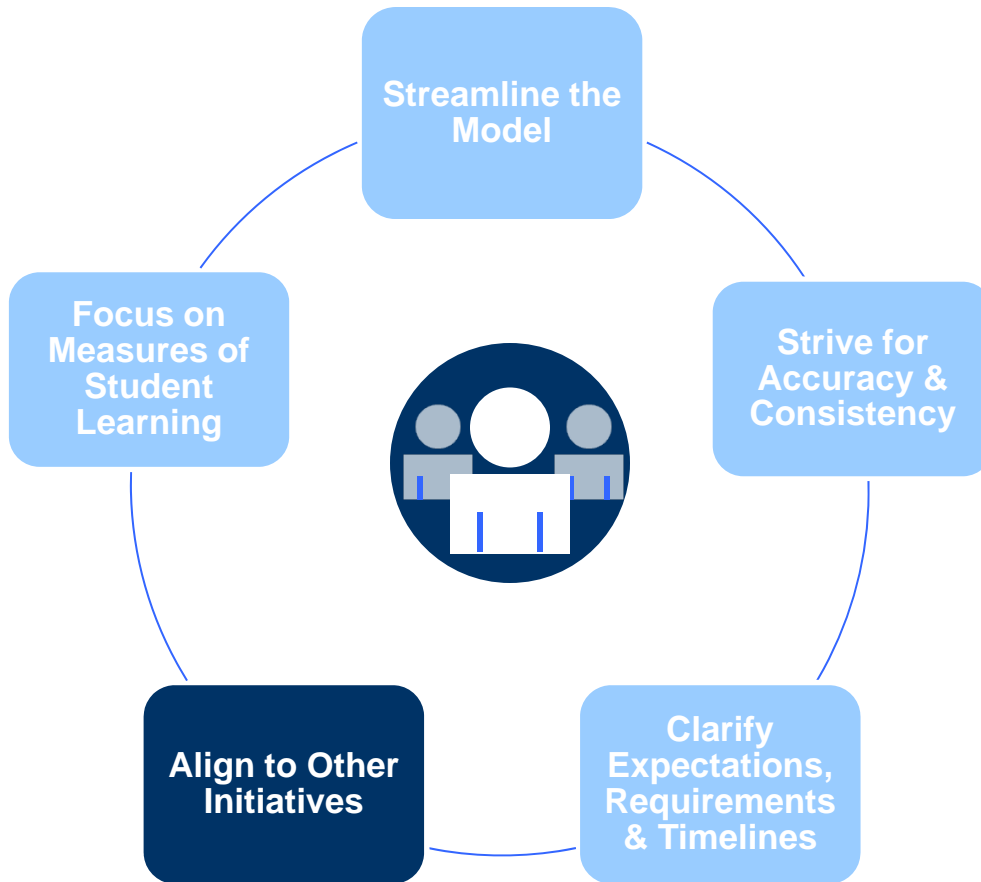
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Priority 4: Align the Model to Other Initiatives



Improved evaluations are just one key to transforming Rhode Island schools into centers of excellence. **With improved evaluations, we can create a common vocabulary that describes effective teachers and leaders, and in turn create better educator preparation and development programs.**

Priority 4: Align the Model to Other Initiatives



What We Heard

- **Educators report feeling overwhelmed with the variety of initiatives they are participating in and there is often very little connection among the various new initiatives.**

Priority 4: Align the Model to Other Initiatives



What We Are Doing

- RIDE will look to align the system with other initiatives, especially the Educator Performance and Support System (EPSS), comprehensive assessment system and the Common Core State Standards.

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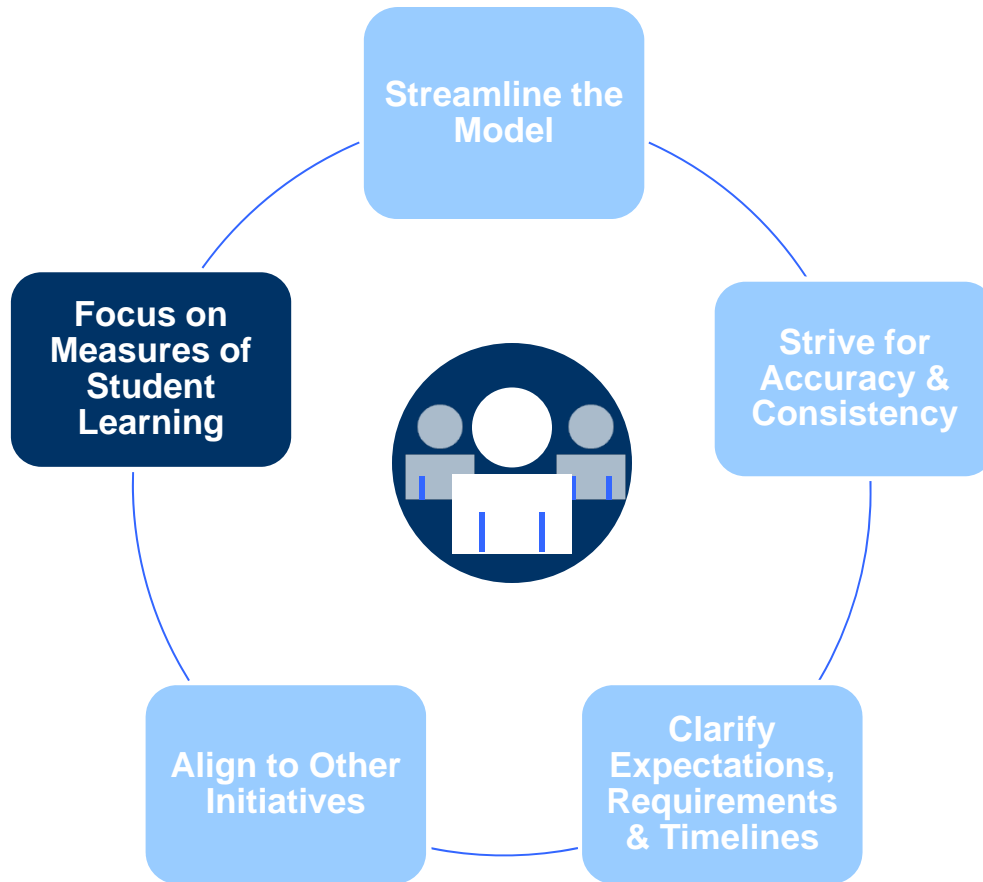
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No evaluation system can be considered successful unless it accurately captures whether educators are doing their most important job: helping students learn. We've been listening to educators' concerns about accurately measuring student learning, especially in non-tested grades and subjects.

Priority 5: Focus on Accurate Measures of Student Learning



What We Heard

- **Teachers report that there is value in setting measurable goals for student learning, but more common assessments are needed to do this consistently across schools and districts.**

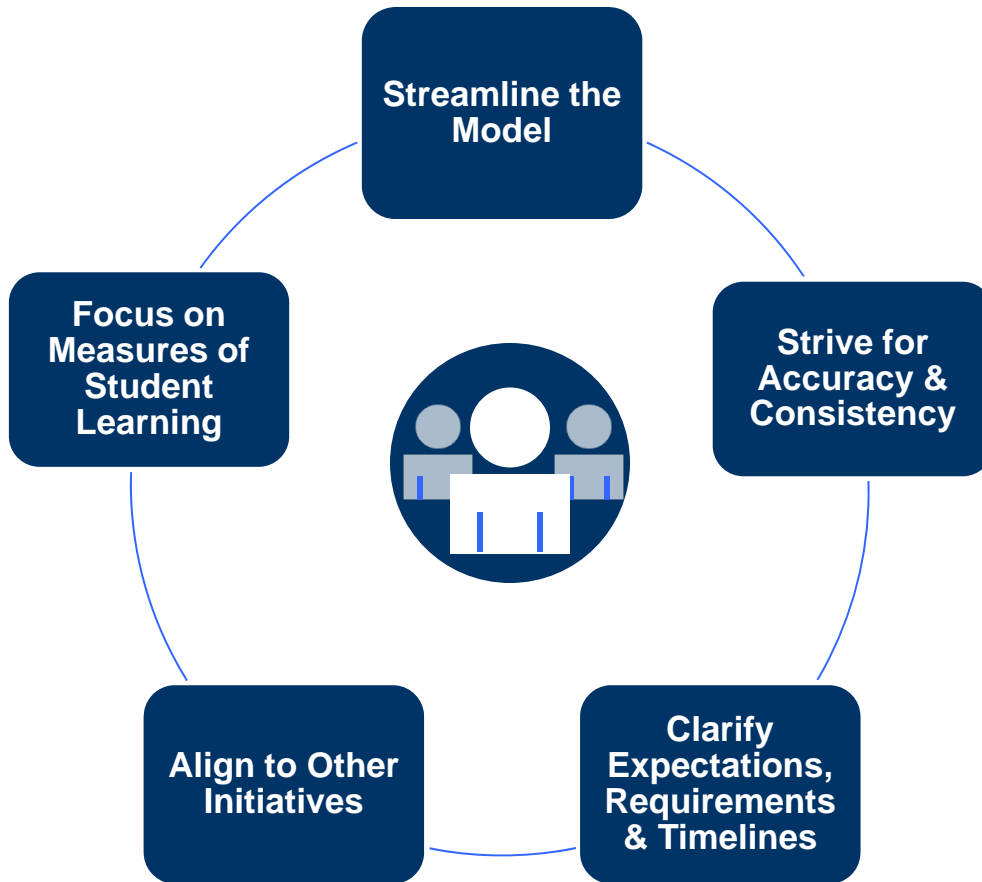
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What We Are Doing

- **Transitioning from scoring sets of Student Learning Objectives on a 5-point rubric to a 4-point rubric.**
- **The resulting 4-point scale translates to a Final Summative Matrix that becomes 4x4 instead of 4x5. The new matrix still highlights the critical importance of student learning as a primary indicator of educator effectiveness.**
- **School-wide Student Learning Objectives should be aligned to classroom level SLOs where applicable. Alignment will support both teachers and school leaders in collaborating to continuously improve student learning and support educator professional growth.**

We want educators to feel confident in the RI Model



Throughout the evaluation design and implementation process, RIDE has proactively listened to educators in the field, using their feedback to make smart changes to the system.

We want educators to feel confident in the Rhode Island Model, which is why we'll be listening to their feedback as we refine the process year by year.

What do the changes mean for this year?

Evaluation and Development Process

Fall

Winter

Spring

Beginning-of-Year Conference

- Self-assessment
- Set Professional Growth Goals & create Professional Growth Plan
- Set Student Learning Objectives

Mid-Year Conference

- Discuss Professional Growth Plan
- Revisit Student Learning Objectives
- Receive feedback on performance

End-of-Year Conference

- Discuss Professional Growth Plan
- Receive feedback on performance for entire year
- Final evaluation rating assigned

Ongoing feedback based on multiple classroom observations, data, targeted development activities, and other information

Questions?



Thank you!



For more information and to download detailed documents, visit:
<http://www.ride.ri.gov/educatorquality/EducatorEvaluation>

A screenshot of the website for the Office of Educator Quality and Certification. The page has a blue header with navigation tabs: Home, Board of Regents, Data, News, Offices, and FAQ. The date 'Friday, July 29, 2011' is displayed on the right. Below the header is a search bar and a breadcrumb trail: Home > Educator Quality > Educator Quality and Certification - Educator Evaluation. The main content area is titled 'Office of Educator Quality and Certification' and contains three sections: 'WHY EVALUATION MATTERS', 'ABOUT THIS SITE', and 'CONTACT US'. The 'WHY EVALUATION MATTERS' section includes sub-sections: 'Supporting great educators', 'Teachers have a profound influence', and 'Focus on regular feedback'. The 'ABOUT THIS SITE' section provides information about the website's purpose. The 'CONTACT US' section lists the office name and email address. A left sidebar contains a list of links under the heading 'Educator Evaluation'. The footer includes the RI.gov logo and links for Disclaimer, Site Map, Print Page, and Comments / Corrections.